

# Elementary Education Undergraduate Program

**NC STATE UNIVERSITY**

College of Education

## **Student Handbook**

**2014-15  
Academic Year**

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# I. PREFACE

## WELCOME

Dear Elementary Education Major,

Welcome! As an Elementary Education major at NC State, you are part of an innovative, unique and competitive program that is preparing some of North Carolina's best and brightest future educators for the classroom. When selected, you were chosen in part because of your outstanding academic performance. Once admitted, we continue to hold you to a high standard of excellence. This handbook will assist you as you progress towards graduation and your career as an educator.

We encourage you to read through this handbook to familiarize yourself with the important information about our College of Education, our Department, and your experiences with us. We wish you all the best as you begin your journey into the teaching profession and we look forward to working with you.

Sincerely,

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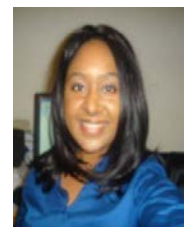
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## II. PROGRAM OVERVIEW

NC State is a higher education institution with a strong focus on Science, Technology, Engineering, and Mathematics (STEM)-related research and development. Elementary Education at NC State was created to reflect this strong STEM focus. Prospective Elementary Education teachers at NC State learn to teach all subject matter areas and to support children in their academic and personal development. Prospective teachers learn about arts integration, classroom management, and the integration of technology in the classroom. However, differently from other program, NC State STEM-focused program prepares elementary teachers who are equipped with the knowledge and desire to teach science, mathematics, and engineering design process to all students in their classroom.

The program includes the following features:

- Sixty students are admitted into the program yearly and they progress together through the courses, with many opportunities to develop a cohesive professional network among future teachers;
- The program requires a minimum of 27 credit hours in STEM content courses. This includes General Education Program (GEP) courses such as Biology and Statistics, as well as courses tailored to the needs of Elementary Teachers, such as Calculus for Elementary Teachers and a Conceptual Physics course section focused on children's understanding and naïve conceptions,
- Professional studies courses begin in the spring of the sophomore year. The program includes, among others, three methods courses in reading and literacy; two methods courses *each* in mathematics and science; an engineering/technology methods course focused on children's designs and inventions; seminars on diversity and classroom management; an arts integration course; a course focused on students with special needs; and courses that bring mathematics and science together with assessment, literacy, social studies, and the arts. For a full description of our Professional Education courses see Appendix C.
- The program includes extensive and varied school placements each semester, beginning in the sophomore year, with gradually increasing teaching and planning responsibilities culminating in a year-long student teaching placement in the senior year. Students spend over 800 hours in the field.
- School placements are purposefully selected to develop student-teacher expertise, particularly in the areas of effectively instructing mathematics and science, and effectively teaching in schools with diverse student populations.

### Department of Elementary Education Mission Statement

The mission of the undergraduate Elementary Education Program at NC State is to develop Elementary School teacher-leaders who have deep content knowledge in all elementary disciplines, a strong working knowledge of effective pedagogy, expertise in STEM-focused instruction, and a commitment to equity and social justice.

Candidates in the Elementary Education Program are part of a community of prospective educators who LEAD and SERVE in both the university setting and in the schools.

## College of Education Mission Statement

The College of Education is a voice of innovation for learning across the life span. We prepare professionals who educate and lead. Our inquiry and practice reflect integrity, a commitment to social justice, and the value of diversity in a global community.

## The College of Education's Guiding Framework

**LEAD** elements focus on the four forms of knowledge: general pedagogy, content-specific pedagogical strategies, content or discipline knowledge and knowledge of the content of education, including foundations, historical perspectives and school settings. The conceptual framework for our programs for professional educators is the touchstone to assure that all who complete the programs:

**L LEARN GENERAL PEDAGOGY**

A candidate acquires general pedagogical knowledge and skills appropriate to his or her professional educator role.

**E EDUCATE WITH CONTENT-SPECIFIC STRATEGIES**

A candidate acquires and uses the unique pedagogy or content-specific strategies related to a particular professional role.

**A APPLY DISCIPLINE KNOWLEDGE**

Discipline or content-area knowledge is the subject matter of a professional field and is an important component of programs from teacher to counselor to special service personnel.

**D DEMONSTRATE UNDERSTANDING OF THE EDUCATION CONTEXT**

Necessary to effective practice is an understanding of the culture of the school, the larger educational environment and the society in which the educational institution exists.

**SERVE** elements show the range of skills and dispositions being developed in candidates. All who complete our programs serve the profession by being:

**S SCHOLARLY**

Those who complete the programs rely on a solid knowledge base to guide their development and to make informed decisions in their various roles as educators.

**E ETHICAL**

Those who complete the programs are ethical in their dispositions and behaviors toward all students, colleagues and parents. Ethical behavior encompasses respect, integrity and personal responsibility.

**R REFLECTIVE**

Those who complete the programs are reflective and self-evaluative in their thinking in order to improve themselves as professionals and meet the challenges of a changing world.

**V VALUES DIVERSITY**

Those who complete the programs understand the needs and conditions of all learners and school personnel including being sensitive and responsive to cultural, economic, developmental, ethnic, racial, gender, and sexual orientation differences.

**E EXPERIENCED IN PRACTICAL APPLICATIONS OF KNOWLEDGE**

Those who complete the programs are prepared for autonomous roles in the profession as a result of strong, mentored field experiences and internships.

## Elementary Education Essential Teaching Practices

The NC State undergraduate Elementary Education program produces prospective teachers who are guided by the College of Education conceptual framework for teacher education. Our graduates become future **LEAD**ers in Elementary Education who have an unwavering commitment to **SERVE** *all* children. The Elementary Education program is also guided by the **Seven Essential Teaching Practices & Routines** listed below. These practices permeate all courses in the program and support students in becoming accomplished beginning teachers.

### **Attend to Equity**

- Vary instruction to ensure equitable access and engagement for all students
- Implement curriculum that reflects multiple perspectives, identities, and experiences

### **Promote Collaboration**

- Design learning environments that enable student collaboration
- Communicate with other stakeholders—colleagues, parents, and members of the community—about classroom activities

### **Align Tasks with Learning Goals**

- Select tasks in a manner that provides coherence between what you want students to learn and what you ask them to do

### **Plan and Reflect**

- Anticipate student thinking and plan how you will respond
- Compare what actually happened during the lesson to what you thought was going to happen

### **Prime students for engagement**

- Draw attention to relevance of tasks
- Provide access points without reducing the cognitive demand of the task

### **Orchestrate Discussions**

- Ask questions to elicit, assess, and connect student learning
- Probe students for further explanation/justification for their thoughts or ideas
- Provide opportunities for student contributions that build on their backgrounds, experiences, and understandings

### **Assess for Success**

- Make planning and instructional decisions based on formative and summative assessment data

## **National Program Standards**

The College of Education at NC State is accredited by the National Council of Accreditation of Teacher Education (NCATE). NCATE is the profession's mechanism for establishing high quality teacher preparation programs. Currently there are 657 colleges of education accredited across the nation. In 2013 the two teacher preparation accreditors merged and created a new national teacher accreditation group called the Council for the Accreditation of Educator Preparation (CAEP). In Spring 2015 NC State will be among the first preparation programs in the nation to be reviewed under the new CAEP standards. What this accreditation means is that the College of Education initially underwent rigorous external review by professionals; the program continuously meets standards set by the teaching field at large; and candidate performance is thoroughly assessed throughout the program and before the candidate is recommended for licensure.

### **What does NCATE/CAEP Accreditation Mean for the Teacher Candidate?**

Teacher candidates from NCATE/CAEP-accredited institutions will be better prepared for new, more demanding initial licensing expectations in many states and for board certification through the new National Board for Professional Teaching Standards. NCATE/CAEP is working with the Council of Chief State School Officers and NBPTS to ensure that accreditation, licensing, and certification standards are compatible. Many states have reciprocity agreements based on graduation from NCATE/CAEP-accredited schools so that graduates from NCATE/CAEP-accredited institutions will generally find it easier to apply for licensure when they move out of state.



### III. GENERAL EDUCATION PROGRAM

In the first two years at NC State, students complete their General Education Program (GEP). These courses offer students the knowledge base to support their future work in the classroom. The display below offers an overview of the suggested courses and requirements for Elementary Education majors. A display like this one is used as the basis for students' discussion and planning with their Academic Advisors. (For a complete eight-semester display of the Elementary Education program, see <http://oucc.ncsu.edu/semester-display/CED-13ELMEDBS-13ELMEDSTM-2136>)

<b>FRESHMAN YEAR</b>			
<b>Fall Semester</b>	<b>Credit</b>	<b>Spring Semester</b>	<b>Credit</b>
Intro to Education	2	Health & Exercise Science	1
Health & Science Fitness	1	Calculus for Elementary Teachers II	3
Academic Writing & Research	4	Conceptual Physics for Elem. Teachers	4
Calculus for Elementary Teachers I	3	Social Science Elective	3
Natural Sciences Elective	4	Natural Science Elective	3
Mathematics Elective	3	Humanities Elective	3
	<b>17</b>		<b>17</b>
<b>SOPHOMORE YEAR</b>			
<b>Fall Semester</b>	<b>Credit</b>	<b>Spring Semester</b>	<b>Credit</b>
Child Development	3	Educational Psychology	3
English Elective	3	Intro to Elem Education in Global Society	3
Interdisciplinary Perspective	3	Interdisciplinary Perspective	3
Additional Math or Science	3	Sociology or Anthropology	3
Statistics	3	Natural Science	3
Engineering & Design	3		
	<b>18</b>		<b>15</b>

Students are strongly encouraged to finish all their GEP requirements before their junior year begins. The junior year is the start of the professional courses (at which point students are required to take 15 credit hours of coursework in Elementary Education and participate in field experiences). Thus, to be successful, students in their junior and senior years need to devote their full time commitment to education courses and experiences. If a student has not finished all GEP courses by junior year, we recommend summer school to make up these courses rather than taking additional hours beyond the required 15 credit hours and accompanying field work of the professional semesters. If the student still needs to take an additional course during the fall or spring semester, this course cannot overlap with required ELM courses or field experiences.

#### Admission to Candidacy (ATC) Gateway

To be formally admitted into the professional education semesters of the Elementary Education program, students have to complete all college requirements to be Admitted to Candidacy (ATC). These include:

- Get a B- or higher in ELM 250;
- Maintain a cumulative GPA of 2.75 or higher;
- Pass all required education courses.

For more information, see <http://ced.ncsu.edu/licensure/admission-candidacy>

## Academic Advisor

At the time of admission, each student in Elementary Education is assigned an Academic Advisor. This advisor works with the students for the duration of their first and second years in the program until the student attains Admission to Candidacy (ATC). This takes place typically by the beginning of the junior year.

The Academic Advisor for Elementary Education is Ms. Deidre Yancey. Her office is located in the Student Success and Advising Center (SSAC) in 505 Poe Hall. Freshman and sophomore students are required to meet with their Academic Advisor *at least once* per semester. During these meetings, the student's progress toward degree will be reviewed. The student and advisor will work together to identify a suitable plan of work for degree completion in a timely manner, including a discussion of suggested courses for enrollment in the upcoming term.

Your Academic Advisor should be your first point of contact for any of the following:

- Questions regarding previous or future courses to be taken at a community college or university other than NC State.
- Credit received for any AP or IB courses during high school.
- Inquiries about degree requirements and course substitutions.
- Scheduling difficulties, course load waivers, and degree audit changes.
- Inquiries about university or department policy.
- Enrollment issues or concerns such as dropping below full-time or part-time status.
- Course or semester withdrawals, dropping a course after the deadline, or changing a course to credit-only.
- Adding a minor or a double major.
- Grievance with a particular course or instructor or concerns about performance in a particular course.
- Interest in student involvement/clubs and organizations, or volunteer opportunities.
- Other academic related concerns including time management, study skills, exam preparedness, etc.

