

CATAWBA COLLEGE

SALISBURY, NORTH CAROLINA 28144

GOODMAN SCHOOL OF EDUCATION

DEPARTMENT OF TEACHER EDUCATION

POLICIES AND PROCEDURES HANDBOOK

2011-2012

“Preparing Teachers as Reflective Practitioners”

**POLICIES AND PROCEDURES HANDBOOK
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I. CONCEPTUAL FRAMEWORK

Teacher as Reflective Practitioner

Catawba College

“The Mission of the Teacher Education Unit is to prepare reflective teachers who possess the professional knowledge, skills, and dispositions necessary for effectively teaching students in a diverse and global society.”

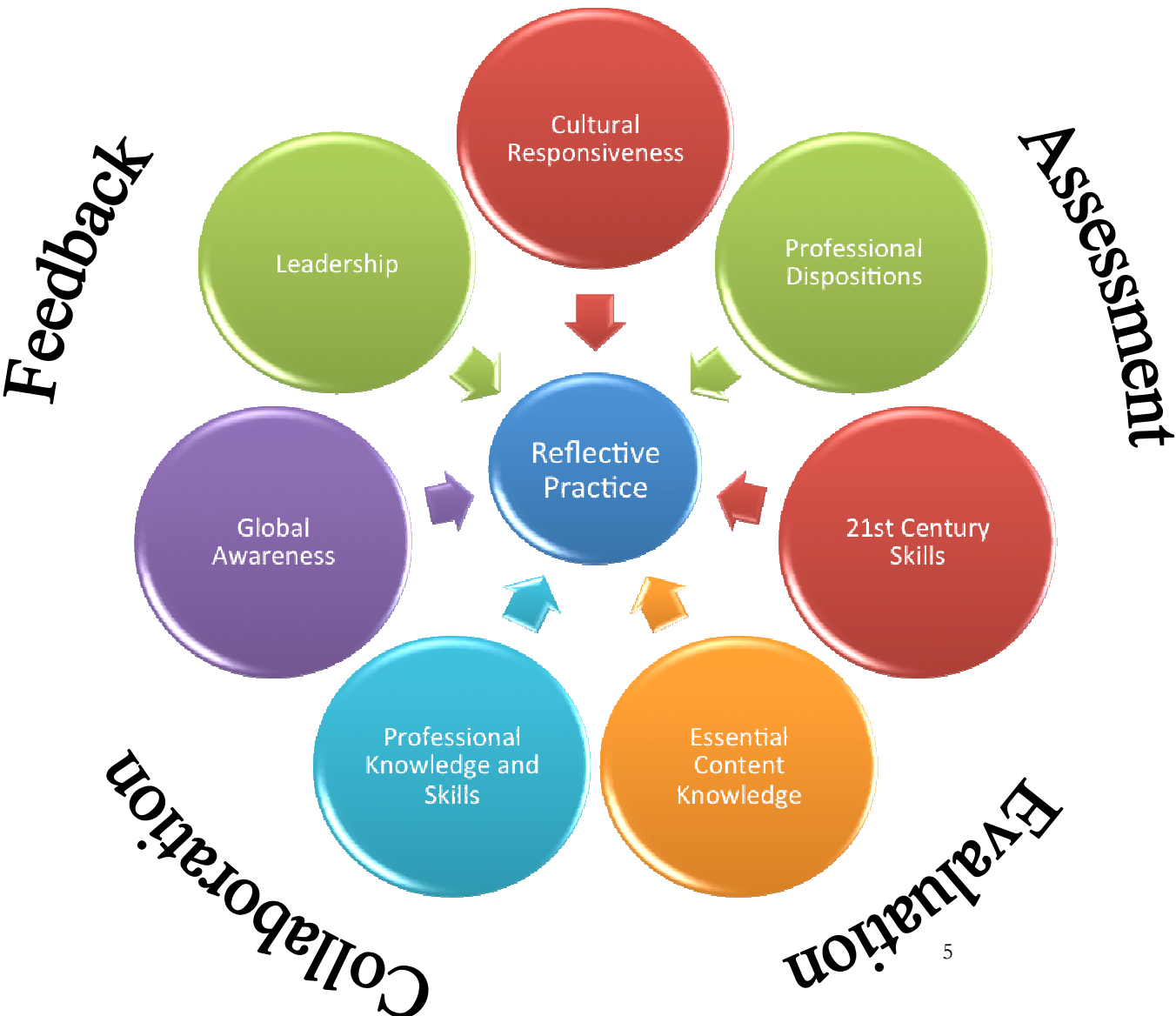
The vision of the Department of Teacher Education is to provide a conceptually coherent teacher education program, which prepares teachers to understand the world’s interconnectedness and to create classrooms that reflect a culture of learning and empower all students to contribute to our diverse and global society. This vision is translated into action as we conduct our mission of preparing reflective teachers who possess the skills necessary for becoming effective teachers who lead in their classrooms and schools and engage in practical action in order to contribute to the transformation of schooling and learning.

The conceptual framework, *Teacher as Reflective Practitioner*, provides the philosophical foundation for Catawba College’s teacher education undergraduate programs and the advanced master’s degree program in elementary education. Rooted in the rich tradition of a college that blends liberal studies with career preparation for the 21st century is a new commitment to prepare leaders for a globally competitive society. We view teacher preparation as a multidimensional, dynamic process of assisting pre-service and in-service teachers in acquiring global awareness, cultural responsiveness, leadership, 21st century skills, professional knowledge and skills, essential content knowledge, and professional dispositions. A diagram representing this view of teacher preparation can be found on the next page.

Feedback and evaluation about performance in each of these areas are received from college faculty and school-based partners as a candidate progresses through the program. Professional growth occurs as the pre-service or in-service teacher engages in scaffolded experiences, collaborates with other professionals and members of the educational community, and reflects upon practice. Optimal professional growth takes place within the context of a supportive school culture, a commitment to diversity, and a philosophy rooted in the belief that all students can learn. The assessment and evaluation of how well the unit is accomplishing its mission ultimately center on how well it is preparing each candidate as a reflective practitioner. The assessment of the teacher education undergraduate and graduate programs, candidates, and program completers is a cooperative endeavor of the teacher education faculty, specialty area faculty, public school partners, and current students and program completers.

The general studies core of Catawba College's undergraduate program consists of traditional subject matter and the reading, writing, quantitative thinking, and reasoning skills associated with a sound basic education. Examination of enduring human concerns and transmission of our cultural heritage are central to the general studies component of all Catawba programs. We strive to educate the rational, competent citizen while giving attention to the interests and needs of individual students — to develop in our students an appreciation of that which has gone before and an abiding interest in continued learning, which is consistent with our rapidly changing world.

Reflection



The fundamental ideals expressed in Jerome Bruner's *The Process of Education* (1977) are not only a significant part of what we teach our students in regard to curriculum development but are also among the ideals that we followed in developing the professional component of the program in teacher education. More specifically, we have sought to provide a teacher preparatory curriculum that counters our pre-service teachers' preexisting schemas about teaching; restructures their fundamental notions of teaching and learning; encourages metacognition and intuitive and analytical thinking; and is relevant and engaging. This professional process continues on a developmental path as experienced teachers expand on their pedagogical knowledge and skills of inquiry.

Readiness for learning to be a teacher implies that we require prospective teachers to move from the simple to the more complex understandings of what teaching involves. Prior to entering the program they take introductory courses that provide a broad view of the purposes of schools and the needs of children and adolescents and the application of emerging technologies to educational practice. Once they are admitted into the program, they experience a "spiral curriculum" in which they are presented fundamental principles of teaching and learning that are frequently revisited in their professional courses. Consistent with recommendations in *Educating School Teachers* (Levine, 2006) and *Preparing Teachers for a Changing World* (Darling-Hammond & Bransford, 2005), the program design provides for curricular coherence and balance and integrates strategies across courses and field placements, which has a greater impact on the deliberation of practice for preservice teachers.

Theories of Teaching and Learning and *Learning Environments and Professional Practice* are two courses that present a comprehensive view of the program's fundamental structures. In *Theories of Teaching and Learning* the teacher candidates study the theories and research related to teaching and learning and their relationship to instruction and assessment in public school settings. They explore how theories of teaching and learning inform professional practice and thus provide a foundation for the planning, implementation, and assessment of instruction. Particular attention is paid to helping students understand the theoretical rationale for 21st century skills and 21st century assessments. In *Learning Environments and Professional Practice* teacher candidates study effective learning environments, diversity, motivation, and classroom management. They explore how quality instructional strategies, such as cooperative learning and differentiation enhance the learning environment. Teacher candidates examine the importance of ethical behavior, collaboration within the educational environment and community, and professional development opportunities and how these behaviors affect professional practice. A concerted effort is made to coordinate the methodology taught in the methods classes with the learning theories being taught in *Theories of Teaching and Learning* and *Learning Environments and Professional Practice*. Teacher candidates acquire a repertoire of instructional approaches aimed at addressing multiple needs and content areas (Joyce, Weil, & Calhoun, 2009).

Teacher candidates engage in a variety of simulated and real-life experiences that require them to use both their analytical and intuitive thinking skills. They learn analytic approaches to planning and use various problem-solving heuristics and algorithms. They use these approaches when planning lessons and units, and they implement their plans both in the college classrooms and in the field. They develop intuitive thinking skills as they observe their college-based and school-based educators teach model lessons. These observations help them recognize how experienced teachers use their knowledge of the content, the social context, and the diverse learning, social, and cultural needs of their pupils when making instructional decisions that may involve modifying prescribed steps or making radical changes.

The teacher education programs, both undergraduate and graduate, seek to make learning relevant, practical, and engaging. The programs utilize 21st century technology, research, discussions, and large and small group activities that employ problem solving and collaboration. These strategies provide prospective teachers with opportunities to synthesize information and skills through application to simulated and real-life settings. Students are encouraged to go beyond the traditional methods of teaching and to implement multimodal communicative experiences (The New London Group, 1996; Jewitt & Kress, 2003). By design, teacher candidates are then asked to reflect on the results of their efforts as a means of developing and improving their instructional abilities and applying technology. As a continuance of the spiral curriculum, graduate students as practicing teachers revisit and extend major pedagogical and psychological concepts through study, application, collaboration, and reflection on practice.

Montie, York-Barr, and Kronberg (1998) defined reflective practice as “cognitive processes and an open perspective that involve a deliberate pause to examine beliefs, goals, and practices in order to gain new or deeper understanding that leads to actions that improve the lives of students” (p. 9). Reflection serves as a bridge between theory and practice. Grounded in frame analysis it is problem-solving that involves describing situations and problems; identifying understandings that support or refute teaching and learning behaviors; and forming and testing hypotheses (Dewey, 1933; Kennedy, 1983; Schön, 1983; Valli, 1997). While our prospective and practicing teachers may at first follow a prescribed order of how to reflect formally upon a teaching experience, we recognize that reflection cannot be reduced to a systematic series of steps. Many times reflection is spontaneous, blending thought and action (Schön, 1987; Tremmel, 1993). Effective teachers must be eclectic in the way that they approach reflection.

Our program blends elements of the **five different traditions of reflective practice** as described by Zeichner and Liston (1996). We begin with the **generic tradition**, which describes reflection as an end in itself. In an introductory course prior to admission into the teacher education programs, our prospective teachers observe in classrooms from grades K-12. They report on their observations, but the substance of what is reported is limited to description. Other pre-admission reflections involving experiences in teaching and observation vary in substance with regard to issues of content, quality and context.

Our goal is to assist students in becoming more intuitive, analytical, and substantive as they reflect upon their observational and teaching experiences. This includes drawing from and blending academic, social efficiency, developmentalist, and social reconstructivist traditions of reflection.

The **academic tradition** stresses teacher knowledge of the academic content including the structures of the discipline and its tools of inquiry. Furthermore, this tradition stresses understanding of related pedagogy. The foundation for reflection on content pedagogy is built in the methods courses and comes to fruition as the prospective and practicing teachers create and reflect upon evidences of content knowledge, which is assessed by specialty area faculty.

The **social efficiency tradition** stresses awareness of what research says and appropriate application of generic teaching models based on an individual’s teaching experience, intuition, and values. Prospective and practicing teachers observe and reflect upon simulated and actual applications of varying teacher models. When they teach, they use thoroughly researched recognized methods. The when, where, and how of using these methods are frequently the basis of their discussions with their school-based and college-based educators. Both undergraduate and graduate candidates create evidences that demonstrate effective design of classroom instruction based on research-verified practice. For undergraduate candidates, this is demonstrated through their creation of a comprehensive unit plan, which is used to assess their positive impact on student learning. Graduate candidates create an action research report that demonstrates the fulfillment of the North Carolina Standards for Graduate Teacher Candidates.

The **developmentalist tradition** emphasizes reflection upon what and how pupils should be taught based on their backgrounds, interests, understandings, and developmental levels. Requirements in various psychology and education courses include writing descriptive reflections on child and adolescent behaviors and the societal and classroom environments that contribute to these behaviors. Similarly, a developmentalist orientation is used to inform and guide the prospective and practicing teachers as they plan, teach, and reflect upon how to make learning appropriate.

The **social reconstructionist tradition** emphasizes social, political, and ideological realities that influence classroom procedures as well as the overall learning community. These considerations are a part of the discussions in all of the professional courses. They are the central foci in the methods courses, student teaching experience, and the graduate core courses. Both undergraduate and graduate candidates develop evidences that demonstrate their leadership and collaboration efforts in school and community settings.

The teacher education faculty agrees that values and valuing comprise an essential element of our programs. We have reached consensus, therefore, on the following **belief statements** that shape our understanding of the purpose of schools, the role of the teachers who work there, and the programs we provide to prepare teachers for the profession and for life in general.

We believe in the worth and dignity of each and every individual in our diverse and global society.

We believe that it is important to live an examined life including an understanding of self and one's values.

We believe that it is important to have a sense of responsibility to self and to others that includes a commitment to civic life.

We believe that everyone can learn – in some way and at some level.

We believe that knowledge is empowering and that it is acquired through an educational process which is lifelong and which takes place in many settings, both formal and informal, both planned and serendipitous.

We believe that education involves intellectual, social, emotional, and spiritual growth that occurs when individuals strive to make sense out of life's experiences. This implies a dynamic process through which an individual engages in remembering, understanding, applying, analyzing, evaluating, and finally creating new patterns and alternative solutions to daily challenges.

We believe that schooling is a part of the educational experience, which provides an organized approach to learning about the knowledge accumulated through the ages by human societies; to developing the processes and abilities needed to understand and use that knowledge; and to evaluating that knowledge as a basis for making decisions about life and living.

