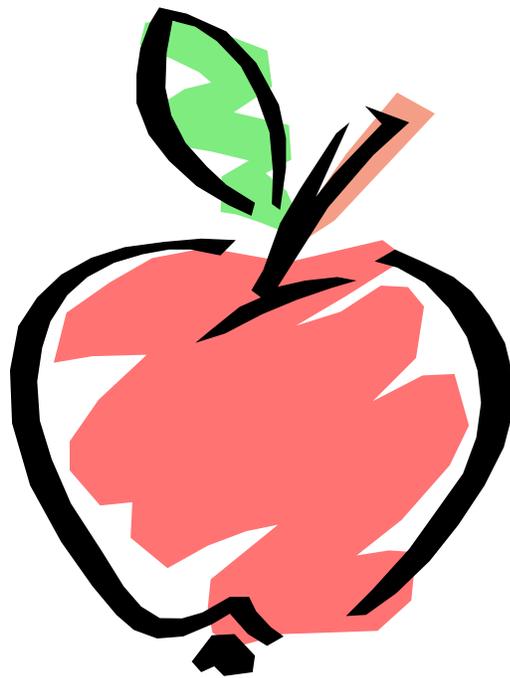


# East Carolina University®



WELCOME TO  
EDUCATOR PREPARATION  
2017

Thirtieth Edition

## WELCOME TO EDUCATOR PREPARATION:

The preparation of school professionals is a complex process. Prospective educators must acquire a body of general knowledge, professional knowledge and content specific knowledge. Education professionals must also develop skills and dispositions necessary for working effectively with diverse students and adults. A combination of coursework, field and clinical experiences has proven to be the most effective framework for accommodating this combination of theory and practice.

In an effort to develop this kind of functioning program for prospective educators, Educator Preparation at East Carolina University provides opportunities for candidates to learn and evaluate theories and principles of sound educational practice. Preparation in the university setting is augmented by the collaboration with classroom teachers and other professionals who guide these prospective educators through many hours of practical application in real world settings. Without this partnership of university and local school personnel, a critical dimension of our educator preparation program would be lost.

We are glad to have you as a candidate in educator preparation. This handbook is designed to assist you as you progress through the various steps leading to your licensure as a professional in education. PLEASE READ THIS ENTIRE HANDBOOK CAREFULLY.

It is important that you follow the procedures outlined in this how-to manual. Please note specifically the schedules and processes for submitting various applications and/or report forms.

Although your advisor, along with other faculty and staff members will help you in any way possible, YOU ARE RESPONSIBLE for meeting the requirements associated with the educator preparation program. Use this handbook to assist you in meeting your goals.

Write down the important dates as you progress, step-by-step, through your program. We hope you have an enriching, positive growth experience as you progress toward your goal of becoming an education professional. Again, welcome to educator preparation.

With best wishes for your success,

A handwritten signature in black ink that reads "Vivian Martin Covington". The signature is written in a cursive, flowing style.

Vivian Martin Covington, Executive Director  
Office of Educator Preparation

**MISSION STATEMENT  
EAST CAROLINA UNIVERSITY  
EDUCATOR PREPARATION PROGRAM**

**THE MISSION OF EDUCATOR PREPARATION IS TO PREPARE AND DEVELOP PROFESSIONALS THROUGH PARTNERSHIP WITH THE EDUCATIONAL COMMUNITY. EDUCATOR PREPARATION IS COMMITTED TO THE VISION OF PREPARING EDUCATION AND HUMAN SERVICES PROFESSIONALS WHO ARE ACADEMICALLY AND TECHNICALLY PROFICIENT; KNOWLEDGEABLE, SKILLED, AND REFLECTIVE IN THEIR PRACTICE; COMMITTED TO THE EMPOWERMENT OF ALL PEOPLE TO DEVELOP THEIR FULL POTENTIAL; AND COMMITTED TO THE ROLE OF PUBLIC EDUCATION IN A DEMOCRATIC SOCIETY.**

**TEACH. LEAD. INSPIRE.**

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## WELCOME

This handbook is designed to guide the progression of the prospective candidate from early field experiences, to graduation, and in the application for a license. It is the candidate's responsibility to use the information in this handbook to meet successive requirements to progress in a timely manner through the educator preparation program at East Carolina University. Please be reminded that education is a highly regulated and accredited program of study, which requires many detailed checks and balances along the way to becoming a licensed teacher. Our program is very clinically based, and we are guests in the public school classrooms and agencies during clinical experiences. It is important for all prospective candidates to understand this, before beginning the program of study, and to agree to abide by the Code of Ethics for North Carolina Educators, the Technical Standards for ECU Interns, as well as demonstrating high moral, ethical, and legal practices at all times. Teaching is a privilege, and we hold our candidates to the highest standards. Welcome aboard the Pirate Education Nation, and we look forward to working with you as you begin this journey.

### **U. S. Department of Education Regulations Regarding Licensure in Other States**

ECU cannot confirm whether any of its courses or programs meets requirements for professional licensure outside the State of North Carolina. ECU strongly encourages students to contact applicable licensing boards in states they wish to pursue licensure prior to seeking admission or beginning study in an academic program.

### **PROCEDURES FOR ADMISSION TO UPPER DIVISION OF EDUCATOR PREPARATION**

**All portfolio requirements are electronic and housed in the commercial product called Taskstream®. Students will be required to have an active Taskstream® account at the time specified to begin uploading evidences ([www.taskstream.com](http://www.taskstream.com)).**

Upper Division is the official step in applying and being formally admitted into an educator preparation program. Candidates seeking undergraduate educator preparation degrees, non-degree candidates (Post Baccalaureate Teacher Certification) seeking initial licensure in education, and Master of Arts in Teaching candidates must be admitted to Upper Division of Educator Preparation. Admission includes the completion of the following:

- (a) grade of 2.0 or higher in Early Experience course (must be taken at East Carolina University),
- (b) adequate individual scores or the composite total score on the *Praxis Core Academic Skills for Educators* tests (CORE) in reading, writing and mathematics; or Scholastic Aptitude Test (SAT); or American College Testing Program (ACT),
- (c) satisfactory interview, including a spoken English evaluation,
- (d) a minimum 2.7 or higher overall grade point average, no rounding
- (e) meeting the technology competencies requirement,
- (f) essay (250 words) outlining reasons for pursuing a career in education
- (g) disclosure and documentation of any prior or current criminal background, and meeting all Technical Standards (see Appendix 12).

The Upper Division process normally begins during the second semester of the sophomore year for undergraduate candidates. At this time, candidates have (1) either completed or are enrolled in the Early Experience course, (2) applied to take the *Praxis Core* ([www.ets.org/praxis/nc/requirements](http://www.ets.org/praxis/nc/requirements)), if applicable, and (3) met the technology competency. When the candidate has met the above criteria, the candidate should contact their advisor for an interview. The completed Application to Upper Division (Appendix 1), copy of SAT or ACT scores (if being used in lieu of any or all of the *Praxis Core* test scores), and CPL Data Form (Appendix 3) should be given to the department chair or coordinator when the candidate registers for the departmental interview.

After satisfactorily completing requirements for admission to Upper Division (early clinical experience, appropriate GPA, adequate test scores, technology competencies, and satisfactory interview), candidates can view their admission status in Pirate Port under Tools/Academic Affairs/Teacher Education. Click on View Placements which will show the admission status. A 2.7 GPA or higher must be maintained at all times to remain in Upper Division.

OR

Candidates not admitted to, or removed from, Upper Division are notified in writing (email) by the Office of Educator Preparation. It is the candidate's responsibility to eliminate the deficiency and notify the Office of Educator Preparation when ready to be re-admitted.

In alignment with NC Program Approval Standards, candidates must be admitted to Upper Division and submit their Internship Application to the Office of Clinical Experiences by:

- July 1 for fall/spring internships or the first business day following 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

### TRANSFER CANDIDATES

Transfer candidates must meet the same requirements and follow the same procedures as all educator preparation 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 the designated program area 2123-Early Experience course, DNCE 2190, FREN 2611, GERM 2611, or SPAN 2611.

### SECOND DEGREE CANDIDATES

Second degree candidates with a 2.7 or higher overall GPA from their first degree are exempt from educator preparation admission tests

### LICENSURE ONLY CANDIDATES

**SDPI requires a 4-year bachelor's degree from *regionally accredited* institutions. Additional prerequisites are required of candidates with foreign degrees.**

Licensure Only candidates are defined as those with degrees in fields other than education seeking initial North Carolina licensure, licensed persons who want undergraduate or graduate licensure in an additional area, or undergraduate or graduate candidates who seek licensure in addition to their non-teaching degree.

***Admission Procedures for Licensure Only (Post Bach-Teacher Certification) Candidates:***

Candidates seeking Licensure Only should send official transcript(s) to East Carolina University, Coordinator of Alternative Licensure, Office of Educator Preparation, Speight 109, Greenville, NC 27858 or by email to [alternativelicensure@ecu.edu](mailto:alternativelicensure@ecu.edu).

Candidates will receive a letter and a Plan of Study indicating requirements needed for North Carolina licensure. The program area advisor will be identified. A copy of the Plan of Study will be filed in the Office of Alternative Licensure.

Candidates must apply for admission as *Post Bach Teacher Certification Undergraduate* through the Undergraduate Admissions Office. <http://www.ecu.edu/admissions/TeacherLicensure.cfm>

***Admission and Retention Requirements for Licensure Only Candidates:***

All Licensure Only candidates seeking an initial license must be admitted to Upper Division. Procedures are the same as degree seeking candidates with the exception of testing requirements. Candidates who hold a degree from a regionally accredited institution and achieved a minimum 2.7 GPA overall are not required to take the educator preparation admissions tests. See pages 1-11 for details about admission to Upper Division, internship and other procedures. Licensure Only candidates must complete at least 12 semester hours at ECU prior to enrolling in an internship.

**CRIMINAL BACKGROUND DISCLOSURE (CBD)**

It is the responsibility of the candidate to disclose all criminal background issues (other than minor traffic violations) to the designated CBD coordinator in the Office of Clinical Experiences **prior to** admission to Upper Division **and at any other point in time a crime is committed after** admission to Upper Division has been granted.

Crimes to be reported include, but are not limited to: underage drinking tickets, urinating in public, public intoxication, resisting arrest, failure to stop for a blue light, open container violation, giving alcohol to or buying alcohol for a minor, DUI or DWI, assaults, larceny, possession of drugs or drug paraphernalia and all misdemeanor and felony charges. It is important for candidates to understand that paying a fine or ticket (such as in the case of underage drinking) is a plea of guilty.

Any candidate who has incurred charges that have been dismissed or who has pled guilty using prayer for judgment or *nolo contendere* (no contest) must also submit a signed statement explaining the nature, date, and outcome of the charges. This statement must accompany the

Upper Division application. Any candidate who has been convicted or pled guilty to any crime must meet with the designated CBD coordinator in the Office of Clinical Experiences to discuss the nature of the charges. The Office of Educator Preparation will review the criminal disclosure of each candidate. Upper Division applications of candidates who have pled guilty using prayer for judgment or nolo contendere (no contest) will not be processed unless the candidate schedules an appointment with the designated CBD coordinator in the Office of Clinical Experiences. Upper Division applications of candidates who have pending criminal charges will not be processed until their case is disposed.

Candidates must complete a criminal background disclosure prior to their Intern II at their own expense. Instructions for completing the criminal background disclosure will be given to candidates in the Intern I Seminar. **Failure to disclose criminal history at any time may result in removal from the educator preparation program.**

Candidates should be aware that public schools will not allow placements for field experiences or internships for candidates with multiple and/or serious criminal background issues regardless if the candidate has been cleared for readmission to the university or to the educator preparation program. Failure to be accepted for field experiences or internship will preclude the candidate from completing the degree and a change of major must be completed.

It is possible that a candidate could complete a teacher education degree and not be awarded a license by the State of NC (or any other state) due to criminal background issues. **Thus, it is mandated that all potential candidates and current candidates disclose any criminal behavior as soon as it occurs so as not to risk wasting time, effort, and finances on a degree and/or licensure program, which will not allow one to teach in this state or any other.**

### UPPER DIVISION INTERVIEW

The interview process provides the committee, made-up of two or three educator preparation faculty, an opportunity to know the candidate better. It allows faculty to assist in identifying and proposing options for problems or concerns that may deter admission into Upper Division and/or completing degree/licensure requirements.

Contact the COE Academic Success Center or the appropriate department for the interview schedule. An Interview Report Sheet is completed by each of the interviewers (see Appendix 2).

### TECHNOLOGY COMPETENCY FOR UPPER DIVISION

The technology skills needed for admission to educator preparation include the use of 1) word processing, 2) spreadsheets, and 3) databases.