Your academic advisor is also available to discuss other concerns that may be affecting your academic performance, including\*:

- Health related issues,
- Depression or anxiety,
- Family or financial concerns, and/or
- Personal issues affecting safety or academic performance.

*\*In some circumstances, your advisor may refer you to another resource on campus as a follow-up to your meeting, i.e. the Counseling Center, the Financial Aid Office, or the Cashier's Office.*

## SAGE - System of Assessments Guiding Education

The SAGE system is an online advising tool specially designed in the College of Education for teacher education majors. Teacher education majors are required to follow very distinct steps or gateways in order to make progress towards graduation in a timely fashion. All teacher education majors should become very comfortable navigating the SAGE website for the following reasons:

- SAGE allows students to track their progress through the "professional gateways" such as Admission to Candidacy, Admission to Professional Semester, and Student Teaching.
- SAGE allows students to document fieldwork experiences as they are completed.
- SAGE allows students to track their professional testing scores.

If you should have any questions about SAGE, please contact your advisor or send an email to [SAGE\\_help@ncsu.edu](mailto:SAGE_help@ncsu.edu).

## IV. PROFESSIONAL SEMESTERS

### Faculty Academic Advising

Upon attaining Admission to Candidacy (ATC), typically by the beginning of the junior year, each student is assigned a faculty advisor from the Elementary Education department. At this point in the student's academic career, the faculty advisor takes on the role of mentor and continues to guide the student through the student's emerging professional development as a teacher leader. The transition of students from their initial academic advisor to a faculty advisor typically coincides with the student embarking on methods courses, taught by ELM faculty.

### Required Professional Education Courses

Although most of the professional courses occur in the junior and senior years, students start taking courses in education as soon as their first semester at NC State. These courses were displayed in the **General Education Program** section. Starting in the junior year, Elementary Education majors are required to take the **Professional Education Courses** together in their cohorts. The display below shows the order in which the courses are taken. Descriptions of these can be found in Appendix C.

#### JUNIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
ELM 310 Child Thinking Add Reasoning	3	ELM 410 Child Thinking Mult Reasoning	3
ELM 320 Teach Science K-2	3	ELM 420 Teaching Science 3-5	3
ELM 330 Teaching Reading in K-2	3	ELM 335 Teaching Reading 3-5	3
ELM 370 Connections: Classroom & Community	3	ELM 375 Connections: Identify, Social Justice and Diverse Learners	3
ELM 340 Children Design & Create	3	ED 311 Class Assessment Principles	2
		ED 312 Class Assessment Learning Lab	1
	<b>15</b>		<b>15</b>

#### SENIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
ELM 440 Teach Special needs	3	ELM 484 Student Teaching	9
ELM 430 Teach Language Arts	3	ELM 480 Connection: Linking Theory and Practice	3
ELM 460 Social Studies for Young Learner	3		<b>12</b>
ELM 450 Arts for Elementary Edu	3		
ELM 400 Connections: Instructional Design and Assessment	3		
	<b>15</b>		

## V. FIELD EXPERIENCES

Students from NC State will enter student teaching with considerable classroom experience because our teacher education program integrates educational theory with increasing involvement in school environments. Before student teaching, students have observed classroom interactions and identified teaching strategies in varied school settings with diverse learners. In addition, methods courses include working with both large and small groups in a public school setting. During your final semester, students learn under the supervision of a mentor teacher and a university supervisor, gradually assuming the full-time, day-to-day responsibilities of a classroom teacher.

### Internship Levels

Elementary education students begin gaining valuable experience in the school partnership network during the spring semester of the sophomore year and continue with placements through the senior year, culminating with the student teaching experience. These experiences vary in level of contact hours and level of responsibility; in order provide a strong foundation for students prior to the student teaching experience and final licensure. Throughout all three internship phases students are supervised and provided feedback through a NCSU liaison or supervisor mentor teacher. The School Partnership Liaison provides oversight of the internship program.

### Sophomore Internship

During the spring semester program sophomores are divided into two groups or cohorts. Students participate in ELM 250 *Introduction to Elementary Education in a Global Society*. It is during this course that students begin the internship phase of the Elementary Education program. This is an introduction to the classroom experience that allows the intern to see the role of the teacher as a professional instructional facilitator, to gain experience in an elementary school community, and make the decision regarding choice of major program. This experience includes observation in the classroom, teacher interviews, and one full day experience. The goal of these experiences is to allow the student to determine if s/he has chosen the most suitable career path by having the experience of seeing the typical day of a classroom teacher.

### Junior Internship

Students continue with the internship experience in the junior year moving to an increased level of involvement and participation in a partner school classroom. Juniors work in pairs for a peer coaching approach during this experience. The junior internship phase is part of the ELM 370 (Connections Seminar I: *The Elementary Classroom and School Community*) and ELM 375 (Connections Seminar II: *Cultural Identity, Social Justice and Diverse Learners*) seminar courses. The instructor provides students with specific topics of focus and is responsible for the grade associated with the internship and course. In addition, the instructors from the methods courses also require specific assignments to be carried out on-site at the partner school. Interns are placed on a partner school campus each Wednesday in addition to time assigned by methods course instructors. These assignments are included in the methods course grade separate from the seminar/internship grade. Approximately 90 hours are spent in an elementary classroom during each of the fall and spring semesters of the junior year.

### Senior Internship

During the summer prior to the senior year students are notified of their year-long placement site for their fall internship and spring student teaching. Fall semester of the senior year the student intern is very similar to the junior internship, however the student no longer has a partner in the classroom, but is working one-on-one with the mentor teacher. Also note that the fall senior internship *begins* with a Redirect week in the classroom setting and that this is a critical time in the year-long experience.

### **Internship Grading**

Students are enrolled in a Connections Seminar during the time they are engaged in the internship process. The instructor for the seminar (ELM 250, ELM 370, ELM 375, ELM 400 and ELM 480) will be responsible for the course grade. Feedback will be provided to the instructor from the university supervisor and the mentor teacher and will constitute 30% of the final seminar grade. The rubrics for students' internship grade can be found in Appendices E and F.

### **Student Teaching**

Elementary Education majors student teach during the spring semester of the senior year. Students report to the assigned elementary classroom on the same day the mentor teacher is required by his/her school system to return. This final phase of field experience is full-time, with student teachers reporting to the school for the same hours required of the mentor teacher. Student teaching lasts for approximately 15 weeks with the student teacher taking full lead of the classroom for a minimum of four consecutive weeks. During this time the student teacher does all planning and implements all lessons in the classroom, taking full responsibility for managing the day to day operations of the assigned classroom. Note also that during the student teaching semester, you will follow the **academic calendar of the district or school where you are placed.**

### **Transportation**

Each student is responsible for providing his or her own transportation to and from his or her respective schools throughout each intern experience. The department aims to place all students within a 25 miles radius from NC State.

## VI. DISPOSITION INTERVENTION PROCESS

### North Carolina State University Department of Elementary Education Disposition/Professional Behavior Intervention Process

Effective educators/teacher leaders exhibit professional dispositions in their interactions with their students, the family members of their students, their colleagues, and the broader educational community. Beginning in ELM 250 (*Introduction to Elementary Education in a Global Society*) and through multiple classes and field experiences during the Elementary Education program, the preservice teacher is expected to demonstrate the dispositions and behaviors of a professional educator.

These dispositions and behaviors include (but are not limited to): showing interest, enthusiasm, and commitment to teaching; presenting oneself in a professional manner; demonstrating punctuality; meeting required deadlines (for assignments, lesson plans, and observation forms); having positive and productive interactions with instructors, peers, parents, students, administrators; being receptive to constructive feedback; making necessary changes to improve performance; exhibiting a commitment to equity and social justice; and maintaining a classroom environment that is inviting, respectful, supportive, and inclusive. The College of Education's description of these dispositions can be found

at: [http://ced.ncsu.edu/sites/default/files/files\\_general/DispositionsAwarenessForm.pdf](http://ced.ncsu.edu/sites/default/files/files_general/DispositionsAwarenessForm.pdf)

You should have read about and agreed to maintain these dispositions when you first logged on to SAGE.

The ultimate goal of the Elementary Education program is to support you (pre-service teacher) throughout your experience at NCSU and into your teaching career. Our expectation is that you demonstrate professionalism and integrity in all of your work and interactions with others in the university setting, elementary school classroom and school, and in the broader educational community.

If a teacher candidate exhibits behaviors that do not meet these expectations, then faculty, supervisors, and mentor teachers have an obligation to intervene and support the candidate's progress. Below is the sequence of events the faculty in Elementary Education will follow when addressing a candidate's dispositional/professional behavior concerns. If the incident that occurs is a major ethics violation (e.g. plagiarism, mistreating a student or colleague, or stealing) this issue will be directed to the *College Dispositions Review Panel Committee* directly.

#### Disposition/Professional Behavior Pyramid of Intervention

1. Any professional educator with whom you are working (i.e., instructor, field supervisor, or mentor teacher) can express a dispositional concern. The professional educator who has a dispositional concern with a preservice teacher will have a **verbal discussion** with the preservice teacher about these concerns. This discussion will be documented in writing and shared with the preservice teacher's advisor, who will be responsible for maintaining a record of this discussion in SAGE. If, after this discussion, the preservice teacher no longer exhibits the documented dispositional concern (and this concern does not reoccur at any other time during the preservice teacher's work in the ELM program), this improvement will be noted in SAGE and the disposition referral process will be concluded.
2. If the preservice teacher has not made progress in addressing the dispositional concern(s) (or when the concern renders immediate action), the professional educator who expressed a dispositional concern with the preservice teacher will contact the student's **academic advisor**. The **advisor will then meet with the preservice teacher** to discuss the situation and strategies for improvement. This discussion will be documented in in SAGE. If, after this step, the preservice teacher no longer exhibits

the documented dispositional concern (and this concern does not reoccur at any other time during the preservice teacher's work in the ELM program), this improvement will be noted in SAGE and the disposition referral process will be concluded.

3. If the dispositional concerns persist, the preservice teacher, his/her advisor, and other professional educators who work with the preservice teacher will meet. A formal **Disposition Warning Letter** (see attached) will be presented to the preservice teacher and will be signed by all involved parties. This document will also be maintained in the preservice teacher's file with his or her advisor, and a record of this document will be posted in SAGE. The preservice teacher has the option to submit a written response to this document within five (5) business days (to be kept in the preservice teacher's file with the advisor).

At this meeting, an **Improvement Plan** (see attached) will also be developed in conjunction with the advisor and the preservice teacher, which will include timelines for completion and dispositional evaluation measures. If the evaluation measures are not met, the preservice teacher progresses to Step 4 in this plan. If the preservice teacher no longer exhibits the documented dispositional concern (and this concern does not reoccur at any other time during the preservice teacher's work in the ELM program), this improvement will be noted in SAGE and the disposition referral process will be concluded.