We believe the purpose of schools, as one of society's major institutions, is to prepare all citizens to lead productive, satisfying lives within a global society embedded in a rapidly changing world. This implies society's reliance on the schools to contribute, in conjunction with other major social institutions such as family and religion, to the development of a citizenry that is informed, is concerned about society as a whole, is participative, and is cognizant of the basic tenets of democracy and republicanism. This belief further implies the school's role in contributing to the development of a citizenry that possesses an appreciation for diversity built upon understanding the sources of that diversity. This citizenry possesses the ability to be flexible without compromising standards and possesses resourcefulness, the ability to see possibilities, and the willingness to be risk-takers.

We believe a strong liberal arts education provides an appropriate foundation for preparing teachers for schools. This implies academic study of sufficient depth and breadth, and of such design, that students grasp not only the major concepts or ideas of the disciplines but also the relationships among the disciplines.

We believe that to communicate and collaborate effectively are essential skills for teachers.

We believe the effective teacher is a professional who possesses integrity; passions for teaching and learning; knowledge and expertise in teaching one or more of the recognized disciplines to others; appreciation for diversity; the ability to be a reflective practitioner within an educational setting; and the strength to make wise decisions and take action, assuming a leadership role when appropriate.

The core of beliefs outlined above provides the foundation for a teacher education program that is in keeping with the mission of the College as set forth in the *Catawba College Catalog* and *The Graduate Catalog*. Catawba College's teacher education program subscribes to both state and national program standards. The Teacher Education Unit Assessment System measures and tracks teacher candidate outcomes from matriculation to continuing licensure status. Many program completers continue professional development by pursuing graduate

studies, attaining NBPTS certification, and serving as departmental advisory committee members, mentors, and cooperating teachers. Graduates of the M.Ed. program are also followed. Many have continued in leadership roles, and some have pursued additional graduate studies. Catawba students and faculty frequently engage in service opportunities in schools and in the community at large. Students and faculty are encouraged to expand their scholarly activities by participation in conferences, consortia, and professional organizations.

We believe, therefore, that it is essential for the reflective practitioner to be at the center of the program. This emphasis on the growth and development of the individual, on acquiring knowledge through experiences, which call for the blending of content, skills, and dispositions, is consistent with the College's Mission Statement, which says, *“Catawba College is committed to providing students an education rich in personal attention that blends the knowledge and competencies of liberal studies with career preparation. Catawba College draws strength from Judeo-Christian values, sustains a dynamic community of learners and seeks to unite a diverse population of students, faculty and staff as active co-participants in scholarship and service. Catawba College prepares students to reach their highest potential while becoming responsible citizens with a zeal to enrich human life.”*

The Catawba College programs to prepare reflective practitioners are designed (1) to provide the opportunity to acquire the essential knowledge and skills needed for effective instruction, (2) to provide the guided experiences needed to combine and adapt knowledge and skills through reflective techniques into competent teaching practices, and (3) to provide opportunities to develop awareness of the relationships of personal attitudes and characteristics to the discharge of professional responsibility and professional growth and development.

The knowledge, skills, and dispositions (attitudes and characteristics) set forth in the North Carolina Professional Teaching Standards and the Partnership for 21st Century Skills are those we believe to be essential for the development of reflective teaching practices and professional dispositions.

North Carolina Professional Teaching Standards

Standard 1: Teachers demonstrate leadership.

1a. Teachers lead in their classrooms.

- 1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study.
- 1a.2 Draws on appropriate data to develop classroom and instructional plans.
- 1a.3 Maintains a safe and orderly classroom that facilitates student learning.
- 1a.4 Uses positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.

1b. Teachers demonstrate leadership in the school.

- 1b.1 Engages in collaborative and collegial professional learning activities.
- 1b.2 Identifies the characteristics or critical elements of a school improvement plan.
- 1b.3 Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan.

1c. Teachers lead the teaching profession.

- 1c.1 Participates in professional development and growth activities.
- 1c.2 Begins to develop professional relationships and networks.

1d. Teachers advocate for schools and students.

- 1d.1 Implements and adheres to policies and practices positively affecting students' learning.

1e. Teachers demonstrate high ethical standards.

- 1e.1 Upholds the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*.

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

2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.

- 2a.1 Maintains a positive and nurturing learning environment.

2b. Teachers embrace diversity in the school community and in the world.

- 2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.
- 2b.2 Incorporates different points of view in instruction.
- 2b.3 Understands the influence of diversity and plans instruction accordingly.

2c. Teachers treat students as individuals.

- 2c.1 Maintains a learning environment that conveys high expectations of every student.

2d. Teachers adapt their teaching for the benefit of students with special needs.

2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.

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

2e. Teachers work collaboratively with the families and significant adults in the lives of their students.

2e.1 Communicates and collaborates with the home and community for the benefit of students.

Standard 3: Teachers know the content they teach.

3a. Teachers align their instruction with the *North Carolina Standard Course of Study*.

3a.1 Develops and applies lessons based on the *North Carolina Standard Course of Study*.

3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.

3b. Teachers know the content appropriate to their teaching specialty.

3b.1 Demonstrates an appropriate level of content knowledge in the teaching specialty.

3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.

3c. Teachers recognize the interconnectedness of content areas/discipline.

3c.1 Demonstrates knowledge of links between grade/subject and the *North Carolina Standard Course of Study* by relating content to other disciplines.

3c.2 Relates global awareness to the subject.

3d. Teachers make instruction relevant to students.

3d.1 Integrates 21st century skills and content in instruction.

Standard 4: Teachers facilitate learning for their students.

4a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.

4a.1 Identifies developmental levels of individual students and plans instruction accordingly.

4a.2 Assesses and uses resources needed to address strengths and weaknesses of students.

4b. Teachers plan instruction appropriate for their students.

4b.1 Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.

4c. Teachers use a variety of instructional methods.

4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.

4d. Teachers integrate and utilize technology in their instruction.

4d.1 Integrates technology with instruction to maximize students' learning.

4e. Teachers help students develop critical-thinking and problem-solving skills.

4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.

4f. Teachers help students to work in teams and develop leadership qualities.

4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.

4g. Teachers communicate effectively.

4g.1 Uses a variety of methods to communicate effectively with all students.

4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.

4h. Teachers use a variety of methods to assess what each student has learned.

4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.

4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.

Standard 5: Teachers reflect on their practice.

5a. Teachers analyze student learning.

5a.1 Uses data to provide ideas about what can be done to improve students' learning.

5b. Teachers link professional growth to their professional goals.

5b.1 Participates in recommended activities for professional learning and development.

5c. Teachers function effectively in a complex, dynamic environment.

5c.1 Uses a variety of research-verified approaches to improve teaching and learning.

Professional Dispositions

1. Competent teachers demonstrate the belief that everyone can learn – in some way and at some level. They value the worth and dignity of each individual and strive to provide equal opportunities for all.
2. Competent teachers display ethical behavior, as evidenced by fairness, honesty, and integrity. They act responsibly with the interests of the larger educational community in mind. They are committed to following the Code of Ethics for North Carolina Educators.
3. Competent teachers conduct themselves in a professional manner, employing proper etiquette, displaying a positive attitude, and showing respect for themselves and others.
4. Competent teachers learn from and work collaboratively with individuals representing diverse cultures, religions, values, points of view, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.
5. Competent teachers demonstrate the ability to work effectively, respectfully, and collaboratively within the educational community. They exercise flexibility as they adapt to changes in roles, responsibilities, and priorities. They reflect upon and incorporate feedback effectively and deal positively with setbacks and criticism.
6. Competent teachers reflect critically and reason effectively while analyzing and evaluating interacting factors, outcomes, and alternative points of view that eventually contribute to solving problems. They create new and worthwhile ideas, demonstrate originality and inventiveness in work, and act on or adapt creative ideas to make tangible and useful contributions to the educational community.
7. Competent teachers inspire others by example and selflessness. They are willing to assume a leadership role when appropriate.
8. Competent teachers demonstrate an understanding of and a commitment to civic life by staying informed at local, state, national, and global levels.
9. Competent teachers demonstrate the initiative to advance their skill levels and the commitment to learning as a lifelong process.

Hurst, B., & Reding, G. (2009). *What every teacher should know about professionalism in teaching* (3rd ed.). New York, NY: Pearson Education.

Partnership for 21st Century Skills. (2009). *P21 framework definitions document*. Retrieved from http://www.p21.org/documents/P21_Framework_Definitions.pdf

Catawba College's Conceptual Framework
Correlation between the North Carolina Professional Teaching Standards and
NCATE Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

- NCATE Standard 1a. Content Knowledge for Teacher Candidates
- NCATE Standard 1b. Pedagogical Content Knowledge and Skills for Teacher Candidates
- NCATE Standard 1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates
- NCATE Standard 1d. Student Learning for Teacher Candidates
- NCATE Standard 1g. Professional Dispositions for All Candidates

North Carolina Professional Teaching Standards	NCATE Standard 1				
	1a	1b	1c	1d	1g
Standard 1: Teachers demonstrate leadership.			✓	✓	✓
1a. Teachers lead in their classrooms.			✓	✓	✓
1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study.			✓	✓	
1a.2 Draws on appropriate data to develop classroom and instructional plans.			✓	✓	
1a.3 Maintains a safe and orderly classroom that facilitates student learning.					✓
1a.4 Uses positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.					✓
1b. Teachers demonstrate leadership in the school.			✓	✓	
1b.1 Engages in collaborative and collegial professional learning activities.			✓	✓	
1b.2 Identifies the characteristics or critical elements of a school improvement plan.			✓		
1b.3 Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan.			✓	✓	
1c. Teachers lead the teaching profession.			✓	✓	
1c.1 Participates in professional development and growth activities.			✓	✓	
1c.2 Begins to develop professional relationships and networks.			✓	✓	
1d. Teachers advocate for schools and students.				✓	✓
1d.1 Implements and adheres to policies and practices positively affecting students' learning.				✓	✓
1e. Teachers demonstrate high ethical standards.					✓
1e.1 Upholds the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.					✓
Standard 2: Teachers establish a respectful environment for a diverse population of students.		✓	✓		✓
2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.					✓
2a.1 Maintains a positive and nurturing learning environment.					✓
2b. Teachers embrace diversity in the school community and in the world.			✓		✓
2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.			✓		✓
2b.2 Incorporates different points of view in instruction.			✓		✓

North Carolina Professional Teaching Standards	NCATE Standard 1				
	1a	1b	1c	1d	1g
2b.3 Understands the influence of diversity and plans instruction accordingly.			✓		✓
2c. Teachers treat students as individuals.			✓		✓
2c.1 Maintains a learning environment that conveys high expectations of every student.			✓		✓
2d. Teachers adapt their teaching for the benefit of students with special needs.		✓	✓	✓	✓
2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.			✓	✓	✓
2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.		✓		✓	✓
2e. Teachers work collaboratively with the families and significant adults in the lives of their students.			✓		✓
2e.1 Communicates and collaborates with the home and community for the benefit of students.			✓		✓
Standard 3: Teachers know the content they teach.	✓	✓			
3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i>.	✓	✓			
3a.1 Develops and applies lessons based on the <i>North Carolina Standard Course of Study</i> .	✓	✓			
3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	✓	✓			
3b. Teachers know the content appropriate to their teaching specialty.	✓	✓			
3b.1 Demonstrates an appropriate level of content knowledge in the teaching specialty.	✓	✓			
3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.		✓			
3c. Teachers recognize the interconnectedness of content areas/discipline.	✓	✓			
3c.1 Demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard Course of Study</i> by relating content to other disciplines.	✓	✓			
3c.2 Relates global awareness to the subject.		✓			
3d. Teachers make instruction relevant to students.		✓			
3d.1 Integrates 21 st century skills and content in instruction.		✓			
Standard 4: Teachers facilitate learning for their students.		✓	✓	✓	
4a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.		✓	✓		
4a.1 Identifies developmental levels of individual students and plans instruction accordingly.		✓	✓		
4a.2 Assesses and uses resources needed to address strengths and weaknesses of students.		✓	✓		
4b. Teachers plan instruction appropriate for their students.		✓	✓	✓	
4b.1 Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.		✓	✓	✓	
4c. Teachers use a variety of instructional methods.		✓	✓	✓	
4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.		✓	✓	✓	
4d. Teachers integrate and utilize technology in their instruction.		✓			
4d.1 Integrates technology with instruction to maximize students' learning.		✓			
4e. Teachers help students develop critical-thinking and problem-solving skills.		✓			

North Carolina Professional Teaching Standards		NCATE Standard				
		1a	1b	1c	1d	1g
4e.1	Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.		✓			
4f.	Teachers help students to work in teams and develop leadership qualities.		✓			
4f.1	Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.		✓			
4g.	Teachers communicate effectively.		✓		✓	
4g.1	Uses a variety of methods to communicate effectively with all students.		✓		✓	
4g.2	Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.		✓		✓	
4h.	Teachers use a variety of methods to assess what each student has learned.		✓		✓	✓
4h.1	Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.		✓		✓	
4h.2	Provides evidence that students attain 21 st century knowledge, skills and dispositions.		✓		✓	✓
Standard 5: Teachers reflect on their practice.				✓	✓	✓
5a.	Teachers analyze student learning.			✓	✓	
5a.1	Uses data to provide ideas about what can be done to improve students' learning.			✓	✓	
5b.	Teachers link professional growth to their professional goals.			✓	✓	✓
5b.1	Participates in recommended activities for professional learning and development.			✓	✓	✓
5c.	Teachers function effectively in a complex, dynamic environment.			✓	✓	✓
5c.1	Uses a variety of research-verified approaches to improve teaching and learning.			✓	✓	✓

Master of Education Conceptual Framework

Many of our beliefs regarding competent teachers are the expected outcomes of both the undergraduate and graduate programs. The master's degree program in elementary education provides a continuum of professional growth as it prepares *practicing* teachers as reflective practitioners. The graduate program builds upon the essential content knowledge and professional knowledge and skills gained through undergraduate studies and through classroom teaching experiences. The goals of the Master of Education (M.Ed.) program are based on North Carolina's *Standards for Graduate Teacher Candidates* (North Carolina Professional Teaching Standards Commission, 2009) which are parallel to and expand upon the *North Carolina Professional Teaching Standards*. These are advanced standards, used as guidelines in preparing teacher leaders who facilitate the creation of healthy educational environments, have deep knowledge and skills in their content and curriculum, use research in making decisions about effective practice for student learning, and are continuous, reflective practitioners who model the values of lifelong learning, critical thinking, problem-solving and innovation.