Certification of technology competencies is achieved in **one** of the four following ways:

- 1) Use of existing coursework in program area (check with advisor in program area);
- 2) Successfully demonstrating the competencies by passing the BITE 2000 Challenge Exam\* (results will be available in Pirate Port under Degree Works);
- 3) successfully completing BITE 2000, BITE 2112 (formerly ASIP), or MIS 2223 (formerly DSCI)

- 4) Use of transfer equivalent technology course as determined by the Office of Educator Preparation.

\* Contact the Department of Interdisciplinary Professions, 2318 Bate Bldg. The challenge exam may be attempted 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, and 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 REQUIREMENTS**

### **ADMISSION TESTING**

As of March 2016, the SAT was changed. The SAT may be used in lieu of the *Praxis* Academic Skills for Educators (Core) tests or in conjunction with the *Praxis* Core to meet testing requirements. However, candidates may not use scores from the “old” SAT (taken prior to March 2016) with scores from the “new” SAT (taken after March 2016) to meet the requirements. Only one set of SAT scores may be used, either old ones or new ones. Candidates may also use ACT scores in lieu of, or in conjunction with, *Praxis* Core scores to meet requirements as indicated in the narrative and tables below. PSAT scores are not acceptable.

Candidates with a score of 1170+ on the SAT (taken after March 2016) or a composite score of 24+ on the ACT will be exempt from *Praxis* Core. A score of 570+ on the Mathematics part of the SAT (taken after March 2016) or 24+ on the Mathematics part of the ACT exempts a candidate from the mathematics section of *Praxis* Core. A score of 600+ on the Evidence-Based Reading and Writing part of the SAT (taken after March 2016) or 24+ on the English part of the ACT exempts a candidate from the reading and writing parts of *Praxis* Core (the reading section of the ACT does not count in any way). It will be the candidate’s responsibility to supply a copy of the scores (either a printout from Pirate Port, if available, or a copy of the score report) to their advisor to attach to the Upper Division application.

**Deadlines in the Office of Educator Preparation will not be extended, nor will conditional admits to Upper Division or Internship be made, pending the receipt of scores.** It may take several weeks to receive official scores from the testing company; therefore, candidates should plan ahead and take tests with plenty of lead time to ensure scores will be received prior to deadlines, **as only official score reports will be accepted.**

The *Praxis* Core covers basic reading, writing and mathematics skills required of all teachers. If scores on one or two tests of *Praxis* Core are less than the minimum, a composite score of 468 may be used. Contact the COE Academic Success Center to access free electronic Praxis Core study resources.

**Praxis Core**

Test Name	Test #	Minimum Score
Core-Reading	5712	156
Core -Writing	5722	162
Core -Mathematics	5732	150
Composite Score on all three tests		468

**SAT taken prior to March 2016**

Test Name	Test #	Minimum Score
SAT	To be exempt from all three Core tests	1100
SAT Critical Reading	To be exempt from Core - Reading & Writing	550
SAT Mathematics	To be exempt from Core - Mathematics	550
The <b>writing section</b> of the SAT does not count in any way. PSAT scores are not acceptable.		

**SAT taken after March 2016**

Test Name	Test #	Minimum Score
SAT	To be exempt from all three Core tests	1170
SAT EBRW*	To be exempt from Core - Reading & Writing	600
SAT Mathematics	To be exempt from Core - Mathematics	570
*EBRW = Evidence-Based Reading and Writing; PSAT scores are not acceptable.		

**ACT**

Test Name	Test #	Minimum Score
ACT	To be exempt from all three Core tests	24
ACT English	To be exempt from Core - Reading & Writing	24
ACT Mathematics	To be exempt from Core - Mathematics	24
The <b>reading section</b> of the ACT does not count in any way.		

Registration information for all of the forms for the *Praxis* Core, as well as, information booklets may be downloaded from <http://www.ets.org/praxis/nc/requirements>. *Study Companions* are available at the ETS website. These publications will help individuals with the structure and content of the tests. Test results should be sent to East Carolina University, **Code 5180, when completing the registration form. Scores received at ECU are received electronically for reporting purposes. Paper copies are not mailed to candidates or the university. Candidates must keep electronic copies of all score reports.**

## ETS Candidate Score Reports

**Plan ahead to ensure scores will be returned in time to meet deadlines. No deadlines will be extended due to pending score reports.** Official score reports for candidates will be available online via their *Praxis* account, [My Praxis account](#), approximately three to four weeks after the test date. Test results should be sent to East Carolina University, **Code 5180, when completing the registration form. Scores received at ECU are received electronically for reporting purposes. Paper copies are not mailed to candidates or the university.** ETS recommends printing a hard copy of the score report, as well as, saving an e-copy of the score report for future reference. Candidates are responsible for maintaining copies of all score reports. Online scores are downloadable for one (1) year. After one year, scores will no longer be available and candidates will need to request additional score reports from ETS. NOTE: There is a fee for each request.

### LICENSURE TESTING--PRAXIS SUBJECT ASSESSMENTS AND PEARSON TESTING

**(See page 10 for Applicable tests)**

Always check NC test requirements for the latest information. The tests listed in this book are accurate at the time of printing. Some program areas' tests are administered by ETS, the Educational Testing Service, and some programs areas' tests are administered by Pearson. Information for both testing services appears below.

Application forms for the *Praxis* Subject Assessments and information booklets may be downloaded from <http://www.ets.org/praxis/nc/requirements>. *Study Companions* are available at the ETS website. These publications will help individuals with the structure and content of the tests. Official score reports from ETS will be available online via their *Praxis* account, [My Praxis account](#), approximately three to four weeks after the test date. Test results should be sent to East Carolina University, **Code 5180, when completing the registration form. Scores received at ECU are received electronically for reporting purposes. Paper copies are not mailed to candidates or the university.** It is recommended that you print a hard copy of the score report, as well as, save an e-copy for future reference. Scores for tests taken through ETS are available online and downloadable for one (1) year. After one year, scores will no longer be available and candidates will need to request additional score reports from ETS. NOTE: There is a fee for each request.

The Pearson Education website is [www.nc.nesinc.com](http://www.nc.nesinc.com). Test results of all tests taken by candidates should be sent to East Carolina University, **Code 5180**. These results are electronic for reporting purposes. ***Paper copies are not mailed to candidates or the university.*** If requested, Pearson test results are emailed to individuals and are available online through an account for only 45 days. Additional score reports are available from Pearson. NOTE: There is a fee for each request.

#### **Who should take Licensure tests and when should these tests be taken?**

N.C. General Statutes direct the State Board of Education to permit applicants to meet licensure exam requirements during their second year of teaching provided the exam(s) were taken at least

once during the first year of teaching. Given the need to adhere to both state and national requirements, refer to the information below to learn how this change applies to specific licensure areas.

#### Testing Requirements for Elementary Education Candidates Only

The required tests for Elementary Education initial teaching licensure candidates are **the Pearson's Foundations of Reading and General Curriculum tests (Multi-Subject and Mathematics)**. These tests are administered through Pearson Education, Inc. at [www.nc.nesinc.com](http://www.nc.nesinc.com). These Pearson exams are used to meet the federal requirement of highly qualified. The test is computer delivered and is given within specific testing windows. See page 10 for required test names, numbers, and passing scores.

Elementary Education initial teaching licensure candidates who do **NOT** take or pass the Pearson Foundations of Reading and General Curriculum exams prior to IHE recommendation are required to:

- 1) Take the exams at least once during their first year of teaching.
- 2) Pass the exams by the end of the second year of teaching or risk losing their jobs.

#### Praxis Subject Assessments testing requirements for all licensure areas except Birth-K, Dance, Elementary, Theatre, and Special Education-General Curriculum

Candidates recommended for an initial teaching license are not required by the SBE/DPI to pass the required licensure exam(s) prior to being recommended by the IHE. **Candidates are strongly encouraged to take and pass the required tests prior to recommendation to be as marketable as possible for direct employment upon graduation.** All tests are computer delivered and are given within specific testing windows. The *Praxis* tests and testing windows can be found at: [www.ets.org/praxis/nc/requirements](http://www.ets.org/praxis/nc/requirements) and [http://www.ets.org/praxis/register/centers\\_dates/](http://www.ets.org/praxis/register/centers_dates/).

Candidates who do **NOT** take or pass the exam(s) prior to IHE recommendation are required to:

- 1) Take the exam(s) at least once during the first year of teaching.
- 2) Pass the exam(s) by the end of the second year of teaching or risk losing their jobs.

**NOTE:** Birth-K Education, Dance Education and Theatre Education program areas currently have no required tests either before initial licensure, after initial licensure, or in the first or second year of employment. All other program areas except Special Education – General Curriculum should follow the *Praxis* testing regulation as noted above. See page 10 for required test names, numbers, and passing scores.

#### Testing Requirements for Special Education – General Curriculum Candidates Only

The required tests for Special Education: General Curriculum initial teaching licensure candidates come from two different testing services, the Educational Testing Service (ETS) and Pearson Education, Inc. **ETS administers the *Praxis* Subject Assessment 5543 Core Knowledge and Mild**

**to Moderate Applications exam.** This Praxis exam is used to meet the federal requirement of highly qualified. The test is computer delivered and is given within specific testing windows. This test and testing windows can be found at: [www.ets.org/praxis/nc/requirements](http://www.ets.org/praxis/nc/requirements) and [http://www.ets.org/praxis/register/centers\\_dates/](http://www.ets.org/praxis/register/centers_dates/). See page 10 for required test names, numbers, and passing scores.

The other required tests for Special Education: General Curriculum initial teaching licensure candidates are **the Pearson's Foundations of Reading and General Curriculum tests (Multi-Subject and Mathematics)**. **These tests are administered through Pearson Education, Inc. at [www.nc.nesinc.com](http://www.nc.nesinc.com).** See page 10 for required test names, numbers, and passing scores.

Special Education: General Curriculum initial teaching licensure candidates who do **NOT** take or pass the *Praxis* Subject Assessment 5543 Core Knowledge and Mild to Moderate exam and the Pearson Foundations of Reading and General Curriculum exams prior to IHE recommendation are required to:

- 1) Take the exam(s) at least once during their first year of teaching.
- 2) Pass the exam(s) by the end of the second year of teaching or risk losing their jobs.

**Always check NC test requirements for the latest information. The tests listed in this book are accurate at the time of printing. ETS and Pearson do not mail hard copies of score reports to you OR the university. Pearson emails a copy to you, if requested.**

<b>Area of Licensure &amp; Code</b>	<b>Required Tests</b>	<b>Required Score</b>
<b>Art (00810)</b>	5135, Art Content and Analysis	161
<b>Business Ed (00760)</b>	5101, Business Education	154
<b>Dance (00805)</b>	N/A	N/A
<b>Elementary (00025)</b>	(3) Pearson Tests Pearson Test 090, Foundations of Reading, Pearson Test 103, Multi-Subjects Subtest, and Pearson Test 203, Mathematics Subtest	229 227 227
<b>English (00100)</b>	5038, English Lang, Arts: Content Knowledge and edTPA*	167
<b>Family &amp; Consumer Sci. (00710)</b>	5122, Family and Consumer Sciences	153
<b>French (00511)</b>	5174, French: World Language	162
<b>German (00531)</b>	5183, German: World Language	163
<b>Health &amp; Physical Ed (00095)</b>	5857, Health and Physical Education: Content Knowledge	160
<b>Health Specialist (00098)</b>	5551, Health Education	156
<b>History (0420) (MAT candidates)</b>	5081, Social Studies Content Knowledge and edTPA*	158
<b>Marketing (00730)</b>	5561, Marketing Education	169
<b>Mathematics (00200)</b>	5161, Math: Content Knowledge and edTPA*	160
<b>Mid. Grades Lang. Arts (78180)</b>	5047, Middle School English Lang. Arts	164
<b>Mid. Grades Math (78200)</b>	5169, Middle School Math	165
<b>Mid. Grades Science (78300)</b>	5440, Middle School Science	150
<b>Mid. Grades Soc. Std. (78400)</b>	5089, Middle School Social Studies	149
<b>Music (00800)</b>	5114, Music Content and Instruction	162
<b>Physical Education (00090)</b>	5091, Physical Ed Content Knowledge	152
<b>Reading-bachelor level (00190)</b>	5204, Teaching Reading	159
<b>Science (00300)</b>	5435, Gen. Science Cont. Knowledge and edTPA*	151
<b>Social Studies (00400)</b>	5081, Social Studies Content Knowledge and edTPA*	158
<b>Spanish (00521)</b>	5195, Spanish: World Language	168
<b>Spec. Ed--Adapted Curr. (88092)</b>	5511, Fundamental Subjects: Content Knowledge & 5545, Special Ed: Core Knowledge and Severe-to-Profound Applications	148, 158 **
<b>Spec. Ed--General Curr. (88091)</b>	5543, Special Ed: Core Knowledge and Mild-to-Moderate & (3) Pearson Tests Pearson Test 090, Foundations of Reading, Pearson Test 103, Multi-Subjects Subtest, and Pearson Test 203, Mathematics Subtest	158 229 227 227
<b>Theater Arts (00108)</b>	N/A	N/A

All tests are computer based and available at a Prometric Testing Center during specific testing windows. Check the site for Center locations and test dates at [http://www.ets.org/praxis/register/centers\\_dates/](http://www.ets.org/praxis/register/centers_dates/)

\* Effective July 1, 2017--Passing edTPA score to be determined by NCDPI

\*\* Score required for each test

It is the individual's responsibility to know current testing requirements. Testing websites are [www.ets.org/praxis/nc](http://www.ets.org/praxis/nc) for ETS testing and [www.nc.nesinc.com](http://www.nc.nesinc.com) for Pearson testing. Test scores are an important item in a professional file. Access to *Praxis* scores are available on the ETS site for a year. Pearson score reports are available for 45 days. Additional copies of scores are available from each reporting service for a fee. Print and save an e-copy for your records.

