

*Professional Education  
Teacher Education Handbook  
2023-2024*

*"I've come to the frightening conclusion that I am the decisive element in the classroom. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized."*

- Dr. Haim Ginott



**CAMPBELL**  
UNIVERSITY

School of Education  
& Human Sciences

PROFESSIONAL EDUCATION  
AUGUST 2023 – JULY 2024

Campbell University reserves the right to change, modify, revoke, or add to the academic, financial, and student requirements and regulations of the School of Education & Human Sciences programs described in this bulletin at any time, without prior notice.

FOR MORE INFORMATION OR FOR CORRECTIONS OR UPDATES TO THIS HANDBOOK

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Campbell University does not discriminate on the basis of age, race, color, creed, sex, gender, national or ethnic origin, disability, religion, sexual orientation, gender identity or expression, genetic information, veteran's or military status, or any other characteristic protected by law in the recruitment and admission of students, the recruitment and employment of faculty and staff, or the operation of any of its programs. Student inquiries regarding discrimination, harassment, and the University's equal opportunity policies may be directed to the Associate Vice President for Campus Life, [nothstine@campbell.edu](mailto:nothstine@campbell.edu); faculty and staff inquiries should be directed to the HR Department, P. O. Box 595, Buies Creek, NC 27506 or the Director of Human Resources, [telmore@campbell.edu](mailto:telmore@campbell.edu). Sexual harassment and sexual misconduct are forms of sex discrimination and prohibited by the University. Campbell University has appointed Kellie Nothstine as its Title IX Coordinator, and she may be contacted at [nothstine@campbell.edu](mailto:nothstine@campbell.edu).

Additional information, including the complete text of the discrimination and harassment policy and appropriate complaint procedures, may be found by contacting the Human Resources Department or visiting its website at <https://www.campbell.edu/faculty-staff/human-resources/>. Questions or comments about sex-based and sexual harassment and misconduct, domestic violence, dating violence, and stalking committed by a student may also be directed to Kellie Nothstine, Associate Vice President for Campus Life and Title IX Coordinator, at (910) 893-2039 or [nothstine@campbell.edu](mailto:nothstine@campbell.edu). Additional information, including the complete text of the policy and complaint procedure for such misconduct, may be found at <https://www.campbell.edu/policies/title-ix/title-ix-policies-and-procedures/>.

Employees and applicants of Campbell University will not be subjected to any form of harassment or discrimination for exercising rights protected by, or because of their participation in, an investigation or compliance review related to Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, the Americans with Disabilities Act, Executive Order 11246, Section 503 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Veterans Employment Opportunities Act of 1998, or any other federal or state nondiscrimination law, rule, or regulation. For further information go to: <http://www.campbell.edu/about/employment/> Campbell University also maintains affirmative action programs to implement our equal employment opportunity policy. Employees or applicants who wish to review appropriate portions of these affirmative action programs may schedule an appointment to do so by contacting the Director of Human Resources at the Buies Creek campus, during normal business hours.

### **Family Education Rights and Privacy Act of 1974**

Under the provisions of this law, students in post-secondary education have the right to inspect and review their school records, as defined by law. Other than for "Directory Information," Campbell University will release information only with the student's written consent and/or in compliance with federal law and regulation and will use "Directory Information" in the best interests of the student. For more information please visit <https://www.campbell.edu/registrar/family-education-rights-and-privacy-act-ferpa/annual-notification-of-rights-under-ferpa/>

### **Rehabilitation Act of 1973**

In accordance with Sections 503 and 504 of the Rehabilitation Act of 1973, Campbell University does not discriminate based on handicap in admission or access to, or treatment or employment in, its programs and activities. Inquiries may be directed to the Director of Human Resources, Main Campus, Buies Creek, NC 27506, [telmore@campbell.edu](mailto:telmore@campbell.edu) .

### **Americans with Disabilities Act of 1990 (ADA) as amended (ADAAA)**

Campbell University does not discriminate based on disability and will provide reasonable accommodation to qualified individuals with disabilities, except as provided by law.

Student inquiries may be directed to:

Ms. Laura Rich  
Student Counseling Center,  
Main Campus  
Buies Creek, North Carolina 27506  
[richl@campbell.edu](mailto:richl@campbell.edu)

Faculty and staff inquiries may be directed to:

Mr. Trent Elmore  
Director of Human Resources  
Main Campus  
Buies Creek, North Carolina 27506

[telmore@campbell.edu](mailto:telmore@campbell.edu)

## **Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681, et seq)**

Campbell University is committed to a policy of equal opportunity for men and women, and as such, does not tolerate discrimination or harassment on the basis of sex, gender, sexual orientation, or gender identity or expression, nor does it allow discrimination in the administration of educational programs, activities, and policies. Questions or comments about discrimination, harassment, domestic violence, dating violence, and stalking can be directed to:

Mrs. Kellie Slappey Nothstine, Title IX Coordinator  
P.O. Box 95 (Wallace Student Center, Room 237)  
Buies Creek, NC, 27506  
(910) 893-2039/FAX (910) 893-1534  
[nothstine@campbell.edu](mailto:nothstine@campbell.edu).

Inquiries may also be directed to the United States Department of Education's Office for Civil Rights, District of Columbia Office, U.S. Department of Education, 400 Maryland Avenue, S.W. Washington, DC 20202-1475. Telephone:(202) 453-6020; Facsimile:(202) 453-6021; Email: [OCR.DC@ed.gov](mailto:OCR.DC@ed.gov)

Campbell University's Title IX policy applies to students, faculty, and staff, as well as third parties. If you believe you have been subjected to discrimination or harassment in violation of Title IX, or you have been the victim of sexual assault, domestic violence, or stalking, follow the procedure outlined in the University's Title IX policy (<https://www.campbell.edu/policies/title-ix/title-ix-policies-and-procedures/>) You also may contact the Title IX Coordinator. Please refer to the Title IX policy and procedures for additional details.

## SCHOOL OF EDUCATION & HUMAN SCIENCES ADMINISTRATION/FACULTY/STAFF

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Assessment Coordinator

Lorae Roukema, B.S., M.Ed., Ed.D.  
Coordinator of edTPA and Middle School Programs

Irene Rice  
Administrative Assistant to the Dean

Welcome Teacher Candidate!

We are excited that you have joined our family as you journey toward your professional teaching career. Please carefully read this handbook as it is critical to your success in your program of study and provides you with essential information to assist you in making good choices to complete your program of study strongly.

Your academic advisor will be your support throughout your program to ensure you are on track to meet these expectations. You should reach out to your academic advisor at any time with questions, concerns, or needs. At a minimum, you will meet with your advisor during the fall (October) and spring (March) advisement windows to ensure you are on track with coursework, GPA standing, assessments, and program plan. Every effort will be made to support you in your work; however, at the end of the day only you oversee your learning and engagement during your program. Seize the momentum!

The road to becoming a NC educator is not as simple as some would think it to be. For good reason, it is rigorous, engaging, and demanding because that is exactly what will be expected of you when you enter your classroom as a “teacher.” By the end of your program, you will be equipped with the tools you will need to be successful in your classroom through building strong student relationships, planning a standards aligned curriculum, teaching rigorous units of instruction using research-based best practices, assessing student progress throughout the academic year, and celebrating success and growth for students (and yourself) along the way.

Welcome to the beginning of your future career as a professional educator! We’re excited you’ve chosen Campbell University and we are here for your success. Let’s get started!!

Yours in leadership and learning,

**The Faculty and Staff of the Professional Education Department**  
School of Education & Human Sciences  
Campbell University

## Accreditation

The Professional Education Program at Campbell University is in good standing with the North Carolina Department of Public Instruction as an Educator Preparation Program. The program will be seeking national accreditation with the Association for Advancing Quality in Educator Preparation (AAQEP) in the fall of 2023.

In addition, the Professional Education Department receives a North Carolina Educator Preparation Program (EPP) report card annually –

<https://www.dpi.nc.gov/educators/educator-preparation/epp-performance>.

## Licensure Programs Offered

<b><u>Initial Level</u></b>	<b><u>Advanced Level</u></b>
Birth-Kindergarten	Elementary, K-6
Elementary, K-6	Health & Physical Education, K-12
Elementary Second Language [ESL], K-6	English, 9-12
Special Education: General Curriculum, K-6	Mathematics, 9-12
Art, K-12	Social Studies, 9-12
Music, K-12	Political Science, 9-12
Theater Arts, K-12	History, 9-12
Health & Physical Education, K-12	Language Arts Middle Grades
Spanish, K-12	Mathematics Middle Grades
English, 9-12	Social Studies Middle Grades
Mathematics, 9-12	Science Middle Grades
Biology, 9-12	Academically or Intellectually Gifted, K-12
Social Studies, 9-12	Principal
Political Science, 9-12	Curriculum Instructional Specialist
History, 9-12	School Counselor
Language Arts Middle Grades	
Mathematics Middle Grades	
Science Middle Grades	
Social Studies Middle Grades	
Special Education General Curriculum, K-12	

## NC Approved License Areas

Birth-Kindergarten
Preschool Add-On
Elementary, K-6
ESL, K-6
Special Education: General Curriculum (K-6)
Art, K-12
Music, K-12
Theatre Arts, K-12
Health & Physical Education, K-12
ESL, K-12
Spanish, K-12
English, 9-12
Mathematics, 9-12
Science, 9-12
Biology, 9-12

Social Studies, 9-12
Political Science, 9-12
History, 9-12
Language Arts Middle Grades
Mathematics Middle Grades
Science Middle Grades
Social Studies Middle Grades
Academically or Intellectually Gifted, K-12
Special Education: General Curriculum, K-12
Principal
Curriculum Instructional Specialist
Administrative Instructional Technology Specialist - Computers
School Counselor
Instructional Technology Specialist

### AOE (Online) Programs

TA (Teacher Assistant) to Teacher

Elementary

Special Education

Licensure Only

Master of Arts in Teaching Initial Licensure Program (MAT)

### Online Residency Programs (Hired Candidates Only)



## Candidate's Responsibility for Meeting Requirements

Candidates are advised that they are the ones responsible for meeting all general college and program requirements found within this handbook as well as staying abreast of all updates provided by the Assistant Dean/Chair of Professional Education. Careful recordkeeping will facilitate this process. Keeping well-organized, professional records is a wise practice to carry with you throughout your teaching career.

### Application for Graduation

The candidate is responsible for applying for graduation during the final semester of graduation. Depending on an individual student's progress, this process may involve several applications. Applications must be on file in the Office of the Registrar before the degree is awarded. The candidate must satisfy all financial obligations prior to graduation. A student's application is good for the current term only. Please know that if a student does not successfully complete all requirements during the term of application, they must reapply during their final semester to be eligible for graduation.

The application for graduation serves several purposes and is therefore not only a necessary but also an essential component of the graduation process:

- It assures that the candidate's name is added to a master list of potential candidates,
- It assures that a final program evaluation review is performed thereby certifying the candidate's eligibility for degree candidacy,
- It assures that a diploma order will be placed,
- It assures that the applicant will receive information ancillary to graduation events and venues and,
- It assures that the candidate will receive information about obtaining invitations and the proper academic regalia.

For date specific deadlines and graduation introductions, please refer to the Registrar's Office Graduation Website. (<https://www.campbell.edu/registrar/graduation/>)

### Overload

Students enrolling in more than eighteen semester hours (not including CUC) during the regular semester or nine semester hours during summer terms at the main campus must obtain permission from the appropriate dean and pay the appropriate overload charges. Adult and online education students enrolling in more than nine semester hours per session must obtain permission from the campus director and pay the appropriate overload charges.

Under no circumstances should a student attending summer school sit for more than 18 semester hours.

## Course Load for Low GPA

The maximum course load for a student with a GPA below 1.8 is 13.5 semester hours.

## CUC Requirements

- Students entering with less than 30 semester hours must complete both CUC 100 and CUC 200
- Students entering with 30 or more semester hours must complete either CUC 100 or CUC 200
- Students who are seeking an associate in arts or Associate of Science degree must complete CUC 100 and CUC 200
- The two semesters of Connections will be completed in the second semester of the first year and the first semester of the second year.
- Incoming first year students will NOT register for Connections. There will be an introduction to spiritual formation in first year seminars, but Connections will move to the second semester of the first year.

## Community college transfer policy

Students who have completed and transferred 64 semester hours (the maximum number allowed) cannot transfer additional credits from a two-year school. After this amount of credit has been obtained and transferred, additional credit must be from a four-year university. **The last 32 semester hours must be taken at Campbell.** It is the student's responsibility to see that all transfer credits have been evaluated appropriately.

## Off-campus enrollment by campus students

Off-campus enrollment is not approved unless the course in question is not offered on campus but is required if the student is to graduate on time. Enrollment in any off-campus course requires prior approval of the advisor and Dean.

## Adult and Online Education Courses

Enrollment in Adult and Online Education courses require approval from your advisor. You are not allowed to take an online course for a course which is offered face to face during the fall/spring semester. Enrollment in any off-campus course requires prior approval of the advisor and Dean. Please see additional information for AOE courses at <https://online.campbell.edu/student-resources/main-campus-students/>

## Policies for Main Campus Students enrolling in courses offered by Adult and Online Education Courses

During the **Fall or Spring Semester**, main campus students are prohibited from taking classes offered by Adult and Online Education. In certain circumstances, main campus students may seek approval to enroll in courses offered by Adult and Online Education at one of Campbell's extended campuses and/or online. Approval depends on availability and certain criteria. The following conditions apply:

1. The requested course will not be available on the main campus during the semester in which the Adult and Online Education course is requested. Furthermore, the student must demonstrate that the requested course is necessary for a timely graduation.
2. Main campus students wishing to take courses offered by Adult and Online Education must first complete an Approval to Take Campbell University Adult and Online Education Courses form. (<https://aoe.campbell.edu/student-resources/main-campus-students/>). Approval must be obtained from the student's academic advisor, the advisor's chair or director, the chair of the department where the course resides, and the student's dean. Once the form is completed, approval must also be granted by a representative of the indicated campus or Online Education.
3. A main campus student may enroll for **no more than two courses per semester** through Adult and Online Education.
4. If a student enrolls for six (6) or more semester hours on main campus and additional semester hours through Adult and Online Education during a semester such that the student is registered for at least 12 hours, the student is considered a full-time main campus student and must pay the full-time main campus student tuition and applicable fees.
5. The maximum number of combined hours from all campuses during any semester may not exceed 18.5 hours.
6. International students must obtain permission from the office of International Admissions prior to enrolling for any courses offered through Adult and Online Education.