Standard 1: Teacher Leadership

Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership. Teacher leaders will know and be able to

- Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.
- Facilitate mentoring and coaching with novice teachers.
- Set goals and establish priorities while promoting educational initiatives that positively affect student learning.
- Participate in professional learning communities.

Standard 2: Respectful Educational Environments

Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students. Teacher leaders

- Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities.
- Create collaborative partnerships with families, schools, and communities to promote a positive school culture.
- Facilitate and model caring and respectful treatment of individuals within the learning community.
- Demonstrate knowledge and understanding of diverse world cultures and global issues.
- Encourage high expectations for all students.
- Collaboratively design and implement curriculum and instruction that is responsive to learner differences.

Standard 3: Content and Curriculum Expertise

Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content. Teacher leaders

- Demonstrate in-depth knowledge of curriculum, instruction, and assessment.
- Model the integration of 21st century content and skills into educational practices.
- Develop relevant, rigorous curriculum.

Standard 4: Student Learning

Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and

specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams. Teacher leaders

- Seek out and use existing research to inform school practices.
- Design action research to investigate and improve student learning and school policies and practices.
- Model technology integration that supports student learning.
- Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

Standard 5: Reflection

Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation. Teacher leaders

- Promote an educational culture that values reflective practice.
- Model the development of meaningful professional goals.
- Model personal and professional reflection to extend student learning and school improvement

THE NCATE UNIT STANDARDS RELEVANT TO ADVANCED DEGREES

The Catawba College teacher education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE). The *NCATE Unit Standards* (National Council for Accreditation of Teacher Education, 2008) serve as additional guidelines for the goals the College aspires to achieve for both the overall program quality and for the master's teacher candidates. The unit aims to have the master's candidates receive at the minimum acceptable/proficient ratings or target/accomplished ratings in those NCATE sub-standards that are relevant to elementary teachers.

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

1a. Content Knowledge for Teacher Candidates

Acceptable: Candidates have an in-depth knowledge in the content they teach.

Target: Candidates are recognized experts in the content they teach.

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates

Acceptable: Candidates demonstrate an in-depth understanding of the content of their field and of the theories related to pedagogy and learning. They are able to select and use a broad range of instructional strategies and technologies that promote students learning and are able to clearly explain the choices they make in their practice.

Target: Candidates have expertise in pedagogical content knowledge and share their expertise through leadership and mentoring roles in their schools and communities. They understand and address student preconceptions that hinder learning. They are able to critique research and theories related to pedagogy and learning. They are able to select and develop instructional strategies and technologies, based on research and experience, that help all students learn.

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Acceptable: Candidates reflect on their practice and are able to identify their strengths and areas of needed improvement. They engage in professional activities. They have a thorough understanding of the school, family, and community contexts in which they work, and they collaborate with the professional community to create meaningful learning experiences for all students. They are aware of current research and policies related to schooling, teaching, learning, and best practices. They are able to analyze

educational research and policies and can explain the implications for their own practice and for the profession.

Target: Candidates develop expertise in certain aspects of professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences. They take on leadership roles in the professional community and collaborate with colleagues to contribute to school improvement and renewal.

1d. Student Learning for Teacher Candidates

Acceptable: Candidates have a thorough understanding of the major concepts and theories related to assessing student learning and regularly apply these in their practice. They analyze student, classroom, and school performance data and make data driven decisions about strategies for teaching and learning so that all students learn. They are aware of and utilize school and community resources that support student learning.

Target: Candidates have a thorough understanding of assessment. They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. They collaborate with other professionals to identify and design strategies and interventions that support student learning.

1g. Professional Dispositions for All Candidates

Acceptable: Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards. Candidates demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. Their work with students, families, colleagues and communities reflects these professional dispositions.

Target: Candidates work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students. Candidates recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so.

Standard 2: Assessment System and Unit Evaluation

Candidates are kept abreast of their performance through formative feedback. They review their performance data with faculty and develop plans for improvement based on this data. In most courses, individual conferencing with faculty is encouraged and in the final three culminating courses is required of all candidates. Candidates contribute to data aimed at evaluating and improving candidate performance, the unit, and the graduate program. Current and former candidates are called upon for their recommendations aimed at program improvement.

Standard 3: Field Experiences and Clinical Practice

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Acceptable: Candidates participate in field experiences that require them to apply course work in classroom settings, analyze student learning, and reflect on their practice in the context of theories on teaching and learning. They engage in structured activities that involve analysis of data, the use of technology and current research, and the application of knowledge related to students, families, and communities.

Target: Candidates participate in field experiences that require them to critique and synthesize educational theory related to classroom practice based on their own applied research. This research is theoretically based, involves the use of research and technology, and has real world applications.

The five propositions of the National Board for Professional Teaching Standards (2011) have similarly influenced our graduate program's conceptual framework. We have sought to have a positive impact upon helping our candidates meet the fundamental requirements and descriptors of proficient and accomplished teachers who

- are committed to students and their learning,
- know the subjects they teach and how to teach those subjects to students,
- are responsible for managing and monitoring student learning,
- think systematically about their practice and learn from experience, and
- are members of learning communities.

Diez and Blackwell (1999) identified from the National Board process three critical factors as having major implications in the improvement of master's programs: 1) teacher examination of their own practices, 2) the systematic raising and pursuance of questions, and 3) collaboration with others. These three factors have influenced Catawba College's graduate course and program requirements; therefore, in 2004, when the American Council on Education (ACE) recommended that National Board Certified Teachers (NBCTs) may be eligible for six hours of graduate credit (NBPTS, 2004), members of Catawba College's Department of Teacher Education, the Graduate Advisory Committee, and the Graduate Council approved the acceptance of six semester hours of credit for National Board Certification as substitution for the project-practicum series. In 2010, the master's program was revised. The number of required semester hours of credit was reduced from 36 to 33, and all students were required to complete the action research project (a six-semester hour culminating project), the same three bodies of governance chose to reduce the number of credits from six to three semester hours of credit for National Board Certification.

Upon examination of collective literature on reflective thinking as an essential practice for experienced educators, York-Barr, Sommers, Ghore, and Montie (2006) recommended the development of reflective educators who are "focused on student learning, committed, responsible, aware, thoughtful, inquiring, and action-oriented" (p. 16). They contended that reflective practice is not solely learned from experience gained in the field but must be developed under the guidance of other professionals committed to helping teachers examine their practices and develop their leadership potential.

The reflective skills of Catawba College's M.Ed. candidates are developed sequentially. These skills are first developed through class discussions and assignments. They participate in various practica and implement research projects upon which they have reflected both in writing and in oral sharing with classmates. By the time they design and implement their action research, they are able to follow a systematic approach toward achieving student progress and professional goals. Throughout the action research process, candidates reflect on student needs, theories, existing research findings, best practices, and implications of their own research findings. They model leadership and initiative as they exemplify problem-solving skills and critical analysis of student needs and teaching effectiveness. When these candidates create and deliver a multimedia presentation of their research project, they not only share what they have learned for the edification of others, but they have developed professional skills that will enable them to contribute effectively in future opportunities to share professionally. Moreover, they are experienced in what Zeichner and Liston (1996) described as different traditions of reflective practices (i.e., academic, social efficiency, developmentalist, and social reconstructionist orientations to reflecting). More importantly, the reflective skills that are employed in producing these action research reports and their accompanying multi-media presentations are aimed at developing true reflective practitioners who will ultimately contribute to the improvement of their schools.

A third factor that distinguishes the graduate program from the undergraduate program is collaboration. Graduate classes are small, and over a period of three years, the graduate students become aware of the needs and strengths of each of their classmates and the problems that each faces in his or her own school settings. M.Ed. candidates participate in discussions, complete class assignments as group projects, and make class presentations. As predicted by York-Barr, Sommers, Ghore, and Montie (2006), through numerous collaborative experiences, candidates begin to develop a deeper understanding of their roles and identities, an increased sense of efficacy, stronger relationships and connections, and greater professionalism and voice.

We realize that collaboration goes beyond the classroom and the ability to share with fellow educators. It encompasses growth in introspective behavior that ultimately leads to cultural awareness and competence. A goal of the graduate program is to develop candidates who understand and appreciate our nation's diverse cultures and who expand their world views, so that they will be able to communicate and collaborate effectively with culturally diverse students and parents. Furthermore, collaboration and cultural respect are major elements in the nine professional dispositions that we require both our pre-service candidates and master's candidates to aim to achieve (Hurst, B., & Reding, G., 2009; Partnership for 21st Century Skills., 2009). They are required to reflect upon the following dispositions periodically as they progress through their programs:

10. I demonstrate my belief that everyone can learn – in some way and at some level. I value the worth and dignity of each individual and strive to provide equal opportunities for all.
11. I display ethical behavior, as evidenced by my fairness, honesty, and integrity. I act responsibly with the interests of the larger educational community in mind. I am committed to following the Code of Ethics for North Carolina Educators.
12. I conduct myself in a professional manner, employing proper etiquette, displaying a positive attitude, and showing respect for myself and others.
13. I learn from and work collaboratively with individuals representing diverse cultures, religions, values, points of view, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.
14. I demonstrate the ability to work effectively, respectfully, and collaboratively within the educational community. I exercise flexibility as I adapt to changes in roles, responsibilities, and priorities. I reflect upon and incorporate feedback effectively and deal positively with setbacks and criticism.
15. I reflect critically and reason effectively while analyzing and evaluating interacting factors, outcomes, and alternative points of view that eventually contribute to solving problems. I create new and worthwhile ideas, demonstrate originality and inventiveness in work, and act on or adapt creative ideas to make tangible and useful contributions to the educational community.
16. I inspire others by example and selflessness. I am willing to assume a leadership role when appropriate.
17. I demonstrate an understanding of and a commitment to civic life by staying informed at local, state, national, and global levels.
18. I demonstrate the initiative to advance my skill levels and the commitment to learning as a lifelong process.

At the completion of our M.Ed. program, our graduate candidates present before the three-person evaluation panel their Action Research Report and accompanying multi-media presentation, both of which should demonstrate several of the above professional dispositions toward which they have strived. Candidates are also questioned regarding their growth in meeting these professional dispositions. They have been prepared to become school leaders and mentors to prospective, beginning, and career teachers and are expected to demonstrate their acceptance of the responsibility of serving as exemplary role models. For schools to meet the changing needs of society, teachers must be willing to act as change agents who collaborate within and outside of their schools in partnerships, networks, and other collaborative endeavors (Lieberman, 2000).

The extent to which our master's candidates have demonstrated these outcomes is assessed by a variety of measures outlined in the Unit Assessment System. The action research report and the accompanying multi-media presentation serve as the primary evidence that the unit is accomplishing its mission. Other sources of evidence include observations of performance by college faculty, grade point averages, the panel's evaluation of the action

research report, candidates' evaluations of courses, and follow-up surveys of program completers and their employers. Documents such as course syllabi and action research reports support the theory, research, and experiential base on which the program is founded.

*Revised
August 2011*

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II. TEACHER EDUCATION COUNCIL

The Teacher Education Council is the body through which the teacher education unit collaborates with other academic units (Mathematics, Science, English, History, Political Science, Music, Physical Education, Psychology, Theatre, and Birth-Kindergarten—housed within the School of Evening and Graduate Studies) on campus, which support teacher education programs as well as with its public school partners. The Council's membership is composed of representatives from each of those academic units whose majors minor in secondary/special subjects education or from which education majors take substantial coursework, public school personnel from all levels, and all teacher education faculty.

The Teacher Education Council will consist of:

1. All teacher education faculty. The Chair of the Teacher Education Department will also act as Chair of the Teacher Education Council.
2. One or more representatives from academic units which support teacher education programs as follows:
 - Mathematics
 - Science
 - English
 - History
 - Political Science
 - Music
 - Physical Education
 - Psychology
 - Foreign Language
 - Theatre
 - Birth-Kindergarten—housed within the School of Evening and Graduate Studies
3. One or more representatives from the public schools to include representation from elementary, middle, and secondary schools as well as from a publically funded BK program.

Responsibilities of the Chair of the Council

1. Notify members of meetings of the Teacher Education Council. The Council typically meets three times per year in January, May, and August to review applications for admission to teacher education and student teaching.
2. Establish an agenda for each meeting.
3. Preside over all meetings of the Teacher Education Council.
4. Arrange for the presentation of a formal summative report (the *Assessment and Evaluation of Teacher Education Programs*) to the Teacher Education Council at the beginning of each academic year. This report also serves as the *Student Outcomes Assessment Report (SOAR)*, which is submitted to the campus APA committee by the Department of Teacher Education.
5. Notify students of decisions of the Teacher Education Council regarding acceptance or denial of admittance to teacher education, appeal decisions, and any change in policies that will affect admitted students.
6. In consultation with members of the teacher education faculty, add or replace members of the Teacher Education Council as necessary.

Responsibilities of the Teacher Education Council

1. Approve applicants for admission to undergraduate licensure programs and student teaching.
2. Review and approve or deny letters of appeal from applicants for permission to proceed with coursework, which normally requires admission to the teacher education programs.
3. Review and approve or deny the written appeal submitted by a student teacher who has been denied a request for accommodation for documented disabilities.
4. Review and approve or deny the appeal of a student teacher's request to re-enroll in the student teacher semester after previous withdrawal or removal from student teaching.
5. Set policies for admission and retention in the undergraduate program.
6. Serve in an advisory capacity to the Department in curriculum and policy concerns.

III. TEACHER EDUCATION APPLICATIONS

A. APPLICATION TO TEACHER EDUCATION

The Teacher Education Council will consider applicants for admission to undergraduate licensure programs three times a year; January, May and August. To be considered for admission in January, all information must be in by **December 1**, for May by **February 28**, and for August by **August 5**.