## REQUIREMENTS DURING UPPER DIVISION

Candidates should check with their advisor at least once each month to be certain all requirements for licensure and/or graduation are being met. Candidates must maintain a minimum of 2.7 GPA on all college work attempted at ECU. In addition, certain program areas may require a minimum 2.7 GPA or higher in the major. Candidates must meet department GPA requirements for major/minor/academic concentrations and professional education courses.

Candidates who fall below the required 2.7 GPA will not be allowed to enroll in Upper Division courses or remain in pre-registered Upper Division courses, including the Intern II semester. Candidates will not be allowed to progress to Intern II without all required pre-requisite courses completed with a grade of 2.0 or higher, no incompletes, and an overall 2.7 or higher GPA.

Candidates should check with their academic advisor about the completion of a Degree Works Audit (recommended completion is second semester of junior year; must be completed by first semester senior year). The OFFICIAL review of candidate's degree requirements will be done by the Office of the Registrar. Candidates will be held accountable for all requirements for the major according to the entrance catalog year unless an approved substitution is submitted to the Registrar by the academic advisor/department. Candidates will need to apply for graduation and register for commencement online at [www.ecu.edu/cs-acad/registrar/graduation-information.cfm](http://www.ecu.edu/cs-acad/registrar/graduation-information.cfm) and <http://www.ecu.edu/commencement>.

Licensure Only (LO, Post Bach Teacher Certification) candidates are required to keep track of their progress on the Plan of Study issued to them. It is strongly recommended that LO candidates meet with their academic advisor frequently to remain on track for Internship and timely licensure completion.

## 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 Office of Educator Preparation. Forms are available online. Petitions must include the signatures of the candidate, advisor, and department chair/coordinator. A copy of the approved/disapproved petition will be returned to the candidate's folder and the advisor notified. **Exceptions shall not be made for the minimum 2.7 GPA, non- passing *Praxis* Core or ACT or SAT scores, or delayed score reporting.**

## ADD-ON

Candidates currently enrolled in a teaching degree program, and wish to add an additional licensure area, should contact the Office of Alternative Licensure in Speight 109.

Licensed individuals seeking additional licensure do *not* have to meet Upper Division admission requirements. Individuals may add an additional teaching area to an existing teaching license by completing the appropriate educator preparation program and meeting the Highly Qualified definition, either by taking 24 hours of the approved courses or taking less than 24 hours *and* passing the appropriate test(s).

Candidates adding elementary or special education to an existing license have to take the appropriate tests regardless of the number of hours taken (see page 10 for required tests and scores).

Individuals may also add an additional teaching area to an existing teaching license with no coursework by passing the appropriate test(s). To add on the 9-12 teaching areas of English, History, Mathematics, Science or Social Studies, the Principles of Learning & Teaching: Grades 7-12 test #5624 is required in addition to the Content Knowledge test noted on page 10. Individuals must work directly with SDPI or their local school system to add-on by testing once they graduate.

### **EARLY CLINICAL EXPERIENCE & OTHER PRACTICA PLACEMENTS**

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 or agency 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 in North Carolina. No out of state or private school placements will be made.

Candidates are required to: keep a record of their observation hours; have the hours verified by the classroom teacher or other appropriate individual at the school or agency; complete observation forms provided by the instructor; and evaluate their experiences.

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

Courses beyond the Early Field Experience course may require additional clinical/field experiences. Clinical experience assignments are made by the Office of Clinical Experiences in cooperation with public schools and agencies. **Candidates are not allowed to solicit their own clinical placements.**

These courses are designed to build upon the early field experience to provide increased classroom and teaching experience as a bridge to the Internship Experience. Each course will have a required number of clinical hours along with varied assignments designated by the program area.

If a candidate is asked to be removed from any field experience placement (practicum or internship) by a school or a school system, this may be grounds for dismissal from the ECU educator preparation program. This removal can be the result of a dispositional, Technical Standard, Code of Ethics, and/or performance issue.

### **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. Appearance as a participant in any of the clinical experiences (including the internship) should not interfere with the candidate's or the PK-12 students' learning. Appearance that causes a school, school system, or agency any undue disturbance will be cause for removal from the site and may result in removal from the educator preparation program. The first impression made is important in reflecting a professional image.

With regards to personal appearance, keep in mind, the candidate should reflect: cleanliness, wear appropriate clothing, and serve as a role model for PK-12 students. The candidate shall be required to follow the dress code of the internship site in which he or she is placed, if it differs from the ECU prescribed one found in Appendix 9.

### **ATTENDANCE**

Participation in any clinical experience requires a commitment by the candidate to the program, the clinical teacher, and most importantly, the PK-12 students. Lessons are planned in advance and schedules made on the assumption of the candidate's attendance.

Candidates will determine 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 pre-arranged method.

### **REMOVAL FROM FIELD OR CLINICAL EXPERIENCES**

If a candidate is asked to be removed from any field experience placement (practicum or internship) by an agency, a school or a school system, this may be grounds for dismissal from the ECU educator preparation program. This removal can be the result of dispositional, Technical Standard, Code of Ethics, and/or performance issues. Second attempts may be granted depending upon the circumstances for removal; however, no more than two attempts will be granted for any level clinical experience, early field, clinical or internship.

### **INTERNSHIP EXPERIENCE**

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

### OVERVIEW OF INTERNSHIP EXPERIENCE

Prior to Intern I, the applicant must (1) be classified as a senior for UG candidates, (2) meet all departmental requisites and have an overall minimum 2.7 GPA, (3) be in good standing according to 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. Prior to Intern II, the candidate must have (1) all incompletes removed with the appropriate grade for the course, (2) completed the criminal background disclosure, and (3) completed all coursework. Administration of this phase of the candidate's work is provided by the Office of Clinical Experiences working with the department chairs, the educator preparation staff of the University and local school systems or agencies to provide internship experiences for all prospective teachers.

The internship for all educator preparation majors is a two-semester experience in a public school classroom or agency with a clinical teacher. The first semester (Intern I) is to acclimate the intern to the internship site 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, delivery of instruction, and assessment. Intern I candidates are expected to be in their clinical site one full day per week the entire semester. During Intern I, the department chair/program coordinator should serve in the place of the university supervisor for the purpose of policies and procedures. Interns **may not substitute** in their internship placement **during Intern I**.

The second semester (Intern II) is a full semester of teaching, with the clinical teacher providing feedback to the intern about the teaching and learning process. As a general policy, interns **will not** be permitted to take courses on campus or online concurrently with the Intern II semester. Exceptions may be made in hardship cases, but only through the Petition for Exception process.

**NOTE: INTERNS ARE STRONGLY ADVISED NOT TO WORK DURING INTERN II**  
**Work may not interfere with internship hours, seminars, or the required teacher workday.**

#### Internship Application

Candidates shall attend an internship application meeting or meet with the Program Area Coordinator. The application must be submitted to the candidate's advisor in the major department no later than one (1) year prior to designated internship semester (Intern II). The program coordinator will attach verification of 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, candidates must be admitted to Upper Division and submit their Internship Application by specific dates set by the Office of Clinical Experiences and approved by the Council for Educator Preparation. Final application acceptance dates are:

- July 1 for fall/spring internships or the first business day after 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

### **Use of Summer Session Coursework**

If a candidate fails a course that must be repeated prior to Intern I or Intern II, the candidate may use the summer sessions at ECU to retake the required course if it is offered. If the course is not available, the candidate will have to delay internship. If the course is an Upper Division course and the candidate's GPA falls below 2.7, the candidate must raise his/her GPA before retaking the course. No exceptions will be made to take Upper Division courses if a candidate does not meet eligibility requirements.

Intern I spring/Intern II fall internship candidates, whose GPAs fall below 2.7 at the end of the spring semester or summer session 1, may use the remaining summer session at ECU to raise the GPA to regain eligibility for internship. However, Upper Division courses *may not* be used to raise the GPA, as the candidate is no longer in Upper Division.

Candidates who met the application deadline for the Intern I fall/Intern II spring internship and are removed from Upper Division due to low GPA at the end of spring semester or summer 1 session, may use the remaining summer session at ECU to raise the GPA to regain eligibility for internship. However, Upper Division courses *may not* be used to raise the GPA, as the candidate is no longer in Upper Division.

Read sections below on **Criminal Background Disclosure** and **New Charges after Admission to Upper Division** prior to completing the Internship Application.

### **Criminal Background Disclosure**

Candidates must complete a criminal background disclosure (CBD) prior to their Intern II internship at their own expense. Instructions for completing the Criminal Background Disclosure will be given to candidates in the Intern I Seminar. **Failure to disclose criminal history at any time, prior to or after the CBD has been completed, may result in removal from the educator preparation program. CBDs are due:**

- October 15 for fall/spring internships or the last business day *prior to* October 15 if October 15 is a Saturday or Sunday.
- March 15 for spring/fall internships or the last business day *prior to* March 15 if March 15 is a Saturday or Sunday.

### **New Charges after Admission to Upper Division**

Any candidate who has incurred ***new charges*** after admission to Upper Division, and those charges have been dismissed; or any candidate who has pled guilty using prayer for judgment or nolo contendere (no contest) must submit a signed statement explaining the nature, date, and outcome of the charges. This statement must accompany the internship application. ***Any candidate who has been charged with any crime or pled guilty to any crime using prayer for judgment or nolo contendere (no contest) must print a copy of their completed background disclosure and upload it with their online licensure application.*** Therefore, candidates must keep copies of their CBD documents. Candidates with any ***new criminal charges*** since admission to Upper Division will be required to meet with the designated CBD coordinator in the Office of Clinical Experiences to discuss the nature of the charges.

### **Medical Examination for Internship**

Candidates shall schedule an appointment for the internship physical examination in plenty of time to meet the deadline given at the seminar. Physicals are good for one year only. Tuberculosis (TB) testing is required and the test must be completed in the given window so as to be in effect the full internship year. Appointments may be made through the Student Health Center at ECU by calling

(252) 328-6841. The examination **must** be completed before the Intern I semester and **shall** be on file before the candidate can report to the internship site (see Appendix 4). The examination may be completed by a personal physician, using the appropriate form. **Make and keep a copy of the physical form, as the Office of Clinical Experiences does not make copies.**

### **Career Services**

Education majors are encouraged to use the services and resources of the ECU Career Center early and often to aid in making career and major related decisions to ensure they are getting the most out of their education. Career Services is also available to assist with resumes, cover letters, and sharpen interviewing skills to optimize job placement after graduation. For more details on services provided visit [www.ecu.edu/career](http://www.ecu.edu/career). To schedule an appointment with the education liaison contact Career Services at 252-328-6050.

### **Seminars**

Candidates shall attend the required seminars for Interns scheduled by the Office of Clinical Experiences and the major department. This information is available in Pirate Port/Tools/Academic Affairs/Teacher Education. Click on Announcements for dates and times of all OCE seminars.

### **Required Assessments**

Candidates should successfully complete the internship and submit the required assessments via Taskstream®. It is the intern's responsibility to upload all assessments, view and review in depth all progress reports uploaded by the University Supervisor, and to submit all required lesson plans, teaching schedules, and reflections as deemed required by the Office of Educator Preparation, the program area, department, clinical teacher and/or university supervisor.

### **Withdrawal and Cancellation of the Internship**

If it is necessary to withdraw the internship application, notify the Office of Clinical Experiences and the department/advisor immediately (see Appendix 7). If unable to complete the internship, the candidate should consult with the university supervisor and the department/advisor regarding necessary procedures for dropping course(s) associated with internship as ECU cannot drop courses for the candidate. Cancelling the internship and dropping courses are two separate processes, both of which must be completed to officially cancel an internship.

### **Readmission to Internship**

To be readmitted to the internship, the candidate must complete a new internship application, submit it to the department, and file a Petition for Exception by the appropriate date for approval by the Admissions and Retention Committee of the Council for Educator Preparation.

## INTERNSHIP PROCEDURES

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 2-semester, 720+ hours experience in a public school or agency in North Carolina. All internship assignments must be secured and 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. Interns do not solicit their own placements.