4. Continuing concerns regarding dispositional/professional behavior issues will result in an **ELM Department Review Panel meeting**. The panel will consist of 2-3 professional educators (who are not teaching the student that semester) and the Undergraduate Program Coordinator. The panel will listen to the preservice teacher's perspectives and read the documentation about the dispositional concerns provided by the advisor in SAGE. Panel members will make recommendations to the Elementary Education Department Head and Assistant Dean for Professional Education. The recommendation will be to:

1. Dismiss the issue,
2. Discuss the issue further with the referring professional educator and advisor, and revisit the **Improvement Plan**,
3. Ask the preservice teacher to appear before the **College of Education Dispositions Review Panel**, or
4. Explore other possible majors (e.g., Education-General Studies) and counsel the preservice teacher out of the program, discussing the implications of continuing in a licensure program.

A summary of the **Disposition/Professional Behavior Intervention Process** is depicted in the following dispositional interventions pyramid:



## VII. LICENSE

### New Requirements for Licensure in Elementary Education

The North Carolina State Board of Education has changed the testing requirements for licensure in Elementary Education. Students who do not hold a teaching license before June 1, 2014 will be required to complete two new tests: **North Carolina Foundations of Reading** and **North Carolina General Curriculum (both subtests)**.

These tests will start being offered in May 2014 and you need to start planning for them now!

For information on these changes and the tests, go to <http://ihe.ncdpi.wikispaces.net/MTEL> and <http://www.nc.nesinc.com>

### Current Juniors

#### General Curriculum Test

You should take this test sooner rather than later because it measures high-school knowledge. The department recommends that you take the test **as soon as possible**.

The department recommends that you pass this test prior to **Admission to Candidacy** in your junior year. You will be **REQUIRED to SUBMIT THE RESULTS** of your General Curriculum test prior to the beginning of your senior year.

#### Foundations of Reading Test

Both ELM 330 and ELM 335 during your junior year will help you prepare for the test.

The department recommends that you take the Foundations of Reading test between April and May of your junior year.

You will be **REQUIRED to SUBMIT THE RESULTS** of your Foundation of Reading test prior to the beginning of your senior year.

### Current Sophomores & Freshman (& beyond)

#### General Curriculum Test

You should take this test sooner rather than later because it measures high-school knowledge. The department recommends that you take the test as soon it is possible.

PASSING this test will be **REQUIRED** for **Admission to Candidacy** in your junior year.

#### Foundations of Reading Test

The department strongly encourages you to take ENG 210-Introduction to Language and Linguistics as your Social Science elective or an extra course, preferably in the Spring of your sophomore year.

Both ELM 330 and ELM 335 during your junior year will help you prepare for the test.

The department recommends that you take the Foundations of Reading test between April and May of your junior year.

You will be **REQUIRED to SUBMIT THE RESULTS** of your Foundation of Reading test prior to the beginning of your senior year.



## Appendix A

### Important University Policies

<http://policies.ncsu.edu/category/academic-affairs>

#### Transfer Credit and Residency Requirements for Graduation

Students who wish to use transfer credits from a community college or other university towards graduation requirements may do as long as the university and departmental residency requirements are met. The university requires that at least 25% of the coursework used toward graduation requirements be taken at NC State and that 30 of the last 45 credits be taken at NC State. Additionally, the department requires that all of the Elementary Education major coursework (courses with the ELM prefix) be taken at NCSU in order to receive a degree in Elementary Education. Grades earned in transfer courses *do not* affect your NCSU GPA, but you must earn at least a C in order to receive transfer credit for a course taken elsewhere.

#### General NC State policies to keep in mind as you start taking your courses:

- **Credit Only Courses**

*Any courses that are used toward the major, the concentration, or the general education requirements must be taken for a letter grade except the two required PE courses. They may be taken for credit only (pass/fail). Students considering taking a credit only course should speak with their academic advisor about the advantages and disadvantages of doing so before changing the course to a credit only grade.*

- **First-Year Course Repeat Policy**

The first-year course repeat policy is a forgiveness policy that helps new NCSU undergraduate students maintain good academic standing. Students are eligible to repeat up to two courses in which a grade of D or F was earned. The student has up to one year after original enrollment in the course to repeat it. Upon completion of the second attempt, the new grade will be used in the student's cumulative GPA calculation rather than the old one, regardless of the grade earned on the second attempt. The first attempt of the course will remain on the student's transcript but will have the notation of an R beside it, indicating that the course was repeated for credit. The semester GPA for the semester in which the original course attempt occurred will not be changed. Additionally, repeating a course and exercising the first-year course repeat policy does not retroactively change the status of the student as to semester academic honors, academic warning, probation, or suspension in prior semesters. Students interested in taking advantage of this policy should initiate the conversation with their academic advisors.

- **Academic Integrity**

Students are bound by the academic integrity policy as stated in the code of student conduct. Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment.

- **Academic Warning**

Any NC State student whose cumulative grade point average is less than 2.0 at the end of any given semester will be placed on Academic Warning.

Any NC State student with a cumulative GPA above 2.0 who earns a semester GPA below 1.0 will be placed on Academic Warning Status for the following semester.

First and second year Elementary Education majors that are placed on Academic Warning status by the university are also placed into an Academic Support Plan administered by their academic advisor in the *Student Success and Advising Center*. This plan includes regular, scheduled check-in meetings with the advisor, mandatory student success workshop attendance, and additional requirements as stipulated by the advisor.

- **Academic Suspension**

Academic Suspension Status is assigned immediately at the end of any semester or summer session to any student who has received final grades for at least 12 credit hours at NC State and has earned a cumulative GPA of less than 1.0. Academically suspended students are *required* to take a one-semester break in enrollment and are not allowed to take additional courses, including distance education courses, summer school courses, and independent study courses offered by NC State prior to or during that break.

Academic Suspension Status is also assigned at the end of any spring semester or summer session to any student who has received final grades for at least 12 credit hours at NC State and has not met the minimum standards in the Continuation Schedule shown below.

<b>Schedule of Performance Requirements for Continuing Undergraduate Enrollment</b>	
<b>Credit Hours Attempted at NCSU plus Credit Hours Transferred</b>	<b>Minimum Required Cumulative GPA on all Courses Taken at NCSU</b>
1-59	1.8
60 or more	2.0

## University Course Policies

### Accommodations

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653. <http://dso.dasa.ncsu.edu/>

### Attendance

While the department does not have an attendance policy, each individual instructor has his or her own policy to which students are expected to adhere. Complete information about the university's attendance regulations can be found at: <http://policies.ncsu.edu/regulation/reg-02-20-03>

According to University Policy, students shall receive excused absences for a reasonable number of anticipated absences as well as for emergencies as specified below:

- 2.1 Anticipated Absences. Excuses for anticipated absences must be cleared with the instructor before the absence. Examples of anticipated situations where a student would qualify for an excused absence are:
  - 2.1.1 The student is away from campus representing an official university function, e.g., participating in a professional meeting, as part of a judging team, or athletic team. These students would typically be accompanied by a University faculty or staff member.
  - 2.1.2 Required court attendance as certified by the Clerk of Court.
  - 2.1.3 Religious observances as verified by Student Organization Resource Center (1202 Talley Student Center, 515-3323). For more information about a variety of religious observances, visit the Diversity Calendar.
  - 2.1.4 Required military duty as certified by the student's commanding officer.

- 2.2 Emergency Absences. Excuses for emergency absences must be reported to the instructor as soon as possible, but not more than one week after the return to class. Examples of emergency absences are:
- 2.2.1 Illness or injury when certified by an attending physician. Physicians on the Student Health Service staff do not provide written excuses. Because of student confidentiality, information can only be released directly by the Counseling Center or Student Health Services in case of crisis or with the student's written authorization.
  - 2.2.2 Death or serious illnesses in the family when documented appropriately. An attempt to verify deaths or serious illness will be made by Student Organization Resource Center (1202 Talley Student Center, 515-3323) at the request of the instructor.
  - 2.2.3 The instructor's attendance policy, including procedures for submitting excuses and for scheduling makeup work when the excuses are accepted, shall be clearly defined in the syllabus to be distributed on the first day of class.
  - 2.2.4 There is no University-wide definition of a reasonable number of permissible excused absences. The instructor, in lieu of a University policy, is responsible for determining the acceptable number of excused absences in his/her class. The instructor may wish to use the elements of the Add Policy (e.g., the number of class meetings normally held during the Add period at the beginning of the semester).
  - 2.2.5 Because each instructor has the responsibility to implement grading procedures that are fair and equitable, the instructor shall devise a system for making up missed assignments and examinations that does not unfairly penalize the student when an excused absence is accepted. Such make-up work shall be at a comparable level of difficulty with the original assignment or examination. Make-up examinations shall be at a time and place mutually agreeable to the instructor and student.
  - 2.2.6 When excused absences are accepted, the instructor shall hold all students with excused absences to the same standard for making up missed assignments or examinations.
  - 2.2.7 In a case where the student realizes in the first two weeks of class that the anticipated number of absences will exceed the number of excused absences permitted in the course, the student shall discuss the situation with the instructor, the student's adviser, or the academic dean in the college in which the student is enrolled. It is anticipated that a suitable resolution shall occur before the end of the second week of the semester.

### **Incomplete Grades**

According to university policy, an incomplete (IN) grade will be given for incomplete assignments that result from a serious interruption in work *not* caused by a student's own negligence. Any incomplete (IN) grade not removed by the end of the following regular semester in which the student is enrolled or by the end of twelve months, whichever is shorter, or by the extended deadline authorized by the instructor or department offering the course and recorded by the Department of Registration and Records, will automatically become an F grade and will count as a course attempted.

## Appendix B Procedures and Professional Expectations



### College of Education

#### Professional Responsibilities

- Your NC State email account is your official school email. Please be sure to check it regularly and use for all professional correspondence. If you use a personal email, please be sure to “forward” your NCSU account so it is checked often. Please note how important this is when expecting a reply—an email from a personal account means that the correspondent must look up your official account before replying as we are required to correspond through your NC State email only.
- You will receive numerous emails about specific information related to the Department of Elementary Education.
- You are also responsible for any meetings, orientations, seminars, etc. coming from the College of Education (particularly forms from Bonita Apperson & Olivia Fitzgerald).
- Please start a “Professional” folder and keep a paper copy of EVERYTHING you complete and turn in (criminal background checks, Praxis scores, evaluations, etc.). This will prevent any issues if something is misplaced. If the form is sent electronically, print a copy and place in folder.
- You are responsible for tracking and updating everything in SAGE, the online advising tool specially designed in the College of Education for teacher education majors. This includes keeping track of your professional development events.
- Dress during Field Experience is business casual. You must adhere to your specific building’s dress code and to our minimum requirements. This includes no blue jeans or flip flops. This requirement is relaxed for field trips and special “spirit days” only.
- Please be mindful of the amount of skin & undergarments showing.
- Be on time (better to be early).
- Sign-in at school every day and wear nametag.
- The nature of your courses shifts dramatically in fall of your junior year. While you are still a student, we will also consider you a ‘beginning teacher’. You will be expected to participate, collaborate and be involved as you start to grow professionally. We work to help you engage your passion for teaching and for the students with whom you work from junior year on and we expect your motivations to be geared toward your professional growth and not your ‘grades’ per se. Please do not expect to sit in a lecture hall and take notes to prepare for a test at the end. Most courses include several projects as evaluations.
- Professional dispositions are expected at all times. You represent yourself, NC State, the College of Education and the Department of Elementary Education on and off campus. Please be mindful of social media and how it represents you.
- For the most part, your courses are set from the spring semester of your sophomore year on. Every semester, the cohorts are randomly shuffled. We do this to provide ample opportunity for you to interact with all members of your “graduating class”. You will NOT always be in the same cohort on the same days with the same group of peers. Requests to “switch cohorts” will be granted if you are receiving accommodations through the Disability Services Office: <http://dso.dasa.ncsu.edu/>. All other reasonable requests will be considered by the Department, but in general, it is unusual for the department to be able to accommodate them. Remember that changing your randomly assigned cohort undermines the value of the shuffling, and that the department has to attend to the needs of all students as well as to the available school placements.
- Please keep all days, Monday – Thursday, free to accommodate Redirect Weeks, make-up days, and other requirements that may arise.
- When an ELM requirement (courses or events) falls Monday – Thursday, 8:00AM-4:00PM, you are expected to attend.