Students seeking admission to the teacher education programs must meet the following requirements:

1. Grade Point Average (GPA)
 - a. Students entering Catawba College as freshmen must have a 2.50 GPA for admission to the teacher education programs.
 - b. Transfer students must have a 2.50 GPA on a minimum of 12 semester hours of work completed at Catawba College for admission to the teacher education programs. However, transfer students with a 2.50 or better GPA from their previous institution may request that they be allowed to proceed with coursework that requires permission of the Teacher Education Council. Formal admission would then take place once a minimum 2.50 GPA has been established at Catawba College and other admission requirements have been met.
 - c. A post-baccalaureate student may be admitted to the teacher education programs at Catawba College based on a 2.50 GPA on undergraduate work and appropriate test score requirements as noted in number 4 below.
2. Completion of at least one education course with a minimum acceptable grade of “C” (equivalent to 2.0). (Undergraduate only)
3. Declaration of intent to pursue an education major or minor. (Undergraduate only – This should occur in the freshman or sophomore year, or as soon as possible, and filed with the Registrar's Office.)
4. Test Score Requirements
 - a. PRAXIS I scores which are at or above the State requirements established by the North Carolina Board of Education. This test may be taken by paper and pencil or by computer (Reading – 176, Writing – 173, Mathematics – 173 or a composite score of 522). These scores should be submitted by the end of the sophomore year. Applications and information for the PRAXIS Series are available in the Department of Teacher Education and www.ets.org/praxis. Online practice for PRAXIS I may be accessed through the Learning Express Library at www.nclive.org. Applicants who have a combined SAT score of 1100 or better, or an ACT composite score of 24 or better are exempt from PRAXIS I testing requirements. For applicants who do not have these scores, an applicant with a score of 550 or better SAT score on the mathematics section is exempt from the PRAXIS I math examination (or 24 or better on the ACT-Math), and someone with a 550 or better SAT score on the verbal section (or 24 or better on the ACT-English) is exempt from the reading and writing PRAXIS I examinations.
 - b. Post-baccalaureate students with a cumulative GPA of 3.0 or better from the undergraduate degree are exempt from taking PRAXIS I.
5. Successful screening for speech proficiency (completed during EDUC 2000; Undergraduate only) (*Appendix A*)
6. A completed application to teacher education (*Appendix A*). This should be submitted to the Teacher Education Council by **February 28** of the sophomore year or at the beginning of the semester in which the applicant will accrue approximately 60 semester hours. The application form may be obtained from the Department of Teacher Education. Students will be responsible for completing Section 1 of the form and for obtaining the recommendation of the department as specified in Section 2.

7. Purchase of a TaskStream subscription when enrolling in designated upper-level EDUC classes that is to remain active throughout the student teaching semester.
8. Completion of the Professional Dispositions Survey (first of three surveys distributed via TaskStream). The teacher education faculty agrees that values and valuing comprise an essential element of our programs and believe that competent teachers possess and demonstrate a positive disposition toward self, others, and the profession. At three points during the teacher education program, students are to complete a self-assessment of professional dispositions. Students are to consider each statement on the survey and rate themselves at each stage of the program.
9. The teacher education faculty will review each applicant prior to making a recommendation to the Teacher Education Council. The teacher education faculty reserves the right to interview an applicant or request additional information based on concerns expressed by any member of the faculty.
10. Acceptable Criminal History and Student Discipline File

Criminal history and student discipline file checks will be conducted on all candidates who apply for admission to the teacher education programs who have a grade point average of 2.50 or better and passing scores on PRAXIS I. The criminal history checks will reveal if a candidate has a state and/or national criminal history, a record of parole and probation, and/or a record as a sexual offender. Any student who fails to submit to a criminal history check or examination of the student discipline file will not be admitted to the teacher education programs.

North Carolina General Statutes 114-19.2 and 115C-332 establish the authority of local school boards to conduct criminal background checks of teachers and other school personnel. As noted in GS 115C-332:

(1) "Criminal history" means a county, state, or federal criminal history of conviction of a crime, whether a misdemeanor or a felony, that indicates the employee (i) poses a threat to the physical safety of students or personnel, or (ii) has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as public school personnel. Such crimes include the following North Carolina crimes contained in any of the following Articles of Chapter 14 of the General Statutes: Article 5A, Endangering Executive and Legislative Officers; Article 6, Homicide; Article 7A, Rape and Kindred Offenses; Article 8, Assaults; Article 10, Kidnapping and Abduction; Article 13, Malicious Injury or Damage by Use of Explosive or Incendiary Device or Material; Article 14, Burglary and Other Housebreakings; Article 15, Arson and Other Burnings; Article 16, Larceny; Article 17, Robbery; Article 18, Embezzlement; Article 19, False Pretense and Cheats; Article 19A, Obtaining Property or Services by False or Fraudulent Use of Credit Device or Other Means; Article 20, Frauds; Article 21, Forgery; Article 26, Offenses Against Public Morality and Decency; Article 26A, Adult Establishments; Article 27, Prostitution; Article 28, Perjury; Article 29, Bribery; Article 31, Misconduct in Public Office; Article 35, Offenses Against the Public Peace; Article 36A, Riots and Civil Disorders; Article 39, Protection of Minors; and Article 60, Computer-Related Crime. Such crimes also include possession or sale of drugs in violation of the North Carolina Controlled Substances Act, Article 5 of Chapter 90 of the General Statutes, and alcohol-related offenses such as sale to underage persons in violation of G.S. 18B-302 or driving while impaired in violation of G.S. 20-138.1 through G.S. 20-138.5. In addition to the North Carolina crimes listed in this subparagraph, such crimes also include similar crimes under federal law or under the laws of other states

Any applicant to the teacher education programs who has a criminal history as defined in North Carolina GS 115C-332 will not be admitted to any teacher education program and will not be allowed to engage in field experiences sponsored by the department in school settings. Any person who has a record as a sexual offender will not be admitted to any teacher education program and will not be allowed to engage in field experiences sponsored by the Department of Teacher Education in school settings.

The Department of Teacher Education will require each applicant to complete a "Criminal History Record." The

Department of Teacher Education will provide instructions and forms for the approved criminal background vendor. All students must use the approved vendor unless other means are approved by the Dean or the Chair of the Department of Teacher Education. Each applicant is expected to pay for the cost of the criminal background check. Information about current costs may be obtained from the Department of Teacher Education. If an applicant is denied admission due to the results of the criminal background check, he/she will receive a copy of the Prescribed Summary of Consumer Rights, which outlines their rights under the Fair Credit Reporting Act (FCRA).

Any student admitted to the teacher education programs must continue to have an acceptable record in the Catawba College student discipline file as well as an acceptable criminal background history. Students are required to report immediately to the Chair of the Department of Teacher Education any changes to their discipline file and/or criminal background history. Any conviction of the offenses listed in GS 115C-332 will result in the student being removed from the program. Other infractions will be reviewed on a case-by-case basis.

11. Approval by Teacher Education Council

Admission to the teacher education programs is not automatic. The Teacher Education Council reviews all applicant materials and considers a variety of factors in rendering a judgment. It is possible for a student to have acceptable scores on PRAXIS I and a grade point average above 2.50 and yet be denied admission because of other factors.

No student may be admitted to the undergraduate teacher education programs who fails to meet the minimum standards established by the North Carolina State Board of Education, which includes a minimum grade point average of 2.50 or better and passing scores on the PRAXIS examinations of mathematics, reading, and writing (or acceptable SAT/ACT scores). However, in rare cases, the Teacher Education Council may allow a student to proceed with coursework that normally requires admission to a teacher education program even if the student does not meet every criterion. Therefore, any candidate who does not meet every criterion for admission may file a formal request with the Council by submitting a written letter to the Chair of the Department of Teacher Education seeking permission to proceed with coursework. A letter stating the Council's decision and all timelines and requirements for removing the deficiency will be sent to the student with a copy becoming part of the student's file.

B. MAINTAINING ELIGIBILITY

All students applying to the teacher education programs or to student teaching are subject to the requirements published in the catalog under which they entered except where new state requirements take precedence. Failure to enroll for two consecutive academic semesters will place the student under the *Catawba Catalog* in effect when he/she re-enrolls. Graduates of Catawba are subject to the same guidelines.

If a student's overall GPA falls below a 2.50 during any semester following admission to the teacher education programs, the student will be denied admission to courses requiring permission of the Teacher Education Council.

Students are reminded that they are expected to adhere to campus policies and procedures regarding academic honesty as published in the Catawba Catalog and the Student Handbook and Planner.

C. APPLICATION TO STUDENT TEACHING

Admission to student teaching is not automatic. A separate application to student teach must be filed with the Department of Teacher Education. Students in the day program will submit an application between **January 15 and February 28** preceding the planned student teaching year. Students in the evening program will submit an application no later than one semester prior to planned student teaching. (*Appendix A*)

Students must meet the following criteria:

1. A minimum overall GPA of 2.50
2. Any speech remediation required must be completed
3. Writing proficiency or the corresponding non-credit skill development course
4. Completion of all methods courses in the major
5. No more than one D in the professional sequence
6. Acceptable Criminal History and Student Discipline Records Check
7. Completion of the Professional Dispositions Survey (second of three surveys distributed via TaskStream) (See Section III, A, #8)

Any student admitted to student teaching must continue to have an acceptable record in the Catawba College student discipline file as well as an acceptable criminal background history. Students are required to report immediately to the Chair of the Department of Teacher Education any changes to their discipline file and/or criminal background history. Any conviction of the offenses listed in GS 115C-332 will result in the student being removed from the program. Other infractions will be reviewed on a case-by-case basis.

The Handbook for Supervision of Field Experiences outlines the procedures and responsibilities of the student, cooperating teacher, and college supervisor. (*Appendix C*)

D. ADVISING

Students are assigned an academic advisor in their major department. An individual folder is kept by the office of teacher education which contains applications for admission to the teacher education programs and student teaching, Praxis Series scores, recommendations, internship evaluations, and all other important documents relating to teaching.

The academic advisor is available to the student for program planning, information, and personal advice. Unsatisfactory midterm and final grades are discussed with the students. When program requirements are not being met or performance is marginal, students are counseled and advised to explore other majors. After taking each section of the Praxis Series, students are advised of the meaning of the scores.

E. APPEAL PROCESS

Students seeking to appeal a decision of the Teacher Education Council shall request in writing a hearing by the Teacher Education Appeals Committee consisting of the Chair of the Department of Teacher Education, the Dean of the College, and a faculty member at large.

F. PRAXIS SERIES SCORE REQUIREMENTS

Students seeking licensure are required to complete the appropriate PRAXIS Series Tests during their preparatory program. All undergraduate and post-baccalaureate students must take and pass the Praxis I tests: in reading, writing, and mathematics or submit qualifying SAT/ACT scores prior to admission to the teacher education programs. Post-baccalaureate students may substitute GRE scores for the Praxis I tests. Post-baccalaureate students are exempt from Praxis I in reading, writing, and mathematics if their cumulative GPA from the undergraduate degree is a 3.0 or better. In addition, elementary education candidates are required to

take specific PRAXIS Series Subject Area tests to qualify for licensure in North Carolina. Although no test is required for the Birth-Kindergarten (B-K) license, B-K teachers may be designated “highly qualified” to teach kindergarten by earning a score of 155 or higher on Praxis test 0022. These tests must be taken before recommendation for licensure can be granted to the teacher candidate. Because these testing requirements change periodically, please check with the Department of Teacher Education for the correct test(s) and passing score requirements for your licensure area. The latest passing score requirements may also be found on the NCDPI web page at <http://www.ncpublicschools.org>. Students are responsible for checking the specific requirements for licensure in states outside of North Carolina.

The North Carolina State Board of Education has an appeals panel that considers requests for exemptions to the PRAXIS I requirement for admission to an approved teacher education program. As a general rule, appeals that adhere to the “rule of three” are more likely to be given serious consideration. This means that the person filing the appeal should have a 3.0 or better grade point average, be within 3 points of passing on the combined score, and have taken PRAXIS I three times. Students who wish to obtain the support of the Teacher Education Council for their appeal should contact the Chair of the Department of Teacher Education. Information about meeting dates of the appeals panel may be obtained from the administrative assistant in the Department of Teacher Education.

G. GRIEVANCE PROCEDURE

Students who have concerns about their courses are strongly encouraged to first contact the course instructor and to seek resolution through discussions with that person. If a successful resolution is not found, then the student is encouraged to meet with the Chair of the Department of Teacher Education.

Any student who has a concern about the Department of Teacher Education should meet with the department chair to discuss the matter. Any student who has a concern about the teacher education programs has the right to file a formal written letter of concern with the Chair of the Department of Teacher Education. A written response to that concern will be mailed to the student within 10 working days of the receipt of the letter during the fall and spring semesters. Letters received when school is not in session (such as holidays, fall and spring break, and summer) will be responded to within 10 working days of the resumption of classes. A file containing student complaints shall be maintained in the Department of Teacher Education. Letters shall be kept on file for a period of not less than seven years.

If the grievance remains unresolved, the student should meet with the Dean of the Goodman School of Education. For additional information, refer to the Catawba College Academic Grievance Policy as stated in the Catawba College Student Handbook and Planner available in the Office of Student Affairs.

IV. LICENSURE

A. COMPLETION OF THE TEACHER EDUCATION PROGRAM

In order to successfully complete a teacher education program, all candidates must have

1. A minimum grade point average of 2.50.
2. A minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).
3. No more than one D in the professional sequence (EDUC 2000 and EDUC 3000 level or higher course).
4. An acceptable record in the Catawba College student discipline file as well as an acceptable criminal background history.
5. A grade of "S" in student teaching.
6. A score of proficient or accomplished on the electronic professional portfolio.
7. Completion of the Professional Dispositions Survey (last of three surveys distributed via TaskStream) (See Section III, A, #8)

B. APPLICATION FOR INITIAL LICENSURE

In order to be recommended for a North Carolina teaching license, all candidates must have

1. completed a teacher education program,
2. completed the professional teaching portfolio with a score of proficient or higher,
3. completed the Professional Disposition Survey sequence, and
4. passed appropriate PRAXIS II examinations as required.

Students are advised that licensure requirements are established by the North Carolina State Board of Education and are subject to change. Furthermore, each state has the responsibility for establishing its own set of licensure requirements and these requirements are subject to change as well. Different states may require a higher cumulative GPA on the undergraduate degree or have additional testing requirements for initial licensure. Students should note that some states, such as Pennsylvania, are now requiring a 3.0 or better GPA for licensure. Students are responsible for checking the specific requirements for licensure in states outside of North Carolina. Graduates are encouraged to apply for a North Carolina license even if planning to teach outside North Carolina. Many states have reciprocal agreements with North Carolina, and in many circumstances having a valid North Carolina teaching license will facilitate the process of obtaining an out-of-state license.

In addition to completing program requirements, all elementary education and special education majors must take the Subject Area Assessment tests of the Praxis Series before applying for a North Carolina teacher's license. Information for the Praxis Series may be obtained from the Department of Teacher Education or by visiting <http://www.ets.org/praxis>. Under current North Carolina requirements, students seeking licensure in elementary education and special education must take and pass PRAXIS II prior to receipt of an initial North Carolina teaching license.