During the **Summer Term**, main campus students may, depending on availability and certain criteria, enroll in courses at one of Campbell's extended campuses and/or online courses offered by the Online Education program. The following conditions apply:

1. Main campus students wishing to take courses offered by Adult and Online Education must first complete an Approval to Take Campbell University Adult and Online Education Courses (<https://aoe.campbell.edu/student-resources/main-campus-students/>). Approval must be obtained from the student's academic adviser. Once the form is completed, approval must also be granted by a representative of the indicated campus or Online Education.
2. A main campus student may enroll for no more than two courses in a Summer Term through Adult and Online Education, and Main Campus, or combination thereof. The maximum number of combined hours from all campuses during any summer term may not exceed 7 hours.
3. International students must obtain permission from the office of International Admissions prior to enrolling for any courses offered through Adult and Online Education.

## Professional Education courses

All junior and senior professional education courses must be taken at Campbell Main Campus unless the School of Education & Human Sciences' Dean grants permission otherwise.

### Independent Study

It is University policy for Campbell faculty members to discourage students from taking courses by independent study. This way of earning credit should be avoided whenever possible because a major component of learning is learning from other students in a course.

**In no case may more than 12 hours be taken by independent study; no more than one independent study course may be taken per semester.**

Independent study is any type of study which is conducted under the supervision of an instructor, but which is not available as a regularly scheduled course, or which is a regularly scheduled course but is not currently available.

Credit hours will be given for each independent study course as listed in the catalog for regularly scheduled classes. All independent study should be initiated by the student, and a contract submitted prior to the semester for which credit is sought. The student should submit a written request to the faculty adviser, or campus director (if an Adult and Online Education student) during the advisement period and obtain approval before registration. The student and faculty member will work out the format of each course and will adhere to the standards set by the department.

### **Departmental standards will include the following:**

1. No student may take more than one three-semester-hour independent study course per semester; no student shall present more than nine credit hours in independent study toward a major without the approval of the discipline department chair, adviser, and the dean of the college/school.
2. The student's schedule should allow for an average of three hours of work per week per semester hour, including time spent in meeting with the professor.
3. A clear written understanding should be established between the student and professor concerning the objectives of the study, procedures, reading, written work, travel, and means of evaluation.

Supervision of independent study will be on a volunteer basis for the professor. No professor should supervise more than three independent studies during any semester/term. All independent study contracts shall be approved by the faculty adviser, the supervising professor, the discipline department chair, the appropriate dean, and the Registrar. (Note: Adult and Online Education students require only the approval of their site Director.) Blank independent study contracts may be obtained in the Office of the Registrar and on Campbell's website.

## Course Substitution Policy

Upon the recommendation of the adviser and department chairperson (or Adult and Online Education director), the dean of each school has the authority to approve subject substitutions. Substitution forms can be obtained from the Registrar's Office website under the 'Important Forms' section or by contacting the Adult and Online Education director of choice.

## Drop-Add

Deadlines are published each semester for dropping and adding courses. These deadlines can be found on the Academic Calendar posted on the Campbell University website.

**Students will not be allowed to drop or add courses without the permission of the academic adviser.** A "Change of Schedule Form" can be obtained from and must be returned to the Registrar's Office.

## Withdrawal from a Course

Students withdrawing from a class after the published drop-add deadline and before the course withdrawal deadline will receive a grade of "W." The time periods listed herein for the regular semester will be applied proportionally to Summer Sessions and Adult and Online Education sessions. Deadlines for withdrawing from courses can be found on the Academic Calendar posted on the Campbell University website. After the withdrawal deadline, course grades will be assigned based on student performance.

**Students will not be allowed to withdraw from a class without the permission of the academic adviser.**

Students who do not properly withdraw from a class will be assigned a grade of "F."

## Grading System (10-point scale is typically used)

The grading system is as follows:

A=Excellent

B=Good

C=Passing (MUST maintain C or better in all Education and content area coursework for acceptance/continued enrollment in the Teacher Education Program)

D=Poor

F=Failure

In special cases, other symbols are used:

I=incomplete (Assigned when the student is unable to fulfill all course requirements due to reasons beyond his or her control; must be cleared no later than 30 days after the next fall or spring semester begins to avoid a grade of F).

### Course Grades and Grade-Point Average

- If you are a Birth to Kindergarten major, you must have a grade of "C" or better in all BK courses and all education courses and minimal 2.7 GPA.
- If you are a Special Education major, you must have a grade of "C" or better in all SPED courses and all education courses and minimal 2.7 GPA.
- If you are an Elementary Education major, you must have a grade of "C" or better in courses in all education courses and minimal 2.7 GPA.
- If you are a middle grades major, you must have a grade of "C" or better in each education course and in each course in the concentration areas and minimal 2.7 GPA.
- If you are a secondary education or K-12 content student, you must have a grade of "C" or better in each education course **and** in each course in your subject matter area and minimal 2.7 GPA.

### Academic Forgiveness Policy

Students returning to school who have not been enrolled at Campbell University, or another college/university, for eight years will benefit from the Academic Forgiveness Policy. Please see the university catalog for details.

### Repeat Course Policy

When courses are repeated, only the last attempt will affect the final grade point average. Previous hours attempted, hours passed, and quality points earned for repeated courses will not be considered, although the previous grades will remain on the permanent record.

## Alternative Licensure Programs Offered at Campbell University

### TA to Teacher Online Program (Offered Through the [ADULT AND ONLINE PROGRAMS](#))

Campbell University's School of Education & Human Sciences and Adult & Online Education academic division have partnered to create a pathway for teacher assistants (TAs) to earn their undergraduate Education degree and therefore, be eligible for state licensure. The initiative was implemented in response to the needs of the public education system in surrounding school districts and across North Carolina. It will enable TAs to complete a four-year degree, attain their teaching certificates, and transition to the role of a classroom teacher. The program is entirely online except for field experiences embedded within the Teacher Assistant's current role. Harnett County Schools was the first school system to commit to the program and will work with TAs to provide flexible opportunities for them to balance work and school responsibilities with field experiences. **Applicants for the TA to Teacher Program must meet the same criteria for admittance into the Teacher Education Program as main campus undergraduate students.**

For more information on this program visit <https://aoe.campbell.edu/academics/bachelor-programs/special-education-bs/> for the Special Education TA to Teacher Program and <https://aoe.campbell.edu/academics/bachelor-programs/elementary-education-b-s/> for the Elementary TA to Teacher Program.

### [Residency Licensure Program](#)

#### ***From NC Department of Public Instruction (NCDPI) Summer 2019***

The residency license is a one-year pathway, renewable up to two times (for a total of three years). It is for candidates that meet the content requirements of licensure but may still need pedagogy requirements.

Candidates who hold a bachelor's degree are **employed by a local education agency** (LEA). The LEA requests a "residency license" for the candidate. The Educator Preparation Program at Campbell University (EPP) provides a "certification of supervision" indicating that the candidate has been accepted into our accredited Teacher Education Program.

Campbell University's Professional Education faculty create an individual plan of study for the candidate based upon courses taken during the undergraduate program and any other courses taken which might transfer as credits toward the North Carolina Initial License.

**Candidates must meet the following North Carolina statute requirements for admittance into the Residency Program:**

- Undergraduate GPA of 2.7 or higher.

- 24 hours relevant course work OR passing scores on the NCSBE required examination(s) in the requested content area.
- **Full-time employment** in an approved North Carolina public school.

An individual course of study is designed based upon prior educational coursework. Coursework is at the graduate level with most courses transferring into a master's degree program following completion of the residency licensure and obtainment of the initial North Carolina Teacher License.

- Educational Assessment (3 credit hours)
- Survey of Educational Technology (3 credit hours)
- Teaching Excellence within the P12 Classroom (3 credit hours)
- edTPA Seminar (3 credit hours)
- Clinical Internship (3 credit hours)

Many courses are offered in Fall, Spring, and both Summer Terms **online**.

**The Residency Pathway completion (granting of the Initial North Carolina Teacher License) is contingent upon:**

- edTPA NC cut score attained (completed during clinical student teaching field experience)
- Program Completion with a GPA 2.7 or higher
- Positive Annual Field Evaluations
- Passing Criteria on the LEA/IHE Certification of Teaching Capacity
- Passing scores on the appropriate licensure examinations

Attempt to follow your schema sheet as closely as possible so that you do not fall behind in course requirements and transitional points within your program of study.

Be sure that any course substitutions or waivers are fully documented and filed with your records. Be sure to keep your own file of records of changes/substitutions approved.

### **Attendance at Teacher Licensure Meetings for Teacher Education Candidates**

Attendance is **"expected"** at all Teacher Licensure meetings called for teacher education candidates. The purpose of these meetings is to share and discuss important information from the NC State Board of Education, NCDPI, and the NC Legislature, and Campbell University, and to give you a chance to ask questions, and to have you submit the information needed by the faculty for effective management of the entire program. Additionally, these meetings allow you to network across the campus with other students who are Teacher Licensure candidates. Information will also be given on assignment of advisors, course planning, and all field experience placements. Typically, these meetings are



held in conjunction with the Education Club meeting schedule. Please cooperate by attending these meetings and encourage other teacher education majors to do so as well.

## Professional Education Student Organizations/Clubs

### The Education Club

The Campbell University Education Club will strive to promote the development of their members' educational professionalism so that they may become effective problem solvers in whatever career path they choose. This goal is in complete harmony with the mission of Campbell University and the conceptual framework upon which educational programs are built. Membership is open to any enrolled student at Campbell University. Meetings are typically held once a month.

The objectives of the Campbell University Education Club shall be:

- A. To promote professional improvement of its members.
- B. To promote and protect the welfare of its members.
- C. To encourage members to serve others in the community.
- D. To advance the cause of education in North Carolina's public schools.

Activities of the club include, but are not limited to, the CU Street Fair, Special Olympics, Science Olympiad, Diaper Drive for Smart Start, Backpack Buddies, and Cultural Celebrations. Community outreach is a large part of this organization's mission and purpose.

### Kappa Delta Pi

Kappa Delta Pi is the Teacher Education Honor Society. Those individuals elected to membership exhibit the ideals of scholarship, high personal standards, and promise in the teaching and allied professions recognized by the Society.

An invitation is extended to undergraduate students who have completed 30 semester hours and have a GPA of at least 3.0. Graduate students need to have completed six or more hours of Education graduate work at Campbell and have a GPA of at least 3.25 to be considered for membership. Initiation is held in November of each year. Please see Dr. Emily Cayton, faculty advisor, for further information on this organization.

## Financial Aid and Scholarships

Information applicable to all undergraduate students is available in the University catalog. Additional information can be secured from the [Office of Financial Aid](#). Applications for [endowed scholarships](#) are available as well through the School of Education & Human Sciences.

### School of Education & Human Sciences Endowed Scholarships

Several endowed and direct aid scholarships are awarded to School of Education & Human Sciences students. Applications for these scholarships are available second semester and are due April 1 for the following academic year. The application forms are available on the second floor in Taylor Hall and on the Campbell School of Education & Human Sciences website. For further information on these scholarships, consult the Chair of the School of Scholarship Committee, Mrs. Irene Rice, Administrative Assistant for the Dean.

### [Forgivable Education Loans for Service](#) (North Carolina)

Established by the North Carolina General Assembly in 2011, the Forgivable Education Loans for Service provides financial assistance to qualified students enrolled in an approved education program and committed to working in critical employment shortage professions in North Carolina. The North Carolina State Education Assistance Authority provides administration for the program. For the 2021-2022 academic year the approved degree programs and approved institutions can be found via the Scholarship Resource Section.

#### Application Requirements

- **Complete a FELS Application**  
Application opens the 1st Monday of December. Applications will be entered into a lottery for award consideration.
- **Complete a FELS Application**  
If you are seeking your associate or bachelor's degree, provide a copy of your transcript with your application.

#### Other Information

FELS loan recipients must sign a promissory note that will require them to seek loan forgiveness through employment in an approved position or repay the loan in cash. Loan forgiveness is described in the FELS Rules. A loan for one academic year will be forgiven for one year of full-time employment. Loans will accrue interest at the rate of 7% per year from the date of the loan disbursement. Recipients cannot receive FELS funding concurrently with other state-funded loans.

For bachelor's degree programs, priority is given to juniors and seniors who have been accepted into the program (or who will be accepted by the start of the fall semester).

## [Federal Student Loan Forgiveness](#)

Under the Teacher Loan Forgiveness Program, if you teach full-time for five complete and consecutive academic years in a low-income school or educational service agency, and meet other qualifications, you may be eligible for forgiveness of up to \$17,500 on your [Direct Subsidized and Unsubsidized Loans](#) and your Subsidized and Unsubsidized Federal Stafford Loans.

If you have a [Direct Consolidation Loan](#) or a Federal [Consolidation Loan](#), you may be eligible for [forgiveness](#) of the outstanding portion of the consolidation loan that repaid an eligible Direct [Subsidized Loan](#), Direct [Unsubsidized Loan](#), Subsidized Federal Stafford Loan, or Unsubsidized Federal Stafford Loan.

### What are the eligibility requirements?

- You must not have had an outstanding balance on Direct Loans or [Federal Family Education Loan \(FFEL\) Program](#) loans as of Oct. 1, 1998, or on the date that you obtained a [Direct Loan](#) or [FFEL Program](#) loan after Oct. 1, 1998.
- You must have been employed as a full-time, [highly qualified teacher](#) for five complete and consecutive academic years, and at least one of those years must have been after the 1997–98 [academic year](#).
- You must have been employed at an elementary school, secondary school, or [educational service agency](#) that serves low-income students (a "[low-income school or educational service agency](#)").
- The loan(s) for which you are seeking forgiveness must have been made before the end of your five academic years of qualifying teaching service.

## [TEACH Grants](#)

A [Teacher Education Assistance for College and Higher Education \(TEACH\) Grant](#) is different from other federal student grants because it requires you to agree to complete four years of qualifying teaching as a condition for getting the grant; and if you don't complete your teaching service obligation, the grant will turn into a [loan](#) that you must repay in full, with interest.

### Who can get a TEACH Grant?

To be eligible for a TEACH Grant, you must do the following:

- Meet the [basic eligibility criteria for the federal student aid programs](#).
- Complete the [Free Application for Federal Student Aid \(FAFSA®\) form](#).
- Be enrolled as an undergraduate, postbaccalaureate, or graduate student at a school that participates in the TEACH Grant Program.
- Be enrolled in a TEACH-Grant-eligible program.