The university supervisor and clinical teacher will jointly plan the observation and teaching schedule for the intern, leading to 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 Grades and Secondary candidates, 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, unless placed in a co-teaching classroom. A minimum of 10 weeks in the same internship placement is required for all candidates.**

Concrete and timely feedback focused on improvement, is essential for intern growth. Interns, clinical teachers and university supervisors share in this responsibility. It is the intern's responsibility to review their Progress Reports and other documents in Taskstream® throughout the internship and ask for assistance for their professional growth based on the NC Pre-Service Rubric and Standards (see Appendix 11).

### **ATTENDANCE FOR INTERN II**

1. If there are **emergencies** (personal illness, death in immediate family) during the internship requiring an absence, the clinical teacher, university supervisor, and the Office of Clinical Experiences (OCE) must be notified as soon as the intern knows they will not be at the site. Responsibilities include:

- a. Telephoning the clinical teacher immediately.
- b. Sending plans to the internship site if the intern is responsible for teaching that day.
- c. Telephoning the university supervisor immediately.
- d. Emailing the Office of Clinical Experiences at [oce@ecu.edu](mailto:oce@ecu.edu). The clinical teacher and university supervisor should be copied on any email sent to OCE.
- e. After two consecutive days of absences for a personal illness, a **doctor's note** must be submitted to the University Supervisor along with an absentee form signed by all required parties before the intern can return to the site on the next day.

2. **Excused absences:** Interns may be permitted up to two (2) excused absences for the **purposes** of scheduled medical appointments, job interviews, professional meetings, court appearances or others **approved by the Office of Clinical Experiences in advance**, without required make-up time, providing the university supervisor and the clinical teacher are properly notified and are in agreement. This is not guaranteed as all information must be taken into account. 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**.

3. The clinical teacher, the university supervisor, the 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, scheduled medical appointments, or attendance in court. Forms are available on the Office of Clinical Experiences website: [http://www.ecu.edu/cs-educ/oce/upload/Absentee\\_Form.pdf](http://www.ecu.edu/cs-educ/oce/upload/Absentee_Form.pdf), or see Appendix 6. Any professional absence must be **approved two weeks in advance**.

4. When the clinical teacher is absent, a regular substitute teacher may be called to assume responsibility for the instruction and well-being of the students. So that this time will not be wasted, the intern should use it to observe the work of the substitute teacher. If the substitute teacher objects to the intern's observations, arrangements should be made to allow the intern to observe in other classes during the substitute's tenure. If a substitute teacher is present for an extended period of time, the Office of Clinical Experiences must be notified **immediately**. Even in the absence of the regular clinical teacher, the intern is expected to continue with planned periods of instruction.

#### 5. Inclement Weather Guidelines for Internship II

If the internship site in which you are placed is:

- A) Closed for staff and students, ECU Interns do not report. The Intern will make up the day when the school makes up the day (even if that is a Saturday) as long as the internship is still in progress when the make-up day is designated, i.e. during the same semester as the internship.
- B) Closed for students, but staff are required to report on time, ECU Interns should report as long as conditions are safe. ECU Interns do not have "leave" or "optional workdays".
- C) Closed for students but staff are required to report on a delay, ECU Interns report at the same time teachers are required to report. ECU Interns do not have "leave" or "optional workdays".
- D) Closed for students, but staff are on an "optional workday," ECU Interns are required to report to the internship site regardless if their CT is there or not. ECU Interns do not have "leave" or "optional workdays".

For conditions B, C, and D above:

- i. If the ECU intern, using their best judgment, determines they can safely report to the Internship site, they should report for the required workday hours, regardless if the CT is there or not.
- ii. If the ECU intern, using their best judgment, determines they cannot safely report to the Internship site, they should not report.

If condition "ii" above is used:

- a. Interns shall be required to make-up the missed day (8 hours/day), in *no less than* 30 minute increments before or after the required internship work day hours during the two weeks immediately following the missed day(s).

- b. Allowable activities for make-up time are: working on lesson plans/unit plans; grading papers; entering and/or analyzing student achievement or assessment data; assisting with before school or after school care; assisting with bus duty; working the gate at an athletic event; assisting with any programs, such as prom preparations, choral or band events, athletic events, parent nights, fund raisers, etc.
- c. Time spent working shall be recorded on the approved spreadsheet (downloadable form can be found on the OCE website). Only time spent *working* on classroom duties (planning, grading, analyzing data, etc.) or time spent *assisting* with activities (keeping the gate receipts, assisting at rehearsals, etc.) shall be used for make-up. Time spent “watching events” shall not be used.

Interns shall notify, in writing via email, the clinical teachers, university supervisors, and copy the Office of Clinical Experiences, [oce@ecu.edu](mailto:oce@ecu.edu), when they choose condition ii above. All documentation of make-up time (the required spreadsheet) shall be forwarded to the university supervisor for verification of completion. Failure to notify all three parties or to submit documentation of make-up time is a dispositional issue and will affect this portion of the Intern’s internship grade.

#### SUBSTITUTING

During Intern II, interns may serve as **substitute teachers** after meeting agency or Local Education Agency (LEA) requirements under the following conditions:

1. The intern may substitute **only after** the first formal observation by the university supervisor, provided the progress report(s) indicates the intern is making adequate progress
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 Intern II experience**. The Clinical Teacher Conference is excluded from these 5 days.
4. When employed as substitute teachers, interns should be paid at the regular substitute rate, except for the Clinical Teacher Conference day as interns are a free substitute that day for their clinical teacher only, and only if the system or agency allows it.

#### INTERN-LEGAL STATUS

Interns in North Carolina are recognized as professional educators under the North Carolina General 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 to delegate to them instructional and related responsibilities. It 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 with the policies of the school or 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.

## INTERNSHIP POLICIES

The following policies have been adopted for the Educator Preparation Program at East Carolina University and apply to all field, clinical, and Internship experiences:

- A. Candidates must conduct themselves in a professional manner in all activities that affect their relationship and that of the University with the placement site to which they have been assigned.
- B. The candidate must abide by the same policies of the local school or agency as those required of regular employees, plus those created by the local school system or agency specifically for candidates. Candidates shall not administer medications to students.
- C. Interns may attend overnight field trips with their assigned Clinical Teacher after permission is obtained from the OCE. Interns shall not have the sole responsibility for any PK-12 students while away from the internship site.
- D. The candidate is expected to present an acceptable professional appearance in a placement setting. He/she must also abide by any written code established by the placement site, major department, or Office of Educator Preparation for professional personnel. Defiance of specific requests made by placement site or university officials will be considered grounds for dismissal.
- E. The candidate will maintain acceptable teaching proficiency. At any point in the clinical experience, in the professional judgment of the supervisors, the candidate demonstrates such ineffectiveness that the progress of PK-12 students is seriously impaired, he/she will be withdrawn from the program.
- F. The candidate must be punctual, prepared in advance, and ready to remain long enough after the close of the placement site day to participate in appropriate planning, preparation, and other professional activities.
- G. Candidates must possess good health and have a current physical examination form on file in the Office of Clinical Experiences **before** beginning the Intern II experience. Any changes in the medical status of the candidate prior to, or during, the placement should be reported to the Office of Clinical Experiences. The candidate will be permitted to continue in the placement as long as changes in health do not reduce his/her effectiveness as a teacher.
- H. Candidates who are arrested for violation of local, state, or federal laws or for serious offenses involving moral turpitude will be withdrawn from the educator preparation program and placement immediately. It is the candidate's responsibility to disclose to the Office of Clinical Experiences **all tickets, arrests, and convictions for all offenses incurred at any time while in any teacher education course** prior to and after the required Criminal Background Disclosure. Failure to disclose all criminal activity, such as, but not limited to, underage drinking tickets; underage possession of alcohol; purchasing alcohol for a minor; drug or drug paraphernalia possession, purchase, sales, or manufacturing; driving while impaired, assault, larceny, breaking and entering, embezzlement, weapons charges, any misdemeanors or

felonies, etc. will result in immediate removal from the placement site and probable removal from the educator preparation program. Candidates may not be in any field experience (early field or Internship) with pending charges of any kind.

I. Other offenses or conduct that causes the candidate's character or fitness for admission to the teaching profession to be questioned, such as but not limited to, inappropriate use of social media to display inappropriate or illegal personal behaviors; inappropriate comments or pictures about the clinical placement site, PK-12 students, clinical teacher, administration, university supervisor, or faculty; unauthorized posts about or pictures of, PK-12 students, etc. Refer to the NC Professional Teaching Standards (Appendix 11); the Technical Standards for Admission to, and Progression in Educator Preparation at ECU (Appendix 12); and the Code of Ethics for North Carolina Teachers (Appendix 13).

J. Candidate's shall refuse gifts having monetary value from any PK-12 student **at any time** while enrolled in an educator preparation program regardless if the candidate teaches the student or not.

K. Undergraduate and Licensure Only (Post Bach Teacher Certification) candidates must earn a grade of 2.0 or higher in the internship to meet licensure requirements and have an overall GPA of 2.7 or higher to meet licensure requirements. Master of Arts in Teaching (MAT) candidates must earn a 3.0 or higher in the internship to continue in the MAT program.

### **CANCELLATION OF INTERNSHIP**

If for any reason the internship needs to be canceled, either the candidate, the Program Area Coordinator, or the Lead Coordinator of Clinical Experiences must complete one of the Cancellation of Internship Forms (see Appendices 7 & 8). Submit the form to the Office of Clinical Experiences, Speight 110 and work with the advisor to drop all courses.

### **INTERNSHIP GRADING PROCEDURES**

Continuous guidance and evaluation of the candidate is the joint responsibility of the university supervisor and the clinical teacher. 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 documented by the clinical teacher and university supervisor. The intern needs to review the Progress Report and seek assistance from the university supervisor and clinical teacher for continual growth.

A progress report is prepared by the university supervisor with input from the clinical teacher after each observation by the university supervisor. Candidate performance is rated (1) Below Proficient, (2) Proficient, or (3) Above Proficient. The report is uploaded by the university supervisor and viewed by the clinical teacher and the intern. The progress report is viewable in the intern's Taskstream® account.

A final evaluation is jointly prepared by the university supervisor and the clinical teacher. Undergraduate interns are assigned letter grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or F. MAT interns are assigned letter grades of A, B, C, or F. Refer to the internship syllabus for the appropriate program area.

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 Taskstream® on the last day of the semester. University supervisors have the responsibility for issuing the final grade of the internship and submitting all required documents.

### **EARLY RELEASE**

- Early release occurs only in exceptional circumstances and is seen as a privilege to outstanding candidates. No early release will be approved for private schools or of out of state schools.
- Requests for early release should originate from the employing school system or agency 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 an adjunct 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.
- Interns may not request their own early release and are released only after approval by the Office of Clinical Experiences.
- If approved, no early release will be implemented any sooner than the date approved each semester by the Office of Educator Preparation.

#### **Prior to approval the candidate must have:**

1. At least a 2 rating (Proficient) on all items of the third progress report, and both the CT and US must be in agreement that all standards on the pre-service rubric will be marked “met”.
2. One observation must have occurred during the 15 consecutive days of full-time teaching responsibility, or co-teaching full days.
3. 15 consecutive days of full-time teaching completed or co-teaching full days completed.
4. All edTPA, Taskstream, signature assessments, and required work complete saved, scored, and passed before the date of early release.
5. A mentor assigned from the employing school or agency with the name of the mentor forwarded to the Office of Clinical Experiences prior to the release date for the candidate.
6. Interns may be early released to substitute only in their licensure area.
7. The intern must continue to follow all ECU policies and procedures in the early release setting to be recommended for licensure.

#### **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 using the ECU progress report form, unless a fourth observation was completed by the University Supervisor prior to early release.

2. This formal observation shall be forwarded to and filed with the Office of Clinical Experiences by the designated due date.
- 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 the candidate's status as graduated or licensable until after all grades have cleared the Registrar's official review. This may take as much as three to four weeks after a semester ends.
  - Interns are released from the internship placement only. Interns are still required to successfully complete all courses, edTPA requirements, signature assessments, and other requirements from the department, program area or university and attend mandatory seminars. A substitute shall be provided for the Intern by the employing site to attend the mandatory final Intern II seminar(s).
  - Interns shall be allowed to attend the ECU graduation and the Graduate Recognition Ceremony for their program area in May or December. A substitute shall be provided by the employing site if they choose to attend.

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

#### **A. Policies**

1. Intern I or Intern II candidates may be dismissed for failure to meet any of the established intern standards including criminal issues. If the candidate is asked to be removed from any field experience placement (practicum or internship) by a school or a school system, this may be grounds for dismissal from the ECU educator preparation program. This removal can be the result of a dispositional, social media, Technical Standard, Code of Ethics and/or performance issue.
2. Appropriate officials of the University, Local Education Agency (LEA), or other agency may initiate a recommendation for dismissal.
3. The intern may withdraw upon written request to the Office of Clinical Experiences (see Appendix 7). The Office of Clinical Experiences may also require the intern to complete a conference with the office and/or the university supervisor.
4. 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, and department chair/program coordinator.
5. The intern has the right to appeal the internship grade, but not the removal, by following the university grade appeal process after the grade posts at the end of the semester. Refer to the Undergraduate or Graduate Catalogs as appropriate.