## **Sophomore Year**

- Criminal background check (\$25 fee) is required before you can visit schools. Each following semester, it is certified through SAGE. Any one charged with a crime other than a minor traffic violation (not a conviction) must disclose to Dr. Michael Maher or Ms. Bonita Apperson. If charged with a crime after the initial criminal background check, you **MUST** notify Dr. Michael Maher, Ms. Bonita Apperson and the school you are placed at within 24 hours (this is state law). Any criminal background questions, please contact Dr. Michael Maher.

## **Junior Year**

- Methods courses and field placements focus on K-2 classrooms during the fall semester and 3-5 classrooms during the spring semester.
- You will transition from the College of Education advisor (Deidre Yancey) to an advisor in the Department of Elementary Education. You are responsible for maintaining contact with her/him. Your advisor is your best advocate and will do her/his best to help you as you advance with your academics. Keep them posted if there is anything that threatens to interfere with your progress with your academics and your role as a beginning teacher so that they can help you find appropriate resources for support. It is your responsibility to keep in close contact with your advisor, especially during fall and spring registration weeks.

## **Selecting Student Teaching Placements – Spring of junior year**

- Please understand that we DO NOT guarantee any selections. We will do our very best to place you in the grade level and school of your choice, but we place a larger emphasis of placing you in an instructionally sound, pedagogically solid and environmentally supportive setting. You will not be informed of the placement until July. You may NOT contact your Mentor Teacher until July 1<sup>st</sup>, at the earliest.
- The College of Education requires student teaching to occur within 1 hour and 15 minutes of campus. Currently, the schools we partner with for placements are within 20 miles of campus. You are responsible for having transportation to your Field Experience. While some seniors will be placed at schools within a few miles, please remember that not everyone can be placed at schools within that distance.
- Teachers available to us for placements are based on principal recommendation. Changes in placements will occur due to teacher transfers, change in positions, etc. If your placement is changed, you will be notified by the Placement Coordinator and a new placement will be found ASAP. There is no guarantee it will be at the same school or grade level.

## **Senior Year**

- Fall semester – Follow NC State’s calendar and closings.
- Your first Redirect Week will occur around the start of the traditional calendar schools. You will be in your placement for the final 2 teacher workdays in addition to the first 3 days of school. Please keep these days open.
- Be sure to schedule your Praxis test for a weekend, not a school day.
- You will work very closely with your University Supervisor starting in August.

## **Student Teaching**

- Spring semester – Follow student teaching school’s calendar (either Wake County or Johnston County calendar).
- Tapered course take over (roughly 4 weeks), full-time student teaching (roughly 6 weeks), and tapered course release (roughly 4 weeks). Student teaching starts when your school’s students return to the classroom at the beginning of January.
- You are permitted to miss 2 days of student teaching. This includes illness, taking the Praxis during the week, and any other reason to miss. Extenuating circumstances during student teaching that might cause someone to miss more than the given 2 days (death of immediate

- family member, serious illness, etc.) will be dealt with individually between the Supervisor and student teacher.
- Your communication about any issue is crucial for maintaining classroom consistency. The student teacher must email in advance of any absence, or call to notify of illness or circumstances causing a student teacher to be late or miss a day of student teaching. Additionally, written lesson plans must be available or given to the mentor teacher for any lessons that will be missed.
- Be sure to schedule your Praxis test for a weekend, not a school day.
- Your Spring Break is NOT NC State's Spring Break, but placement school's Spring Break (typically surrounding Easter).
- Length and requirements for student teaching can be extended as long as necessary based upon University Supervisor's and Mentor Teacher's satisfaction of performance.
- During student teaching, if problems exist, a Plan for Improvement can be initiated to document exact and specific steps needed to progress and move forward. If stated improvements do not occur, student teaching could potentially be terminated prematurely.
- Per the College of Education policy, student teachers are not permitted to attend job fairs during the week while student teaching (Wake County typically holds a job fair on a Saturday).
- University Supervisor and mentor teacher determine final student teaching grade.

\*\*\*\* For more detailed information, please refer to the *Elementary Education Undergraduate Student Handbook* or *NC State Student Teaching*.

## Appendix C

### Elementary Education Professional Course Descriptions

#### Freshman Year- First Year Seminar

##### **ED 100 Introduction to 21<sup>st</sup> Century Education**

2 hrs. Offered in fall

All Elementary Education majors are enrolled in this college-wide, first-year seminar\*. This is a foundational course for College of Education first-years students and has the dual purpose of both introducing students to teaching as a profession and orienting them to the College of Education. This course exposes all first-years students to a study of the 21<sup>st</sup> century skills needed to become reflective, globally aware teacher leaders. Additionally, a virtual field experience component provides early exposure to K-12 classrooms and helps students either confirm or re-visit their commitment to pursue a career in teaching.

The course is taught by the Academic Advisors in the *Student Success and Advising Center* and is a 2 credit hour course meeting twice weekly, once in a large plenary session and once in smaller, recitation sections. Plenary sessions are facilitated each week by engaging, dynamic guest presenters; current practitioners and leaders in the field of teaching. Seminar sessions are advisor led and provide an opportunity for further exploration and application of the presenter topics.

\*Students in the *Teaching Fellows* or *Students Advocating for Youth* programs are not enrolled in the course but rather fulfill course requirements through their enrollment in their respective program seminar courses (ED 101/102 or ED 150/151) during both the fall and spring semesters.

#### Sophomore Year

##### **ELM 250 Introduction to Elementary Education in a Global Society**

3 hrs. Offered in spring

Introduction to the major conceptual and intellectual foundations of the teaching profession, the sociology and culture of elementary schools and classrooms, and the world of work of elementary teachers. It also takes students through the process of Lesson Study. This process involves the collaborative planning, teach, and reflecting on a science or mathematic lesson.

#### Junior Year

##### **ELM 310 Children's Thinking and Additive Reasoning**

3 hrs. Offered in fall

Examination of mathematical reasoning processes in primary grade children and the theory and practice of active teaching strategies designed to motivate and engage children in mathematics learning in grades K-2.

##### **ELM 320 Teaching Science in the Primary Grades**

3 hrs. Offered in fall

Examination of science knowledge and thinking in primary-age children. Development and application of methods for teaching science in the primary grades that leads to active learning of science as a process of inquiry.

##### **ELM 330 Teaching Reading in Elementary School: K-2**

3 hrs. Offered in fall

ELM 330 is designed to prepare preservice teachers to teach reading and to lead to licensure in the elementary grades. Specific topics that relate to the theory and practice of teaching reading for early and emergent readers, including literature and struggling readers, will be examined.

**ELM 340 Children Design, Create and Invent**

3 hrs. Offered in fall

An active hands-on class where prospective elementary school teachers develop learning activities that children can use to stimulate their imaginations and learn fundamental concepts in science, technology, engineering, and mathematics.

**ELM 370 Connections Seminar I The Elementary Classroom and School**

3 hrs. Offered in fall

First of four seminars required for undergraduate elementary education majors. This course introduces preservice teachers to the world of public school classrooms, the tasks of teaching, and to their perspectives regarding a career in teaching. Examines relationships between theory and practice of teaching in mathematics, science, literacy, and assessment.

**ELM 335 Teaching Reading in the Elementary School: 3-5**

3 hrs. Offered in spring

This course is designed to prepare preservice teachers to teach reading and to lead to licensure in the elementary grades. Specific topics that relate to the theory and practice of teaching reading for upper elementary grade readers, including information and media literacy and literature, will be examined.

**ED 311 & ED 312 Classroom Assessment Principles and Practices & Professional Learning Lab**

3 hrs. Offered in spring

Application of knowledge of pedagogy and development to develop high-quality strategies for formative and summative assessment. Best practices using developmentally-appropriate assessment strategies including authentic assessment, portfolios and electronic portfolios, real-time feedback, open- and closed-ended formal assessments, and standardized testing. Particular attention to examining the rationale for assessment and the implications of assessment.

**ELM 375 Connections Seminar II Cultural Identity, Social Justice and Diverse Learners**

3 hrs. Offered in spring

This seminar is the second of four seminars required for undergraduate elementary education majors who are pursuing K-6 teacher licensure. The purpose of the course is to help prospective elementary grades teachers develop competencies for increasing student achievement by focusing on multicultural education, teaching to diversity, and understanding the classroom culture.

**ELM 410 Children's Thinking and Multiplicative Reasoning**

3 hrs. Offered in spring

This course is designed to prepare preservice teachers to teach math in the intermediate grades and to lead to licensure in the elementary grades. Specific methodologies that relate to the theory and practice of teaching of math will be examined.

**ELM 420 Teaching Science in the Intermediate Grades**

3 hrs. Offered in spring

This course is designed to prepare preservice teachers to teach science in intermediate grades and to lead to licensure in the elementary grades. Specific methodologies that relate to the theory and practice of teaching science will be examined.

**Senior Year****ELM 400 Connections Seminar III Instructional Design and Assessment**

3 hrs. Offered in fall

This seminar is the third of four semesters required for undergraduate elementary education majors who are pursuing K-6 teacher licensure. Preservice elementary educators will examine research-verified practices in instructional design and assessment that are designed to meet the needs of diverse K-6



learners. Candidates will complete a capstone project that will be taught during their student teaching experience.

**ELM 430 Teaching Language Arts in the Elementary School**

3 hrs. Offered in fall

This course is designed to prepare preservice teachers to teach language arts and to lead to licensure in the elementary grades. Specific methodologies that relate to the theory and practice of teaching language arts will be examined.

**ELM 440 Teaching Children with Special Needs in the Elementary Classroom**

3 hrs. Offered in fall

This course is designed to prepare preservice teachers to teach students with special needs and to lead to licensure in the elementary grades. Specific methodologies that relate to the theory and practice of teaching students with special needs will be examined.

**ELM 450 The Arts for Elementary Education**

3 hrs. Offered in fall

This course is designed to prepare preservice teachers to integrate the arts; visual arts, music, dance and drama, into the content areas. Specific methodologies that relate to the theory and practice of teaching the arts will be examined.

**ELM 460 Social Studies for the Young Learner**

3 hrs. Offered in fall

This course is designed to prepare preservice teachers to teach social studies and to lead to licensure in the elementary grades. The course is an examination of curriculum, instruction, and learning in K-6 social studies education. Emphases include development of the social studies; curricular principles and components; teaching strategies; and learner outcomes.

**ELM 480 Connections Seminar IV Linking Theory and Practice**

3 hrs. Offered in spring

Connections Seminar IV is designed as the Capstone Course in the Elementary Education Program. Preservice teachers will meet weekly to reflect on the student teaching experience and connect new learning to previous university coursework. Successful completion of student teaching and project requirements will lead to licensure in the elementary grades; K-6.

**ELM 484 Student Teaching in Elementary Education**

9 hrs. Offered in spring

Culminating experience for Elementary Education majors. A minimum of 10 weeks of supervised teaching in an elementary school classroom, demonstrating competent applications of standards-based practices and other required knowledge, skill, and dispositional outcomes. This course is taken concurrently with ELM 480. Students are responsible for transportation to placement site

## Sample Schedules

Note: Times & course sequences are subject to change. These are current examples.