- Meet certain academic achievement requirements (scoring above the 75th percentile on one or more portions of a college admissions test or maintaining a cumulative GPA of at least 3.25). For specific information about the academic requirements, talk to the [financial aid office](#) at your college or career school.
- Receive [TEACH Grant counseling](#) that explains the terms and conditions of the TEACH Grant [service obligation](#). You must complete counseling each year that you receive a TEACH Grant.
- Sign a *TEACH Grant Agreement to Serve*.

### What is a TEACH Grant?

The TEACH Grant Program provides grants of up to \$4,000 a year to students who are completing or plan to complete course work needed to begin a career in teaching.

As a condition for receiving a TEACH Grant, you must sign a *TEACH Grant Agreement to Serve* in which you agree to (among other requirements) teach

- in a high need field.
- at an elementary school, secondary school, or [educational service agency](#) that serves students from low-income families; and
- for at least four complete academic years within eight years after completing (or ceasing enrollment in) the course of study for which you received the grant.

**Note:** If you do not meet the requirements of your service obligation, all TEACH Grants you received will be converted to [Direct Unsubsidized Loans](#). You must repay these loans in full, with interest charged from the date of each TEACH Grant [disbursement](#).

### Advisement and Scheduling (Instructions for Undergraduate Education)

- Advisement for the following semester begins in October and March each semester. Sign up early for an appointment with your advisor. Deadlines are published each semester for pre-registration and registration, as well as for dropping and adding courses, on the Campbell web site. Online registration through the "Self-Service" portal on the university website is available for students who have completed 12 hours or more. The system is made available by a schedule set through the registrar's office.
- Before you come to your advisement conference, be sure you have in your possession these items:
  - "Proposed" Class schedule for the upcoming semester.
  - Schema sheet for your licensure area and level (Check the schema sheet, at conclusion of this handbook, for your licensure level and the Campbell catalog to see whether you have completed the prerequisites for the courses you have selected for the coming semester.)

- Web Access Degree Audit (Important as it provides documentation of progress up to that point).
- Using these items, fill out a tentative course schedule for the upcoming semester. Include three alternate courses which do not meet at the same time as your first-choice courses. Make every effort to follow the course sequence recommended on your schema sheet. Bring your copy of the appropriate schema sheet to pre-registration; the schema sheet should show which courses you have completed (including the grades earned) and which ones you plan to take next semester. If you plan to go to summer school, draft those plans as well.
- **Build your schedule around key courses, that is, courses scheduled during the fall or spring only, offered as single sections only, or listed as prerequisites to other courses.** Follow the schema sheet provided by your academic advisor or the Professional Education department so that you do not fall behind in key transitional points of your program. Several courses for the Teacher Education Major are only offered once during an academic year: Plan accordingly!

### Student Classification Based on Completed Credit Hours

The classification of a student depends upon the number of hours completed and not upon the length of time enrolled in the University. A student is classified:

1. As a *senior*, upon the completion of 98 semester hours.
2. As a *junior*, upon the completion of 64 semester hours.
3. As a *sophomore*, upon the completion of 24 semester hours.
4. As a *freshman*, if the regular admission requirements have been met.
5. As a *special student*, if for some approved reason the student is registered for one or more courses but does not meet the admission requirements.
6. As a *part-time student*, if, with approval, the student is registered for less than 12 hours of credit work.

N.B.: To receive full assistance through the Financial Aid Office or through Veterans Affairs, a student must be enrolled for 12 semester hours.

### Additional Administrivia

- Follow your schema sheet as closely as possible. The faculty have created these to indicate appropriate sequences of coursework and timelines for any assessments required.
- Use "[Student Self Service](#)" to keep track of your GPA and to check your progress toward graduation.
- Complete your CUC requirements as early in your program as possible. (Two CUCs required for undergraduates, one for transfer students)
- Complete your foreign language requirement as soon as possible. Based upon your degree program, foreign language requirements differ. Students pursuing the B.S. degree must pass either the 201-level course in the language or attain a satisfactory score on a nationally normed equivalent examination approved in advance by the Chair of the Foreign Language Department. Students pursuing the B.A. degree must pass either the 202-level course in the language or attain a satisfactory score on a nationally normed equivalent examination approved in advance by the Chair of the Foreign Language Department.
- If you are a secondary or K-12 major, complete a projected plan early to be sure that the professional education courses are taken in the correct sequence, and that they are coordinated with other requirements in the major.

### Resources for the Teacher Education Candidate

#### [NORMAN ADRIAN WIGGINS LIBRARY](#)

The mission of Wiggins Memorial Library is to facilitate access to information resources that support learning, teaching, and research; to provide training for effective and ethical use of these resources; and to support the Campbell community through a state-of-the-art academic environment.

- Toll Free (800) 334-4111 (x1462)
- Circulation Desk (910) 893-1462
- Reference Desk (910) 893-1467



### Education Databases

The library subscribes to numerous databases. These databases can be used for locating Section citations, full-text Sections, books, primary source documents, or educational reports.

### [CURRICULUM MATERIALS/MEDIA CENTER \(CMMC\)](#)

Located on the 3rd Floor of Wiggins Memorial Library, the CMMC houses curriculum guides, state-adopted textbooks for surrounding school districts, professional books, professional journals, computer software, media materials (DVDs, VHS tapes, CDs), classroom manipulatives, technology items, a K-12th grade juvenile collection including many award winners (Caldecott, Newbery, Coretta Scott King, Scott O'Dell, etc.) and a wide variety of teaching materials.

The CMMC is open for use during the same library hours as the main library (<http://www.lib.campbell.edu/library-hours>). To meet your research needs, a librarian is available for consultation at the CMMC research assistance desk during the following hours: Monday-Friday 8:00-4:30 p.m.

For further information contact the CMMC librarian at (910) 893-1595 or 1-800-334-4111 Ext. 1595.

### [TUTORING CENTER](#)

Work individually or in small groups with a peer tutor. Bring all the books, notes, and materials for your class.

### [WRITING CENTER](#)

The Writing Center is located on the Third Floor of [Wiggins Memorial Library](#) and is open Sunday-Thursday, 7-10pm. To allow sufficient time for Writing Coaches to assist students, the last referral will be made at 9:30pm.

- Before You Arrive:  
Bring any paper for any course and a trained Writing Coach will review and offer suggestions for improvement. The Writing Center is not a proofreading service but will help you improve your writing and develop a stronger paper.  
You must bring a printed copy of your paper. Writing Coaches are not permitted to review papers on a computer. Please also bring any assignment information provided by your instructor (syllabus, handout, etc.)  
Students are encouraged not to wait until the night before a paper is due to meet with a Writing Coach for the first time as this may not provide an efficient session.

### **Become a Tutor or a Writing Coach**

The Office of Student Success is looking for motivated students who have demonstrated academic excellence and have a strong desire to help their peers! Applications to become a Peer Tutor, Tutoring Center Tutor or Writing Coach can be obtained from the Office of Student Success. If your application is considered, you will be invited to an interview. If you have any questions, contact Shirley Parker by email at [sparker@campbell.edu](mailto:sparker@campbell.edu).

## Professional Education Transition Points

### Obtaining the Initial North Carolina Teacher Licensure

To secure the initial North Carolina Teacher Licensure, several critical transitions occur within a candidate's teacher education program. Each transition enables further progression toward the licensure and must be successfully met prior to moving forward in the Teacher Education Program at Campbell University.

#### 1) Acceptance into Campbell University

Upon initial acceptance into Campbell University, all teacher education majors are encouraged to meet with a faculty member within the Professional Education Department to discuss their academic path to obtain the undergraduate degree in teacher education and meet the requirements for recommendation for the initial North Carolina license in their selected content/grade level. The advisor will discuss with them the requirements for acceptance into the Teacher Education Program and how the student will apply to this program at the conclusion of their sophomore year.

#### 2) Application to the Teacher Education Program

At the conclusion of the sophomore year, the student should apply to the teacher education program *if the criteria for admission have been met*. (2.7 GPA, C or better on all content and education coursework, Acceptable SAT/ACT or CORE PRAXIS scores, documented service with the campus and community, and recommendation by the Professional Education Faculty). Should the criteria for admittance not be met, the student must meet with the Professional Education advisor to determine the next steps. These next steps might include change of major to another college or school within the university or continuation within the teacher education program with support and intensive advisement to meet the established criteria.

If the student is a transfer student, they must attend at least one semester at Campbell University prior to application to the teacher education program.

#### 3) Clinical Internship (Practicum/Student Teaching)

Prior to the clinical internship, candidates should be pursuing content knowledge and beginning to take the licensure examinations required by NC for their licensure area(s). It is strongly recommended that candidates take these licensure examinations prior to the final semester (student teaching) of the clinical internship and ONLY upon taking the coursework which will assist in the candidate's success on these examinations. With these successfully completed, the candidate can focus on the student teaching and edTPA.

#### 4) NC Initial Licensure Recommendation

Upon successful completion of the program and graduation, Campbell University Professional Education Department will make a recommendation to the North Carolina Department of Public Instruction (NCDPI) for the initial North Carolina Teacher Licensure. (This recommendation is contingent upon the successful completion of the edTPA, licensure examinations passed, and program completion.)



## Admission Requirements for the Teacher Education Program

The following is an excerpt from [N.C. State Statute: § 115C-269.15](#).

Minimum admissions requirements for educator preparation programs.

(a) Testing. – A recognized EPP shall not admit a student until that student has met one of the following criteria:

- 1) Attained a passing score or prescribed minimum score set by the State Board for a preprofessional skills test.
- 2) Achieved the appropriate required scores, as determined by the State Board, on the verbal and mathematics portions of the SAT or ACT. The minimum combined verbal and mathematics score set by the State Board for the SAT shall be 1,100 or greater. The minimum composite score set by the State Board for the ACT shall be 24 or greater.
- 3) Holds a bachelor's degree.

(b) Individual Grade Point Average. – A recognized EPP shall not admit a student into an EPP unless that student has earned a grade point average of **at least a 2.7**.

(c) Grade Point Average Exceptions. – Notwithstanding subsection (b) of this section, the individual grade point average requirement does not apply to a **clinical resident student** if the hiring local school administrative unit determines that one of the following criteria is met:

- 1) The student has at least 10 years of relevant experience.
- 2) For a program leading to licensure in career and technical education, the student has at least five years of relevant experience.

(d) Cohort Grade Point Average. – A recognized EPP shall ensure that the minimum cohort grade point average for each entering cohort to an EPP is at least a 3.0. (2017-189, s. 2(i).)

**In summary**, the criteria for admission for an undergraduate student into the Teacher Education Program at Campbell University is:

- A minimum cumulative G.P.A. of 2.7 in overall scholastic work (from statute)
- A "C" or better in all professional education courses, including courses in the content area major.
- A documented participation in early field experiences, or equivalent experiences as approved by the Dean or the Director of Teacher Education.
- Documented volunteer hours across campus and within the community.
- Approval of the major department and the Professional Education department.
- No academic, disciplinary, or social probation.
- Satisfactory scores on the SAT/ACT or PRAXIS CORE (See Table Below).

SAT		ACT	PRAXIS CORE
Taken Prior to March 2016	Taken After March 2016		(If SAT or ACT minimal scores are not met)
SAT V 550	SAT R/W 600	ACT English 24	Reading 156
SAT M 550	SAT M 570	ACT Math 24	Writing 162
SAT Combined 1100	SAT Combined 1170	ACT Composite 24	Math 150
			Composite 468

### Timeline for Application Processes for the Teacher Education Program

- Complete and submit the following applications via the TK20 Online System (<https://tk20.campbell.edu/campustoolshighered/start.do>):
- CU Teacher Education Program Application (at conclusion of sophomore year)
- Clinical Field Experience Application (to be considered for clinical internship placement)

Undergraduate candidates wishing to pursue a North Carolina Initial teaching license **must be accepted** into the Teacher Education Program. The application should be completed and submitted in Tk20 during/at the conclusion of the sophomore year. Candidates should submit this application ONLY when they have the required GPA (2.7), "C" or better in all education and content area coursework, documented appropriate volunteer hours within the community, and have met the required cut scores on the PRAXIS CORE or the SAT/ACT. When the candidate has satisfactorily met the entrance requirements, a letter will be sent from the Dean's office acknowledging acceptance into the Teacher Education Program. All criteria must be maintained once admitted through the remainder of the program. Should the criteria not be maintained the candidate will be withdrawn from the program and will need to meet the criteria again to reapply to the program.

### Admission of the Residency Candidate into the Teacher Education Program (Alternative Licensure Program)

Candidates who hold a bachelor's degree and are employed by a local education agency (LEA) can choose the "residency program" to complete the initial North Carolina Teacher License. The LEA requests a "residency license" for the candidate and the Educator Preparation Program at Campbell University (EPP) completes the "RL Form" indicating that the candidate has been accepted into our accredited Teacher Education Program. Campbell University's Professional Education faculty create an individual plan of study for the candidate based upon courses taken during the undergraduate program and any other courses taken which might transfer as credits toward a North Carolina Initial License.

Candidates must meet the following requirements before beginning the Residency Program:

- Undergraduate GPA of 2.7 or higher.
- 24 hours relevant course work OR passing scores on the NCSBE required examination(s) in the requested content area. Those candidates wishing to pursue Elementary and/or Special Education General Curriculum must have 24 hours as indicated by the statute establishing the Residency Program (2 ELA, 2 Math, 2 Science, 2 Social Studies)
- Full-time employment in an approved North Carolina public school.

In addition to meeting criteria listed above, the residency licensure candidate will provide the EPP with an unofficial transcript from their bachelor's program and other information requested from graduate admissions to determine appropriate coursework for the initial license.

## THE PRAXIS CORE

The Praxis Core is the established preprofessional skills test selected by NC for admittance into a teacher preparation program. Unless a student presents a minimum combined verbal and mathematics score set by the State Board for the SAT of 1,100 or greater or for the ACT of 24 or greater, the student must take the Praxis Core. The Professional Education Department has created two courses which will prepare students for this examination.

### a. EDUC 106 Mathematics Praxis Core Preparation

Students who are required to take the mathematics section of the Praxis CORE are required to take EDUC 106 Mathematics PRAXIS CORE Preparation. The purpose of this 2-credit hour course is to prepare for the Mathematics Praxis Core Academic Skills Exam for Educators. Passing the Praxis Core Exam is a prerequisite for admission into the Teacher Education Program at Campbell University. At the conclusion of this course, students are required to take the Mathematics Praxis Core Academic Skills Exam for Educators.