#### **B. Procedures**

1. Written recommendations for dismissal may be initiated by the clinical teacher and/or other appropriate LEA or agency 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. Email is an acceptable form of written communication.

2. Dismissal for failure to maintain acceptable levels of teaching proficiency.
  - a. The clinical teacher should notify the university supervisor (Intern II) or department chair/program coordinator (Intern I) at the earliest possible moment following the development of a serious concern about the intern's competence. An evaluation and a conference with the clinical teacher and intern should follow this expressed concern. The Office of Clinical Experiences should be contacted immediately in these situations.
  - 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 5). Specific deficiencies should be identified with written suggestions and a timeline for improvement provided for the intern. The intern will be given an opportunity to improve based on the statement of deficiencies in the Improvement Plan, provided the issue warrants additional time. 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 PK-12 students, termination of the intern's assignment should be recommended.
  - d. Supervisors may request an observation and/or evaluation by the Office of Clinical Experiences or other program area faculty. The Coordinator may also choose to complete an observation or evaluation on his/her own initiative.
3. Dismissal for significant criminal or ethical violations do not warrant an improvement plan. Candidates are well informed of the consequences of their actions at three (3) definitive times prior to Intern II. Dismissals for dispositional issues such as tardiness of self or required documents do not warrant improvement plans. Notification will be given for the candidate to fix the behavior, and any further violations once notification is given is grounds for dismissal.
4. Upon a decision for dismissal, the Office of Clinical Experiences or program area coordinator will notify the intern and the above policies will rule to assure provisions for due process where warranted.

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

Undergraduate or Licensure Only candidates who receive a grade of "C-, D+, D, D-, F" or MAT candidates who receive a grade of "C or F" in internship or any of these candidates who withdraw or are removed involuntarily from the internship will not be allowed to repeat an internship except for unusual circumstances. A written *Petition for Exception* must be made to the Council for Educator Preparation Admissions and Retention Committee prior to the internship

application deadline. Interns will be placed in a county different from the original internship, except under documented extenuating circumstances.

## PROCEDURES FOR COMPLETION OF DEGREE AND/OR LICENSURE

### Degree and Licensure Requirements

Candidates must complete the state-approved program with the overall, major/minor field, and professional course GPAs identified earlier, meet all University requirements for graduation, and meet all NC requirements for licensure. **NOTE:** Candidates must have a minimum 2.7 GPA and a grade of 2.0 or higher in the internship and professional core courses to be recommended for licensure, in addition to program area requirements. Master of Arts in Teaching (MAT) candidates must have a minimum 3.0 GPA and a grade of 3.0 or higher in internship to remain in the MAT program.

All initial licensure candidates must achieve a passing score on the edTPA to be recommended for licensure. The ECU edTPA passing total score for all educator preparation program candidates completing a 15-rubric assessment is 38. Foreign Language candidates complete a 13-rubric assessment with a passing total score of 32. NCDPI is currently studying a statewide cut score for all edTPA candidates. When the North Carolina passing score is determined, candidates must meet the North Carolina passing scores.

Candidates who do not achieve a passing score on the first edTPA submission or receive an incomplete score due to condition codes should submit an official full or partial retake of the edTPA at their own expense. Candidates must submit and pass a retake to be eligible for licensure recommendation.

Candidates who do not pass the edTPA on the second attempt will not be recommended for licensure. Additional retake attempts will be allowed at the discretion of the Educator Preparation Program and the program area.

Pearson Administrative Review Policy located at:

[https://edtpa.com/PageView.aspx?f=GEN\\_OriginalityOfSubmissionAndAdministrativeReview.html](https://edtpa.com/PageView.aspx?f=GEN_OriginalityOfSubmissionAndAdministrativeReview.html)

- Pearson does not permit candidates to resubmit an edTPA portfolio while a score is under administrative review.
- If a Pearson administrative review results in a voided score due to confirmed **plagiarism**, the intern will be subject to the guidelines of the ECU Academic Integrity Policy and removed from internship immediately.
- Candidates with a voided Pearson score may be permitted to complete another full edTPA submission at their own expense subject to the discretion of the COE Office of Educator Preparation if the voided results are deemed not to be a violation of the ECU Academic Integrity Policy, College of Education policy, the Educator Preparation Handbook, university policies or professional ethical standards.
- If a candidate chooses to appeal an administrative review, they must do so directly with Pearson.

### **Degree Completion Without Licensure**

Degree completion and obtaining a license in the State of North Carolina or any other state are separate processes. A candidate may complete an educator preparation degree and not seek a license in the State of North Carolina for various reasons, such as moving to another state to work, not seeking employment in public schools of NC, or not having a grade of 2.0 or higher in the internship at the undergraduate level. MAT candidates shall not complete the MAT degree nor be licensed without a grade of 3.0 or higher in the internship.

### **Graduation for Undergraduate Candidates**

For the graduation ceremony, the cap and gown can be ordered through the ECU Student Store. Be sure to apply for graduation (<http://www.ecu.edu/cs-acad/registrar/graduation-information.cfm>) by the university deadline. Unit recognition ceremonies vary as to times, dates, and locations. Consult your advisor, your program area or check the ECU website. Licensure only/Post Baccalaureate candidates do not participate in graduation.

Appendix 1 – Upper Division Application

APPLICATION FOR ADMISSION
TO UPPER DIVISION OF EDUCATOR PREPARATION
EAST CAROLINA UNIVERSITY

Educator Preparation is committed to the integrity of the prospective teachers whom they admit to educator preparation and recommend for a license. Prospective teachers must be appropriate role models for the students they will teach. Therefore, any major violation of the ECU student code of conduct found at www.ecu.edu/studenthandbook or any policies in this Welcome to Educator Preparation handbook will result in denial of admission to educator preparation. By signing below, you acknowledge your understanding of the consequences of violations of the rules described herein and authorize the release to the Lead Coordinator, Office of Clinical Experiences any and all official records maintained by East Carolina University and waive any requirement that you be furnished a copy of those records prior to or concurrent with their release.

Have you ever been convicted of a crime other than minor traffic violations? Yes No
Have you ever had a certificate or license revoked or suspended by any state or governing body? Yes No
If the answer is yes to either of the above, please make an appointment to see the Lead Coordinator, OCE in Speight 110 prior to the completion of this application and your interview.

My signature below indicates that I acknowledge the information in paragraph one, I have truthfully answered the two questions above, and that all information provided on this application is correct and true.

Candidate's Signature \_\_\_\_\_ Date \_\_\_\_\_ B \_\_\_\_\_ ECU ID \_\_\_\_\_

U. S. Citizen Yes No (if No, make appointment in Speight 105)

SECTION I: To be completed by candidate

NAME Last First Middle/Maiden Birthdate(MM/DD/YYYY)

ADDRESS (permanent) Street City/State Zip

(local) Street City/State Zip

PHONE: Permanent ( ) Local ( )

DEGREE MAJOR CLASSIFICATION ADVISOR

College/department and major have been officially declared in Banner: Advisor's Initials

Hours attempted at ECU Hours completed at ECU GPA

Have you completed an EARLY EXPERIENCE COURSE? Yes No Grade

Testing (see page 10)

Praxis Core Reading Praxis Core Writing Praxis Core Math OR Composite Score

In order to process this application, electronic Praxis Core scores must be received by ECU. Paper copies are no longer issued by ETS. Check your electronic score report for recipient code 5180 ECU or view through Pirate Port. If your score(s) are not listed in Pirate Port under Degree Works, you must access your account on the ETS site, print and attach a copy of page 1 with this application.

Prior to March 2016 SAT Critical Reading SAT Math SAT Total
After March 2016 SAT EBRW SAT Math SAT Total
ACT English ACT Math ACT Total

A copy of your SAT or ACT scores must accompany this application, only if being used in lieu of all or part of Praxis Core scores. Praxis Core, SAT/ACT scores may be found in Pirate Port under Degree Works.

Technology competencies must be met in **one** of the following ways.

Dept. Course \_\_\_\_\_ or BITE 2000 \_\_\_\_\_ or BITE 2112 \_\_\_\_\_ or MIS 2223 \_\_\_\_\_ (formerly DSCI)  
(# and grade) (grade) (grade) (grade)  
or BITE 2000 Challenge Exam \_\_\_\_\_ or transfer credit \_\_\_\_\_ \*\* (BITE courses were formerly ASIP)

**\*\* Attach verification from major department showing *transfer credit*. \*\***

Are you here as a non-degree student? Yes \_\_\_\_\_ No \_\_\_\_\_  
Are you here as a second degree student? Yes \_\_\_\_\_ No \_\_\_\_\_

**IF YES**, to **either** of the above, was previous school regionally accredited? Yes \_\_\_\_\_ No \_\_\_\_\_

**Name of previous school and location** \_\_\_\_\_ and GPA \_\_\_\_\_

*If you are a transfer student, please complete:*

When did you transfer to ECU \_\_\_\_\_ From \_\_\_\_\_  
(Semester & Year) (Institution)

How many hours did you transfer \_\_\_\_\_

SECTION II: I have interviewed \_\_\_\_\_, verified the required information, and recommend him/her for admission to upper division of educator preparation.

1. \_\_\_\_\_ Date \_\_\_\_\_

2. \_\_\_\_\_ Date \_\_\_\_\_

3. \_\_\_\_\_ Date \_\_\_\_\_

I have interviewed this student and am *unable* to recommend him/her for admission to upper division of educator preparation. **Please make corrective suggestions on a separate sheet of paper.**

1. \_\_\_\_\_ Date \_\_\_\_\_ Reason: \_\_\_\_\_

2. \_\_\_\_\_ Date \_\_\_\_\_ Reason: \_\_\_\_\_

3. \_\_\_\_\_ Date \_\_\_\_\_ Reason: \_\_\_\_\_

SECTION III: I have reviewed this candidate's entire record and recommend him/her for admission to upper division of educator preparation.

\_\_\_\_\_  
Department Chair/Coordinator

AFTER A SATISFACTORY INTERVIEW, THE ADVISOR WILL FORWARD **COMPLETED** APPLICATION, CPL DATA FORM, AND COPY OF SAT OR ACT SCORE (if required) TO THE OFFICE OF EDUCATOR PREPARATION, SPEIGHT BUILDING, ROOM 105. (Do not forward interview sheets or essay.)

**Appendix 2 – Interview Sheets**

**EAST CAROLINA UNIVERSITY  
EDUCATOR PREPARATION  
UPPER DIVISION INTERVIEW REPORT**

CANDIDATE: \_\_\_\_\_ INTERVIEWER: \_\_\_\_\_

**I have read this candidate’s essay.**

His/her writing skills: \_\_\_\_ are exceptional, \_\_\_\_ are adequate, \_\_\_\_ need improvement

(If improvement is needed, make recommendations to candidate during interview and write them in the **Comments** section including any speech and/or hearing issues noted).