### Fall Semester Juniors

<b>EVEN COHORT</b>			
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
<b>ELM 310 Sec 032</b> <i>Children's Thinking and Additive Reasoning</i>  9:10AM-11:55AM	<b>Keep this day free for Redirect Weeks and scheduled make-up dates</b>	<b>ELM 330 Sec 032</b> <i>Teaching Reading in Elementary School: K-2</i>  9:10AM-11:55AM	<b>ELM 370 Sec 034</b> <i>Problem Session – Field Experience</i>
<b>ELM 340 Sec 032</b> <i>Children Design, Create, and Invent</i>  12:25PM-3:10PM		<b>ELM 320 Sec 032</b> <i>Teaching Science in Primary Grades</i>  12:25PM-3:10PM	<b>ELM 370 Sec 032</b> <i>Connections Seminar I – Classroom Management</i>  9:10AM – 11:00AM or 12:25PM-2:15PM

<b>ODD COHORT</b>			
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
<b>ELM 340 Sec 031</b> <i>Children Design, Create, and Invent</i>  9:10AM-11:55AM	<b>ELM 370 Sec 033</b> <i>Problem Session – Field Experience</i>	<b>ELM 320 Sec 031</b> <i>Teaching Science in Primary Grades</i>  9:10AM-11:55AM	<b>Keep this day free for Redirect Weeks and scheduled make-up dates</b>
<b>ELM 310 Sec 031</b> <i>Children's Thinking and Additive Reasoning</i>  12:25PM-3:10PM	<b>ELM 370 Sec 031</b> <i>Connections Seminar I – Classroom Management</i>  9:10AM – 11:00AM or 12:25PM-2:15PM	<b>ELM 330 Sec 031</b> <i>Teaching Reading in Elementary School: K-2</i>  12:25PM-3:10PM	

Note: Your ELM 370 course will have you rotating between AM class on campus/PM fieldwork and AM fieldwork/PM class on campus. You need to register for both the Seminar and Problem Session to allow for these rotations. Further details will be provided during class and at the Junior Orientation.

**Fall Semester Seniors**

<b>EVEN COHORT</b>			
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
<b>ELM 400 Sec 044</b> <i>Problem Session – Field Experience</i>	<b>ELM 430 Sec 042</b> <i>Teaching Language Arts in the Elementary School</i>  8:30AM-11:15AM	Keep this day free for Redirect Weeks and scheduled make-up dates	<b>ELM 450 Sec 042</b> <i>The Arts for Elementary Education</i>  8:30AM-11:15AM
<b>ELM 400 Sec 042</b> <i>Connections Seminar III – Instructional Design</i>	<b>ELM 440 Sec 042</b> <i>Teaching Children with Special Needs in the Elementary School</i>  11:45AM-2:30AM		<b>ELM 460 Sec 042</b> <i>Social Studies for the Young Learner</i>  11:45AM-2:30AM

<b>ODD COHORT</b>			
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
Keep this day free for Redirect Weeks and scheduled make-up dates	<b>ELM 440 Sec 041</b> <i>Teaching Children with Special Needs in the Elementary School</i>  8:30AM-11:15AM	<b>ELM 400 Sec 043</b> <i>Problem Session – Field Experience</i>	<b>ELM 460 Sec 041</b> <i>Social Studies for the Young Learner</i>  8:30AM-11:15AM
	<b>ELM 430 Sec 041</b> <i>Teaching Language Arts in the Elementary School</i>  11:45AM-2:30AM	<b>ELM 400 Sec 041</b> <i>Connections Seminar III – Instructional Design</i>	<b>ELM 450 Sec 041</b> <i>The Arts for Elementary Education</i>  11:45AM-2:30AM

**Note:**

DO NOT register for ELM 400 or the problem session/field experience yet. Your section for this will be contingent upon your student teaching placement.

## Spring Semester Juniors

### EVEN COHORT

Monday	Tuesday	Wednesday	Thursday
<p><b>ELM 335 Sec 032</b> <i>Teaching Reading in Elementary School: 3-5</i></p> <p>8:30AM-11:15AM</p>	<p><b>ELM 375 Sec 032</b> <i>Connections Seminar II</i></p>	<p><b>ELM 420 Sec 032</b> <i>Teaching Science in the Intermediate Grades</i></p> <p>8:30AM-11:15AM</p>	<p><b>Keep this day free for Redirect Weeks and scheduled make-up dates</b></p>
<p><b>ELM 410 Sec 032</b> <i>Children's Thinking and Manipulative Reasoning</i></p> <p>12:00PM-2:45PM</p>	<p><b>ELM 375 Sec 034</b> <i>Field Experience</i></p>	<p><b>ED 311 Sec 032</b> <i>Classroom Assessment Principles and Practices</i></p> <p>12:25PM-2:15PM</p>	
		<p><b>ED 312 Sec 032</b> <i>Classroom Assessment Principles and Practices – Professional Learning Lab</i></p> <p>5:15PM-6:15PM</p>	

### ODD COHORT

Monday	Tuesday	Wednesday	Thursday
<p><b>ELM 410 Sec 031</b> <i>Children's Thinking and Manipulative Reasoning</i></p> <p>8:30AM-11:15AM</p>	<p><b>Keep this day free for Redirect Weeks and scheduled make-up dates</b></p>	<p><b>ED 311 Sec 031</b> <i>Classroom Assessment Principles and Practices</i></p> <p>9:10AM-11:00AM</p>	<p><b>ELM 375 Sec 031</b> <i>Connections Seminar II</i></p>
<p><b>ELM 335 Sec 031</b> <i>Teaching Reading in Elementary School: 3-5</i></p> <p>12:00PM-2:45PM</p>		<p><b>ELM 420 Sec 031</b> <i>Teaching Science in the Intermediate Grades</i></p> <p>12:00PM-2:45PM</p>	<p><b>ELM 375 Sec 033</b> <i>Field Experience</i></p>
		<p><b>ED 312 Sec 031</b> <i>Classroom Assessment Principles and Practices – Professional Learning Lab</i></p> <p>5:15PM-6:15PM</p>	

**Spring Semester Seniors**

<b>ODD COHORT</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>ELM 484 Sec 001</b> <i>Student Teaching</i>	<b>ELM 484 Sec 001</b> <i>Student Teaching</i>	<b>ELM 484 Sec 001</b> <i>Student Teaching</i>	<b>ELM 484 Sec 001</b> <i>Student Teaching</i>	<b>ELM 484 Sec 001</b> <i>Student Teaching</i>
	<b>ELM 480 Sec 041</b> <i>Seminar IV Theory Prac</i>  4:30PM-7:15PM			

<b>EVEN COHORT</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>ELM 484 Sec 002</b> <i>Student Teaching</i>	<b>ELM 484 Sec 002</b> <i>Student Teaching</i>	<b>ELM 484 Sec 002</b> <i>Student Teaching</i>	<b>ELM 484 Sec 002</b> <i>Student Teaching</i>	<b>ELM 484 Sec 002</b> <i>Student Teaching</i>
			<b>ELM 480 Sec 042</b> <i>Seminar IV Theory Prac</i>  4:30PM-7:15PM	

## **Appendix D**

### **Programmatic Procedures & Practices**

#### ***Professional Expectations***

- Demonstrate a sincere desire to learn from the internship experience.
- Learn and adhere to local school policies (both written and unwritten) and standards for teachers, i.e., dress codes, faculty and PTA attendance.
- Dress professionally while on the campus of the partnership school or while representing NC State in the capacity of the student intern. Follow the example of other teachers. Wear casual business attire, dress appropriately for the grade level and daily activities.
- Leave cellular phones off while in the classroom or during times of engagement with students. In the event of an emergency use cellular phones in areas designated by the partnership school.
- Arrive to the internship site and all meetings on time. If there is an emergency that will delay arrival or prevent the intern from being on the partnership school campus s/he is to call both the school office and the university supervisor.
- Sign in and out in the designated notebook each time you are on the campus of the partnership school.
- Identification badges must be worn while on the partnership school campus.
- Confidentiality is not only a professional obligation, but is also the legal obligation of school personnel. Interns should only discuss students with the mentor teacher in private. Conversations should never occur in the hallway, school office, or teachers' lounge/workroom where other staff, students, or parents may overhear. Interns should only discuss students on the campus of NC State in the context of a class or seminar where this information will remain confidential.
- Refrain from making unfavorable remarks publicly about the university program, the partnership school, or the community. Constructive feedback should be directed to the person involved or to a person in a responsible position, in an appropriate manner.
- Smoking is not allowed on any WCPSS school campus or property. This includes privately owned vehicles of staff or interns while parked on the campus of the school.

Students who do not satisfactorily adhere to the internship policies and professional expectations outlined by NC State and the partnership school are at risk of not passing the seminar course related to the internship experience.

#### ***Internship Orientation Details***

##### **Orientations-Initial Meeting with mentor teacher**

1. Each semester a joint orientation session is scheduled for student interns and mentor teachers. It is mandatory that all student interns attend this orientation session.
2. Exchange contact information with the mentor teacher (phone numbers and email address).
3. Have questions prepared prior to the meeting and take along a notepad and pen.
4. Request classroom rules, guidelines for discipline, and student handbook or rules (much of this may be web-based).

**Students shall familiarize themselves with the following during the internships.**

##### **School Policies and Procedures**

1. Become familiar with emergency procedures such as fire drills, school nurse or health room procedures, and universal precautions.
2. Ask about the dress code for teachers and follow it. In the absence of a dress code, follow the example of other teachers.

3. Determine where interns are required to park vehicles.
4. Request specifications on the wearing of an identification or visitors badge while on campus in addition to sign-in/out procedures.

### **Community and Student Needs**

1. General socioeconomic and cultural background of the student population.
2. After school student activities and opportunities for intern involvement.
3. Parent involvement in the school.
4. Allergies or specific health/participation restrictions of any students.
5. Responsibilities to students with special needs who may be mainstreamed into the classroom.

### **Instructional Resources**

1. Media center, computer labs, and Instructional Resource Teacher (IRT).
2. District, school websites, and any additional software or web-based instructional resources used by the school.
3. Computer use expectations.
4. Familiarity with the North Carolina Standard Course of Study (NCSCOS) for the grade level(s).

### **Assignments and Responsibilities**

1. Ensure that you follow the course instructor's requirements for assignments.
2. Document time spent in the classroom and activities in which you participate.
3. It is the responsibility of the intern to schedule a **formal observation** of a lesson that s/he will prepare and teach in the classroom (**Junior & Senior Year only**).
  - a. A minimum of one formal observation by the mentor teacher per semester (for a total of 2 mentor teacher observations during the junior year).
  - b. At least 3 business days prior to the observation the student is to submit the *Pre-Observation Form* (Appendix D) and Lesson Plan to the mentor teacher or other observer.
  - c. A post observation meeting will take place with the student in addition to the completion of the *Formal Observation Reflection* (Appendix E).
  - d. Students may request additional observations by either the mentor teacher or university supervisor.
  - e. Submit the following to the university liaison: the Pre-Observation form, lesson plan, observation feedback (completed by the mentor teacher), and the Formal Observation Reflection.
4. Complete appropriate paperwork and assignments in a timely manner.
5. Students are guests of the classroom, school, and school system in which they are assigned. At the close of the semester students are expected to *write a letter or card expressing appreciation* to the mentor teacher for his or her time and commitment to developing future classroom leaders.

### **Internship Policies**

Intern placement in a partnership school is a full-time commitment once the student teaching phase is reached. Ultimately, the first consideration of the student intern and mentor teacher should be the personal and academic welfare of the elementary students in the classroom.