### b. EDUC 107 Reading PRAXIS CORE Preparation

Students who are required to take the reading section of the Praxis CORE are required to take: EDUC 107 Reading PRAXIS CORE Preparation. The purpose of this 2-credit hour course is to prepare for the Reading Praxis Core Academic Skills Exam. Throughout this course, test-taking strategies, review of related content specific objectives, and analysis of practice test items are presented to students. Each student will be provided continuous feedback to support their individual areas of need. At the conclusion of this course, students are required to take the Praxis Core Academic Skills for Educators Reading Assessment.

### c. Students who are required to take both the mathematics and the reading sections of the Praxis CORE are required to take both EDUC 106 and EDUC 107. At the conclusion of these courses, students are required to take the Praxis Core Academic Skills for Educators Assessment (entire test).

### d. Passing the Praxis Core Exam is a prerequisite for being accepted into the Teacher Education Program. According to NC State Statute (115C-269.15), NO candidate shall be admitted into teacher education without meeting this prerequisite *along* with the others listed above. This means the candidate is not allowed to enroll or complete student teaching.

## Process for Registering to take the Praxis Core

If a student must take any or all sections of the Praxis Core, they should follow this process for registration, *following their completion of EDUC 106 and/or EDUC 107.*

- Go to <https://www.ets.org/praxis/about/core/>
- Click on Registration, Test Centers, and Dates on left hand side.
- Follow process on the page which comes up.

## Study Resources for the Praxis Core

(The following are FREE resources provided by Campbell University students to assist in the preparation for the PRAXIS CORE.)

[LearningExpressLibrary](https://www.learningexpresshub.com/productengine/LELIndex.html#/learningexpresslibrary/libraryhome) (<https://www.learningexpresshub.com/productengine/LELIndex.html#/learningexpresslibrary/libraryhome>) via Learning Express

Practice tests and self-paced courses for students & adult learners. ASVAB, GED, GRE, SAT, resume, cover letter writing courses and more.

### Transfer Undergraduate 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 Campbell prior to applying to the Teacher Education Program.

### Servant Leadership

All teacher education candidates at Campbell University immerse themselves in the philosophy of “servant leadership.” To demonstrate this commitment, all teacher education candidates must volunteer across Campbell University’s campus and within the local community. Professional education students will have two opportunities to complete the servant leadership requirement.

### Community Collaborative Support Center (CCSC)

**Beginning Fall 2023**, Campbell University Professional Education Department in partnership with the Duke University Ormond Center and Harnett County Schools will begin the “Community Collaborative Support Center” (CCSC) at Dunn Elementary School through a grant from the Anonymous Trust. The CCSC will involve teacher education candidates from the following courses: EDUC 221, 223, 310, 400 and 406 as their mandatory clinical short field experience. The professors and instructors of these courses will provide detailed information on the requirements for these field experiences.

### Community Volunteer Hours

Students who are not enrolled in the courses listed above are required to complete 12

<u>Academic Standing</u>	<u>Community Volunteer Hours Required</u>	<u>Location</u>
Main Campus UG Freshman-Junior	6 hours per semester (12 total academic year)	Support Neil’s Creek Tutoring Center (Information provided through Education Club)

### Items to Note concerning Volunteer Hours:

- Volunteer Service is for the entirety of the tutoring/support session. **It is disruptive to the work of the organization to have volunteers who are in and out quickly.**
- Volunteer hours cannot be provided for any “paid” work or at a place where pay has been provided.
- Volunteer hours for this teacher education requirement cannot be completed over Christmas break or summer vacation since these are semester requirements (we encourage candidates to continuously volunteer; however, this requirement is intended to allow the candidate to explore volunteerism within the local communities in which they will complete field placement internships).
- **Students involved in other club sponsored volunteer requirements (outside of campus service) may count volunteer hours from those for education requirements as well. This would include athletic volunteerism as well.**
- **Change of major candidates** who come to the teacher education program from within the university will begin the hours based upon their academic standing within the program. Any hours accumulated prior to entry into teacher education will continue to count for the purposes of this requirement.
- **Transferring students** from another institution will complete volunteer hours requirements based upon their academic standing within the program.

## Licensure Area Examinations

Once a candidate has been accepted into the Teacher Education Program at Campbell University, they then begin preparation for the required licensure examinations for the North Carolina Initial Teacher License. These preparations are strongly correlated with the coursework in content and educational pedagogy established by the faculty of the Professional Education Department and approved by the North Carolina Department of Public Instruction. Candidates should be familiar with the required licensure examination(s) for their content area and pay particular attention to coursework which will prepare them for taking these examinations.

All Teacher Education Candidates are strongly encouraged to take the required examinations for their licensure area by the end of the practicum semester and before the beginning of the student teaching clinical field experience. It is **STRONGLY** encouraged that current seniors follow this process to successfully pass the required licensure area examinations *prior to their student teaching semester* so that the requirement is not an additional add-on during student teaching as all candidates are working on the edTPA during student teaching.

### Licensure Exams within each program for the Initial North Carolina Teacher License

All candidates seeking the initial North Carolina Teacher License must successfully pass several licensure exams. The North Carolina State Legislature, North Carolina State Board of Education, and North Carolina Department of Public Instruction have identified certain examinations for each licensure area. Below are charts detailing each licensure area exam, its test code, the required passing cut score established by NC, and courses built into the teacher education program to help the candidate prepare for these licensure exams. These exams should **only** be taken after these preparatory courses have been successfully passed.

Elementary Education Licensure candidates must successfully pass the following examinations

Elementary Education (Licensure Area 025)			
Licensure Test	Test Code	Required NC Passing Score	Candidates should <b>ONLY</b> take these licensure exams following the completion of the following Program Preparation Courses
PEARSON North Carolina Reading Foundations	190	233	EDUC 400: Reading Foundations EDUC 406: Integrated Reading
For More Information or to Register for the PEARSON North Carolina Reading Foundations examination visit: <a href="http://www.nc.nesinc.com">http://www.nc.nesinc.com</a>			
PRAXIS II Math CKT	7813	150	EDUC 206: Mathematics Licensure Prep EDUC 207: Mathematics Success EDUC 380: Integrating Mathematics in the Elementary School
For More Information or to Register for the PRAXIS II Math CKT examination visit: <a href="https://www.ets.org/praxis/nc/requirements">https://www.ets.org/praxis/nc/requirements</a>			

Special Education General Curriculum Licensure candidates must successfully pass the following examinations

Special Education: General Curriculum (Licensure Area 88091)			
Licensure Test	Test Code	Required NC Passing Score	Candidates should <b>ONLY</b> take these licensure exams following the completion of the following Program Preparation Courses
PEARSON North Carolina Reading Foundations	190	233	EDUC 400: Reading Foundations EDUC 406: Integrated Reading
For More Information or to Register for the PEARSON North Carolina Reading Foundations examination visit: <a href="http://www.nc.nesinc.com">http://www.nc.nesinc.com</a>			
PRAXIS II Math CKT	7813	150	EDUC 206: Mathematics Licensure Prep EDUC 207: Mathematics Success EDUC 380: Integrating Mathematics in the Elementary School
For More Information or to Register for the PRAXIS II Math CKT examination visit: <a href="https://www.ets.org/praxis/nc/requirements">https://www.ets.org/praxis/nc/requirements</a>			
PRAXIS II Special Education General Curriculum	5543	158	All SPED Content Area Coursework
For More Information or to Register for the PRAXIS II Special Education General Curriculum Licensure examination visit: <a href="https://www.ets.org/praxis/nc/requirements">https://www.ets.org/praxis/nc/requirements</a>			

## SCIENCE OF READING, LITERACY AND MATHEMATICS TRAINING

Candidates for the Elementary and Special Education (General Curriculum) North Carolina Teacher Licensure are enrolled in a program rich in literacy and mathematics as these two content areas typically are ones in which they will find students in P12 struggle. Embedded within several required courses, the science of reading is taught by expertly trained professors who explore the five essential components of effective reading instruction. The candidates then complete a short field experience in which they directly apply these in work with students who struggle in reading.

Required Courses EDUC 400 and EDUC 406 explore reading foundational skills with a specific focus on critical literacy and teaching diverse learners and ELL students. Teacher candidates are introduced to the teaching and learning processes associated with literacy instruction. Emphasis is placed on the scientific foundations of reading instruction including phonics, phonemic awareness, vocabulary, fluency, and text comprehension. Teacher candidates will plan, and subsequently teach literacy focused mini lessons in the short field experience. Teacher candidates will research, analyze, and discuss current trends, state standards, and Tier 1 literacy interventions in accordance with the Response to Intervention philosophy. Teacher candidates who enroll in EDUC 400 will observe and practice applications of the Domains of Rtl (Response to Intervention) practices during the short field clinical experience. In EDUC 406, the remaining reading components are explored with teacher candidates researching inclusive and diverse children's literature.

For the Middle Grades Licensure, candidates must successfully pass the following examinations based upon the content area they wish to teach

To Be Licensed in	You Need to Take	Test Code	Qualifying Score	Candidates should ONLY take these licensure exams following the completion of the following Program Preparation Courses
Language Arts (78180)	Middle School English Language Arts	5047	164	English Content Courses, EDUC 355, EDUC 447
Mathematics (78200)	Middle School Mathematics (On-screen graphing calculator provided.)	5169	165	Mathematics Content Courses, Math 451
Science (78300)	Middle School Science	5440	150	Science Content Courses, SIED 453, SIED 454
Social Studies (78400)	Middle School Social Studies	5089	149	Social Studies Content Courses, EDUC 449:
For More Information or to Register: <a href="https://www.ets.org/praxis/nc/requirements">https://www.ets.org/praxis/nc/requirements</a>				

Secondary (9-12) Licensure candidates must successfully pass the following examinations based upon the content

To Be Licensed in	You Need to Take	Test Code	Qualifying Score	Candidates should ONLY take these licensure exams following the completion of the following Program Preparation Courses
Biology (Secondary)	Biology: Content Knowledge	5235	150	Biology Content Courses
English (Secondary)	English Language Arts: Content Knowledge	5038	167	English Content Courses
Mathematics (Secondary)	Mathematics: Content Knowledge (On-screen graphing calculator provided.)	5161	160	Mathematics Content Courses

To Be Licensed in	You Need to Take	Test Code	Qualifying Score	Candidates should ONLY take these licensure exams following the completion of the following Program Preparation Courses
Science (Comprehensive, Secondary)	General Science: Content Knowledge	5435	151	General Science Content Courses
Social Studies (Comprehensive, Secondary)	Social Studies: Content Knowledge	5081	158	Social Sciences/Political Science/History Courses
For More Information or to Register: <a href="https://www.ets.org/praxis/nc/requirements">https://www.ets.org/praxis/nc/requirements</a>				

For Special Subjects (K-12) Licensure, candidates must successfully pass the following examinations based upon the content

To Be Licensed in	You Need to Take	Test Code	Qualifying Score	Candidates should ONLY take these licensure exams following the completion of the following Program Preparation Courses
Art (K-12)	Art: Content and Analysis	5135	161	Studio Art Courses
Health and Physical Education (K-12)	Health and Physical Education: Content Knowledge	5857	160	Health/Physical Education Courses
Music (K-12)	Music: Content and Instruction	5114	162	Music Courses
Spanish (Secondary, K-12)	Spanish: World Language	5195	168	Spanish Courses
Theatre Arts	No NC Licensure Examination Requirement currently			
For More Information or to Register: <a href="https://www.ets.org/praxis/nc/requirements">https://www.ets.org/praxis/nc/requirements</a>				

## Study Resources for Licensure Examinations

The CMMC Librarian has created a resource for students preparing for teacher educator licensure exams. They may be found at <https://guides.lib.campbell.edu/teacherlicensure>.

## Student Teaching and edTPA Nationally Scored Portfolio

All teacher education candidates MUST successfully complete the Student Teaching Clinical Internship and meet the passing scores on the edTPA Portfolio as established by the NCDPI (see table below). edTPA is another required condition for recommendation for the initial North Carolina Teacher License. NO candidate (who graduated/completed an approved EPP program on or after September 1, 2019) shall be recommended for a North Carolina Initial Licensure without passing licensure examinations and the edTPA.

The edTPA is a subject-specific, portfolio-based assessment of teaching performance that is completed by student teachers to demonstrate their readiness for a full-time classroom teaching assignment. It is required for all teacher-education graduates seeking licensure in North Carolina. Many other states also require the completion of edTPA.

The edTPA assessment measures three specific but interrelated dimensions of teaching:

### TASK 1: PLANNING FOR INSTRUCTION AND ASSESSMENT (INCLUDING ACADEMIC LANGUAGE SUPPORT)

The Planning task describes and explains candidates' plans for the 3-5 lesson learning segment. It demonstrates their ability to organize curriculum, instruction, and assessment to help their students meet

the standards for the curriculum content as well as to identify a key language function, then analyze and develop academic language related to that function. It also provides evidence of their ability to use knowledge of their students and of research/theory to select, adapt, or design learning tasks and materials to provide equitable access to subject-matter content. Although the exact topic is left open, each subject area has a particular focus.

Candidates learn about their school and students, plan a learning segment appropriate to their students and content standards (adapting existing lessons and/or creating original material as needed), and comment on the underlying rationale(s). They include plans, instructional materials such as handouts and graphic organizers, assessments, and a context form.

## **TASK 2: INSTRUCTING AND ENGAGING STUDENTS IN LEARNING**

The Instructing Students & Supporting Learning task illustrates how candidates work with their students to improve their skills and strategies in the content area during instruction. Short videos and commentaries provide evidence of the candidate's ability to create a positive learning environment, actively engage students in meaningful tasks related to the appropriate Subject Area Focus and deepen students' learning. They will also analyze students' use of academic language. At the end of Task 2, candidates analyze their teaching and impact on student learning to propose changes that they justify with reference to research and theory. Video recording equipment is available for candidates to check out in the CMMC in the Wiggins Memorial Library as well as the Computer Lab in the School of Education & Human Sciences.

## **TASK 3: ASSESSING STUDENT LEARNING**

The Assessment of Student Learning task focuses on just one common assessment from the learning segment and illustrates how candidates diagnose student learning needs through the analysis of student work samples. It provides evidence of candidates' ability to

1. Select an assessment tool and criteria that are aligned with their central focus, student standards, and learning objectives.
2. Analyze student performance on an assessment in relation to student needs and the identified learning objectives (including academic language).
3. Give appropriate feedback (including what the student did well and suggestions for improvement) and provide structured opportunities for the use of that feedback for revision or improvement of future work.
4. Use their analysis to identify and plan the next steps in instruction for the whole class and individual students as well as justify these next steps with reference to student needs, research, and theory.