During the last month of the last semester at Catawba College, students must complete the application process with the Department of Teacher Education. The completed application should be given to the administrative assistant in the Department of Teacher Education just prior to completion. As soon as grades have been posted in the Registrar's Office, the application, Departmental recommendation, a \$55.00 processing fee, and the most recent transcript will be sent to the North Carolina Department of Public Instruction for processing. Also necessary for licensure is a Local Education Agency (LEA) Evaluation form (Form S) and the LEA/IHE Certification of Teaching Capacity (*Appendix B*) completed by the cooperating teacher and the local school principal at the end of student teaching. The LEA forms must be included with the application for initial licensure. Post-baccalaureate program completers who obtained their undergraduate degree at an institution other than Catawba College must also provide the Department of Teacher Education with an official transcript from that institution.

Students must complete an electronic professional portfolio (TaskStream) during the semester of their student teaching. The due date for submission of the electronic professional portfolio is no later than the first day of exams in the semester of student teaching. This electronic professional portfolio will be evaluated by a panel of faculty and a school-based educator.

Student teachers who are seeking dual licensure will develop a professional portfolio based on one area of licensure for submission to NCDPI. For example, a candidate who is enrolled in a dual licensure program in middle school mathematics and science will be expected to develop an electronic professional portfolio that meets the requirements for either middle school mathematics or science; however, Evidence 2 Content Area Knowledge, must be completed as course requirements in both licensure areas.

It is possible to complete all major courses except student teaching and graduate with a major or a minor in education. The student who does this is not eligible for licensure.

V. PERMISSION TO ENROLL IN COURSES REQUIRING APPROVAL OF THE TEACHER EDUCATION COUNCIL

The Teacher Education Council may grant permission for a student to enroll in a course that is normally restricted to candidates admitted to the teacher education programs. A student who wishes to enroll in a restricted course must make a written request to the Chair of the Department of Teacher Education. This letter must clearly state the course(s) the student wants to take as well as the reasons for taking the course(s). As a general guideline, the Council routinely denies permission to students who have failed to establish and/or maintain a 2.50 grade point average. Permission to enroll in one or more courses does not constitute admission to the teacher education programs.

VI. TEACHER EDUCATION FIELD EXPERIENCES

A. PRE-STUDENT TEACHING EXPERIENCES

Professional laboratory experiences for the teacher preparation programs of Catawba College are designed to provide for the examination of teaching through experiences in both campus-based laboratory/clinical settings and field-based classroom settings. The sequence of experiences begins in these settings through structured, guided observations of the teacher's role and function within the school culture; progresses through the introduction of broad instructional techniques and specific methodology within the controlled settings of micro or peer teaching and clinical practice; provides a year-long examination of theories of teaching and learning, learning environments, and professional practice; returns again to the "real world" for extended internships, and culminates in student teaching. This sequence of experiences contributes significantly to the development of understandings and competencies needed for classroom teaching.

Objectives of professional laboratory experiences are to allow the prospective teacher an opportunity to

1. observe and participate in school activities;
2. relate theories of education to actual teaching;
3. experiment with various methods of teaching;
4. examine materials and equipment of teaching;
5. gain insight into methods of discipline and classroom management;
6. learn about the organization of the school; and
7. participate in record keeping and evaluation.

Field-based experiences begin and end the professional laboratory sequence. Observation and participation in a classroom begin in the freshman or sophomore year during EDUC 2000 Introduction to Teaching and Educational Technology. Opportunities for observation and participation in child and adolescent psychology courses often occur during the freshman year. Students participate in guided observation under supervision of college instructors and classroom teachers.

The program aligns closely supervised internship experiences with the study of theories of teaching and learning, learning environments, and professional practice. Prior to the professional semester, students spend a minimum of 30 hours in a school-based internship compatible with the licensure they are seeking. They tutor students, teach large and small groups, and perform teacher assistant duties assigned by the classroom teacher. They are supervised jointly by a school-based and a college-based educator. Placements for field supervision are made by the college-based educator for each specific field. All elementary majors are placed in a year-long internship—Catawba-Overton Partnership for Excellence (COPE). These field placements are made in collaboration with the COPE clinical (on-site) adjunct instructor.

B. STUDENT TEACHING

During the senior year, students spend a semester in a student teaching assignment in a public school or federally-funded, licensed childcare facility (Birth-Kindergarten) where they are closely supervised by a college supervisor and a cooperating teacher. During student teaching, they demonstrate competencies in every phase of the program related to teaching. Details of the student teaching experience are found in the *Handbook for Supervision of Field Experiences in Teacher Education* and the *Handbook for Supervision of Field Experiences in Teacher Education: Birth-Kindergarten*.

The college-based educator for each specific field submits student teaching placement requests to the Coordinator of Field Experiences. The Coordinator of Field Experiences submits the requests to the appropriate personnel in the selected school system(s). Upon approval by the school system(s), the Coordinator of Field Experiences provides the appropriate college-based educator and the Department of Teacher Education with the confirmed placements. The Department notifies each student teacher of his/her placement.

Students are generally not allowed to take a course other than co-requisite EDUC 4500 Professional Leadership Seminar during the student teaching experience. Any exceptions to this policy must be approved by the Teacher Education Council. In order to be considered, the course must be scheduled after public school hours and the student must have maintained a 3.0 GPA.

Student teachers who are boarding on campus may request an adjustment to board fees during the semester they are student teaching. This form must be completed by the student teacher and returned to the Department of Teacher Education within five days of the first day of classes.

Out of Area Student Teaching

All student teaching placements are expected to be made within the local geographic region served by Catawba College; teacher education faculty do not travel outside the area for supervision. The College has a long history of successful collaboration with area schools, and with strong support networks in place, supervisors and administrators are able to quickly and fully respond to the needs of student teachers. Local placement also ensures student teachers are able to attend on-campus EDUC 4500 Professional Leadership Seminar classes.

In highly unusual circumstances, a student teacher may seek permission to complete student teaching outside the immediate geographic region. These circumstances include significant financial hardship (for example, a spouse is transferred to work in another state), family emergencies, or an exceptional opportunity to teach abroad. In most cases this will require the student to enroll as a student teacher through another college or university.

Any student who wishes to student teach outside the local area should make an appointment with the Chair of the Department of Teacher Education to discuss reasons for the request and to learn more about available options. Afterward, a candidate must submit a formal request in writing to the Teacher Education Council, which will consider the request at its next meeting.

Approval by the Teacher Education Council to proceed with finding a student teaching placement outside the local geographic region does not guarantee that such a placement can be made. For example, if enrollment at another college is required, undergraduates must seek permission from the Academic Policies and Standards Committee to take any course outside the college once they have earned 90 credits. Furthermore, a student teaching placement outside North Carolina will require consultation on the part of the Chair of the Department of Teacher Education with personnel from the North Carolina Department of Public Instruction.

Candidates who wish to enroll as student teachers at other institutions will face challenges. There are institutions which sponsor student teaching abroad and which welcome candidates from other institutions. However, traditional student teaching placements through another institution are almost always difficult, if not impossible, to secure. This is because colleges and universities are justifiably reluctant to take on the responsibility of supervising candidates who have completed the majority of requirements at another institution. Institutions are held accountable for the performance of student teachers, and significant legal and accreditation issues are often involved.

Candidates who complete student teaching through another institution and who expect to be recommended for a teaching license through Catawba College are still expected to complete licensure requirements of the College. For example, a student teacher would have to complete an electronic professional portfolio.

C. LIABILITY INSURANCE

Each teacher education student is responsible for obtaining liability insurance coverage before participating in methods class field experiences and student teaching in public school settings. The insurance may be obtained through membership in the Student North Carolina Education Association (SNCAE) if the individual student does not have coverage through a private policy. Applications for membership in the SNCAE may be obtained in the Department of Teacher Education. Applications may be made online at www.ncae.org/JoinNea/ by selecting Student Membership. It is the responsibility of the student to provide confirmation of membership to the administrative assistant in the Department of Teacher Education. Students should note that educator's liability insurance coverage provided by membership in SNCAE extends from September 1st through August 31st of each academic year and must be renewed each academic year when enrolled in methods classes or student teaching.

The following classes require proof of educator's liability:

EDUC 3006	Language Arts Methods for Middle and Secondary Teachers
EDUC 3007	Social Studies Methods for Middle and Secondary Teachers
EDUC 3008	Integrated Science and Science Methods for Middle and Secondary Teachers
EDUC 3009	Mathematics Methods for Middle and Secondary Teachers
EDUC 3102	Elementary Methods in Literacy I
EDUC 3103	Elementary Methods in Literacy II
EDUC 3104	Elementary Methods in Science
EDUC 3105	Elementary Methods in Social Studies
EDUC 3106	Elementary Methods in Mathematics I
EDUC 3107	Elementary Methods in Mathematics II
EDUC 3109	Methods in Teaching Special Populations
EDUC 4000	Student Teaching and Seminar: Birth Kindergarten
EDUC 4001	Student Teaching: Elementary (K-6)
EDUC 4002	Student Teaching: Middle Grades (6-9)
EDUC 4003	Student Teaching: Secondary Subjects (9-12)
EDUC 4004	Internship: Birth-Kindergarten
EDUC 4006	Student Teaching: Physical Education
EDUC 4007	Student Teaching: Music Education
EDUC 4008	Student Teaching: Theatre Education
EDUC 4009	Student Teaching: Spanish Education
EDUC 4010	Student Teaching: Special Education
MUS 4500	Capstone in Music Education
PER 3759	Teaching Methods Seminar
PER 1945	Health and PE in the Elementary Schools
PER 4740	Adaptive Activities in Special Populations
SPAN 3027	Foreign Language Methods
TA 3000	Theatre Arts Teaching Methods

A. DRESS CODE POLICY

All students who engage in field experiences (including student teaching) in a public school setting are expected to dress professionally. Rightly or wrongly, people judge us by the way we dress and the way we dress sends important messages about how we view ourselves and our role in the schools. Professional dress means that one dresses appropriately for the professional setting. The following guidelines apply.

1. Be well groomed.
2. Dress conservatively. Under no circumstances should you be out of compliance with the student and/or employee dress code for the school/ school district. You should not wear clothing, jewelry, or tattoos advertising tobacco/alcohol/drugs/drug use, or display obscene or pornographic words/symbols/images that may be offensive to others.
3. Remove visible body piercing jewelry, except for ears, during the school workday and at all school functions and/or school-related activities.
4. Headgear should not be worn unless it is for athletic, medical, or bona fide religious reasons.
5. Wear dress or casual shoes. “Flip-flops” are unacceptable. Avoid athletic shoes if you are not a physical educator.
6. Males
 - a. Wear slacks or dress pants. You should not wear blue jeans unless it is “blue jean day” or “casual Friday.”
 - b. Wear ties and buttoned shirts whenever possible. Collared shirts and polo shirts may be worn; however, t-shirts are not appropriate.
 - c. Clothing should not be cut, slashed, or torn.
 - d. Be well-shaven or keep facial hair neatly trimmed.
7. Females
 - a. Shirts, skirts, and dresses should not be too short or too tight.
 - b. Clothing should not be low-cut, see-through, cut, slashed, or torn. It should cover the back, midriff, and torso. Necklines and armholes should not be too low as to be disruptive or distracting.
 - c. Wear skirts, dresses, slacks, dress pants, walking shorts, or Capri pants (modest length for all clothing). You should not wear blue jeans unless it is “blue jean day” or “casual Friday.”
 - d. Secure long hair so that it does not invade the students’ space when you bend to help them.

Local school officials and Department of Teacher Education faculty retain the right to determine if a student is dressed professionally. It is important for students to understand that under no circumstances are they allowed to be in violation of a local school or school district’s dress code policy and that they will not be allowed to participate in a field experience if they do so. Furthermore, local school officials and Department of Teacher Education faculty retain the right to permanently remove a student from any field experience for any flagrant violation of the dress code that is deemed to be highly disruptive.

VII. PROGRAM AREAS

Catawba College offers programs leading to North Carolina initial licensure in the following areas:

<u>PROGRAM</u>	<u>COORDINATOR</u>
Birth-Kindergarten (B-K)	Dr. Tiffany Hunter (Coordinator)
Elementary Education (grades K–6)	Dr. Rhonda Truitt (Coordinator)
Middle School Education (grades 6–9)	Dr. Bonita Bloodworth (Coordinator)
Language Arts	Dr. Lou W. Kasias (Dept. Contact)
Social Studies	Dr. Bonita Bloodworth (Dept. Contact)
Mathematics	Dr. Cynthia Osterhus (Dept. Contact)
Science	Dr. James Stringfield (Dept. Contact)
Special Education (grades K-12)	Dr. Lyn Boulter (Coordinator)
Secondary Subjects (grades 9-12)	
English	Dr. Lou W. Kasias (Coordinator) Dr. Gordon Grant (Dept. contact)
Mathematics	Dr. Cynthia Osterhus (Coordinator) Dr. John Zerger (Dept. contact)
Comprehensive Social Studies	Dr. Bonita Bloodworth (Coordinator) Dr. Gary Freeze (Dept. contact) Dr. Michael Bitzer (Dept. contact)
Science	Dr. James Stringfield (Coordinator) Dr. Steve Coggin (Dept. contact)
Biology and/or Comprehensive Science	
Comprehensive Science (Environmental Science or Environmental Education)	Dr. Sue Calcagni (Dept. contact)
Chemistry and/or Comprehensive Science	Dr. James Beard (Dept. contact)
Special Subjects (grades K–12)	
Music Education	Dr. Stephen Ethers (Coordinator)
Physical Education	Dr. William Russell (Coordinator)
Spanish Education	Dr. Miren Hodgson (Coordinator)
Theatre Education	Professor Linda Kesler (Coordinator)
Reading (add-on license)	Dr. Lou W. Kasias (Coordinator)

The area indicated as add-on license requires that students complete requirements for a primary license in another teaching field.

A. GENERAL EDUCATION

General Education distribution requirements (45–65 hours) include:

Courses	Hours
a. Composition	6–9
b. College Orientation* (*Gen Ed 1200 –First Year Seminar)	3
c. Mathematics (depending on placement)	4–9
d. Foreign Language (depending on placement)	0–12
e. Humanities	9
f. Natural Science	7
g. Social Sciences (selected from Economics, Political Science, Psychology, or Sociology)	6
h. Fine Arts	6
i. Non-western perspective	3
j. Fitness and Nutrition	1

(see current Catalog for eligible courses in each area)

Writing Competency Requirements

- the student must complete the general education English Composition course sequence (depending on placement) and
- the student must pass the writing proficiency exam (typically undertaken before completion of the 60th semester hour) or the corresponding non-credit skill development course.