Although the mentor teacher assumes the major responsibility for directing interns in their work, students must assume certain responsibilities in order to receive full benefit from their experience. The policy statements and suggested procedures which follow should clarify some of the responsibilities of the student intern.

## **Working During Internships**

It is recognized that many students maintain employment while attending university classes. Due to the demands on time during internship phases and student teaching, the student is requested to arrange schedules in order to attend necessary meetings that are required during the internship experience and need not work during the student teaching phase. The Elementary Education Program does recognize, however, the exigencies of individual cases. Students in such situations should contact the School Partnership Liaison to discuss the matter. It is the responsibility of the student to see that working does not interfere with any internship phase.

Fundamentally, the student intern must behave as a beginning professional. Interns are expected to act professionally, working with the mentor teacher, the university supervisor, professional colleagues, and student cohort to strengthen their skills, knowledge, and dispositions as a teacher.

## **Calendar/Vacations**

Interns are to follow the schedule of the university during the internship phases, with the exception of student teaching at which point the intern will follow the schedule of the partnership school. Please pay close attention to the variations among traditional and year round calendar schools. Schedules will be distributed to students with the Elementary Education Handbook at the beginning of the semester.

## **Code of Conduct**

NC State interns will be on site at partnership schools within the Wake County Public School System (WCPSS) or the Johnston County School System (JCS). It is important that interns adhere to the Code of Ethics and Standard of Conduct for the perspective school system of which they are a guest.

“All school system employees hold positions of public trust; they are responsible for the education of students and also serve as examples and role models to students. Each employee is responsible for both the integrity and the consequences of his or her own actions. The highest standards of honesty, integrity, and fairness must be exhibited by each employee when engaging in any activity concerning the school system, particularly in relationships with vendors, suppliers, students, parents, the public, and other employees. Employee conduct should be such as to protect the person’s integrity and/or reputation and that of the school system. An unswerving commitment to honorable behavior by each and every employee is expected. Integrity can accommodate the inadvertent error and the honest difference of opinion; it cannot accommodate deceit or subordination of principle.

Employees shall perform their jobs in a competent and ethical manner without violating the public trust or applicable law, policies, and regulations. It is not practical or possible to enumerate all of the situations that might fall under the guidelines of this policy. In addition to other policies, regulations, and approved practices that have been established covering specific areas of activity, (such as purchasing), the absence of a law, policy, or regulation covering a particular situation does not relieve an employee from the responsibility to exercise the highest ethical standards at all times. Failure to comply with this policy will result in disciplinary action up to and including dismissal.

The superintendent has developed in Regulations and Procedures (R&P 2305/3005/4005) guidelines which address the specifics related to this policy.

## **Family Responsibilities**

Childcare and family responsibilities should not affect the intern’s arrival time or departure time or their responsibilities during the school day.



## **Absences**

Interns are expected to be at the partnership school on assigned days in order to accumulate the required hours for field experience and student teaching. In the event of an emergency or illness, please ensure that the mentor teacher is notified through the partnership school's office and email and leave a message for the university supervisor in a timely manner.

## **Substitute Teaching**

The College of Education discourages the use of student teachers as substitute teachers. The intent of the student teaching experience is to provide supervised time and opportunity for the student to learn and grow as a professional educator under the close supervision of the mentor teacher.

The College of Education has adopted a procedure regarding the use of student teachers as substitute teachers, because there had been a few cases in which student teachers had been used as substitutes in classrooms where they were not qualified. The procedure states:

*Student teachers may accept substitute teaching responsibilities only under rare circumstances (such as sudden death or emergency illness of the mentor teacher) only in the subject area for which they are preparing to be licensed, and only with the agreement of the university supervisor.*

*Student teachers who serve as substitute teachers are eligible for substitute teacher pay and may substitute only in the school in which they are assigned. A student teacher may not serve as a substitute teacher on two consecutive days, or for more than five days in the semester of his/her student teaching. Exceptions to this policy may be granted only by the Dean of the College of Education or his/her designee.*

*Immediately upon being asked to serve as a substitute teacher (with or without pay), the student teacher should notify his/her university supervisor. At the end of each semester, each program having student teachers that semester will report to the Director of Teacher Education the instances of substitute teaching which occurred.*

This policy is based on the assumption that the mentor teacher and the university supervisor agree that the student teacher is qualified to handle the instructional and classroom management duties necessary to provide an optimum learning experience for the students.

## **Student Teachers and Substitute Teachers in the Absence of the Mentor Teacher**

Pursuant to General Statute 115-c-309(b) (see section 7.1) "A student teacher under the supervision of a certified teacher or principal shall have the protection of the laws accorded the certified teacher." Student teachers are not, however, legally responsible if they are left unsupervised in the absence of the mentor teacher. Substitutes should be provided even if the student teacher is responsible for the lesson plans, unless the student teacher is serving as the substitute per the guidelines stated in section 7.2. A student teacher should contact the administration immediately if a substitute teacher fails to arrive and should notify teachers on the hall that he or she is alone with students. Leaving a student teacher alone without a substitute teacher puts the school, administration, and LEA in legal jeopardy should a liability issue arise.

## **Nepotism/Conflicts of Interest**

Interns may not be assigned to a partner school that employs a parent or spouse. In addition, the intern will not be assigned to a school where his or her child is a student. Please let the School Partnership Network Coordinator know of any instances where a partnership school assignment may conflict with this policy.

## **Communication**

All students must maintain and use their NC State email account for official correspondence. Students

should check their NC State email accounts on a regular basis, as the department and instructors will correspond with students from time to time through email.

### **Student Complaints**

If a student has a problem, complaint, question, or issue, the student should address that problem directly with the person involved first. For example, if the student has a problem with another student, the concerned student should talk with the offending student first to resolve the issue. If the issue is not resolved, the concerned student can then speak directly with the professor of the class. If the problem is still not resolved, the concerned student should work with the student ambassador about the issue. The student ambassador will then meet with the department head. *If the student has a problem with a professor*, the student should talk with the professor first to resolve the issue. If the issue is not resolved, the concerned student can then make an appointment to speak with the department head. If a student has an issue or problem with the program, the student should meet with the student ambassador, who will then bring the problem to the attention of the department head or faculty at the next department meeting

**Appendix E**  
**Junior Fieldwork Scoring Rubric**

Semester: Fall Spring 20\_\_\_\_\_

Teacher Candidate: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_

University Liaison: \_\_\_\_\_

Grade: \_\_\_\_\_

School: \_\_\_\_\_



# College of Education

## Junior Fieldwork Scoring Guide

*Operational Definitions of Levels of Performance at the Pre-Professional Level:*

**Emergent** - Positive level of observed performance in component with adequate evidence of teaching and K-5 student learning; positive supporting evidence and recommendations from mentor teacher, parents, administrators, students, or other school personnel. Candidate is considered a qualified candidate in K-5 teaching.

**Target** - High level of observed performance in component with compelling evidence of teaching and K-5 student learning; strong and consistent supporting evidence and recommendations from mentor teacher, parents, administrators, students or other school personnel. Candidate is considered a 'highly qualified' and 'exemplary' pre-service teacher.

**Note:** Scorers should use 5, 6, or 7 for the **Emergent** range and 8, 9, or 10 for the **Target** range on each criterion. Scores on this rubric constitute 30% of the candidates' seminar course on campus.

Criteria	Emergent 5-7	Target 8-10	Points	
			Midterm	Final
<b>Professionalism</b> (Personal)	<p>The candidate:</p> <ul style="list-style-type: none"> <li>• sometimes demonstrates an interest, enthusiasm, and commitment to teaching</li> <li>• often follows the building dress code</li> <li>• meets most attendance requirements and arrives promptly</li> <li>• meets most required deadlines for observation forms and lesson plans</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>• consistently demonstrates a high interest, enthusiasm, and commitment to teaching</li> <li>• consistently follows the building dress code</li> <li>• meets <b>all</b> attendance requirements and arrives promptly</li> <li>• meets <b>all</b> required deadlines for observation forms and lesson plans</li> </ul>		
<b>Professionalism</b> (Interpersonal)	<p>The candidate:</p> <ul style="list-style-type: none"> <li>• often interacts positively and appropriately within the school community (colleagues, parents, students, administration)</li> <li>• often demonstrates relationships with colleagues that are positive and productive</li> <li>• contributes to groups with little prompting</li> <li>• is usually receptive to feedback, but is inconsistent when making necessary changes to improve performance</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>• consistently interacts positively and appropriately within the school community (colleagues, parents, students, administration)</li> <li>• consistently demonstrates relationships with colleagues that are positive and productive</li> <li>• consistently and willingly contributes to groups and shares successful practices</li> <li>• is consistently receptive to feedback, making necessary changes to improve performance</li> </ul>		
<b>Reflective</b>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>• generally reaches accurate conclusions when reflecting</li> <li>• reflects on effective instructional strategies , student engagement, resources, technology and assessment strategies</li> <li>• occasionally uses reflections to make adjustments to professional practice or understanding of the impact of one’s professional practice on student outcomes</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>• consistently reaches accurate conclusions when reflecting</li> <li>• reflects on personal attitudes, beliefs, professional practice, and student outcomes in addition to effective instructional strategies, student engagement, resources, technology and assessment strategies</li> <li>• consistently uses reflections to create alternative strategies and maintain successful practices that positively impact professional practice</li> </ul>		
<b>Classroom Climate/Culture</b>  Motivation and Management	<p>The candidate:</p> <ul style="list-style-type: none"> <li>• does not yet grasp how to manage student behavior</li> <li>• rarely varies strategies to keep students actively engaged</li> <li>• has created an environment that is inflexible, uninviting, and teacher centered</li> </ul> <p>does not demonstrate an understanding of individual and group motivation and is in need of further professional development in this area</p>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>• is beginning to manage student behavior effectively</li> <li>• often uses various management strategies to keep students actively engaged</li> <li>• is beginning to build an environment that is inviting, respectful, supportive, inclusive, flexible, and trusting</li> <li>• is beginning to demonstrate an understanding of individual or group motivation</li> </ul>		