Candidates provide a rubric or other assessment criteria and use it to analyze one common assignment or other common assessment from their week-long instructional segment. They will also need to summarize learning across the class (including academic language) give feedback, structure opportunities to use that feedback, and plan next steps as well as provide work samples from Focus students performing at different levels.

edTPA is completed as part of the student-teaching experience. Candidates choose a learning segment of three to five lessons in one class, collect artifacts (lesson plans, instructional materials, teaching videos, assessments, and sample student work), write commentaries in response to prompts in the subject-specific edTPA handbook, and submit their artifacts and commentaries for national scoring by professionally trained scorers. Scorers rate candidate performance in planning, instruction and assessment using rubrics in the edTPA handbooks.



During student teaching, candidates will be assigned an edTPA supervisor who will meet with candidates regularly to answer questions and track progress. Student-teachers must adhere to the edTPA timeline, which is provided to student teachers during the beginning of student teaching. Adhering to the timeline includes video recording and final edTPA submission to Pearson. Any exceptions must be approved by the candidates' edTPA supervisor.

**WHAT ARE THE EDTPA REQUIREMENTS FOR NORTH CAROLINA?**

All candidates for initial licensure in North Carolina must complete an edTPA portfolio, submit it to Pearson for official scoring and receive a passing score to be eligible for certification. The edTPA passing scores for North Carolina have been set at:

**edTPA Assessment**

Passing Scores	Highly Qualified* Scores
edTPA with 15 Rubrics	edTPA with 15 Rubrics
38	48

If a candidate has completed all requirements for a degree program, including submission of edTPA, the candidate is eligible for graduation. **However, to be recommended by Campbell University for licensure in the state of NC, a candidate must receive a passing score on edTPA.**

Teacher candidates in the state of North Carolina are required to submit an edTPA portfolio to Pearson for official scoring during student teaching. Teacher candidates who dedicate adequate time to planning, instructing, and assessing learning and to completing their edTPA commentary should be able to pass the edTPA on the first attempt. The cost of the initial submission, completed and submitted during student teaching, and by the deadline set by the School of Education & Human Sciences faculty, will be absorbed by Campbell University.

If the teacher candidate does not meet or exceed the passing score, as established by the state of NC and Campbell University, the teacher candidate will be offered appropriate additional support throughout the process of one resubmission of any task or combination of tasks of the edTPA portfolio. The determination of what part(s) of the below standard edTPA should be resubmitted is determined by the analysis of scores by the candidate, the candidates' edTPA supervisor, the director of teacher education, and the edTPA coordinator. While these, and other faculty members, may advise the candidate on the probable best course of action, the ultimate decision for resubmission, and what to resubmit, is the sole responsibility of the teacher candidate. Assistance from faculty, however, is available to candidates for the first resubmission, when resubmitted by the deadline established by the School of Education & Human Sciences. This resubmission, as well as any future resubmission is completed at the expense of the candidate.

The cost of any future submissions and/or resubmissions will be the responsibility of the student. Resubmission of one Task is 100.00; the cost to resubmit the entire portfolio is 300.00.

FOR MORE INFORMATION ABOUT THE EDTPA, PLEASE VISIT: <https://www.edtpa.com/>.

## Professional Educator's Dispositions

Students aspiring to become professional educators are encouraged and expected to operate under the following dispositions as students, as representatives of Campbell University while visiting the local schools, and as graduate practitioners:

- to be accepting of others from diverse backgrounds (diverse including, but not limited to, race, ethnicity, special needs, tolerance of minority beliefs, and non-native speakers)
- to be proactive and take initiative (by focusing on developing problem solving and critical thinking skills necessary to recognize and act upon areas of need)
- to be collaborative and collegial practitioners (by developing skills in how to work together as professionals to achieve professional goals)
- maintain a professional understanding of current issues and trends in education (introduction to professional organizations at both the state and national levels and how membership can promote professionalism beyond the degree and initial licensure)

The students have multiple opportunities to gain experience, practice and exhibit these dispositions through a plethora of professionally based experiences. Professors work with students to practice developing these dispositions while teaching in the classroom, while serving as academic advisors, while serving as visiting university supervisors, and as colleagues. These experiences provide a continuously powerful base of probable interactions that can take place at both the undergraduate and graduate levels.

## Campbell University Professional Education Teacher Candidates Code of Ethics

The following behaviors should be exemplified by each Campbell University Field Experience Candidate. Failure to follow this "code" may result in dismissal from the field experience and program. (Per the Code of Ethics for North Carolina Educators):

### 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.

### **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.

### **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.
- D. The candidate should conform to the general pattern of behavior and dress code of the school and community. Students must dress professionally when visiting a school. Professional dress does not necessarily mean suits and heels for women or suits and ties for men. It does mean students should dress appropriately for the job they will be doing and should set a good example for the students. Examples of unacceptable clothing: jeans and tee shirts; shorts; dirty or untidy clothing; worn and smelly tennis shoes; low cut or tight tops; tight pants; tight or short skirts; or otherwise revealing clothing. Examples of acceptable clothing: slacks and collared shirts for men; slacks, skirts, and dresses for women; comfortable shoes. PE teachers have more latitude due to the nature of their content area. More casual attire may be appropriate for events such as school spirit day or field day.
- E. The candidate should always place school duties ahead of personal wishes, accepting cheerfully all duties that are a necessary part of the profession and performing willingly his/her share of the additional duties. This includes commitments at Campbell University during the student teaching experience: candidates are essentially “teachers” at this point and should commit to the field experience as if an actual teacher at the school site.

## Professional Dispositions for Teacher Education Programs at Campbell University

Adapted from: Cato College of Education (2014). Professional Dispositions Plan for Professional Education Programs at UNC Charlotte. Charlotte, NC: University of North Carolina at Charlotte.

*The mission of the professional education programs at Campbell University is to prepare highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by having a positive impact on children, youth, families, communities, and schools. To reach this end, candidates must couple their knowledge and effective skills with a clear commitment to children, families, colleagues, schools, and communities, and the profession. Professional educators must demonstrate commitment to ethics, leadership, collaboration, advocacy, and continuous growth to have a positive impact on others.* (Conceptual Framework of Professional Education Programs at UNC Charlotte, 2011).

Professional dispositions and behaviors that exhibit this commitment include:

### Impact

- Demonstrate the belief that all individuals can succeed
- Provide encouraging feedback to all individuals
- Respect and respond to individual needs
- Provide equitable learning and development opportunities for all
- Promote positive outcomes based on assessment results

### Professional Identity and Continuous Growth

- Maintain positive attitudes in academic and professional settings
- Demonstrate professional appearance
- Act on constructive feedback from others
- Conduct self-assessments through reflection to overcome limitations and enhance strengths
- Demonstrate self-initiated learning
- Communicate effectively and appropriately
- Show punctuality in meeting academic and professional obligations

### Leadership

- Create opportunities for the mutual benefit of all involved
- Promote positive change through personal interactions, organizations, communities, and the profession
- Initiate, suggest, and contribute in appropriate ways
- Maintain knowledge of and disseminate information about current research and best practices

### Advocacy

- Support and empower individuals from diverse backgrounds
- Include families and other stakeholders in planning for individual success
- Advocate for the social, emotional, physical, educational, behavioral, and basic needs of others
- Demonstrate empathy, professional self-confidence, fairness, persistence, problem-solving, and appropriate risk-taking on behalf of others

### Collaboration

- Respond respectfully to individual perspectives and differences of others
- Engage in culturally responsive practices in interactions with learners, families, communities, and colleagues
- Share information and ideas with others
- Cooperate with university, school, and community personnel
- Collaborate to resolve differences and solve problems respectfully and reflectively

### Ethics

- Demonstrate honesty, integrity, fairness, respect for others and confidentiality
- Comply with laws, policies, and procedures
- Accept responsibility for personal actions and behaviors
- Follow professional codes of ethics instituted by the DPI for teachers
- Disclose any unlawful activity upon application to and throughout the program
- Pass criminal background checks and drug screening, as required

- Create and maintain appropriate interpersonal relationships in all settings

## Procedures for Teaching/Informing/Coaching/Remediating/Assessing Professional Dispositions

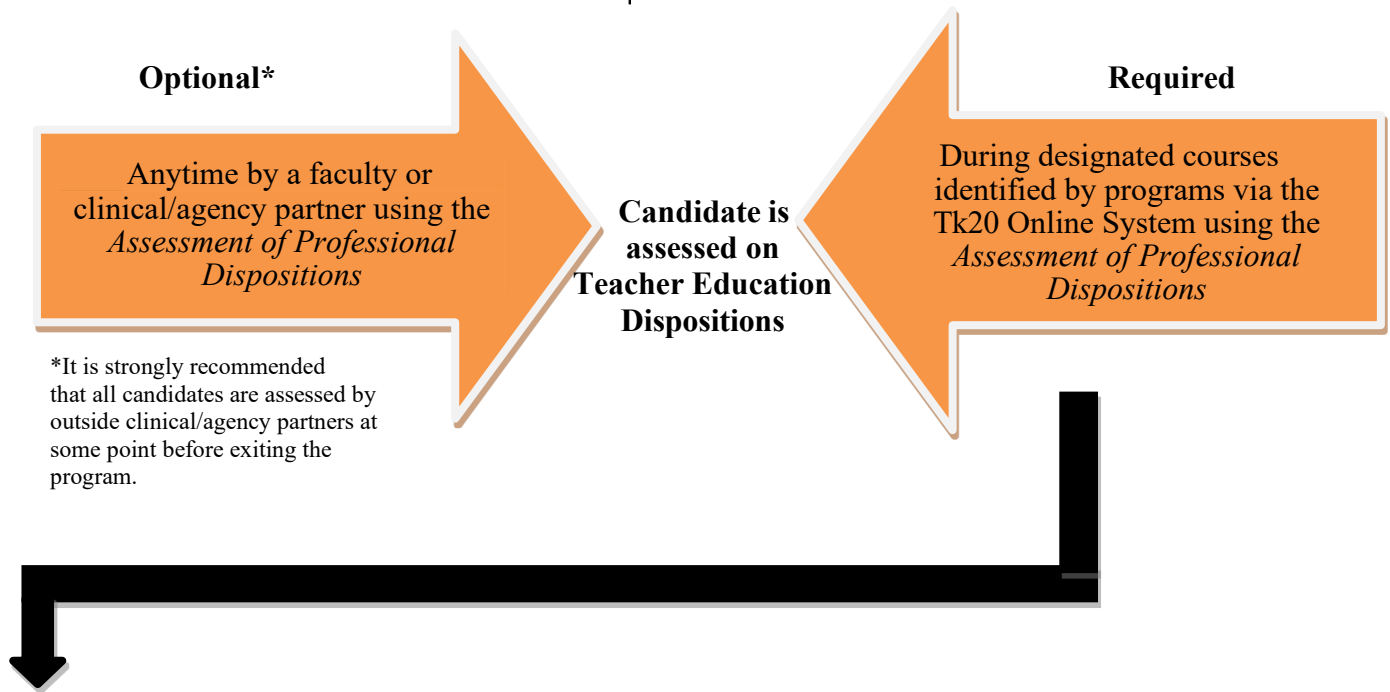
The professional dispositions and behaviors that exhibit this commitment are described, and include:

- Impact
- Professional Identity and Continuous Growth
- Leadership
- Advocacy
- Collaboration
- Ethics

## Professional Dispositions Entry, Midpoint, and Completion Assessment Overview

ENTRY Instruction and Assessment	MIDPOINT Instruction and Assessment	Program COMPLETION Assessment
Undergraduate and Graduate Certificate Programs for Initial Teacher Candidates		
<u>EDUC 221: Introduction to Education</u> <ul style="list-style-type: none"> <li>• Professional dispositions introduced and taught in prerequisite course,</li> <li>• Candidates complete the Commitment Statement</li> <li>• Candidates complete self-assessment</li> <li>• Faculty initiated plan of action (as needed)</li> </ul>	<u>EDUC 310: Assessment and the Data Informed Teacher</u> <ul style="list-style-type: none"> <li>• Review of professional dispositions</li> <li>• Candidates complete self-assessment</li> <li>• Faculty assessment of candidate dispositions</li> <li>• Classroom teacher assessment of candidate dispositions</li> <li>• Faculty initiated plan of action (as needed)</li> </ul>	<u>EDUC 470: Student Teaching Seminar</u> <ul style="list-style-type: none"> <li>• Candidate demonstration of professional dispositions during student teaching</li> <li>• University Supervisor assessment of candidate dispositions</li> <li>• Cooperation teacher assessment of candidate dispositions</li> <li>• Faculty assessment of candidate dispositions</li> <li>• Faculty initiated plan of action (as needed)</li> <li>• Review of all disposition data</li> </ul>

## Procedures – When and How Are Candidate Dispositions Assessed?



Candidates are assessed on dispositions in one of two ways.

1. Dispositions for candidates will be assessed at three points, referred to as "dispositional decision points," within programs using the *Assessment of Professional Dispositions* document. The three dispositional decision points will include: a) a program-designated course that candidates take early in the program ("entry point"), b) a program-designated course that occurs prior to admission to student teaching or about when a candidate has typically completed approximately half of the program courses ("midpoint"), and c) during the final semester ("exit point").
  - A. Entry Point: Candidates will be introduced to professional dispositions, as well as the procedures for assessment of dispositions, within the entry point course. For undergraduates, this course will be EDUC 221: Introduction to Education. During the entry point course, candidates will complete the first of two dispositions self-assessments using the *Assessment of Professional Dispositions* and indicate their commitment to displaying professional dispositions. Candidates will use the Tk20 Online System for this purpose. Instructors will assess candidates ONLY on their timely completion of these assignments at the entry point.
  - B. Midpoint: Programs will designate one program course as a second dispositional decision point. For initial teacher licensure candidates, this course will be EDUC 310: Assessment and the Data Informed teacher. Professional dispositions and procedures will be reviewed in the course. Candidates will complete the second of two dispositions self-assessments using the *Assessment of Professional Dispositions*. Candidates will use the Tk20 Online System for this purpose. **The course instructor will** assess professional dispositions for each candidate using the *Assessment of Professional Dispositions* document rubric and record these ratings in Tk20 at the midpoint.

Classroom teachers will be asked to assess candidate dispositions during their 30-hour field placement. These ratings will be recorded within Tk20.

- C. Exit: Final dispositions assessments will be recorded on each candidate during their student teaching seminar, EDUC 470. For initial licensure teaching candidates, the university supervisor and the cooperating teacher or principal will assess candidate dispositions during student teaching internship using the Assessment of Professional Dispositions document and record these ratings within Tk20. The faculty member teaching EDUC 470 will assess a final dispositions assessment.