The following characteristics and attitudes are desirable in an individual entering the teaching profession. During this interview you may be able to observe some or all of them. Please report your observations in the following manner:

**S** = Satisfactory                      **US** = Unsatisfactory                      **UO** = Unable to Observe

EVALUATION		
S	US	UO

**I. Background / Preparation**

A. Knowledge of specialty chosen			
B. Oral expression demonstrates effective use of English			
C. Clarity of expression			

**II. Personal Characteristics**

A. Self-confidence (eye contact, posture, delivery)			
B. Enthusiasm			
C. Promptness			
D. Emotional demeanor			
E. Maturity (appropriateness of responses)			
F. Professional appearance			

**III. Commitment Toward Teaching**

A. Experience in working with people			
B. Sense of dedication to teaching			
C. Interest toward diverse groups			
D. Interest toward continued professional growth			

**IV. Speech and Hearing**

A. In expressing him/herself, the candidates speech appears to be:			
B. In expressing him/herself, the candidates hearing appears to be:			

**V. Comments**

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**Appendix 3 – CPL Form**

**CANDIDATE FOR PROFESSIONAL LICENSE DATA FORM (CPL)**  
(Fill in completely and attach to Upper Division Application)

<b>Name:</b> _____ (Please print)                      Last                                      First                                      Middle		
<b>Social Security Number:</b> _____ - _____ - _____ You are not required by law to disclose your social security number (SSN). However, your SSN is required by the North Carolina Department of Public Instruction (NCDPI) for purposes of issuing a NC teaching license. The NCDPI will not grant a teaching license without a valid SSN. U. S. Citizenship is required.  ECU ID: <u>B</u> _____ Birthdate ____/____/____	<b>Degree Type: ( _____ ) Choose Only One</b> U -- Bachelor M-- MAT ULO – Licensure Only (Post Bach Teacher Cert)  Conviction Statement: ____ Yes ____ No  U. S. Citizen ____ YES ____ NO (If NO, make appointment in Speight 105)	
<b>Gender: ( _____ )</b> M – Male F – Female	<b>Race/Ethnic Origin: ( _____ ) (Choose Only One)</b> W – White    I - American Indian/Alaskan    B – Black    H – Hispanic A - Asian/Pacific Islander    O – Other	<b>GPA</b> _____

**TESTING - Passing score in parenthesis**

<i>Praxis Core</i> Enter each score	OR	<b>** SAT</b> Enter each score	OR	<b>** ACT</b> Enter each score
(156) Reading _____		<b>Prior to March 2016</b> (550) Critical Reading _____		(24) English _____
(162) Writing _____		(550) Math _____		(24) Math _____
(150) Math _____		<b>or</b>		<b>or</b>
		(1100) Total _____		(24) Total _____
<b>(468) *Total composite score</b> _____		<b>After March 2016</b> (570) Evidence Based Reading/Writing _____		
<b>*To be used if one or more scores are less than individual required score.</b>		(600) Math _____		
		<b>or</b>		
		(1170) Total _____		

**\*\* If used in lieu of praxis core scores, a COPY of scores must be submitted with application.**

**Licensure Area(s) You are Seeking—Five Digit Code and Description**

1 <sup>st</sup> code should be linked to your major—Elem, Math, etc.	Description	2 <sup>nd</sup> code	Description
00014	Birth-K		<b>Special Subject Areas (K-12)</b>
		00810	Art
00025	Elementary (K-6)	00805	Dance
		00511	French
		00531	German
	<b>Exceptional Children (K-12)</b>	00098	Health Specialist
88092	Adapted Curriculum	00095	Health and PE
	88091	00800	Music
	<b>Middle Grades (6-9)</b>	00090	Physical Education
78180	Language Arts	00190	Reading
78200	Math	00521	Spanish
		00108	Theatre
	<b>Secondary Education (9-12)</b>		
00100	English		
00420	History (MAT only)		<b>Vocational Education</b>
00200	Math	00760	Business Ed
00300	Science	00710	Family & Consumer Science
00400	Social Studies (Undergraduate or Post Bach Teacher Cert)	00730	Marketing

**Appendix 4 – Internship Physical Form**

**Internship Physical Form**

**Return to:** ECU Office of Clinical Experiences, Speight 110

Intern I candidates who have not returned this form will **NOT** be able to do their Intern II semester. This form is *valid for one year* from date of physical.

**Make sure you have a copy of this form. The Office of Clinical Experiences will NOT provide copies at any time.**

The Health Examination form is required of all persons before the initial visit to the internship location.

**Name:** \_\_\_\_\_ **ECU ID: B** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Program Area:** \_\_\_\_\_

**I. Communicable Disease**

By my signature I certify that the above **named person does not have any communicable disease, including tuberculosis**, which poses a significant risk of transmission in our schools or would impair this person’s ability to perform the duties of the job, except as may be noted below. Further, I certify that this person is free of any physical or mental disability that would impair job performance.

If unable to certify the above, please comment:

\_\_\_\_\_

\_\_\_\_\_

**II. Other Health Areas**

Areas	Limitations		Nature of Limitations (continue on back as needed)
	Yes	No	
Vision			
Hearing			
Heart			
Lungs			
Lifting/Carrying			

Appropriate Immunizations	Yes	No	Any Immunization Recommendations
TD (tetanus), MMR, Hepatitis B, etc.			
Tuberculin (TB) test (Must be within 12 months of Internship) Note Date Given, Date Read, and Result.	Date Given	Date Read	Result

Physician’s Office: \_\_\_\_\_ Telephone Number (\_\_\_\_) \_\_\_\_\_

Physician’s Name: \_\_\_\_\_ Fax Number (\_\_\_\_) \_\_\_\_\_

(Please Print)

Physician’s Signature \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix 5 – Improvement Plan**

**Improvement Plan**

ECU College of Education, Office of Clinical Experiences  
110 Speight, Greenville, NC 27858-4353

Candidate \_\_\_\_\_ ECU ID: B \_\_\_\_\_

Clinical Teacher \_\_\_\_\_ University Supervisor \_\_\_\_\_

Specific Concern (s) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Plan for improvement

Required Actions	Target Date	Assessment Method and Criteria	Evaluator(s)	Follow Up

**Source: Adapted from Maximum Mentoring: An Action Guide for Teacher Trainers and Cooperating Teachers by Rudney and Guillaume.**

Signed and Dated:

University Supervisor \_\_\_\_\_ Date: \_\_\_\_\_

Clinical Teacher \_\_\_\_\_ Date: \_\_\_\_\_

Clinical Intern \_\_\_\_\_ Date: \_\_\_\_\_

Send copies to Program Area Coordinator and the Office of Clinical Experiences, 110 Speight Bldg.

# East Carolina University

OFFICE OF CLINICAL EXPERIENCES  
COLLEGE OF EDUCATION  
FAX (252) 328-2361

## Absentee Form

**NOTE:**

This form must be returned to the Office of Clinical Experiences, Speight Bldg. Room 110 and approved **PRIOR** to leaving the internship site. Contact will be made only if absence is not approved.

\_\_\_\_\_ is hereby authorized to be  
Name (ECU email address)

absent from the internship site on \_\_\_\_\_ and return on  
Date/Time

\_\_\_\_\_ to go to \_\_\_\_\_  
Date/Time Destination

- |  |   |
|--|---|
| <input type="checkbox"/> Interview with employing official<br><b>(prior confirmation required)</b>     | <input type="checkbox"/> Professional Meetings/Conferences/Workshops<br><b>(documentation required)</b> |
| <input type="checkbox"/> Scheduled medical/health care<br>appointments <b>(documentation required)</b> | <input type="checkbox"/> Serious immediate family illness/Death<br><b>(documentation required)</b>      |
| <input type="checkbox"/> Attendance in court<br><b>(documentation required)</b>                        | <input type="checkbox"/> Other: (please explain in remarks)<br><b>(documentation required)</b>          |

**Remarks:**

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**Required signatures prior to faxing to Office of Clinical Experiences**

1. \_\_\_\_\_ 2. \_\_\_\_\_  
Clinical Teacher University Supervisor

3. \_\_\_\_\_  
Principal or Designee, Internship Site

**For final approval, fax signed form and documentation to (252) 328-2361, Office of Clinical Experiences.**

\_\_\_\_\_  
Lead Coordinator, Office of Clinical Experiences Date



Appendix 8 – Cancellation of Internship Placement (Program Area)

**Cancellation of Internship Placement  
(Program Area Request)**

Internship Date: \_\_\_\_\_  
Semester/Year

**Office of Clinical Experiences**

College of Education, 110 Speight  
Greenville, North Carolina 27858-4353

Intern I

Intern II

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	<b>B</b>	
Candidate Name		ECU ID#
Program Area	Advisor (Printed)	Advisor Signature
University Supervisor (Printed)		

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Please cancel the internship placement for the above named candidate effective \_\_\_\_\_.  
DATE

*Please give reason for cancellation and indicate if the intern needs a new placement:*

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Program Area Coordinator Signature	Date

**Please complete this form and return it to the Office of Clinical Experiences, Speight 110.**

## Appendix 9 – Dress Code

### Practica and Internship Dress Code for all ECU Education Majors

All candidates while on duty or in attendance at school or agency functions, should dress professionally and appropriately and wear appropriate ECU approved identification at all times during all practica and internship responsibilities or anytime they are in the school or agency as an ECU candidate.

It is considered inappropriate for ECU candidates to wear the following attire:

- Any mode of dress or appearance that is so unusual or lacking in cleanliness that it disrupts class or learning activities
- Clothing and/or tattoos that promote the use of alcoholic beverages, tobacco, or controlled substances by words or symbols; that contain profanity or nudity; that depict violence; that are sexual in nature by words or symbols; or that are disruptive in some other manner
- Any clothing material made of denim, e.g., pants, skirts, jumpers, or sport jackets
- Sweatpants, leggings, yoga pants or tights worn as pants
- Pierced jewelry anywhere other than in the ears (No gauges are allowed)
- Clothing that clings, is form-fitting, or exposes the midriff or chest when sitting, standing, or bending
- Shorts, skirts, or dresses that are higher than two inches above the top of the knee
- Flip-flops or bedroom slippers
- Tailored shirts that are untucked, unless worn as a jacket

**Modifications** may be made by the appropriate supervisor and/or university contact to accommodate ECU candidates who are engaged in specialized duties (such as physical education, vocational education, field-trips) or in specialized activities (workdays, spirit days, casual days, etc.) that require or permit a relaxed mode of dress.

**Reasonable accommodation** shall be made by the appropriate supervisor and/or university contact for those ECU candidates who, because of a sincerely held religious belief, cultural heritage, or medical reason request a waiver of a particular part of this policy for dress or appearance.

***Any ECU candidate who does not meet the standards of this policy will be required to take corrective action. Any time missed because of failure to comply with this policy will jeopardize the placement and repeated violations of this policy will be cause for disciplinary action as recommended by the appropriate supervisor and/or university contact.***

**There is no deviation from this dress code for any ECU candidate regardless of how employees of the school or agency dress!**

### Social Media

As you are representing yourself as a candidate in the educator preparation program, please be mindful of your social media presence. The Office of Clinical Experiences shares information regarding social media at the internship application meeting and as requirements for internship semesters; however, our candidates are being impacted prior to this stage of their college experiences. Many districts, schools, or host teachers are quick to look up candidates on social media sites and candidates have been denied placements due to their social media content.

Here are some suggestions to help your social media presence:

1. Do create positive content. Social media can also be a benefit to you. Make LinkedIn connections.
2. Do Google yourself. Know what shows up on an Internet search when people are looking for you and make sure that it is positive and professional.
3. Do keep your pictures clean. Your profile picture should never show alcohol, drugs, or anything that would not be viewed in a positive manner by administrators, parents, and host teachers. Even if you have your profile locked down for privacy, your profile picture still appears. In an article found online, Career Builder noted that more than half of respondents cited inappropriate photos or information and 44 percent mentioned the posting of drug or drinking related content as reasons for turning down a job applicant. See <http://www.usnews.com/education/high-schools/articles/2011/08/10/student-teacher-social-media-restrictions-get-mixed-reactions>.
4. Do not affiliate with your school placement site or geo-tag your posts from or about the school. This will lead others right to your posts.
5. Remember, it is possible to take a screen shot of Snapchat. “Snaps” or Snapchat posts can last forever.
6. Set your Instagram account to private. That way, you must approve of anyone who views your posts. Remember, if you link your Instagram account with your Twitter or Facebook accounts, others may be able to see individual Instagram posts without accessing your entire profile.
7. Never mention your school in any posts or take pictures of students or their work. It is not your place to post children online and could be violating a student’s privacy by doing this. Even if your host school is social media friendly, you need to refrain from any type of posting of students/school.
8. Never complain about your school, kids, or teaching on your posts. This is a good practice for all professionals.
9. Do not “friend” or “follow” PK-12 students on your personal social media accounts.

# North Carolina Educator Evaluation System



## Teacher Candidate Evaluation Rubric

The following rubric was developed to align with and reflect the *North Carolina Professional Teaching Standards* approved by the North Carolina State Board of Education on June 7, 2007. The rubric also parallels the North Carolina *In-service Teacher Evaluation Rubric* that is used to assess the professional performance of in-service teachers throughout the state. However, the *Teacher Candidate Evaluation Rubric* has been adapted to reflect the specific contexts and opportunities available to teacher candidates throughout their programs, and to allow distinctions to be made across each of four levels of performance on the *North Carolina Professional Teaching Standards*.

Preservice teacher (candidate) performance should be rated on each element within each Standard as characteristic of a practitioner at one of four levels: *Emergent Candidate*, *Developing Candidate*, *Proficient Candidate* or *Accomplished Candidate*. These levels are cumulative across the rows of the rubric in that a “*Proficient Candidate*” teacher must exhibit the characteristics encompassed under the “*Emergent Candidate*” and “*Developing Candidate*” levels in addition to those described at the “*Proficient Candidate*” level. To be recommended for licensure, a candidate must demonstrate professional performance at no less than the *Proficient Candidate* level on each element and on each standard.