Criteria	Emergent 5-7	Target 8-10	Points	
			Midterm	Final
<b>Classroom Climate/Culture</b>  Diverse Learners	The candidate: <ul style="list-style-type: none"> <li>lacks an understanding of diverse learners</li> <li>makes little effort to understand their students' individual and cultural identities, perspectives, and personal experiences and seems unaware of how these factors may influence school performance</li> <li>actions rarely reflect the idea that ALL students are capable of learning and that ALL students deserve an excellent education</li> <li>does not maintain a positive, safe, and orderly classroom that facilitates student learning</li> <li>rarely communicates with students effectively and does not encourage students to articulate thoughts clearly</li> <li>rarely uses strength-based language to describe their students and their students' families</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>has a developing understanding of diverse learners and sometimes varies instruction based on that knowledge</li> <li>sometimes attempts to understand their students' individual and cultural identities, perspectives, and personal experiences and is beginning to appreciate how these factors may influence school performance</li> <li>actions sometimes suggest the idea that ALL students are capable of learning and that ALL students deserve an excellent education</li> <li>sometimes maintains a positive, safe, and orderly classroom that facilitates student learning</li> <li>sometimes communicates with students effectively using a variety of methods and encourages students to articulate thoughts clearly</li> <li>sometimes uses strength-based language to describe their students and their students' families</li> </ul>		
<b>Impact on Student Learning</b>  Student Development	The candidate: <ul style="list-style-type: none"> <li>demonstrates a weak understanding of how children learn and develop</li> <li>rarely provides learning opportunities that support students' intellectual, social, and personal development</li> <li>rarely acts as an advocate for students</li> <li>rarely adapts teaching for the benefit of students with special needs</li> <li>rarely utilizes resources for students with special needs</li> <li>rarely collaborates with specialists to meet the needs of their students</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>demonstrates an understanding of how children learn and develop</li> <li>provides some learning opportunities that support students' intellectual, social, and personal development</li> <li>at times acts as an advocate for students</li> <li>often adapts teaching for the benefit of students with special needs</li> <li>with some guidance, researches and uses resources for students with special needs</li> <li>sometimes collaborates with specialists to meet the needs of their students</li> </ul>		
<b>Instruction</b>  Planning	The candidate: <ul style="list-style-type: none"> <li>rarely uses professional resources to plan/implement instruction</li> <li>rarely uses data to plan instruction</li> <li>rarely plans to use strategies that engage students in the learning process</li> <li>rarely incorporates and builds on their students' cultures and funds of knowledge in the curriculum</li> <li>rarely modifies lesson plans to enhance learning for all students</li> <li>rarely uses research based practices</li> <li>rarely uses school, family, and community contexts to develop learning experiences</li> <li>rarely considers students' prior knowledge when developing learning experiences</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>uses available professional resources to plan instruction some of the time</li> <li>is beginning to use data for short and long range planning</li> <li>often plans to use strategies that engage students in the learning process</li> <li>sometimes incorporates and builds on their students' cultures and funds of knowledge in the curriculum</li> <li>sometimes uses lesson modifications to enhance learning for all students</li> <li>often uses research-based practices</li> <li>often uses school, family, and community contexts and prior experience of students to develop meaningful learning experiences</li> </ul>		

Criteria	Emergent 5-7	Target 8-10	Points		
			Midterm	Final	
<b>Instruction</b> Content Knowledge	The candidate: <ul style="list-style-type: none"> <li>has limited understanding of the state and national standards</li> <li>does not look to standards to guide lesson development</li> <li>does not understand all aspects of the content being taught</li> <li>rarely seeks additional information pertaining to the content</li> <li>rarely makes connections across content areas</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>understands state and national standards</li> <li>frequently references state and national standards</li> <li>understands the content being taught</li> <li>occasionally seeks additional information to enhance lessons</li> <li>occasionally makes connections with content across the grade level</li> </ul>			
<b>Instruction</b> Content Pedagogy	The candidate: <ul style="list-style-type: none"> <li>relies mostly on basic and/or traditional instructional methods with little variety</li> <li>rarely uses modeling</li> <li>rarely engages students in critical thinking and problem solving</li> <li>content presentation is not always clear and lacks provisions for challenging students</li> <li>content presentation is not very engaging allowing students to become disinterested</li> <li>technology is rarely incorporated or it is used poorly</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>often uses variety of instructional methods</li> <li>sometimes uses effective modeling</li> <li>occasionally engages students in critical thinking and problem solving via higher order questioning and/or instructional strategies</li> <li>content presentation is clear, but could challenge the students more</li> <li>sometimes uses students' curiosity as a way to increase interest in learning</li> <li>technology is incorporated, but not always effectively</li> </ul>			
<b>Evaluation/Assessment</b>	The candidate: <ul style="list-style-type: none"> <li>rarely uses multiple and varied assessment strategies (including formative and summative assessments) to monitor student progress</li> <li>rarely uses performance and/or authentic assessment</li> <li>does not use assessment data to combat achievement gaps</li> <li>provides little to no opportunity and/or tools for student self-assessment</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>often uses multiple and varied assessment strategies (including formative and summative assessments) to monitor student progress</li> <li>sometimes uses performance and/or authentic assessment</li> <li>attempts to use assessment data to combat achievement gaps</li> <li>provides some opportunities and tools for student self-assessment</li> </ul>			
<b>Note:</b> Point totals of 66 or below will trigger the Department's Disposition/Professional Behavior Intervention Process & a Formal Plan for Improvement is Required.			<b>Points TOTAL</b>	100	100

**Mid-Term COMMENTS:**

**Final COMMENTS:**

<i>Signatures:</i>	
_____	_____
<b>Teacher Candidate</b>	<b>Date</b>
_____	_____
<b>Mentor Teacher</b>	<b>Date</b>

## Appendix F

### Senior Student Teacher Scoring Rubric

Student Teacher: \_\_\_\_\_

Student Teaching Grade: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_

Student Teaching School: \_\_\_\_\_

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

## Senior Student Teacher Scoring Guide

COLLEGE of EDUCATION

Department of Elementary Education

### *Operational Definitions of Levels of Performance at the Pre-Professional Level:*

**Emergent** - Negative or inconsistent level of observed performance in component and or emerging evidence of teaching and K-5 student performance; negative evidence from mentor teacher, parents, administrators, students, or other school personnel. Candidate cannot be considered as competent in demonstration of K-5 teaching.

**Acceptable** - Positive level of observed performance in component with adequate evidence of teaching and K-5 student learning; positive supporting evidence and recommendations from mentor teacher, parents, administrators, students, or other school personnel. Candidate is considered a qualified candidate in K-5 teaching.

**Target** - High level of observed performance in component with compelling evidence of teaching and K-5 student learning; strong and consistent supporting evidence and recommendations from mentor teacher, parents, administrators, students or other school personnel. Candidate is considered a 'highly qualified' and 'exemplary' pre-service teacher





	Emergent 5-6	Acceptable 7-8	Target 9-10	Points			
				Fall Mid	Fall Final	Sprg Mid	Sprg Final
<b>Professionalism</b> (Personal)	<p>The candidate:</p> <ul style="list-style-type: none"> <li>demonstrates little interest, enthusiasm, or commitment to teaching</li> <li>does not follow the building dress code</li> <li>does not meet attendance requirements and has been tardy</li> <li>does not meet required deadlines for observation forms and lesson plans</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>sometimes demonstrates an interest, enthusiasm, and commitment to teaching</li> <li>often follows the building dress code</li> <li>meets most attendance requirements and arrives promptly</li> <li>meets most required deadlines for observation forms and lesson plans</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>consistently demonstrates a high interest, enthusiasm, and commitment to teaching</li> <li>consistently follows the building dress code</li> <li>meets <b>all</b> attendance requirements and arrives promptly</li> <li>meets <b>all</b> required deadlines for observation forms and lesson plans</li> </ul>				
<b>Professionalism</b> (Interpersonal)	<p>The candidate:</p> <ul style="list-style-type: none"> <li>rarely interacts positively and appropriately within the school community (colleagues, parents, students, administration)</li> <li>demonstrates relationships with colleagues that are strained and counterproductive</li> <li>contributes to groups only when prompted</li> <li>is often unresponsive to feedback or has failed to make suggested changes based on feedback</li> <li>has needed redirection/intervention from the cooperating teacher or Supervisor due to poor professional judgment and counterproductive interactions</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>often interacts positively and appropriately within the school community (colleagues, parents, students, administration)</li> <li>often demonstrates relationships with colleagues that are positive and productive</li> <li>contributes to groups with little prompting</li> <li>is usually receptive to feedback, but is inconsistent when making necessary changes to improve performance</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>consistently interacts positively and appropriately within the school community (colleagues, parents, students, administration)</li> <li>consistently demonstrates relationships with colleagues that are positive and productive</li> <li>consistently and willingly contributes to groups and shares successful practices</li> <li>is consistently receptive to feedback, making necessary changes to improve performance</li> </ul>				
<b>Classroom Climate/Culture</b>  Motivation and Management	<p>The candidate:</p> <ul style="list-style-type: none"> <li>does not yet grasp how to manage student behavior</li> <li>rarely varies strategies to keep students actively engaged</li> <li>has created an environment that is inflexible, uninviting, and teacher centered</li> <li>does not demonstrate an understanding of individual and group motivation and is in need of further professional development in this area</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>is beginning to manage student behavior effectively</li> <li>often uses various management strategies to keep students actively engaged</li> <li>is beginning to build an environment that is inviting, respectful, supportive, inclusive, flexible, and trusting</li> <li>is beginning to demonstrate an understanding of individual or group motivation</li> </ul>	<p>The candidate:</p> <ul style="list-style-type: none"> <li>consistently manages student behavior calmly and effectively</li> <li>consistently uses various management strategies to keep students actively engaged</li> <li>consistently encourages an environment that is inviting, respectful, supportive, inclusive, flexible, and trusting</li> <li>consistently uses an understanding of individual and group motivation to create an environment that encourages positive social interaction and self motivation</li> </ul>				

	Emergent 5-6	Acceptable 7-8	Target 9-10	Points			
				Fall Mid	Fall Final	Sprg Mid	Sprg Final
<b>Classroom Climate/Culture</b>  Diverse Learners	The candidate: <ul style="list-style-type: none"> <li>lacks an understanding of diverse learners</li> <li>does not understand how a student’s culture and background may influence his or her school performance</li> <li>rarely maintains high expectations for ALL students</li> <li>does not maintain a positive, safe, and orderly classroom that facilitates student learning</li> <li>rarely communicates with students effectively and does not encourage students to articulate thoughts clearly</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>has a developing understanding of diverse learners and sometimes varies instruction based on that knowledge</li> <li>is beginning to understand how a student’s culture and background may influence his or her school performance</li> <li>tries to maintain high expectations for ALL students</li> <li>sometimes maintains a positive, safe, and orderly classroom that facilitates student learning</li> <li>sometimes communicates with students effectively using a variety of methods and encourages students to articulate thoughts clearly</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>has a solid understanding of diverse learners and varies instruction based on that knowledge</li> <li>understands and appreciates how a student’s culture and background may influence his or her school performance</li> <li>consistently maintains high expectations for ALL students</li> <li>consistently maintains a positive, safe, and orderly classroom that facilitates student learning</li> <li>consistently communicates with students effectively using a variety of methods and encourages students to articulate thoughts clearly</li> </ul>				
<b>Instruction</b>  Content Knowledge	The candidate: <ul style="list-style-type: none"> <li>has limited understanding of the state and national standards</li> <li>does not look to standards to guide lesson development</li> <li>does not understand all aspects of the content being taught</li> <li>rarely seeks additional information pertaining to the content</li> <li>rarely makes connections across content areas</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>understands state and national standards</li> <li>frequently references state and national standards</li> <li>understands the content being taught</li> <li>occasionally seeks additional information to enhance lessons</li> <li>occasionally makes connections with content across the grade level</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>has thorough understanding of state and national standards</li> <li>consistently leverages state and national standards</li> <li>has a deep understanding of the content</li> <li>seeks additional information to enhance lessons</li> <li>consistently makes connections with content across the grade level</li> </ul>				