*Anytime: Faculty and school/agency partners may assess, coach, and remediate candidate professional dispositions at any point in the program.*

**School/agency partner participation:** School/agency partner input regarding candidate dispositions is invaluable, and that input is welcomed by the School of Education & Human Sciences. School/agency partners who have concerns regarding candidate dispositions are asked to complete the Assessment of Professional Dispositions document on the candidate in question **by engaging in these processes with the assistance of university faculty member** (i.e., university supervisor or course instructor).

*Procedures – What happens when a rating of “Needs Improvement” is noted on a candidate’s assessment?*

Dispositional expectations for education candidates at Campbell University are a central tenet of our programs. Most of our candidates emerge as highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by having a positive impact on children, youth, families, communities, and schools. However, occasionally there is a need to remediate candidates on the dispositional requirements of the profession. These procedures outline the process for tracking candidate dispositions within the School of Education & Human Sciences.

**Candidates may receive a rating of “Needs Improvement” in one of two ways:**

1. From a program-midpoint course assessment as recorded in Tk20

When a candidate receives a rating of "Needs Improvement" in any area on a program-midpoint dispositional course assessment (as indicated on the Tk20-generated report), the candidate will receive an email from the School Dispositions Coordinator stating that this has occurred, and that at least one rating of “needs improvement” has been recorded for the candidate. Dispositional program-midpoint results may be reviewed by course instructor, the School Dispositions Coordinator, department chairs, program coordinators, or faculty from the Dean’s office.

If the nature of the “needs improvement” area for the candidate is such that further intervention is warranted, any of these faculty may request a conference with the candidate to directly discuss the issue OR initiate a Professional Disposition Plan of Action OR both. If a conference is called or a Plan of Action is initiated, the department dispositions faculty coordinator and the School Dispositions Coordinator should be provided a copy of all documentation. It is expected that course instructors will be diligent in coaching, informing, and remediating candidates on Professional Education Dispositions.

2. From a faculty member OR school/agency partner **outside** of a midpoint-course Tk20 assessment:

When a candidate receives a rating of "Needs Improvement" in any area from an assessment by a faculty member or a school agency / partner outside of a designated Tk20 dispositions course, the faculty member will conference with the candidate to discuss the concern and provide guidance for

improvement. The faculty member or the candidate may request assistance from the department chair, department faculty coordinator for dispositions, advisor, or other faculty member in conferencing with the candidate. **The conference and any outcomes should be documented on the *Assessment of Professional Dispositions*.** If a school/agency partner has submitted this rating to a faculty member, that school/agency partner may be asked to provide additional details to allow all parties to fully understand the articulated concern. Candidates will receive a copy of all completed disposition assessment forms. A copy of all documentation should be shared with the department dispositions faculty coordinator and the School Dispositions Coordinator.

If a negative rating is given by school or agency personnel during a candidate's early clinical experiences, the Associate Dean may initiate a conference with the student in consultation with the departmental faculty coordinator for dispositions, with the School Dispositions Coordinator, the Director of Teacher Education, or all parties. The Associate Dean will contact the School Dispositions Coordinator with a copy of all documentation regarding the dispositional concern. A copy of all documentation will also be shared with the School Dispositions Coordinator.

### *Formulating a Professional Dispositions Plan of Action*

In many cases, making the candidate aware of the dispositional concern may be all the remediation needed to correct the behavior. In other, more serious cases, the dispositional remediation process may include additional activities/strategies as are appropriate to the situation. In such cases, a Dispositions Plan of Action should be developed and used.

The faculty member should use the Professional Disposition Plan of Action to outline any long-term strategies or activities that may be required of the candidate in addressing the disposition concern. **This includes any dispositions issue that is ongoing in nature and does not appear to be resolved with a single conference with the candidate.** The Professional Dispositions Plan of Action will include the candidate's expected behavioral changes and responsibilities and outline any additional support to be provided by the faculty. The Professional Disposition Plan of Action may require the faculty member to periodically follow-up with the candidate until the remediation process is complete. All parties will sign to indicate understanding of and adherence to the coaching and remediation activities indicated in the plan. Candidates will receive a copy of all completed Professional Disposition Plan of Action forms. The faculty member will provide the department dispositions faculty coordinator and the School Dispositions Coordinator with a copy of all documentation regarding the dispositional concern. The faculty member or the candidate may request assistance from the department chair, department faculty coordinator for dispositions, advisor, or other faculty member in formulating the Plan of Action and/or meeting with the candidate.

### *Procedures – What Happens If Multiple Dispositions Assessments Indicate Ongoing Problems for a Candidate?*

#### **First Review – Department Level**

Periodically, the School Dispositions Coordinator will review the dispositional tracking database to monitor candidate dispositional incidents. In addition, department chairs, departmental dispositions faculty coordinators, or faculty from the Dean's Office may also review dispositional incidents at any time. **If two<sup>1</sup> or more negative assessment incidents are recorded for a candidate,** the School Dispositions Coordinator will work with the department faculty coordinator and the department chair to convene the department dispositions committee to review the situation. (Note: For candidates in



early program courses who have not yet been officially admitted to their program of study, dispositions incidents will be reviewed by department faculty prior to admission). The department dispositions committee may be appointed by the department chair. The department committee membership may alter as is appropriate to the dispositional situation. It is expected that the faculty member/s involved in reporting and documenting the original dispositional concerns would not be part of the department dispositions review. The total number of members on the committee should be an uneven number.

The purpose of the department review committee is to ascertain seriousness of the dispositional infractions and make decisions regarding the candidate's advancement in the program. Notice of the departmental review will be provided to the candidate, and the candidate will be provided an opportunity to speak on his/her own behalf (the candidate may choose not to do so). The departmental dispositions committee has three options for action:

1. Allow the candidate to progress in the program without conditions.
2. Allow the candidate to progress in the program with conditions (this may include a new or more intensive remediation plan for the candidate to complete before moving forward in the program); or
3. Recommend to the dean that the candidate be denied advancement in the program.

If Options 1 or 2 are selected by the department review committee, oversight of the candidate's dispositional progress will remain at the department level. The School Dispositions Coordinator will continue to assist the department coordinator and faculty chair with monitoring to keep the department committee aware of the candidate's dispositional status. Further negative dispositional reports may result in a re-convening of the departmental committee. The department chair will send written notification of the departmental decision to the candidate, outlining any additional steps for action on the part of the candidate as appropriate. A copy of this letter will be provided to the Dean's Office.

If Option 3 is selected by the department review committee, the recommendation for denial of advancement is referred to the Associate Dean (see below). The department chair and the School Dispositions Coordinator will jointly send written notification of the departmental decision to the candidate and include information regarding the candidate's right of appeal of the decision. A copy of this letter will be provided to the Dean's Office. The School Dispositions Coordinator will also send notice of this decision to the Dean of Students.

### *Second Review – College Level - Candidate's Right of Appeal*

A candidate denied progression in the program or recommended for removal from the program **may** file an appeal with the Dean's Office<sup>2</sup>. The appeals process will consist of a recommendation for the Dean of the School of Education & Human Sciences.

The candidate's written request to appeal the department dispositions decision must be received in the Office of the Dean of the School of Education & Human Sciences within 10 business days from the date of the written notification to the candidate of the departmental decision. **Forms for the appeal are available from the School Dispositions Coordinator.** The right of appeal lies solely with the candidate. Upon receipt of any written appeal, the Dean will make the appropriate decision within 15 business days. The Dean of the School of Education & Human Sciences will review all documentation related to the dispositional history of the candidate. The candidate will be provided an opportunity to speak on

his/her own behalf. The Dean may opt to interview any stakeholders, including but not limited to faculty member(s) who assessed the candidate's progress as "Needs Improvement."

The college dispositions appeals board has three options for action:

1. Allow the candidate to progress in the program without conditions.
2. Allow the candidate to progress in the program with conditions (this may include a new or more intensive remediation plan for the candidate to complete before moving forward in the program); or
3. Uphold the departmental recommendation to the dean that the candidate be denied advancement in the program.

If Options 1 or 2 are selected by the Dean oversight of the candidate's dispositional progress will be referred to the departmental level. The School Dispositions Coordinator will continue to assist the department coordinator and faculty chair with monitoring to keep the department committee aware of the candidate's dispositional status. Further negative dispositional reports may result in a re-convening of the departmental committee, and a subsequent re-convening of the School Dispositional Appeal Board. The Associate Dean will send written notification of Dean's decision to the candidate, outlining any additional steps for action on the part of the candidate as appropriate. A copy of this letter will be provided to the Dean's Office.

If Option 3 is selected by Dean, the recommendation for denial of advancement is referred to the Associate Dean. The Associate Dean will review all the documentation available and make a final decision regarding the candidate's status in the program within 10 business days.

If the recommendation for termination in the program is upheld:

- For ALL students, the Dean will send written notification of the decision to the candidate. A copy of this letter will be added to the candidate's dispositional file.

### **Who Monitors the Candidates' Disposition Assessments?**

Monitoring of candidate dispositions is a crucial step in maintaining both the integrity of the dispositional process and the best interests of our candidates. The Tk20 coordinator will generate reports at the end of the semester for professional dispositions, through the designated courses (EDUC 221, EDUC 310 and EDUC 470). These reports will be sent the program coordinators, the Director of Teacher Education, and the School Dispositions Coordinator. They will be monitored through the process of reviewing and communication with the three respective parties. For faculty members, clinical educators, and university supervisors, who give negative ratings to students regarding their professional dispositions, a hard copy of that dispositions rating will be sent to the School Dispositions Coordinator via email. This will be kept in a separate database/file.

## Candidate Statement of Commitment to Professional Dispositions

The School of Education & Human Sciences is responsible for preparing candidates who have the required knowledge, skills, and professional dispositions to become effective educators. Therefore, your chosen program of study will prepare you to develop and model the knowledge, skills, and dispositions expected of excellent professionals. Faculty and/or school personnel will evaluate your demonstration of these professional dispositions and provide you with feedback about your progress. Professional Dispositions include the attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. Dispositions are assessed indirectly, based on candidates' observable behavior in educational settings (NCATE, 2008).

### Impact

Demonstrate the belief that all individuals can succeed

- ☐ Provide encouraging feedback to all individuals
- ☐ Respect and respond to individual needs
- ☐ Provide equitable learning and development opportunities for all
- ☐ Promote positive outcomes based on assessment results

### Professional Identity and Continuous Growth

- ☐ Maintain positive attitudes in academic and professional settings
- ☐ Demonstrate professional appearance
- ☐ Act on constructive feedback from others
- ☐ Conduct self-assessments through reflection to overcome limitations and enhance strengths
- ☐ Demonstrate self-initiated learning
- ☐ Communicate effectively and appropriately
- ☐ Show punctuality in meeting academic and professional obligations

### Leadership

- ☐ Create opportunities for the mutual benefit of all involved
- ☐ Promote positive change through personal interactions, organizations, communities, and the profession
- ☐ Initiate, suggest, and contribute in appropriate ways
- ☐ Maintain knowledge of and disseminate information about current research and best practices

### Advocacy

- ☐ Support and empower individuals from diverse backgrounds
- ☐ Include families and other stakeholders in planning for individual success
- ☐ Advocate for the social, emotional, physical, educational, behavioral, and basic needs of others
- ☐ Demonstrate empathy, professional self-confidence, fairness, persistence, problem-solving, and appropriate risk-taking on behalf of others

### Collaboration

- ☐ Respond respectfully to individual perspectives and differences of others
- ☐ Engage in culturally responsive practices in interactions with learners, families, communities, and colleagues
- ☐ Share information and ideas with others
- ☐ Cooperate with university, school, and community personnel
- ☐ Collaborate to resolve differences and solve problems respectfully and reflectively

### Ethics

- ☐ Demonstrate honesty, integrity, fairness, respect for others and confidentiality
- ☐ Comply with laws, policies, and procedures
- ☐ Accept responsibility for personal actions and behaviors
- ☐ Follow professional codes of ethics instituted by the DPI for teachers
- ☐ Disclose any unlawful activity upon application to and throughout the program
- ☐ Pass criminal background checks and drug screening, as required
- ☐ Create and maintain appropriate interpersonal relationships in all settings

***I have read the professional dispositions and indicators above. I agree and understand that developing and modeling professional dispositions is important to being an effective, professional educator. I am committed to both growth and excellence in demonstrating these professional dispositions. I understand that progress in my professional education program depends upon successful demonstration of these professional dispositions. Student Signature of Commitment and Agreement \_\_\_\_\_ Date \_\_\_\_\_***

***Students will note their agreement with and commitment to the dispositions via Tk20 when completing their two self-assessments during the entry and midpoint courses designated by their programs.***



## The InTASC Model Core Teaching Standards (April 2011) At A Glance

### The Learner and Learning

#### Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#### Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### Content Knowledge

#### Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#### Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

### Instructional Practice

#### Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

#### Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

#### Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### Professional Responsibility

#### Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

#### Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## The North Carolina Professional Teaching Standards

The guiding mission of the North Carolina State Board of Education is that every public-school student will graduate from high school, globally competitive for work and post-secondary education and prepared for life in the 21st Century (August 2006)

The North Carolina State Board of Education charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for the Teaching Profession (1997) with the newly adopted mission. To this end, Commission members, 16 practicing educators from across the state, considered what teachers need to know and be able to do in 21st Century schools. This document contains the aligned standards adopted by the North Carolina State Board of Education in June 2007.

### A NEW VISION OF TEACHING

The different demands on 21st Century education dictate new roles for teachers in their classrooms and schools. The following defines what teachers need to know and do to be able to teach students in the 21st Century:

Leadership among the staff and with the administration is shared to bring consensus and common, shared ownership of the vision and purpose of work of the school.

Teachers are valued for the contributions they make to their classrooms and the school.

Teachers make the content they teach engaging, relevant, and meaningful to students' lives.

Teachers can no longer cover material; they, along with their students, uncover solutions. They teach existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy.

In their classrooms, teachers facilitate instruction encouraging all students to use 21st Century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.

The 21st Century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.

Subjects and related projects are integrated among disciplines and involve relationships with the home and community.

Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding. Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

### STANDARD 1: TEACHERS DEMONSTRATE LEADERSHIP

#### A. Teachers lead in their classrooms.

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 several types of assessment data during the school year to evaluate student progress and to adjust the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

**B. Teachers demonstrate leadership in the school.**

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 Clinical and support teachers to improve the effectiveness of their departments or grade levels.

**C. Teachers lead the teaching profession.**

Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for 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.

**D. Teacher advocate for schools and students.**

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.

**E. Teachers demonstrate high ethical standards.**

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. ([www.ncptsc.org](http://www.ncptsc.org))

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

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

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

**B. Teachers embrace diversity in the school community and in the world.**

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.