B. TEACHER EDUCATION PROGRAM STANDARDS

1. BIRTH-KINDERGARTEN EDUCATION PROGRAM STANDARDS (B-K)

Prospective teachers who successfully complete the Birth-Kindergarten Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** BK teachers have a comprehensive knowledge of typical as well as atypical patterns of child development.
- Standard 2:** BK teachers foster relationships with families that support children’s development and learning.
- Standard 3:** BK teachers build community partnerships in support of children and families.
- Standard 4:** BK teachers use authentic, ongoing assessment of children’s abilities to plan, implement, and evaluate programs that build upon each child’s unique strengths.
- Standard 5:** BK teachers create and adapt environments and intentionally plan and implement an integrated curriculum that facilitates every child’s construction of knowledge and provides a strong foundation for lifelong learning.

The Birth-Kindergarten Education program at Catawba College is designed to assure that students meet required competencies in all phases of teaching. It provides prospective teachers with the knowledge and skills necessary to meet the cognitive, affective, creative, and physical needs of young children. The students receive a broad liberal arts education, study theories of human development and learning, and learn skills in teaching. They demonstrate positive attitudes toward teaching and have many opportunities for practical application of knowledge and skills. *Specific details related to these standards may be found in appropriate syllabi of courses required in the Birth-Kindergarten Education sequence.*

2. ELEMENTARY EDUCATION PROGRAM STANDARDS (grades K–6)

Prospective teachers who successfully complete the Elementary Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Twenty-first century teacher candidates have the knowledge and understanding of language and how language is used to develop effective communication in listening, speaking, viewing, reading, thinking, and writing. *Reading/ Language Arts*
- Standard 2:** Twenty-first century teacher candidates have the knowledge and understanding of mathematical conventions and processes skills relative to: Number sense, numeration, numerical operations, and algebraic thinking; spatial sense, measurement and geometry; patterns, relationships, and functions; and data analysis, probability and statistics. *Mathematics*
- Standard 3:** Twenty-first century teacher candidates have the knowledge and understanding of scientific inquiry, process skills, concepts and applications relative to the life, physical, and earth sciences. *Science*
- Standard 4:** Twenty-first century teacher candidates have the necessary knowledge specific for producing knowledgeable, global citizens who are critical thinkers in a democratic society. *Social Studies*
- Standard 5:** Twenty-first century teacher candidates have the knowledge and understanding of mental, emotional, physical, and social health to empower students to make healthy lifestyle choices. *Healthful Living*
- Standard 6:** Twenty-first century teacher candidates integrate art throughout the curriculum. *The Arts*

The Elementary Education program at Catawba College is designed to assure that students meet required competencies in all phases of teaching. It provides prospective teachers with the knowledge and skills necessary to meet the cognitive, affective, creative, and physical needs of children. The students receive a broad liberal arts education, study theories of human development and learning, and learn skills in teaching. They demonstrate positive attitudes toward teaching and have many opportunities for practical application of knowledge and skills. *Specific details related to these standards may be found in appropriate syllabi of courses required in the Elementary Education sequence.*

3. MIDDLE SCHOOL EDUCATION PROGRAM STANDARDS (grades 6–9)

Prospective teachers who successfully complete the Middle School Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Middle level teacher candidates understand and apply the major concepts, principles, theories, and research related to young adolescent development that support student development and learning.
- Standard 2:** Middle level teacher candidates understand and apply the philosophical foundations of developmentally responsive middle level programs and schools and the organizational structures that support young adolescent development.
- Standard 3:** Middle level teacher candidates plan and teach interdisciplinary curriculum based on core and elective/exploratory curricula that are relevant, challenging, and exploratory.
- Standard 4:** Middle level teacher candidates understand and apply the major concepts, principles, theories, and research unique to effective middle level instruction and assessment, and they employ a variety of developmentally responsive strategies to meet the varying abilities and learning styles of all young adolescents.

Catawba College’s Middle School Education program builds on the College’s broad liberal arts program. Prospective middle school teachers choose from four areas of concentration: language arts, mathematics, science, and social studies. They must complete the prescribed coursework for one of these areas. They are provided a thorough program in curriculum development and teaching methodology. More specifically, the program strives to prepare teachers who can articulate the goals of middle school education, provide continuation of their students’ general education, provide opportunities for exploration of interests, attend to their students’ personal development, individualize instruction, and create a flexible curriculum. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

a. ENGLISH/LANGUAGE ARTS EDUCATION STANDARDS

Prospective teachers who successfully complete the English Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** ELA teachers demonstrate knowledge and use of reading processes through the use of a wide range of text.
- Standard 2:** ELA teachers demonstrate the knowledge and use of multiple composing processes.
- Standard 3:** ELA teachers demonstrate the knowledge and use of the function, the influence, and the diversity of language.
- Standard 4:** ELA teachers demonstrate the knowledge and use of the integrated practices of multimodal literacies.

b. MATHEMATICS EDUCATION STANDARDS

Prospective teachers who successfully complete the Mathematics Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

Standard 1: Number sense, numeration, numerical operation, and algebraic thinking

Teacher candidates possess the mathematical knowledge needed to enable students to understand numbers, ways of representing numbers, and relationships among numbers and number systems and to enable students to understand meanings of operations and how they relate to one another. Candidates enable students to develop computational fluency and to make reasonable estimates. At the middle and secondary grade levels, teacher candidates need the mathematical knowledge to enable students to transfer their understanding of numbers and number operations to symbolic expressions involving variables.

Standard 2: Spatial sense, measurement and geometry

Teacher candidates possess the mathematical knowledge needed to enable students to analyze the characteristics and properties of 2- and 3-dimensional geometric shapes; to develop mathematical arguments about geometric relationships; to understand units, processes of measure, and measurable attributes of objects; and to apply appropriate techniques, tools, and formulas to determine measurements. They enable students to develop the visualization, spatial reasoning, and geometric modeling to solve problems. Teacher candidates particularly at middle and secondary grade levels need the mathematical knowledge to enable students to use coordinate geometry in solving problems, to understand concepts of symmetry, and to apply transformations.

Standard 3: Patterns, relationships, and functions

Teacher candidates possess the mathematical knowledge needed to enable students to understand patterns, relations, and functions. This includes the use of algebraic symbols to represent and analyze mathematical situations, the use of mathematical models to represent and understand quantitative relationships, and the analysis of “change” in various contexts.

Standard 4: Data analysis, probability and statistics

Teacher candidates possess the mathematical knowledge needed to enable students to formulate questions that can be addressed with data, along with the necessary skills to collect, organize, and display relevant data to answer those questions. They enable students to select and use appropriate statistical methods to analyze data, to understand and apply basic concepts of probability, and to develop and evaluate inferences and predictions that are based on data.

Standard 5: Mathematical process skills

Teacher candidates possess the mathematical knowledge needed to enable students to develop skills in problem solving, making connections between various branches of mathematics, reasoning and proof, and communication and representation of mathematical ideas.

Standard 6: Mathematical tools

Teacher candidates must be versed in the appropriate use of mathematical tools and manipulatives.

c. SOCIAL STUDIES EDUCATION STANDARDS

Prospective teachers who successfully complete the Comprehensive Social Studies Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

Standard 1: Culture and Cultural Diversity: People, Places, and Environments

Teacher candidates who teach social studies know and can facilitate learning about how culture and culture systems function. They are able to teach about how human beings relate to their environment and the impact of that relationship on culture.

Standard 2: Time, Continuity, and Change

Teacher candidates who teach social studies know and can facilitate learning about historical periods and patterns. They teach about diverse perspectives and sources of information that inform an understanding of the past, present, and future.

Standard 3: Economic, Scientific, and Technological Development

Teacher candidates who teach social studies know and can facilitate learning about how economic forces affect individuals and communities and about the management of individual and collective resources in a global economy. This includes the influence of science, technology, and ecologic interdependence on all aspects of human enterprise including systems such as transportation, communication, health care, warfare, agriculture, and industry.

Standard 4: Individuals, Groups, and Institutions: Their Development and Identities

Teacher candidates who teach social studies know and can facilitate learning about how individual and collective identities are shaped by groups and institutions.

Standard 5: Civic Ideals and Practices: Power, Authority, and Governance

Teacher candidates who teach social studies know and facilitate learning about the principles of democracy and human rights and about the variety of ways that governments, leaders, and citizens exercise power, develop laws, and maintain order.

d. SCIENCE EDUCATION STANDARDS

Prospective teachers who successfully complete the licensure programs in Science Education (Biology, Chemistry, or Comprehensive Science) will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Twenty-first century science teachers understand safety and liability concerns in science and advocate for the provision and use of appropriate safety materials and enforcement practices in the classroom, laboratory, and field.
- Standard 2:** Twenty-first century science teachers understand and are able to use the unifying concepts of science in their instruction.
- Standard 3:** Twenty-first century science teachers demonstrate an understanding of the nature of science, the historical development of scientific thought, the process of scientific inquiry, and the reciprocal relationship between science and society.
- Standard 4:** Twenty-first century science teachers understand and are able to apply scientific skills and math concepts, using appropriate equipment and tools.
- Standard 5:** Twenty-first century science teachers plan and implement lessons that engage students in the process of hands-on, minds-on scientific inquiry.

4. SPECIAL EDUCATION: GENERAL CURRICULUM PROGRAM STANDARDS (grades K-12)

Prospective teachers who successfully complete the Special Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Special Education: General Curriculum teacher candidates know the policies, process, and procedures for providing Special Education services.
- Standard 2:** Special Education: General Curriculum teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.
- Standard 3:** Special Education: General Curriculum teacher candidates have a broad working knowledge of research-validated instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students.
- Standard 4:** Special Education: General Curriculum teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics.
- Standard 5:** Special Education: General Curriculum teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.
- Standard 6:** Special Education: General Curriculum teacher candidates collaborate and consult with families, general education teachers, and other professionals to further the academic and social development of

Catawba College's Special Education program builds on the College's broad liberal arts program. Prospective special education teachers choose from five areas of concentration: elementary, middle and secondary language arts, middle and secondary mathematics, middle and secondary science, and middle and secondary social studies. They must complete the prescribed coursework for one of these areas. They are provided a thorough program in curriculum development and teaching methodology. More specifically, the program strives to prepare teachers who can articulate the goals of special education, provide continuation of their students' general education, provide opportunities for exploration of interests, attend to their students' personal development, individualize instruction, and create a flexible curriculum. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

NOTE: The Department has submitted an application to the North Carolina Department of Public Instruction to establish a K-12 licensure program in Special Education (approval is expected by fall 2012).

A. SECONDARY EDUCATION PROGRAM STANDARDS (grades 9–12)

Prospective teachers who successfully complete the Secondary Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Candidates articulate a rationale for instructional decisions that proceeds from an understanding of the unique and diverse curricular structures of high schools.
- Standard 2:** Candidates connect discipline based content and concepts to real world applications and situations.
- Standard 3:** Candidates articulate the major concepts, principles and theories of development across adolescence (ages 10-22), and the structures and strategies that support adolescent developmental learning.

The minor in Secondary Education is designed to meet, along with applied practice, the professional requirements for secondary school licensure (Grades 9–12). Licensure in a secondary field requires a major in one of the following areas in addition to completion of professional education requirements and applied practice. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

a. ENGLISH/LANGUAGE ARTS EDUCATION STANDARDS

Prospective teachers who successfully complete the English Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** ELA teachers demonstrate knowledge and use of reading processes through the use of a wide range of text.
- Standard 2:** ELA teachers demonstrate the knowledge and use of multiple composing processes.
- Standard 3:** ELA teachers demonstrate the knowledge and use of the function, the influence, and the diversity of language.
- Standard 4:** ELA teachers demonstrate the knowledge and use of the integrated practices of multimodal literacies.

b. MATHEMATICS EDUCATION STANDARDS

Prospective teachers who successfully complete the Mathematics Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

Standard 1: Number sense, numeration, numerical operation, and algebraic thinking

Teacher candidates possess the mathematical knowledge needed to enable students to understand numbers, ways of representing numbers, and relationships among numbers and number systems and to enable students to understand meanings of operations and how they relate to one another. Candidates enable students to develop computational fluency and to make reasonable estimates. At the middle and secondary grade levels, teacher candidates need the mathematical knowledge to enable students to transfer their understanding of numbers and number operations to symbolic expressions involving variables.

Standard 2: Spatial sense, measurement and geometry

Teacher candidates possess the mathematical knowledge needed to enable students to analyze the characteristics and properties of 2- and 3-dimensional geometric shapes; to develop mathematical arguments about geometric relationships; to understand units, processes of measure, and measurable attributes of objects; and to apply appropriate techniques, tools, and formulas to determine measurements. They enable students to develop the visualization, spatial reasoning, and geometric modeling to solve problems. Teacher candidates particularly at middle and secondary grade levels need the mathematical knowledge to enable students to use coordinate geometry in solving problems, to understand concepts of symmetry, and to apply transformations.

Standard 3: Patterns, relationships, and functions

Teacher candidates possess the mathematical knowledge needed to enable students to understand patterns, relations, and functions. This includes the use of algebraic symbols to represent and analyze mathematical situations, the use of mathematical models to represent and understand quantitative relationships, and the analysis of “change” in various contexts.

Standard 4: Data analysis, probability and statistics

Teacher candidates possess the mathematical knowledge needed to enable students to formulate questions that can be addressed with data, along with the necessary skills to collect, organize, and display relevant data to answer those questions. They enable students to select and use appropriate statistical methods to analyze data, to understand and apply basic concepts of probability, and to develop and evaluate inferences and predictions that are based on data.

Standard 5: Mathematical process skills

Teacher candidates possess the mathematical knowledge needed to enable students to develop skills in problem solving, making connections between various branches of mathematics, reasoning and proof, and communication and representation of mathematical ideas.

Standard 6: Mathematical tools

Teacher candidates must be versed in the appropriate use of mathematical tools and manipulatives.

c. SOCIAL STUDIES EDUCATION STANDARDS

Prospective teachers who successfully complete the Comprehensive Social Studies Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

Standard 1: Culture and Cultural Diversity: People, Places, and Environments

Teacher candidates who teach social studies know and can facilitate learning about how culture and culture systems function. They are able to teach about how human beings relate to their environment and the impact of that relationship on culture.

Standard 2: Time, Continuity, and Change

Teacher candidates who teach social studies know and can facilitate learning about historical periods and patterns. They teach about diverse perspectives and sources of information that inform an understanding of the past, present, and future.

Standard 3: Economic, Scientific, and Technological Development

Teacher candidates who teach social studies know and can facilitate learning about how economic forces affect individuals and communities and about the management of individual and collective resources in a global economy. This includes the influence of science, technology, and ecologic interdependence on all aspects of human enterprise including systems such as transportation, communication, health care, warfare, agriculture, and industry.