	Emergent 5-6	Acceptable 7-8	Target 9-10	Points			
				Fall Mid	Fall Final	Sprg Mid	Sprg Final
<b>Instruction</b>  Content Pedagogy	The candidate: <ul style="list-style-type: none"> <li>relies mostly on basic and/or traditional instructional methods with little variety</li> <li>rarely uses modeling</li> <li>rarely engages students in critical thinking and problem solving</li> <li>content presentation is not always clear and lacks provisions for challenging students</li> <li>content presentation is not very engaging allowing students to become disinterested</li> <li>technology is rarely incorporated or it is used poorly</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>often uses variety of instructional methods</li> <li>sometimes uses effective modeling</li> <li>occasionally engages students in critical thinking and problem solving via higher order questioning and/or instructional strategies</li> <li>content presentation is clear, but could challenge the students more</li> <li>sometimes uses students' curiosity as a way to increase interest in learning</li> <li>technology is incorporated, but not always effectively</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>consistently uses a variety of instructional methods</li> <li>consistently uses effective modeling</li> <li>consistently engages students in critical thinking and problem solving via higher order questioning and/or instructional strategies</li> <li>presents content in challenging, clear, and compelling ways</li> <li>consistently channels students' curiosity into an interest in learning</li> <li>incorporates effective uses of technology</li> </ul>				
<b>Instruction</b>  Planning	The candidate: <ul style="list-style-type: none"> <li>rarely uses professional resources to plan/implement instruction</li> <li>rarely uses data to plan instruction</li> <li>rarely plans to use strategies that engage students in the learning process</li> <li>rarely modifies lesson plans to enhance learning for all students</li> <li>rarely uses research based practices</li> <li>rarely uses school, family, and community contexts to develop learning experiences</li> <li>rarely considers students' prior knowledge when developing learning experiences</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>uses available professional resources to plan instruction some of the time</li> <li>is beginning to use data for short and long range planning</li> <li>often plans to use strategies that engage students in the learning process</li> <li>sometimes uses lesson modifications to enhance learning for all students</li> <li>often uses research-based practices</li> <li>often uses school, family, and community contexts and prior experience of students to develop meaningful learning experiences</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>consistently uses a variety of professional resources to plan instruction</li> <li>consistently uses data to drive short and long range planning; adjusting pacing of lessons-slowing down and accelerating as needed</li> <li>consistently plans to use strategies that engage students in the learning process</li> <li>consistently modifies planned lessons to enhance learning for all students</li> <li>consistently and thoughtfully uses research-based practices and understands the rationale for their use</li> <li>consistently uses school, family, and community contexts in connecting students' prior experience to new concepts</li> </ul>				
<b>Evaluation/ Assessment</b>	The candidate: <ul style="list-style-type: none"> <li>rarely uses multiple and varied assessment strategies (including formative and summative assessments) to monitor student progress</li> <li>rarely uses performance and/or authentic assessment</li> <li>does not use assessment data to combat achievement gaps</li> </ul> provides little to no opportunity and/or tools for student self-assessment	The candidate: <ul style="list-style-type: none"> <li>often uses multiple and varied assessment strategies (including formative and summative assessments) to monitor student progress</li> <li>sometimes uses performance and/or authentic assessment</li> <li>attempts to use assessment data to combat achievement gaps</li> </ul> provides some opportunities and tools for student self-assessment	The candidate: <ul style="list-style-type: none"> <li>consistently uses multiple and varied assessment strategies (including formative and summative assessments) to monitor student progress and drive instruction</li> <li>thoughtfully leverages performance and/or authentic assessment to promote student growth</li> <li>consistently uses assessment data to combat achievement gaps</li> </ul> provides ample opportunities and tools for student self-assessment				

	Emergent 5-6	Acceptable 7-8	Target 9-10	Points			
				Fall Mid	Fall Final	Sprg Mid	Sprg Final
<b>Impact on Student Learning</b>  Student Development	The candidate: <ul style="list-style-type: none"> <li>demonstrates a weak understanding of how children learn and develop</li> <li>rarely provides learning opportunities that support students' intellectual, social, and personal development</li> <li>rarely acts as an advocate for students</li> <li>rarely adapts teaching for the benefit of students with special needs</li> <li>rarely utilizes resources for students with special needs</li> <li>rarely collaborates with specialists to meet the needs of their students</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>demonstrates an understanding of how children learn and develop</li> <li>provides some learning opportunities that support students' intellectual, social, and personal development</li> <li>at times acts as an advocate for students</li> <li>often adapts teaching for the benefit of students with special needs</li> <li>with some guidance, researches and uses resources for students with special needs</li> <li>sometimes collaborates with specialists to meet the needs of their students</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>demonstrates an <b>exemplary</b> understanding of how children learn and develop</li> <li>provides numerous learning opportunities that support students' intellectual, social, and personal development</li> <li>consistently acts as an advocate for students</li> <li>consistently adapts teaching for the benefit of students with special needs</li> <li>researches and utilizes resources for students with special needs without prompting</li> <li>consistently collaborates with specialists to meet the needs of their students</li> </ul>				
<b>Reflective</b>	The candidate: <ul style="list-style-type: none"> <li>often makes inaccurate conclusions when reflecting</li> <li>does not reflect on instructional strategies or student engagement</li> <li>needs to be prompted to make use of reflections when adjusting professional practice or understanding of the impact of one's professional practice on student outcomes</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>generally reaches accurate conclusions when reflecting</li> <li>reflects on effective instructional strategies, student engagement, resources, technology and assessment strategies</li> <li>occasionally uses reflections to make adjustments to professional practice or understanding of the impact of one's professional practice on student outcomes</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>consistently reaches accurate conclusions when reflecting</li> <li>reflects on personal attitudes, beliefs, professional practice, and student outcomes in addition to effective instructional strategies, student engagement, resources, technology and assessment strategies</li> <li>consistently uses reflections to create alternative strategies and maintain successful practices that positively impact professional practice</li> </ul>				
			<b>TOTAL</b>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>

**Fall Mid-Term COMMENTS:**

**Fall Final COMMENTS:**

**Spring Mid-Term COMMENTS:**

**Spring Final COMMENTS:**

<p><b>Fall Scoring Scale:</b></p> <p>(84 - 100 points) ----- A</p> <p>(67 - 83 points) ----- B</p> <p>(66 points or Below) ----- C &amp; a Formal Plan for Improvement is Required</p>	<p><b>Spring Scoring Scale:</b></p> <p>(100-97) ----- A+</p> <p>(96-93) ----- A</p> <p>(92-90) ----- A-</p> <p>(89-87) ----- B+</p> <p>(86-83) ----- B</p> <p>(82-80) ----- B-</p> <p>(79-77) ----- C+</p> <p>(76-73) ----- C</p> <p>(72-70) ----- C-</p>	<p><i>Signatures required for Spring Final Grading and Conference</i></p> <hr/> <p><b>Student Teacher</b> <span style="float: right;"><b>Date</b></span></p> <hr/> <p><b>Mentor Teacher</b> <span style="float: right;"><b>Date</b></span></p> <hr/> <p><b>University Supervisor</b> <span style="float: right;"><b>Date</b></span></p>
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## **Appendix G**

### **University Resources and Student Organizations**

#### **MyPackPortal**

The NC State MyPackPortal at <https://portal.acs.ncsu.edu/> is your one-stop source for information and resources from the NC State community. In MyPackPortal, you will find student and parent resources, academic, financial and human resources information, as well as many other campus services. MyPackPortal is how NCSU students access and manage their university accounts.

#### **AllCampus Network**

Box 7307

NC State University

Raleigh, NC 27695

919-515-3090

[http://www.ncsu.edu/student\\_affairs/distance/](http://www.ncsu.edu/student_affairs/distance/)

AllCampus Cards (student ID cards) are available to all students. You may request your AllCampus Card online at [http://www.ncsu.edu/student\\_affairs/distance/](http://www.ncsu.edu/student_affairs/distance/). After verification of the information, your ID card will be mailed to you at no cost.

#### **College of Education Media & Education Technology Resource Center**

##### **METRC**

400 Poe Hall

Campus Box 7801

Raleigh, NC 27695-7801

919.515.3191

<http://ced.ncsu.edu/medctr/index.php>

#### **The Counseling Center**

Box 7312

2815 Cates Avenue

NC State University

Raleigh, NC 27695-7312

919.515.2423

[http://www.ncsu.edu/stud\\_affairs/counseling\\_center/](http://www.ncsu.edu/stud_affairs/counseling_center/)

The Counseling Center provides counseling for NC State students experiencing personal, academic or vocational problems.

#### **D. H. Hill Library**

2 Broughton Drive

Campus Box 7111

Raleigh, NC 27695-7111

919.515.3364

<http://www.lib.ncsu.edu/>

#### **James B. Hunt, Jr. Library**

1070 Partners Way,

Raleigh, NC 27606

919.515.7110

<http://www.lib.ncsu.edu/huntlibrary>

**University Cashier's Office**

2005 Harris Hall Box 7213  
Raleigh, NC 27695-7213  
919.515.2986

<http://www.fis.ncsu.edu/cashier/>

The University Cashier's Office (UCO) provides financial aid disbursement and account management services to all students.

**Office of Financial Aid/Student Loans**

Box 7302  
2016 Harris Hall  
NC State University  
Raleigh, NC 27695  
919.515.2421

[http://www7.acs.ncsu.edu/financial\\_aid/](http://www7.acs.ncsu.edu/financial_aid/)

NC State offers graduate students a broad range of financial assistance options that help with tuition and living expenses while you are pursuing your advanced degree.

**Registration & Records**

Box 7313  
1000 Harris Hall  
NC State University  
Raleigh, NC 27695-7213  
919.515.2572

<http://www.ncsu.edu/registrar/>

Visit Registration & Records for information on academic calendars, course schedules, transcripts, and other data.

**Student Health Services**

Box 7304  
2815 Cates Avenue  
NC State University  
Raleigh, NC 27695-7304  
919.515.2563

[http://www.ncsu.edu/student\\_health/index.html](http://www.ncsu.edu/student_health/index.html)

Student Health Services provides convenient on-campus medical services to NC State University students. The diverse specialties of the medical staff (Family Practice, Internal Medicine, Emergency Medicine, Pediatrics, Sports Medicine, and Women's Health) allow comprehensive ambulatory care of a wide variety of illnesses, injuries, and preventative medicine services.

**Troops to Teachers**

If you have served in the military, you may be eligible for Troops to Teachers, a U.S. Department of Education and Department of Defense program that helps eligible military personnel begin a new career as teachers in public schools where their skills, knowledge and experience are most needed.

Information can be found at <http://www.proudtoserveagain.com/>.

## **Student Organizations**

### **Student Ambassadors**

*Student Ambassadors are a select group of highly motivated, informed, energetic and diverse student leaders who are devoted to serving the College, NC State and surrounding community. SAs are leaders and serve as professional liaisons for the College with recruitment, campus events and service.*

**Audrey Fulton, Advisor**

[abpiotro@ncsu.edu](mailto:abpiotro@ncsu.edu)

### **ELMO – Elementary Education Organization**

*The Elementary Education Organization (ELMO) is a student organization which encourages leadership and motivation in education and other campus activities. It provides recreation and social events, promotes academic and collegiate spirit, and promotes the unity of the students in the College of Education, specifically those majoring in Elementary Education. ELMO also promotes volunteer services within the NC State and Raleigh communities. Elementary Education students are encouraged to become active members.*

For more information, email: [elmo\\_elemed@ncsu.edu](mailto:elmo_elemed@ncsu.edu)

**Advisors:** **Deidre Yancey** [deidre\\_yancey@ncsu.edu](mailto:deidre_yancey@ncsu.edu)

**Keith Walkowiak** [keith\\_walkowiak@ncsu.edu](mailto:keith_walkowiak@ncsu.edu)

### **WeConnectNow**

*The primary objective of We Connect Now @ NCSU is to serve both as a support network for NCSU students with disabilities, and as an instrument for enhancing the understanding of and appreciation for students with disabilities throughout the campus community. Additionally, this chapter will provide a mentoring network between graduate students and undergraduate students with disabilities.*

**Email:** [weconnectnow.ncsu@gmail.com](mailto:weconnectnow.ncsu@gmail.com)

**Website:** [https://www.facebook.com/WCN.NCSU/info?ref=page\\_internal](https://www.facebook.com/WCN.NCSU/info?ref=page_internal)