## Standard 1: Teachers demonstrate leadership

Observation	Artifact	<b>1a. Teachers lead in their classrooms.</b> Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		<p>Acknowledges the importance of high school graduation for students.</p> <p>Identifies the types of data that are commonly available to and used in schools.</p>	<p style="text-align: center;"><b>AND</b></p> <p>Demonstrates how teachers contribute to students' progress toward high school graduation by following the North Carolina Standard Course of Study.</p> <p>Uses data to identify the skills and abilities of students.</p> <p>Describes the characteristics and importance of a safe and orderly classroom environment.</p> <p>Understands positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint.</p>	<p style="text-align: center;"><b>AND</b></p> <p>The progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study.</p> <p>Draws on appropriate data to develop classroom and instructional plans.</p> <p>Maintains a safe and orderly classroom that facilitates student learning.</p> <p>Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.</p>	<p style="text-align: center;"><b>AND</b></p> <p>Takes responsibility for student progress toward high school graduation by aligning instruction and assessment with the North Carolina Standard Course of Study.</p> <p>Maintains or supports a classroom culture that empowers students to collaborate and become lifelong learners.</p>	

Observation	Artifact	<b>1b. Teachers demonstrate leadership in the school.</b> Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.				
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>	<b>Proficient Candidate</b>	<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>
		Recognizes opportunities for involvement in professional learning activities.	AND Attends professional learning activities.	AND Engages in collaborative and collegial professional learning activities.  Identifies the characteristics or critical elements of a school improvement plan.  Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan.	AND Participates in professional learning community (PLC) activities.  Works with others in developing and/or implementing school improvement activities.	
Observation	Artifact	<b>1c. Teachers lead the teaching profession.</b> Teachers strive to improve the teaching profession. They contribute to the establishment of positive working relationships in the school. They actively participate in and advocate for the decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.				
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>	<b>Proficient Candidate</b>	<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>
		Recognizes the responsibility of teachers for professional improvement and support.	AND Recognizes the need and identifies opportunities for professional growth.	AND Implements and adheres to policies and practices positively affecting students' learning.	AND Works with others to develop and/or revise policies and practices to improve students' learning.	
Observation	Artifact	<b>1d. Teachers advocate for schools and students.</b> Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.				
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>	<b>Proficient Candidate</b>	<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>
		Demonstrates awareness of school practices and policies.	AND Identifies the policies and practices affecting students' learning.	AND Implements and adheres to policies and practices positively affecting students' learning.	AND Works with others to develop and/or revise policies and practices to improve students' learning.	

Observation	Artifact	<b>1e. Teachers demonstrate high ethical standards.</b> Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998 ( <a href="http://www.ncptsc.org">www.ncptsc.org</a> ).							
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>		<b>Proficient Candidate</b>	<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>		
		Recognizes the need for ethical professional behavior.	AND	Articulates the importance of ethical behavior as outlined in the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	AND	Upholds the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	AND	Models the tenets of the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct, and encourages others to do the same.	

### Standard 2: Teachers establish a respectful environment for a diverse population of students

Observation	Artifact	<b>2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</b> Teachers provide an environment for student learning that is inviting, respectful, supportive, inclusive, and flexible.							
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>		<b>Proficient Candidate</b>	<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>		
		Articulates the importance of appropriate and caring learning environments for children.	AND	Recognizes and can explain aspects of a respectful and effective learning environment.	AND	Maintains a positive and nurturing learning environment.	AND	Enhances an inviting, respectful, inclusive, flexible, and supportive learning environment.	
Observation	Artifact	<b>2b. Teachers embrace diversity in the school community and in the world.</b> Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.							
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>		<b>Proficient Candidate</b>	<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>		
		Acknowledges that diverse cultures impact the world.  Identifies the range and aspects of diversity of students in the classroom.	AND	Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.  Acknowledges the influence of all aspects of diversity on students' development and attitudes.	AND	Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.  Incorporates different points of view in instruction.  Understands the influence of diversity and plans instruction accordingly.	AND	Consistently integrates culturally relevant and/or sensitive materials and ideas throughout the curriculum.  Builds on diversity as an asset in the classroom.	

Observati	Artifact	<b>2c. Teachers treat students as individuals.</b> Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contribution of each student in the learning environment by building positive, appropriate relationships.										
		<b>Emergent Candidate</b>		<b>Developing Candidate</b>		<b>Proficient Candidate</b>		<b>Accomplished Candidate</b>		<b>Not Demonstrated (Comment Required)</b>		
		Articulates the need to treat students as individuals.		AND	Encourages and values individual student contributions, regardless of background or ability.		AND	Maintains a learning environment that conveys high expectations of every student.		AND	Enhances a learning environment that meets the needs of individual students.	
Observation	Artifact	<b>2d. Teachers adapt their teaching for the benefit of students with special needs.</b> Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.										
		<b>Emergent Candidate</b>		<b>Developing Candidate</b>		<b>Proficient Candidate</b>		<b>Accomplished Candidate</b>		<b>Not Demonstrated (Comment Required)</b>		
		Recognizes that students have individual learning needs.		AND	Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students.		AND	Cooperates with specialists and uses resources to support the special learning needs of all students.  Uses research-verified strategies to provide effective learning activities for students with special needs.		AND	Coordinates and collaborates with the full range of support specialists and resources to help meet the special needs of all students.  Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	
Observation	Artifact	<b>2e. Teachers work collaboratively with the families and significant adults in the lives of their students.</b> Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school, the home, and the community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.										
		<b>Emergent Candidate</b>		<b>Developing Candidate</b>		<b>Proficient Candidate</b>		<b>Accomplished Candidate</b>		<b>Not Demonstrated (Comment Required)</b>		
		Recognizes factors that can diminish or enhance involvement by parents, guardians, and the community in schools.		AND	Understands strategies for enhancing communication between home and school and for engaging parents, guardians, and community members in schools.		AND	Communicates and collaborates with the home and community for the benefit of students.		AND	Seeks and implements solutions to overcome obstacles to participation of families and communities.	

### Standard 3: Teachers know the content they teach

Observation	Artifact	<b>3a. Teachers align their instruction with the North Carolina Standard Course of Study.</b> 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.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Demonstrates awareness of the <i>North Carolina Standard Course of Study</i> .  Understands the importance of literacy instruction across all subjects, grades and ages.	<b>AND</b>  Demonstrates knowledge of the <i>North Carolina Standard Course of Study</i> by referencing it in the preparation of lesson plans.  Integrates literacy instruction in individual lessons and in particular subject areas.	<b>AND</b>  Develops and applies lessons based on the North Carolina Standard Course of Study.  Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	<b>AND</b>  Develops and applies strategies reflecting the <i>North Carolina Standard Course of Study</i> and standards developed by professional organizations to make the curriculum balanced, rigorous, and relevant.  Evaluates and reflects upon the effectiveness of literacy instruction within and across content areas.	
Observation	Artifact	<b>3b. Teachers know the content appropriate to their teaching specialty.</b> 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.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Successfully completes general education coursework across the required range of disciplines.	<b>AND</b>  Demonstrates a basic level of content knowledge in the teaching specialty.	<b>AND</b>  Demonstrates an appropriate level of content knowledge in the teaching specialty.  Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	<b>AND</b>  Demonstrates extensive knowledge of content in the teaching specialty.  Prompts students' curiosity for learning beyond the required coursework.	

Observation	Artifact	<b>3c. Teachers recognize the interconnectedness of content areas/disciplines.</b> Teachers know the links and vertical alignment of the grade or subject they teach and the North Carolina Standard Course of Study. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.							
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>		<b>Proficient Candidate</b>	<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>		
		Recognizes the importance of interdisciplinary learning.  Understands the importance of global awareness for students.	AND	Articulates the links between grade/subject and the <i>North Carolina Standard Course of Study</i> .  Displays global awareness	AND	Demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard Course of Study</i> by relating content to other disciplines.  Relates global awareness to the subject.	AND	Integrates the links and the vertical alignment of the grade or subject area and the <i>North Carolina Standard Course of Study</i> . Effectively and broadly relates content to other disciplines.  Integrates global awareness activities throughout lesson plans and classroom instructional practices.	
Observation	Artifact	<b>3d. Teachers make instruction relevant to students.</b> Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the <i>North Carolina Standard Course of Study</i> and 21st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.							
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>		<b>Proficient Candidate</b>	<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>		
		Recognizes the relationship between the <i>North Carolina Standard Course of Study</i> and life in the 21st century.  Identifies 21st century skills and content as specified in the <i>Framework for 21st Century Learning and Critical Elements for 21st Century Skills</i> .	AND	Identifies relationships between the <i>North Carolina Standard Course of Study</i> and life in the 21st century.  Demonstrates understanding of 21st century skills and content as specified in the <i>Framework for 21st Century Learning and Critical Elements for 21st Century Skills</i> .	AND	Integrates 21st century skills and content in instruction.	AND	Consistently integrates 21st century skills and content throughout classroom instruction and assessment.	

## Standard 4: Teachers facilitate learning for their students

Observation	Artifact	4a. 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.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Understands the developmental levels of students.	AND Demonstrates awareness of the influence of developmental levels on students' learning.  Demonstrates an understanding of methods for differentiating instruction to accommodate developmental differences in students.	AND Identifies developmental levels of individual students and plans instruction accordingly.  Assesses and uses resources needed to address strengths and weaknesses of students.	AND Appropriately differentiates instruction.	
Observation	Artifact	4b. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Recognizes data sources important to planning instruction.	AND Uses a variety of data for short- and long-range planning of instruction.  Monitors and modifies instructional plans to enhance student learning.	AND Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.	AND Works collaboratively with other school staff to develop or maintain a culturally and developmentally supportive school environment.	
Observation	Artifact	4c. 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.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Understands a range of methods and materials that can be applied in the classroom.	AND Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	AND Uses a variety of appropriate methods and materials to meet the needs of all students.	AND Consistently enables the success of all students through the selection and use of appropriate methods and materials.	

Observati	Artifact	<b>4d. Teachers integrate and utilize technology in their instruction.</b> Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.									
		<b>Emergent Candidate</b>		<b>Developing Candidate</b>		<b>Proficient Candidate</b>		<b>Accomplished Candidate</b>		<b>Not Demonstrated (Comment Required)</b>	
		Demonstrates knowledge of methods for utilizing technology in instruction.	AND	Assesses effective types of technology to use for instruction.	AND	Integrates technology with instruction to maximize students' learning.	AND	Engages students in higher level thinking through the integration of technology.			
Observation	Artifact	<b>4e. Teachers help students develop critical-thinking and problem-solving skills.</b> Teachers encourage students to ask questions; think creatively; develop and test innovative ideas; synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.									
		<b>Emergent Candidate</b>		<b>Developing Candidate</b>		<b>Proficient Candidate</b>		<b>Accomplished Candidate</b>		<b>Not Demonstrated (Comment Required)</b>	
		Demonstrates an understanding of the importance of developing students' critical-thinking and problem-solving skills.	AND	Demonstrates knowledge of processes needed to support students in acquiring critical-thinking and problem-solving skills.	AND	Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	AND	Creates or maintains instruction that consistently engages students in the processes of critical thinking and problem solving in meaningful contexts.			
Observation	Artifact	<b>4f. Teachers help students work in teams and develop leadership qualities.</b> Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.									
		<b>Emergent Candidate</b>		<b>Developing Candidate</b>		<b>Proficient Candidate</b>		<b>Accomplished Candidate</b>		<b>Not Demonstrated (Comment Required)</b>	
		Recognizes the need to encourage the development of cooperation, collaboration, and student leadership.	AND	Demonstrates awareness of multiple approaches or strategies for developing and supporting student learning teams.	AND	Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	AND	Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.			

Observation	Artifact	<b>4g. Teachers communicate effectively.</b> Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.							
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>		<b>Proficient Candidate</b>	<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>		
		Communicates effectively both orally and in writing.  Recognizes a variety of methods for communicating effectively with students.	AND	Demonstrates the ability to communicate effectively with students.  Provides opportunities for students to articulate thoughts and ideas.	AND	Uses a variety of methods to communicate effectively with all students.  Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	AND	Establishes classroom practices that encourage all students to develop effective communication skills.	
Observation	Artifact	<b>4h. Teachers use a variety of methods to assess what each student has learned.</b> Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.							
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>		<b>Proficient Candidate</b>	<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>		
		Demonstrates awareness of multiple indicators or measures of student progress.	AND	Interprets data on student progress accurately and can draw appropriate conclusions.	AND	Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.  Provides evidence that students attain 21st century knowledge, skills and dispositions.	AND	Uses information gained from assessment activities to improve teaching practice and students' learning.  Provides opportunities for students to assess themselves and others.	

## Standard 5: Teachers reflect on their practice

<b>Observation</b>	<b>Artifact</b>	<b>5a. Teachers analyze student learning.</b> Teachers think systematically and critically about student learning in their classrooms and schools: Why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.							
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>		<b>Proficient Candidate</b>		<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>	
		Recognizes multiple sources of information on students' learning and performance.	<b>AND</b>	Identifies data sources to improve students' learning.	<b>AND</b>	Uses data to provide ideas about what can be done to improve students' learning.	<b>AND</b>	Based upon data, selects or develops instructional approaches that are intentionally tailored to students' learning needs.	
<b>Observation</b>	<b>Artifact</b>	<b>5b. Teachers link professional growth to their professional goals.</b> Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.							
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>		<b>Proficient Candidate</b>		<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>	
		Acknowledges the importance of ongoing professional development.	<b>AND</b>	Attends required or expected activities for professional growth.	<b>AND</b>	Participates in recommended activities for professional learning and development.	<b>AND</b>	Seeks out and engages in opportunities to expand professional knowledge and build professional skills.	
<b>Observation</b>	<b>Artifact</b>	<b>5c. Teachers function effectively in a complex, dynamic environment.</b> Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.							
		<b>Emergent Candidate</b>	<b>Developing Candidate</b>		<b>Proficient Candidate</b>		<b>Accomplished Candidate</b>	<b>Not Demonstrated (Comment Required)</b>	
		Acknowledges the importance of using research-verified approaches to teaching and learning.	<b>AND</b>	Demonstrates knowledge of current research-verified approaches to teaching and learning.	<b>AND</b>	Uses a variety of research-verified approaches to improve teaching and learning.	<b>AND</b>	Investigates and implements innovative, research-verified approaches to improve teaching and learning.	