**C. Teachers treat students as individuals.**

Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

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

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.

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

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 and the home and community 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.

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

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

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.

**B. Teachers know the content appropriate to their teaching specialty.**

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

**C. Teachers recognize the interconnectedness of content area/disciplines.**

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 to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach.

**D. Teachers make instruction relevant to students.**

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 North Carolina Standard Course of Study and 21st Century content which includes global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; and health awareness.

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

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

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.

**B. 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 constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

**C. 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.

**D. Teachers integrate and utilize technology in their instruction.**

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.

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

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.

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

Teachers teach the importance of cooperation and collaboration. They organize learning teams 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.

**G. Teachers communicate effectively.**

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and can communicate with students in a variety of ways even when language is a barrier. Teachers help student's articulate thoughts and ideas clearly and effectively.

**H. Teachers use a variety of methods to assess what each student has learned.**

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.

**STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE**



**A. Teachers analyze student learning.**

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. Teachers link professional growth to their professional goals.**

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.

**C. Teachers function effectively in a complex, dynamic environment.**

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.

## Clinical Field Experiences

Field experiences are cooperative ventures between the University and the public schools. They are culminating activities of the teacher education program and follow the guidelines of the North Carolina State Board of Education for Approved Educator Preparation Programs. In addition, field experiences are designed to respond to standards and guidelines of the Council for the Accreditation of Educator Preparation (CAEP) and the Association for Advancing Quality in Educator Preparation (AAQEP).

All field experiences are governed by a Memorandum of Agreement (MOA) between Campbell University and the Local Education Agency (LEA). No deviation can occur which is not stated explicitly within this MOA. All placements are negotiated between the Director of Teacher Education and the LEA representative.

**Students are NOT ALLOWED to secure their own placements.** All students must submit to background checks and secure their own liability insurance to enter a field experience.

Under the direction of a university supervisor and clinical teacher in a school, the aspiring educator is provided opportunities to develop, demonstrate, and evaluate his/her professional knowledge and skills in the major areas of teacher responsibility within a school. The intent of this experience is to give the candidate opportunities to apply theory to practice and to become an effective problem solver.

The candidate is expected to begin to refine competencies needed to teach successfully at different grade levels. (See North Carolina Professional Teaching Standards) For example, a candidate seeking K-6 licensure might complete a practicum in a second-grade classroom and student-teach in a fifth-grade classroom. Middle grades majors may complete a practicum in a sixth-grade classroom and student teach in an eighth-grade classroom. A candidate seeking licensure in English might complete a practicum in a ninth-grade English classroom and student teach in an eleventh-grade English classroom. Students seeking licensure in specific areas (studio art, physical education, music, Spanish or Theatre Art) might complete a practicum in an elementary school and student teach in a high school.

### LEGAL GUIDELINES FOR CLINICAL INTERNS [EXCERPTS FROM THE PUBLIC SCHOOL LAWS OF NORTH CAROLINA (relating to the legal status of Clinical Interns)]

From [NC GS § 115C-269.1](#).

(5) Clinical intern or intern. – Any student enrolled in a recognized EPP who is jointly assigned by that EPP and a local board of education to teach under the direction and supervision of a clinical educator, as provided in G.S. 115C-269.25.

#### (a) Rights of Clinical Interns

From [NC GS § 115C-269.1](#).

Legal Protection of Interns. – An intern under the supervision of a clinical educator or principal shall have the protection of the laws accorded to a licensed educator

### Criminal Background Checks

ALL candidates applying for any field experience **MUST** complete a criminal background check. 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. 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. Background applications for school districts which Campbell University has a Memorandum of Agreement with for student placements may be found at the organization which all teacher licensure candidates are enrolled: "[Teaching Licensure](#)." (If you do not see this organization under your Blackboard account, please contact Dr. Chris Godwin, Assistant Dean/Chair of Professional Education, so that you may be added.)

### **Liability Insurance**

The School of Education & Human Sciences requires all candidates to secure professional liability insurance to complete any clinical field experiences (Short Field Placements, Practicum, or Student Teaching). Typically these policies are available through membership in professional organizations, such as those in specific subject areas like the Council for Exceptional Children (CEC), the National Council of Teachers of Mathematics (NCTM), the National Council of Teachers of English (NCTE), the National Science Teachers Association (NSTA), the National Council for the Social Studies (NCSS), the American Council on the Teaching of Foreign Language (ACTFL), or those that cover all subject areas, for example, the National Education Association (NEA), the North Carolina Association of Educators (NCAE), or the Professional Educators of North Carolina (PENC).

Liability insurance can also be obtained through private insurance companies. Information on other professional organizations which may provide liability insurance can be found on their individual websites or by calling the organization. The School of Education & Human Sciences does NOT endorse or require membership in any one organization. The choice of membership is determined by the student. The only requirement is that liability insurance is secured for any field placement. Candidates will need to verify their membership and provide a copy of the insurance coverage when they complete their application for short field experiences, practicum, and student teaching placements.

No student will be allowed to participate in any field experiences without meeting this requirement. A "Certificate of Insurance" must be provided to the Office of Field Experiences. If you joined a professional organization which included your liability insurance, the welcome letter or proof of membership covering the time of the field placement, will serve as your "Certificate of Insurance." If you joined a professional organization which offers a reduced student liability insurance plan, you must provide a copy of the "Certificate of Insurance" which you will be able to print when you purchase the insurance. The website, [www.ftjcom](http://www.ftjcom), is an excellent website to visit to determine your professional organization's liability insurance options.

## Types of Clinical Field Experiences Within the Teacher Education Program

Early in your program of study, you will enroll in courses which require a “short” field experience and eventually progress to the practicum and student teaching clinical field experience at the end of your program, typically the senior year. These field experiences are intended to provide you with the “real” view of teaching in a public-school setting.



School of Education

### PROFESSIONAL EDUCATION FIELD EXPERIENCE CONTRACT

Name: _____
Instructor: _____
Course(s): _____
Field Experience (Circle): Short Field    Practicum    Student Teaching

As a student at Campbell University in the School of Education, I am familiar with and will follow the regulations, guidelines, code of ethics, and legal responsibilities of a Professional Education Field Candidate as outlined and described in the Professional Education Handbook and the Memorandum of Agreement between the Local Education Agency (LEA) and Campbell University.

Additionally, I understand that the consequences of not adhering to the regulations, guidelines, code of ethics, and legal responsibilities of field experience candidates may result in my:

- (1) being withdrawn from the field experience;
- (2) receiving an extension of the field experience; and/or,
- (3) receiving a grade of “F” in the field experience.

I understand such decisions will be made jointly by the clinical teacher, the administrator at the assigned school, the supervising university professor, the Director of Teacher Education and the Dean of the School of Education.

I also understand that it is the responsibility of the Dean of the School of Education to notify me of such a decision. Within 30 days, I may submit a written appeal to any decision to the Professional Education Department within the School of Education.

Matters related to student conduct which violate the University’s code of honor, as defined by the Campbell University Student Handbook, will be addressed by the Executive Committee of the faculty. Students will be notified by the Dean of Student Life about hearings on such matters, and any actions taken by the Executive committee.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Professional Education Candidate

Office Use Only:

- ☐ Tk20 Application Submitted
- ☐ Liability Insurance Purchased
- ☐ Signed Contract

\_\_\_\_\_  
Director of Teacher Education

## The Short Field Experience

These short field experiences allow students the opportunity to observe and assist the veteran teacher and in some small way, teach, in a public classroom setting early in your program of study. The activities completed within a short field experience will occur at various grade levels allowing you to observe characteristics of school age children and participate in the day-to-day operations of a typical school setting across the K-12 spectrum. Requests for short field placements are completed through the Tk20 System. For many students, this will be your first chance to create a Tk20 account. At this point forward, you will have access to the Tk20 system as you begin field experiences and begin completing various evidence within this system through the remainder of your program of study. The Assistant Dean/Chair of Professional Education submits your name and personal information for background checks before starting the short field experience. Remember you must have liability insurance to participate in these short field placements.

During these short field experiences, you will participate in a multitude of activities associated with the role of a teacher. These activities may include observation of teachers, assessing students' academic achievement, tutoring individuals, or groups of students in content specific tasks, teaching short lessons to whole or small groups. You will also learn how to become a reflective practitioner such that you can analyze the experience and reflect upon your own professional philosophy of teaching.

The short field experience provides for the candidate to explore, through observations in the authentic setting, several dimensions of the classroom practice, these dimensions include:

- Learner Characteristics
- Instruction and Classroom Dynamics
- School Culture
- Questioning in the classroom
- Classroom Management
- The Learning Environment
- Differentiation within the Learning Environment

As a student enrolled in one or more of the following courses, you will be required to complete a "short field experience."

- **EDUC 221: Introduction** to Education requires 20 hours of observation in the classroom. (All licensure areas) The observations are structured so the student will be able to focus on several areas within the educational arena to affirm their commitment to teaching. (Completed through the CCSC)
- **SPED 331: Adolescents** with Disabilities, requires 20 hours of observation in the licensure content area. (Secondary/K-12 candidates) The observations are structured so the education student will watch the classroom dynamics carefully.

- **SPED 350: Children with Exceptionalities**, requires 20 hours of observation in the licensure content area. (BK, Elementary, Middle Grades and SPED candidates) The observations are structured so the education student will watch the classroom dynamics carefully.
- **EDUC 310: Assessment and the Data Informed Teacher**, requires 20 hours of observation in a classroom setting. (All Licensure Areas) The observations and work are structured to prepare the aspiring teacher for an opportunity to work with “real” data and determine how this data informs instruction. (Completed through the CCSC)
- **EDUC 400: Reading Foundations**, requires 20 hours of observation in a classroom setting. The observations and work are structured to prepare the aspiring teacher for working with struggling readers as well as differentiating for students at various reading levels. (Completed through the CCSC)
- **EDUC 406: Integrative Reading** requires 20 hours of observation in a classroom setting. The observations and work are structured to prepare the aspiring teacher for working with struggling readers as well as differentiating for students at various reading levels. (Completed through the CCSC)
- **EDUC 455: Educational Technology Foundations**, requires 10 hours of observation in a classroom setting. This course is typically taken at the same time the student is enrolled in practicum, so this field experience is blended into the hours of the practicum clinical field experience.

#### TK20 APPLICATION

All requests for any of the clinical field placements are completed through the [Tk20 System](#). ALL placement requests must be approved by the Assistant Dean/Chair of Professional Education. NO student will be allowed to find their own placement. Any field placement completed without following this application process will be deemed invalid. A background application should be submitted, and liability insurance must be obtained and verified.

#### PLACEMENT AND VISITS

Once the clinical field placement has been approved by the school, the school district and the Assistant Dean/Chair of Professional Education, Campbell University students are to comply with the rules and regulations established by the Memorandum of Understanding between the school district and Campbell University. The student must be respectful towards the host school and engage in assigned tasks in an unobtrusive manner. As official visitors, representing the Teacher Education program at Campbell University, candidates are expected to assume initiative and aid the teacher. In addition to completing the assigned observations and conducting the formal interviews, candidates (with the permission of their Clinical teacher) are encouraged to participate in other appropriate professional duties of an educator.

## THE PRACTICUM FIELD EXPERIENCE

Under the direction of a university supervisor and a clinical teacher in the school, the practicum candidate is provided opportunities to develop, demonstrate, and evaluate his/her professional knowledge and skills in the major areas of teacher responsibility within the school. From North Carolina [G.S. 115C-269.25](#), the clinical educator (for the practicum and student teaching clinical field experience) must meet the following requirements:

1. Be professionally licensed in the field of licensure sought by the student.
2. Have a minimum of three years of experience in a teaching role.
3. Have been rated, through the educator's most recent formal evaluations, at least at the "proficient" level as part of the North Carolina Teacher Evaluation System, or the equivalent on an evaluation system utilized by another state or partner school, as applicable, in the field of licensure sought by the student. The principal shall determine which clinical educator best meets the needs of each intern and shall assign the most appropriate clinical educator to that intern, with priority consideration for those clinical educators rated as "distinguished" and "accomplished." If a principal determines that a teacher rated as "proficient" is the most appropriate clinical educator for an intern, the principal shall maintain records of the reasons for that determination."

The practicum, carefully coordinated with the final student teaching experience, precedes student teaching, and is supervised in the same way with regular visits from the college supervisor and careful monitoring by the clinical teacher. It is of shorter duration than the student teaching clinical field experience and the level of competence expected is less than for student teaching; however, it is a critical developmental experience for the prospective teacher. The minimum requirement for classroom visits requires five (5) days per week and at least two (2) hours in duration each visit (any variation of this requirement must be approved by the university supervisor). Candidates participate in one of three types of experiences offered, depending on the licensure pursued; observing, assisting, and teaching.

All practicum candidates arrange a schedule that is suitable with the clinical teacher and university supervisor. Required seminar sessions are offered throughout the practicum field experience which coordinates experiences from the field placement and pertinent information needed to continue learning the skills and dispositions of the professional educator.

The student must be registered for the practicum course during the fall semester of the senior year: EDUC 456: Elementary; EDUC 432, Secondary, K-12; EDUC 456, Elementary, Middle; BKED 456, Birth- Kindergarten and EDUC 693, Graduate Student Practicum. **In addition to registering for the correct practicum course, the student must also complete an**

application requesting a practicum placement through Tk20 with specific requests for school district, school, and teacher.

A background application is submitted, and liability insurance is required for this placement. Additionally, during the practicum field experience the student will submit evidence to demonstrate the competencies of the professional educator. A university supervisor will be assigned to each student. During the practicum, the university supervisor will observe two or more times. Both the clinical teacher and the university supervisor will determine the candidate's success in meeting all requirements for the practicum experience. The final grade for the practicum experience will be determined by examining the candidate's performance for the practicum experience, the practicum evidence and attendance and participation in the practicum seminar class.

#### THE PRACTICUM CLINICAL FIELD EXPERIENCE AND EDUC 410 INTEGRATIVE CURRICULUM

All Practicum candidates will enroll in EDUC 410 Integrative Curriculum during the practicum clinical field experience. During this course and internship, all candidates will complete an "edTPA Lite" which will prepare them for the official preparation and submission of the national portfolio during the student teaching clinical field experience. EDUC 410 **MUST** be taken during Practicum.

In summary, the practicum requires the following:

- Registration for appropriate seminar course (EDUC 456, 432, 456, BKED 456 or 693)
- Application through [Tk20](#)
- [Background check](#) materials submitted to Director of Teacher Education
- [Liability Insurance](#) secured for duration of practicum clinical field experience
- Enrollment in EDUC 410 Integrative Curriculum.