Standard 4: Individuals, Groups, and Institutions: Their Development and Identities

Teacher candidates who teach social studies know and can facilitate learning about how individual and collective identities are shaped by groups and institutions.

Standard 5: Civic Ideals and Practices: Power, Authority, and Governance

Teacher candidates who teach social studies know and facilitate learning about the principles of democracy and human rights and about the variety of ways that governments, leaders, and citizens exercise power, develop laws, and maintain order.

d. SCIENCE EDUCATION STANDARDS

Prospective teachers who successfully complete the licensure programs in Science Education (Biology, Chemistry, or Comprehensive Science) will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Twenty-first century science teachers understand safety and liability concerns in science and advocate for the provision and use of appropriate safety materials and enforcement practices in the classroom, laboratory, and field.
- Standard 2:** Twenty-first century science teachers understand and are able to use the unifying concepts of science in their instruction.
- Standard 3:** Twenty-first century science teachers demonstrate an understanding of the nature of science, the historical development of scientific thought, the process of scientific inquiry, and the reciprocal relationship between science and society.
- Standard 4:** Twenty-first century science teachers understand and are able to apply scientific skills and math concepts, using appropriate equipment and tools.
- Standard 5:** Twenty-first century science teachers plan and implement lessons that engage students in the process of hands-on, minds-on scientific inquiry.

Please note that students who seek licensure in Biology major in Biology; whereas students who seek licensure in Chemistry major in Chemistry. Students who seek licensure in Comprehensive Science major in Environmental Science, Environmental Education, Biology, or Chemistry: additional coursework in science may be required (see advising sheets in Appendix E). North Carolina does not offer teacher licensure in Environmental Education.

6. STANDARDS FOR SPECIAL SUBJECT AREAS (grades K–12)

Licensure in special subjects in the areas listed below requires a major in the appropriate fields and completion of all professional education requirements and applied practice. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

a. MUSIC EDUCATION STANDARDS

Prospective teachers who successfully complete the Music Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Twenty-first century music teachers demonstrate essential skills of musical performance.
- Standard 2:** Twenty-first century music teachers possess comprehensive knowledge of music theory and demonstrate essential aural skills.
- Standard 3:** Twenty-first century music teachers possess comprehensive knowledge of music history and use critical thinking skills in the analysis of literature, performance styles, and genres of Western and non-Western music.
- Standard 4:** Twenty-first century music teachers possess an understanding of music through aesthetic experience and critical and creative thinking.
- Standard 5:** Twenty-first century music teachers develop and manage a program inclusive of the goals, values, and purposes of music education within a diverse community and society.

b. PHYSICAL EDUCATION STANDARDS

The goals of the Physical Education program are to prepare students with the necessary knowledge and skills for being successful physical education teachers. The students will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1: Scientific and Theoretical Knowledge**
Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.
- Standard 2: Fundamental Motor Skills and Movement Forms**
Physical education teacher candidates have the knowledge, skills and dispositions to effectively teach safe and developmentally appropriate fundamental motor skills, movement forms and physical activities.
- Standard 3: Fitness, Nutrition and Obesity Prevention**
The physical education teacher candidates are individuals with the knowledge, skills and dispositions to teach fitness and nutrition concepts needed to reduce and prevent obesity.
- Standard 4: Sport, Physical and Leisure Activities Knowledge**
Physical education teacher candidates are physically educated individuals with the knowledge and skill competence of multiple sport and leisure activities.

Note: Candidates who were admitted into a teacher education program prior to Fall 2010 and who successfully complete an electronic professional portfolio prior to May 2012 based on current standards will be recommended for a license in Physical Education.

c. PHYSICAL EDUCATION /HEALTH EDUCATION STANDARDS

The goals of the Physical Education/Health Education program are to prepare students with the necessary knowledge and skills for being successful physical education and health education teachers. The students will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

Standard 1: Scientific and Theoretical Knowledge

Teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated and health educated individuals.

Standard 2: Fundamental Motor Skills and Movement Forms

Teacher candidates have the knowledge, skills and dispositions to effectively teach safe and developmentally appropriate fundamental motor skills, movement forms, multiple sports, and physical activities.

Standard 3: Fitness, Nutrition and Obesity Prevention

Teacher candidates are individuals with the knowledge, skills and dispositions to teach fitness and nutrition concepts needed to reduce and prevent obesity.

Standard 4: Health Promotion/Health Prevention Concepts and Skills

Teacher candidates demonstrate the knowledge, skills and dispositions necessary for developing and implementing effective practices in health education, disease prevention and disease control.

d. SECOND LANGUAGE STANDARDS (SPANISH EDUCATION)

Prospective teachers who successfully complete the Spanish Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

Standard 1: Second language teacher candidates demonstrate a high proficiency level in all modes of communication (presentational, interpretive, and interpersonal).

Standard 2: Second language teacher candidates integrate knowledge of socio-cultural products, practices, and perspectives into instruction.

Standard 3: Second language teacher candidates demonstrate familiarity with current theories in second language acquisition and research.

Standard 4: Second language teacher candidates differentiate instruction for the diverse needs of heritage language learners.

NOTE: The Department has submitted an application to the North Carolina Department of Public Instruction to establish a K-12 licensure program in Spanish (approval is expected by fall 2012).

e. THEATRE ARTS STANDARDS

Prospective teachers who successfully complete the Theatre Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Twenty-first century theatre arts teachers demonstrate practical knowledge of creating theatrical performance.
- Standard 2:** Twenty-first century theatre arts teachers apply creative drama pedagogy that is improvisational, non-exhibitional, reflective, and process-oriented.
- Standard 3:** Twenty-first century theatre arts teachers understand theatre history, literature, dramatic theory and criticism.
- Standard 4:** Twenty-first century theatre arts teachers demonstrate a working knowledge of technical elements of theatre.
- Standard 5:** Twenty-first century theatre arts teachers develop and manage a program inclusive of the goals, values, and purposes of arts education within a diverse community and society.

7. READING EDUCATION STANDARDS (add-on licensure)

Catawba College's Reading Education program builds on the College's broad liberal arts program **and** an initial licensure program in Elementary, Middle Grades, or Secondary Education. Students who successfully complete the Reading Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Reading teacher candidates have knowledge of foundations of reading.
- Standard 2:** Reading teacher candidates use a wide range of reading assessment tools and results in order to provide developmentally appropriate instruction.
- Standard 3:** Reading teacher candidates understand and apply best instructional practices and techniques in the reading process for all learners.
- Standard 4:** Reading teacher candidates create a literate environment that fosters reading and writing competencies by integrating foundational knowledge and technology.

Specific details related to the standards may be found in appropriate syllabi of courses required in the program.

VIII. LATERAL ENTRY POLICIES AND PROCEDURES

Lateral entry teachers should contact the Office of Personnel in their local school districts and seek licensure through the services of the Regional Alternative Licensing Center (RALC.) In some cases, the local Office of Personnel may be able to recommend other routes to licensure. Although Catawba College does not offer licensure programs for lateral entry teachers, these teachers may take late afternoon or evening classes at Catawba College. Lateral entry teachers who wish to take undergraduate courses for licensure should contact the Department of Teacher Education regarding the availability of classes. They will also need to apply to Catawba College as a post-baccalaureate student.

IX. RESOURCES

A. THE SHIRLEY P. RITCHIE ACADEMY FOR TEACHING

THE SHIRLEY P. RITCHIE ACADEMY FOR TEACHING

“Influencing Education, One Teacher at a Time”

In February 2007, the Board of Trustees of Catawba College approved the creation of the Shirley Peeler Ritchie Academy for Teaching, named in honor of former teacher education faculty member and College trustee Dr. Shirley Peeler Ritchie of Salisbury. Funding for the Academy was provided by a donor who wishes to remain anonymous.

Catawba Associate Professor of Teacher Education and former North Carolina Teacher of the Year, Dr. Cynthia Osterhus, directs the Academy, which is affiliated with the College’s Department of Teacher Education. The 2007-2008 academic year marked the arrival of the first cohort of Martha Kirkland West Teaching Scholars, named in honor of a former teacher education faculty member and College trustee. West Teaching Scholars demonstrate strong SAT/ACT scores, a strong high school grade point average, leadership, community involvement, and a commitment to teaching.

Current Catawba teacher education students serve as education advisors to both the Ritchie Academy for Teaching and the new Teaching Scholars and help design some special parts of the program and will act as mentors to new West Scholars.

The focus of the Academy is on equipping its participants with 21st Century teaching skills. The number of field experiences offered to Teaching Scholars will increase, beginning in their first year. Teaching Scholars will be leaders who will work with professors on Blackboard or other technology in the classroom initiatives. Scholars will also be involved in the community in leadership development and service learning. Some regional travel is also planned, especially within the state of North Carolina. The hope is to make students aware of the cultural diversity in the state. A wellness program will also be part of the Academy — “part of the way we mentor and work with our students in the program.”

The Academy also provides special education events for area educators (e.g., visits by the Chair of the North Carolina State Board of Education, the State Superintendent of Public Instruction, the North Carolina Teacher of the Year, and a former governor).

For more details on the Shirley Peeler Ritchie Academy for Teaching or the Martha Kirkland West Teaching Scholars, visit www.catawba.edu/academic/teachereducation.

B. NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

Pertinent and current information regarding NCDPI directives and publications and information regarding the public schools of North Carolina may be accessed at www.ncpublicschools.org.

C. THE CURRICULUM MATERIALS CENTER

The Curriculum Materials Center (CMC) in Ketner Hall has approximately 3,000 square feet of space, which contains teaching materials and equipment for use by education faculty and students. This center houses the textbooks adopted by the State Board of Education. The CMC is in close proximity to the education faculty's offices and classrooms and has a web presence with virtual resources available at <http://www.catawba.edu/academic/teachereducation/center.asp>.

In addition, the following resources are available for student use in connection with course assignments:

- Collection of state adopted texts
- Kits, games, video, and other audio-visual instructional material
- Audio-visual equipment (e.g. overhead data projector, digital cameras, 3 Flip cams with tripod, video cassette player, video cassette recorder, laserdisc player, two television/monitors, a large screen TV and DVD player)
- K-12 instructional computer software including access to LEARNING EXPRESS for Praxis preparation and TaskStream for online portfolio creation
- Utility computer software, such as word processing, spreadsheet, database, graphic, morphing, scanning and hypertext authoring programs
- Computers for demonstration and student use including sixteen networked PCs with 2 GB of RAM, 80 GB Hard drives, dual layer DVD R/W and Intel core 2.14 GHz processors running Windows XP; one flatbed scanner; two printers, including one networked copier/scanner which also serves as a color printer that collates, duplexes and staples materials and one networked Hewlett Packard laser printer, one I-Mac computer running O/S 10, iWorks Software Suite and Keynote which can access the Internet and the following programs that are compatible with the Music Education program:
 - SIBELIUS MUSIC SUITE (FULL NOTATION SUITE / DESK-TOP PUBLISHING)
 - SMART MUSIC, AKA MAKE MUSIC (MUSIC ACCOMPANIMENT SUITE)
 - MUSIC ACE 2 (ELEMENTARY MUSIC THEORY)
 - AURALIA (ADVANCED MUSIC THEORY, AURAL SKILLS TRAINING)
 - BAND IN A BOX (MUSIC SAMPLING, ARRANGING / ORCHESTRATING)
 - PYWARE VIRTUAL 3D (MARCHING BAND DRILL DESIGN)
- An electronic keyboard which is operated via the I-Mac; student connections to the Local Area Network that includes access to the NCLIVE online databases; and a student station connected to the main library's OPAC (Online Public Access Catalog), circulation system and CD-ROM reference collection which includes ERIC
- One iPad with both wireless and 3G access for demonstration purposes
- The CMC also services the Promethean boards, ActivExpressions and ActivSlates that are located in the School of Education and are available for student use. In addition, students can access ActivInspire software from all CMC lab computers.
- Education faculty reserved texts and journals (e.g., hard copies of *Book Links*, *Booklist*, *English Journal*, *Middle School Journal*, *Horn Book Guide*, *Horn Book Magazine*, *Instructor*, *Learning and Leading with Technology*, *School Library Media*, *Teaching Tolerance*, *Textbook Letter*, *Syllabus*, *Young Children* and *Infotech Advisory* published by NCDPI as well as NCTE and IRA monographs and books)
- Supplies and equipment for the production of teacher-made materials, such as die cut press and dies, lettering system, laminator and copier
- Math manipulative materials
- Science labs
- Testing materials

The CMC Coordinator, with four student assistants, maintains a schedule, which provides access to the facility during regular daytime hours, as well as some evening and weekend hours. Consult the CMC door for the posted schedule.

Revised August 2011

X. STUDENT ORGANIZATIONS AND AWARDS

A. STUDENT NORTH CAROLINA ASSOCIATION OF EDUCATORS (SNCAE)

Catawba's prospective teachers club, the SNCAE, is open to anyone majoring or minoring in education. The regular monthly meetings are devoted to the professional and social enrichment of the members and to the advancement and refinement of the profession. Among other activities, each year the SNCAE sponsors a pinning ceremony in which candidates who have been admitted to a teacher education program are honored.

For liability purposes, all teacher education students who are participating in methods and student teaching courses listed in Section VI. C. of the handbook must join the SNCAE or secure professional educator's liability insurance through other means. Application forms for membership in the SNCAE may be obtained from the Department of Teacher Education.

B. KAPPA DELTA PI – International Honor Society in Education

The Society is made up of professional educators, college faculty, and students. The purpose of Kappa Delta Pi (KDP) shall be to promote excellence in and recognize outstanding contributions to education. It shall endeavor to maintain a high degree of professional fellowship among its members, quicken professional growth, and honor achievement in educational work. To these ends it shall accept to membership such persons as exhibit commendable personal qualities, worthy educational ideals, and sound scholarship, without regard to race, age, color, religion, sex, or handicapping condition.

Criteria for students selected for membership:

Undergraduates

- Junior or post-baccalaureate status
- Admitted to teacher education
- 3.2 GPA
- Recommendation by faculty
- Approval of KDP membership

Graduates

- Completion of 18 hours of graduate work at Catawba College
- 3.8 GPA
- Recommendation by faculty
- Approval of KDP membership

Birth-Kindergarten students admitted to the teacher education program under post-baccalaureate guidelines will be invited to membership in Kappa Delta Pi if their cumulative GPA from the undergraduate degree is 3.2 or above. Typically, these candidates will have completed their licensure program in the fall semester preceding KDP induction, which is held during the spring semester.