## Glossary of Terms

- Accomplished Candidate:** The fourth of four performance levels used to rate a candidate's proficiency on elements of the standards. Reflects only those candidates who possess and demonstrate truly exemplary understanding, mastery, and consistent integration of relevant concepts and skills in their professional practice. Such candidates regularly engage in activities that intentionally and proactively encourage the professional growth of colleagues, continually evaluate their own performance, and actively seek ways to improve their performance.
- Artifact:** A product used to demonstrate a teacher candidate's performance or proficiency.
- Code of Ethics for North Carolina Educators:** The standards of professional conduct required of educators and adopted by the North Carolina State Board of Education, 6/5/97 (Appendix E).
- Developing Candidate:** The second of four performance levels used to rate a candidate's proficiency on elements of the standards. Reflects a candidate with the skills and knowledge of a student who has successfully completed some teacher education coursework. Such candidates have mastered important concepts and demonstrated the ability to apply these to concrete problems, but in contexts of limited complexity (e.g., case study analysis, simulations, early field experiences, etc.).
- Diversity:** Differences in the characteristics of people, places or things (e.g., age, race, ethnicity, culture, gender, education, learning styles, religion, and any other ways in which differences occur).
- Electronic Evidence:** The artifacts or other materials that are used by the institution to support licensure candidates' performance ratings and that are accessible by the North Carolina State Board of Education for programmatic review.
- Emerging Candidate:** The first of four performance levels used to rate a candidate's proficiency on elements of the standards. Reflects a candidate who is a new student to the field of education. Such candidates are engaged in their baccalaureate, and perhaps teacher education, coursework. However, the Emerging Candidate possesses only a limited or superficial knowledge and awareness of concepts associated with educational concepts.
- Evaluator:** The person or persons designated by an institution as responsible for overseeing and completing the summative evaluation of licensure candidate's performance.
- Formative:** Evaluation conducted during a program that produces information used primarily to make modifications and improvement; may be conducted as often as necessary.
- Literacy:** (i) Age-appropriate knowledge (reading, writing, comprehension, skills) in any particular content area or field; (ii) ability to understand, communicate, and apply principles associated with 21<sup>st</sup> Century Skills (e.g., financial, economic, business, and entrepreneurial literacy, civic literacy, information and media literacy, and ICT literacy). See *Framework for 21<sup>st</sup> Century Learning* and *Critical Elements for Creating 21<sup>st</sup> Century Skills*.
- North Carolina Standard Course of Study:** The materials that establish competencies for each grade and high school course to ensure rigorous student academic performance standards that are uniform across the state. Where this document is referenced in this manual and in the rubric, other state-approved standards (e.g., North Carolina Early Learning Standards, North Carolina Standards for Career and Vocational Technology, etc.) also apply.
- Performance Descriptor:** Discrete statements of specific competency that collectively reflect a performance level in the rubric.
- Performance Element:** A paragraph that describes in detail one constituent aspect of a performance standard. The rubric contains twenty-five performance elements.
- Performance Level:** The label (e.g., Emergent Candidate, Developing Candidate, Proficient Candidate, and Accomplished Candidate) applied to each of four categories used to rate a teacher candidate's overall performance for a performance element in the rubric.
- Performance Standard:** A statement reflecting a domain of professional practice against which educator performance is judged. The rubric contains five separate performance standards.

**Professional Learning Community (PLC):** Describes a collegial group of administrators and school staff who are united in their commitment to student learning and who work in an environment characterized by mutual cooperation, personal growth, and a synergy of efforts. In PLCs, school and district administrators share power and authority by inviting staff input in decision making and by a sustained commitment to learning among staff about solutions to address students' needs.

**Proficient Candidate:** The third of four performance levels used to rate a candidate's proficiency on elements of the standards. Reflects a candidate who has mastered important concepts and demonstrated the ability to apply these concepts consistently in real-world contexts (e.g., internships). Such candidates have the knowledge and skills to perform effectively. This is the minimum performance level required to be recommended for licensure.

**Rubric:** The instrument comprised of standards, elements and descriptors used to evaluate preservice school executive performance against the *North Carolina Professional Teaching Standards*.

**Special needs:** Students with diverse abilities and disabilities who are not achieving optimal education outcomes. This may include students with identified disabilities, students from culturally and linguistically diverse backgrounds, and students who are academically and intellectually gifted.

**Summative:** Evaluation conducted at the end of a program that leads to a concluding judgment about performance.

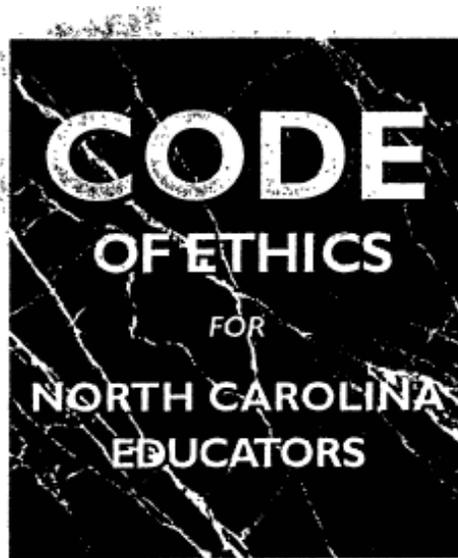
**Works with others:** Phrase used in some descriptors that indicates that a candidate has completed a task in collaboration with additional individuals such as a cooperating teacher and/or program advisor.

## Appendix 12 – Technical Standards

### Technical Standards for Admission to, and Continued Progression in, Educator Preparation at East Carolina University

The East Carolina University Educator Preparation Program has interest and experience in accommodating certain disabilities without compromising the integrity of the curriculum or the academic achievement required of all candidates. The following *performance* standards describe the non-academic qualifications that the program considers *essential* for successful admission and progression in the educator preparation program. These standards have been developed upon consideration of various factors, including the minimum competencies expected of any teacher, the demands of educator preparation and training, and the welfare of children who are entrusted to candidates in the educator preparation. Candidates accepted by the ECU educator preparation program *need* to have sufficient abilities and skills in the core performance standards. The examples with each standard listed below are not inclusive of all expected abilities and should be used only for comparative purposes by applicants and candidates in this program.

SKILL	EXAMPLES
<b>Critical Thinking</b> – critical thinking abilities sufficient for making critical judgments	Able to accurately assess students; correctly interpret findings and accurately create lesson plans; able to read and flex in situations inside and outside of the classroom
<b>Communication-</b> abilities sufficient for effective interaction in verbal, written and nonverbal form	Able to follow written and verbal instructions; able to read nonverbal cues in social and professional settings; able to provide effective teaching; able to consult with instructors, colleagues, clinical faculty, parents, principals, and PK-12 students in a professional manner
<b>Mobility-</b> Physical abilities sufficient to effectively deliver classroom instruction and maintain student safety	Able to maneuver in a variety of school settings including, but not limited to, the classroom, cafeteria, media center and recreational areas
<b>Motor skills</b> – gross and fine motor abilities sufficient to monitor and assess students	Ability to utilize a variety of equipment necessary for teaching in general, and for teaching in the specific program and/or content area
<b>Visual-</b> sufficient visual ability for observation and assessment necessary in provision of instruction and maintaining student safety	Able to assess student work, and other didactic and pedagogical materials; able to observe non-verbal communication; able to recognize when to make appropriate referrals
<b>Hearing</b> – sufficient auditory ability to monitor and assess classroom needs and to maintain student safety	Able to effectively respond to oral requests/instructions from PK-12 students, colleagues, instructors, principals, clinical teachers; able to interpret the language used to communicate lectures, instructions, concepts, narratives, questions, and answers; able to hear alarms and emergency signals
<b>Communication and Relationship Skills -</b> Effective interaction skills with superiors, peers, PK-12 students and colleagues including: cultural competence; resolution of group conflict during academic, practicum and internship work; and the ability to maintain effective working relationships at all levels	Able to effectively communicate with instructors, peers, team members, clinical faculty, principals, colleagues and PK-12 students; able to articulate detailed instructions to or from the groups mentioned above; able to acknowledge and respect individual values and opinions, and able to sensor self-expression in order to foster harmonious working relationships with above mentioned groups
<b>Personal Behavior</b> - emotional health sufficient for full utilization of intellectual abilities, effective functioning during stressful situations, ability to adhere to professional boundaries and ethical conduct in accordance with the <i>North Carolina Professional Teaching Standards</i> and the <i>Code of Ethics for North Carolina Educators</i>	Demonstrate honesty, integrity, accountability, flexibility, and the ability to adjust to changing situations and uncertainty in classroom situations; respect PK-12 student rights and avoid criminal behavior; avoid unprofessional behaviors such as chemical dependency; control emotions in order to function effectively under stress, and adapt in an unpredictable and changing environment; accept feedback and implement suggestions given by superiors



**Developed by the North Carolina Professional Practices Commission  
In consultation with 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:

### **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 LEA, and according to the law.

### **III. COMMITMENT TO THE PROFESSION**

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

#### **Code of Professional Practice and Conduct for North Carolina Educators**

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

#### **SECTION .0600 - Code of Professional Practice and Conduct for North Carolina Educators 16 NCAC 6C.0601 - The Purpose and Applicability of the Rules of Professional Conduct for Educators**

The purpose of these rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as "educator" or "professional educator," and the possible consequences of any willful breach shall include license suspension or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.

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

#### **.0602 STANDARDS OF PROFESSIONAL CONDUCT**

- (a) The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.
- (b) Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.
  - (1) Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.
  - (2) Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.

- (3) Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:
  - (A) statement of professional qualifications;
  - (B) application or recommendation for professional employment, promotion, or licensure;
  - (C) application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
  - (D) representation of completion of college or staff development credit;
  - (E) evaluation or grading of students or personnel;
  - (F) submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
  - (G) submission of information in the course of an official inquiry by the however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and
  - (H) submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.
- (4) Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.
- (5) Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
  - (A) any use of language that is considered profane, vulgar, or demeaning;
  - (B) any sexual act;
  - (C) any solicitation of a sexual act, whether written, verbal, or physical;
  - (D) any act of child abuse, as defined by law;
  - (E) any act of sexual harassment, as defined by law; and
  - (F) any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.
- (6) Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.
- (7) Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.
- (8) Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.
- (9) Alcohol or controlled substance abuse. The educator shall not:
  - (A) be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat. § 90-95, the Controlled Substances Act, without a prescription authorizing such use;
  - (B) be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or

- (C) furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.
- (10) Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.
- (11) Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- (12) Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.
- (13) Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system, including but not limited to these Rules.

History Note: Authority G.S. 115C-295.3;

Eff. May 1, 1998

## Appendix 14 - Websites

### Websites

East Carolina University College of Education	<a href="http://www.ecu.edu/cs-educ/">http://www.ecu.edu/cs-educ/</a>
East Carolina University Student Handbook	<a href="http://www.ecu.edu/studenthandbook">http://www.ecu.edu/studenthandbook</a>
Alternative Licensure Add-on Lateral Entry Master of Arts in Teaching	<a href="http://www.ecu.edu/cs-educ/alternative_licensure/Index.cfm">http://www.ecu.edu/cs-educ/alternative_licensure/Index.cfm</a>
Career Center	<a href="http://www.ecu.edu/career">www.ecu.edu/career</a>
Criminal Background Check	<a href="https://www.castlebranch.com">https://www.castlebranch.com</a>
Education Testing Service (ETS)	<a href="http://www.ets.org">www.ets.org</a>
NC Testing through Pearson	<a href="http://www.nc.nesinc.com">www.nc.nesinc.com</a>
Office of Clinical Experiences	<a href="http://www.ecu.edu/cs-educ/oce/index.cfm">http://www.ecu.edu/cs-educ/oce/index.cfm</a>
Office of Educator Preparation	<a href="http://www.ecu.edu/cs-educ/ote/index.cfm">http://www.ecu.edu/cs-educ/ote/index.cfm</a>
Pearson Education, Inc.	<a href="http://www.pearsonassessments.com/pai/">http://www.pearsonassessments.com/pai/</a>
Praxis for North Carolina	<a href="http://www.ets.org/praxis/nc/requirements">www.ets.org/praxis/nc/requirements</a>
Taskstream®	<a href="http://www.Taskstream.com">www.Taskstream.com</a>