#### 50 – HOUR PRACTICUM CLINICAL FIELD EXPERIENCE

The experience is designed for students pursuing licensure in secondary areas (English, Social Studies, Mathematics, Biology), and in the K-12 areas (Art, Music, Health and Physical Education, Spanish, and Theatre Arts). The student is expected to engage in three types of activities: observation of the clinical teacher as well as other teachers in the school; assisting the clinical teacher; and teaching. At least twenty hours of teaching must be performed. To classify as teaching hours, the lesson is planned by the candidate, pre- approved prior to teaching by the clinical teacher, delivered by the candidate to the students either in small or large groups in the classroom or appropriate educational setting and is assessed and reflected upon by the candidate for improvements.

#### 100 – HOUR PRACTICUM CLINICAL FIELD EXPERIENCE

This experience is designed for undergraduate students pursuing licensure in B-K, Elementary



Education (K-6), Middle Grades Education (6-9), or Special Education. The student, under the leadership of the clinical teacher, is expected to engage in three types of activities: observation of the clinical teacher and other teachers in the school; assisting the clinical teacher; and teaching. A minimum of 35 hours of teaching must be performed. To classify as teaching hours, the lesson is planned by the candidate, pre-approved prior to teaching by the clinical teacher, delivered by the candidate to the students either in small or large groups in the classroom or appropriate educational setting and is assessed and reflected upon by the candidate for improvements.

#### PRACTICUM FIELD EXPERIENCE FINAL GRADE

1. Successfully completing and passing the Practicum Performance Binder (30% of final grade)
2. Achieve competence in your clinical field experience performance (as determined by Clinical Teacher and University Supervisor) (60% of final grade).
3. **Class Attendance and Participation:** Participate in and complete in class activities, assignments, and discussions as assigned (10% of final grade).

## THE STUDENT TEACHING CLINICAL FIELD EXPERIENCE

The Student Teaching experiences for Teacher Education students are designed to allow prospective teachers opportunities to translate the theoretical concepts learned in their on-campus classes into real life experiences in actual public-school classrooms. Traditionally, the student teaching field experience occurs during the final semester at Campbell University. **There is a fee for student teaching assessed through the business office which covers stipends for both Clinical teacher and adjunct University Supervisor and travel expenses for university supervisors as they visit and observe candidates throughout the field experience.**

To receive a student teaching placement, the candidate **must be accepted into the Teacher Education program** prior to student teaching, meaning all requirements for admission are met. In addition to these requirements, approval must be received from the major department and the Professional Education department; no academic, disciplinary, or social probation must have occurred; and liability insurance has been obtained and verified.

### REQUESTING A STUDENT TEACHING PLACEMENT

A request for student teaching placement **MUST** be submitted through the Tk20 system with specific requests for school district, school, and teacher. Students may request the same teacher for both practicum and student teaching only if approved by clinical teacher, university supervisor, adviser, principal at school site, and Assistant Dean/Chair of Professional Education (BK students are NOT considered for same placements due to exceptional children placement for the license). For fall placement, the completed application is due by April 1; for spring placement, the completed application is due by November 1.

Students will enroll in the Student Teaching Seminar course which meets during the student teaching experience. This course is critical in guiding the student through student teaching and providing information about various educator issues.

The Student Teaching Clinical Field Experience is a sixteen (16) consecutive-week experience for prospective teachers. Successful completion will result in the awarding of twelve (12) semester hours of credit. It consists of three types of activities: observing, assisting in the classroom, and teaching. To classify as teaching hours, the lesson is planned by the candidate, pre-approved prior to teaching by the clinical teacher, delivered by the candidate to the students either in small or large groups in the classroom or appropriate educational setting and is assessed and reflected upon by the candidate for improvements.

## ASSIGNMENT OF UNIVERSITY SUPERVISOR/EDTPA SUPERVISOR AND CONTENT ADVISOR

Students pursuing birth to kindergarten (B-K), elementary (K-6), middle grades (6-9), and special education licensure will be assigned a University Supervisor from the Professional Education department. Students pursuing secondary (9-12) licensure in English, mathematics, social studies or biology, or K-12 licensure in music, exercise science, or Spanish, will be assigned a University Supervisor from the content area, as well as a University Supervisor from the Professional Education Department. These supervisors, along with the Clinical teacher, will collaboratively oversee the student teaching experiences. Finally, an edTPA University Supervisor is also assigned to assist the student through the formal submission to Pearson of the completed national performance assessment: edTPA.

## STUDENT TEACHING AND EDTPA NATIONALLY SCORED PORTFOLIO

The national portfolio assessment, edTPA, is completed during this clinical field experience and submitted to a national scoring agency. edTPA is consequential for obtaining the North Carolina Initial Teacher Licensure. The Professional Education Department pays for the initial submission of the edTPA. If a candidate does not meet the North Carolina established cut score on the initial submission of edTPA, then subsequent submissions are paid for by the teacher education candidate.

All teacher education candidates MUST successfully complete the Student Teaching Clinical Internship and meet the passing scores on the edTPA Portfolio as established by the NCDPI. edTPA is another required condition for recommendation for the initial North Carolina Teacher License. NO candidate shall be recommended for a North Carolina Initial Licensure without passing licensure examinations and the edTPA.

## THE GRADUAL ACCUMULATION AND RELEASE OF TEACHING RESPONSIBILITIES FOR STUDENT TEACHING SEMESTER

The candidate gradually assumes the teaching responsibilities of the clinical teacher until the candidate has assumed ALL responsibilities of the clinical teacher and is fully experiencing the teaching and supervision role of the professional educator. Toward the end of the experience the student teacher may begin to gradually withdraw from total teaching responsibilities, spending the remaining time assisting the clinical teacher, as well as observing other teachers in the school. Observing in other classrooms helps to develop appreciation for the variety of teaching methods that may be successful. In addition to observing, assisting, and teaching, student teachers are expected to participate in staff development opportunities offered to regular teaching staff, and to participate in as many extra-curricular activities as their schedules will allow.

It is anticipated that the student teacher will observe in the assigned classroom initially to learn about the students, the content taught, the management systems in place, and to begin to develop a relationship with the students and the clinical teacher. This observation period allows time for the clinical teacher to serve as a model for the novice student teacher. When the student feels comfortable, he/she may begin to teach, gradually assuming more and more of the clinical teacher's schedule as he/she is ready. The goal is for the student teacher to assume responsibility for the full teaching load for a minimum of ten days. Toward the end of the experience the student teacher may begin to gradually withdraw from total teaching responsibilities, spending the remaining time assisting the clinical teacher, as well as observing other teachers in the school. Observing in other classrooms helps to develop appreciation for the variety of teaching methods that may be successful.

### **Elementary Education/SPED/BK Teacher Education Candidates**

Over the course of a 16-week Clinical Field Experience:

Accumulation of Teaching Responsibilities:

- 2nd or 3rd week: assume responsibility for one content/group/class
- 4th week: continue with first content/group/class assume responsibility for another content/group/class
- 5th week: continue with two content/group/class and assume responsibility for another content/group/class
- Continue this "accumulation" until full schedule has been assumed and continue for three "full" weeks
- Once the three-week period has concluded, begin dropping classes/content one by one until the end of the clinical field experience.

Release of Teaching Responsibilities:

- After the three weeks are concluded, the teacher education candidate will drop one content/group/class each following week until the candidate has released all teaching responsibilities back to the clinical teacher
- During the final week(s) of the Student Teaching Clinical Field Experience, the clinical teacher and teacher education candidate may decide to have the candidate continue with teaching responsibilities for a certain content/group/class.
- Teacher education candidates may also visit and observe other professional educators during the final weeks of the clinical field experience as well with the assistance and approval of the clinical field teacher supervisor.
- The candidates must complete the entire 16 weeks (there is no "early finishing")

### **Middle Grades/Secondary/K-12 Teacher Education Candidates**

Over the course of a 16-week Clinical Field Experience:

Accumulation of Teaching Responsibilities:

- 2nd or 3rd week: assume responsibility for class
- 4th week: continue with first class and assume responsibility for another class
- 5th week: continue with two classes and assume responsibility for another class
- Continue this “accumulation” until full schedule has been assumed and continue for three “full” weeks

Release of Teaching Responsibilities:

- After the three weeks are completed, the teacher education candidate will drop one class each following week until the candidate has released all teaching responsibilities back to the clinical teacher
- During the final week(s) of the Student Teaching Clinical Field Experience, the clinical teacher and teacher education candidate may decide to have the candidate continue with teaching responsibilities for a certain class.
- Teacher education candidates may also visit and observe other professional educators during the final weeks of the clinical field experience as well with the assistance and approval of the clinical field teacher supervisor.
- The candidates must complete the entire 16 weeks (there is no “early finishing”)

## STUDENT TEACHING FINAL GRADE

The final grade for student teaching is determined as a result of several components:

1. **edTPA Performance Assessment:** Satisfactorily complete and submit. This assessment MUST be successfully passed as one of the conditions for recommendation for the initial North Carolina Teacher Licensure. (30% of final grade).
2. Achieve competence in the clinical field experience performance (as determined by Clinical Teacher and University Supervisor) (60% of final grade).
3. **Class Attendance and Participation:** Participate in and complete in class activities, assignments, and discussions as assigned (10% of final grade).

## Applying for the North Carolina Initial Teacher Licensure

Upon successful completion of all requirements for the licensure program:

- student teaching,
- passing score on the edTPA,
- appropriate GPA (minimum 2.7).

- successfully passing the PRAXIS II (Middle, K-12, and Secondary) and Pearson NC Foundations of Reading, and Mathematics (Elementary/Special Education Candidates [General Curriculum]) for licensure,

visit the following link:

[vo.licensure.ncpublicschools.gov/datamart/loginNCDPI.do;jsessionid=608E7A14257895BAFC42D7562A76FAE7.i-3f4de6c0](https://vo.licensure.ncpublicschools.gov/datamart/loginNCDPI.do;jsessionid=608E7A14257895BAFC42D7562A76FAE7.i-3f4de6c0)

Complete an application for an initial North Carolina Teacher License. Candidates should download the documents below and submit them to the Licensure Office at Campbell University (Dr. Chris Godwin) in the School of Education & Human Sciences Main Office (Taylor Hall).

- Official Campbell University Transcript (for Undergraduates, Graduate, MAT) with the degree listed in the bottom right-hand corner.
- Test Scores (PRAXIS, PEARSON, edTPA)
- LEA/IHE Certification of Teaching Capacity
- Form V (this is completed and loaded by the licensure officer at Campbell University)

## Evaluation Process for Teacher Education Candidates

It is critically important that particular attention be paid to each component of the evaluation instrument.

- Classroom Management
- Professionalism
- Communication Skills (students and adults)
- Content Knowledge
- Instructional Planning and Delivery
- Understanding Current Trends within the schools (Data Analysis, Common Core, Essential Standards, etc.)

## Teacher Candidate Evaluation

The Campbell University Professional Education Teacher Candidate Evaluation Rubric is a formative assessment process grounded in best practice to monitor and support Teacher Candidate growth throughout the program. It is evidence-based and aligned with the NC Teacher Evaluation Process that teachers are evaluated against in all NC classrooms. Teacher Candidates gradually progress through 7 components of the evaluation rubric to increase familiarity and application of standards and indicators they will be evaluated against. At the culmination of the program, Teacher Candidates must be at least proficient in all standards and indicators to be recommended for teacher licensure (along with additional criterion per program expectations).

Implementation of Components (see below for descriptions):

- Components 1 - 3: EDUC 221, EDUC 223, SPED 331/350, EDUC 400, EDUC 365
- Components 1 - 4: EDUC 310
- Components 1 - 7: Practicum and Student Teaching

### Component 1: Training

Before participating in the evaluation process, Clinical Teachers, University Supervisors, and evaluators must complete training on the evaluation process. (Clinical Teachers, University Supervisors, Faculty: Beginning of Term Training; Teacher Candidates: EDUC 221)

### Component 2: Orientation

At the beginning of EDUC 221, the Instructor and University Supervisor will provide: 1) Teacher Candidate Evaluation Rubric, 2) Tk20 Credentials, 3) Schedule for completing evaluation process

### Component 3: Candidate Self-Assessment

Using the Teacher Candidate Evaluation Rubric, the Teacher Candidate shall rate his or her performance and reflect on his or her performance throughout the year. This is completed in Tk20 following each Field Experience with evidence uploaded to support the chosen level (see courses listed in timeline above).

#### **Component 4: Pre-Observation Conference**

Goal: To prepare University Supervisor for the observation. Before the first formal observation, the University Supervisor meets with the Teacher Candidate to discuss: self-assessments, professional growth plan, and a written lesson plan for the first observation. (Practicum/Student Teaching)

#### **Component 5: Observations**

Duration: Entire class period / lesson; Practicum: 3 Observations; Student Teaching: 4 Observations (Programs in Block) / 6 Observations (Programs in Full Semester)

#### **Component 6: Post-Observation Conference**

The University Supervisor shall conduct a post-observation conference immediately following the observation, but no more than one week following the observation. The finalized Teacher Candidate Evaluation Rubric is to be completed in the same timeline. The University Supervisor and Teacher Candidate will discuss and sign the document via Tk20.

#### **Component 7: Summary Evaluation Conference**

Prior to the end of Practicum / Student Teaching, the University Supervisor conducts a summary evaluation conference with Teacher Candidate to discuss components of the evaluation. At the conclusion : 1) Give a rating for each element in Teacher Candidate Evaluation Rubric following the final observation, 2) Comment on items "Not Demonstrated" on the Summary Rating Form, 3) Give an overall rating of each standard observed, 4) Provide Teacher Candidate with opportunity to add comments to the Summary Rating Form, 5) Review completed Summary Rating Form with Teacher Candidate, 6) Secure the Teacher Candidate signature on the Summary Rating Form

NOTE : \*\*If at any time in the Teacher Candidate Evaluation Process, the Teacher Candidate is not making adequate growth (will not be on target to make Proficient upon completion of Student Teaching), a Professional Education Action Plan will be completed with the Teacher Candidate, Advisor, University Supervisor, and Director of Teacher Education.\*\*



## Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct their record which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Schools must have written permission from the parent or eligible student to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest.
  - Other schools to which a student is transferring.
  - Specified officials for audit or evaluation purposes.
  - Appropriate parties in connection with financial aid to a student.
  - Organizations conducting certain studies for or on behalf of the school.
  - Accrediting organizations.
  - To comply with a judicial order or lawfully issued subpoena.
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification

(special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

## THE FACULTY WITHIN THE PROFESSIONAL EDUCATION DEPARTMENT

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