Post-baccalaureate students will not receive honor cords since they have already graduated.

C. AWARDS

The following two awards are presented annually in recognition of outstanding potential as a teacher or outstanding service to SNCAE.

1. The Shirley L. Haworth Prospective Teacher Award

This award is presented to a student who is an education major or minor and who has demonstrated outstanding potential as a teacher based on observations in classroom settings by faculty and cooperating teachers. This student must be a senior with a GPA of 3.0 or better. The recipient is chosen by the Department of Teacher Education faculty. The award, named in honor of Shirley L. Haworth of Jamestown, NC, *Professor Emerita of Education* and former Chair of the Department of Teacher Education, in appreciation of distinguished advocacy service and leadership in North Carolina teacher education.

2. The Student North Carolina Association of Educators/Cynthia Osterhus Award

This award is presented to the student who has made an outstanding contribution to the Student North Carolina Association of Educators and who has shown the potential to become an excellent teacher. The award is named in honor of Cynthia Osterhus, '73, of Salisbury, Catawba College graduate, former North Carolina Teacher of the Year and much honored for her teaching excellence. The recipient is chosen by the Department of Teacher Education faculty.

APPENDICES

APPENDIX A
Admissions Forms

CATAWBA COLLEGE

“Preparing Teachers as Reflective Practitioners”

APPLICATION FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM

Section 1. (To be completed by student)

Name in Full _____ Social Security Number _____

Permanent Mailing Address _____
Street or PO Box _____ *City* _____ *State* _____ *Zip* _____

Date of Birth _____ Home Phone _____ Cell Phone: _____

Campus e-mail _____ Permanent (non-Catawba) e-mail _____

Expected graduation/completion date _____ Major/Licensure Field(s) _____
Month _____ *Year* _____

Complete all information in Section 1 and return it to the Teacher Education office by **February 28** of your sophomore year.

Have you ever been convicted of a felony or crimes other than minor traffic offenses? Yes [] No []

I understand that admission to a teacher education program is contingent upon a criminal background check performed at my expense.

I understand that my Catawba College student discipline file will be reviewed as part of the application process. I also understand that student discipline files will be monitored periodically.

Signature _____ Date _____

Section 2. (To be completed by advisor)

_____ recommend with no reservations

that the above student enter a program of preparation for the teaching profession in

_____ recommend with some reservations

_____ do not recommend

_____ *Expected area of licensure*

Comments:

Signature _____ Date _____

Department _____

Section 3. (For office use only)

_____ SAT Math Score _____ ACT MATH

PRAXIS SCORES

READING: _____ Date _____

_____ SAT Verbal Score _____ ACT - ENG

WRITING: _____ Date _____

_____ SAT-Combined _____ ACT - Composite

MATH: _____ Date _____

_____ Grade Point Average _____ date
(at Catawba)

COMPOSITE PRAXIS SCORE _____

_____ **Speech Screening _____ **Comments _____

Section 4. ACTION OF TEACHER EDUCATION COUNCIL

_____ Approved pending criminal background check

_____ Date _____

_____ Approved with restrictions+

_____ *Signature, Chair of Department of Teacher Education*

_____ Denied+

_____ +Comments _____

Revised September 2011

CATAWBA COLLEGE

"Preparing Teachers as Reflective Practitioners" APPLICATION FOR ADMISSION TO STUDENT TEACHING

Section 1. (To be completed by student)

Name in full _____ Social Security Number _____

Permanent Mailing Address _____
Street or PO Box _____ City _____ State _____ Zip _____

Date of Birth _____ Home Phone _____ Cell Phone _____

Campus e-mail _____ Permanent (non-Catawba) email _____

Expected graduation/completion date _____ During which semester would you prefer to student teach? _____

Major/Teaching field _____

Have you ever been convicted of a felony or crimes other than minor traffic offenses? Yes [] No []

I understand that my Catawba College student discipline file will be reviewed as part of the application process to student teaching and that this file will be reviewed prior to any recommendation for teaching license or employment.

_____ Signed _____ Date _____
Complete all information above this line and return it to the Teacher Education office by **February 28** of your junior year.

Section 2. (To be completed by advisor)

I _____ recommend with no reservations _____ that the above student complete a program of preparation for the teaching profession in _____
_____ recommend with some reservations _____
_____ do not recommend _____
Area for student teaching

Comments:

Signature _____ Date _____

Department _____

Section 3. (For office use only)

A maximum of one D in professional sequence _____

_____ Grade Point Average

_____ Total semester hours

_____ Date

Section 4. ACTION OF TEACHER EDUCATION COUNCIL

_____ Approved _____ Date _____
_____ Approved with restrictions+ _____ Signature, Chair, Department of Teacher Education
_____ Denied+ _____ +Comments _____

Revised September 2011

APPENDIX B
Evaluation Forms

Oral Presentation

Student _____

The oral presentation will be evaluated within the five classical canons of speech. The following scale of 1-4 (low to high) will be used.

1-Emerging 2- Developing 3- Proficient 4-Accomplished

		Rating	Comments
Invention	Appropriate topic		
	Introduction Conclusion		
Disposition	Arrangement		
	Timing		
Style	Clarity		
	Word usage		
Delivery	Rate, Pitch, Volume		
	Accent, Dialect, Pronunciation		
	Gestures and Body language		
	Facial expressions Eye contact		
Memory	Use of notes		
	Extemporaneous speech		

Recommendations:

No remediation required _____

Remediation recommended _____

Remediation required _____

Recommending Instructor: _____ Date: _____

Additional Comments:

CATAWBA COLLEGE

4 – Above standard
 3 – At standard
 2 – Below standard
 1 - Unsatisfactory
 N/O – Not observed

“Preparing Teachers as Reflective Practitioners”

INTERNSHIP EVALUATION Elementary

Intern _____ Evaluator _____

Circle one: School-Based Educator/College-Based Educator Grade level/Subject: _____

School _____ Semester _____ Fall _____ Spring Date _____

Please rate your intern in each area using the rating scale indicated above. Please weigh your ratings carefully and provide supporting comments whenever possible.

Part I: Professional Disposition		Rating: 4 3 2 1 N/O
1. <u>Enthusiasm</u> – Demonstration of genuine interest in teaching		
Comments:		
2. <u>Understanding of and Rapport with Students</u>		Rating: 4 3 2 1 N/O
Comments:		
3. <u>Initiative and Resourcefulness</u> – Ability to think of activities and approaches, to problem solve, and to see things to do without being told		Rating: 4 3 2 1 N/O
Comments:		
4. <u>Collegiality and Cooperation in School and Community</u>		Rating: 4 3 2 1 N/O
Comments:		
5. <u>Punctuality, Reliability and Preparedness</u>		Rating: 4 3 2 1 N/O
Comments:		

6. <u>Personal Appearance</u> - Neatness and appropriateness of dress	Rating: 4 3 2 1 N/O
Comments:	
Part II: Professional Skills/Knowledge 7. <u>Knowledge of Content</u> – Understanding of concepts and facts related to specific subject areas	Rating: 4 3 2 1 N/O
Comments:	
8. <u>Motivation and Management</u> – Ability to keep student interest and manage in one-to-one, group, or whole-class settings	Rating: 4 3 2 1 N/O
Comments:	
9. <u>Planning</u> - Ability to gather and organize information for teaching	Rating: 4 3 2 1 N/O
Comments:	
10. <u>Knowledge of Pedagogy</u> – Ability to select and use general and content-specific models of instruction	Rating: 4 3 2 1 N/O
Comments:	
11. <u>Understanding of Diverse Learners</u> - Recognition of and ability to adapt to varying learner needs	Rating: 4 3 2 1 N/O
Comments:	

Part III: Positive Impact on Student Learning 12. Effectiveness as an Instructor	Rating: 4 3 2 1 N/O
Comments:	
13. This intern showed his/her greatest ability in the following activities or situations:	
14. This intern needs to improve in the following areas:	
15. Do you have any concerns about this student entering student teaching?	Yes _____ No _____
Comments:	
<p> INTERNS: Your signature below indicates that you have seen a copy of this evaluation, not that that you are in agreement or disagreement with the evaluation contents. </p> <p> INTERN SIGNATURE: _____ </p>	

STUDENT TEACHING/INTERNSHIP PERFORMANCE: EVALUATION BY A NORTH CAROLINA LOCAL EDUCATION AGENCY

This form must be submitted with the license application of individuals completing approved teacher education programs in North Carolina. The student's performance in student teaching/internship must be satisfactory to qualify for a North Carolina license.

student's last name	first name	middle name	maiden name
street address	city	state	zip code
social security number	college or university		

The student performed his or her teaching or interning assignment at

name of school

school unit

The assignment began _____ and ended _____

month, day, year month, day, year

The individual taught _____ in grade (s) _____

or interned in _____

name of program

We have reviewed the evaluation of this student's performance. The evaluation was systematic and continuous during the student teaching or interning assignment. Based on the evaluation and recommendations from professional staff, we certify that

- The student's performance has been successful.
- The student's performance has not been successful.

Comments (optional):

Signatures:

LEA Supervisor

Date

Superintendent or Designee

Date

LEA/IHE Certification of Teaching Capacity—Mid-Term Criteria

Candidate Name: _____

School: _____

Cooperating Teacher Name: _____

Grade: _____

LEA: _____

IHE: Catawba College

In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.

Standard/Element	Proficient Descriptor	Rating
Professionalism		
1e. Teachers demonstrate high ethical standards.	1e.1 Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
Classroom Climate/Culture		
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
	1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	2a.1 Maintains a positive and nurturing learning environment.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
2c. Teachers treat students as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every student.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
Instruction		
2b. Teachers embrace diversity in the school community and in the world.	2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
	2b.2 Incorporates different points of view in instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress

Candidate initials: _____

Standard/Element	Proficient Descriptor	Rating
3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> .	3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
3b. Teachers know the content appropriate to their teaching specialty.	3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
3d. Teachers make instruction relevant to students.	3d.1 Integrates 21st century skills and content in instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
4c. Teachers use a variety of instructional methods.	4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Integrates technology with instruction to maximize students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
4e. Teachers help students develop critical-thinking and problem-solving skills.	4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
4f. Teachers help students to work in teams and develop leadership qualities.	4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
Evaluation/Assessment		
1a. Teachers lead in their classrooms.	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i> .	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
4h. Teachers use a variety of methods to assess what each student has learned.	4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
	4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
5a. Teachers analyze student learning.	5a.1 Uses data to provide ideas about what can be done to improve students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
Impact on Student Learning		
1d. Teachers advocate for schools and students.	1d.1 Implements and adheres to policies and practices positively affecting students' learning	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
2d. Teachers adapt their teaching for the benefit of students with special needs.	2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress

College Supervisor _____

Date _____

Cooperating Teacher _____

Date _____

Student Teacher _____

Date _____

LEA/IHE Certification of Teaching Capacity—Exit Criteria

Candidate Name: _____

School: _____

Cooperating Teacher Name: _____

Grade: _____

LEA: _____

IHE: Catawba College

In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.

Standard/Element	Proficient Descriptor	Rating
Professionalism		
1e. Teachers demonstrate high ethical standards.	1e.1 Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Classroom Climate/Culture		
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	2a.1 Maintains a positive and nurturing learning environment.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2c. Teachers treat students as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every student.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Instruction		
2b. Teachers embrace diversity in the school community and in the world.	2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	2b.2 Incorporates different points of view in instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Candidate initials: _____

Standard/Element	Proficient Descriptor	Rating
3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> .	3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3b. Teachers know the content appropriate to their teaching specialty.	3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3d. Teachers make instruction relevant to students.	3d.1 Integrates 21st century skills and content in instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4c. Teachers use a variety of instructional methods.	4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Integrates technology with instruction to maximize students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4e. Teachers help students develop critical-thinking and problem-solving skills.	4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4f. Teachers help students to work in teams and develop leadership qualities.	4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Evaluation/Assessment		
1a. Teachers lead in their classrooms.	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i> .	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4h. Teachers use a variety of methods to assess what each student has learned.	4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
5a. Teachers analyze student learning.	5a.1 Uses data to provide ideas about what can be done to improve students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Impact on Student Learning		
1d. Teachers advocate for schools and students.	1d.1 Implements and adheres to policies and practices positively affecting students' learning	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2d. Teachers adapt their teaching for the benefit of students with special needs.	2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Candidate initials: _____

CATAWBA COLLEGE

Preparing Teachers as Reflective Practitioners

Catawba College Department of Teacher Education Professional Portfolio Evaluation Report

_____ submitted an electronic professional portfolio that reflects the critical elements of the North Carolina Professional Teaching Standards.

Signatures of members of the review panel:

Date: _____

Action taken by the review team:

Proficient

Not proficient The portfolio was rejected for the following reason(s):

Professional Portfolio Rubric

Preservice teacher (candidate) performance should be rated on each descriptor within the standards as characteristic of a practitioner at one of three levels: *Developing*, *Proficient*, or *Accomplished*. To be recommended for licensure, a candidate must demonstrate professional performance at no less than the **Proficient** level on each descriptor.

Accomplished: Standards and competencies are addressed skillfully; reflections are compelling and evidences are concrete; components are neatly and logically displayed; and the entries are polished.

Proficient: Standards and competencies are addressed successfully; reflections are sufficient and evidences are concrete; components are neatly and logically displayed; and the entries are complete.

Developing: Standards and competencies are addressed inadequately or are not addressed; reflections are insufficient, weak, or omitted and evidences are not concrete; components are confusing or illogically displayed; and/or the entries are incomplete.

Evidence 2 Content Area Knowledge Rubric (1 of 1)
For use in all program areas except B-K, Music, Comprehensive Science, and Spanish

SCALE:

3 Accomplished Standards and competencies are addressed skillfully; reflections are compelling and evidences are concrete; components are neatly and logically displayed; and the entries are polished.

2 Proficient Standards and competencies are addressed successfully; reflections are sufficient and evidences are concrete; components are neatly and logically displayed; and the entries are complete.

1 Developing Standards and competencies are addressed inadequately or are not addressed; reflections are insufficient, weak, or omitted and evidences are not concrete; components are confusing or illogically displayed; and/or the entries are incomplete.

Descriptors	Developing (1)	AND	Proficient (2)	AND	Accomplished (3)	Score
3b. Teachers know the content appropriate to their teaching specialty. 3b.1 Demonstrates an appropriate level of content knowledge in the teaching specialty.	Demonstrates a basic level of content knowledge in the teaching specialty.	AND	Demonstrates an appropriate level of content knowledge in the teaching specialty.	AND	Demonstrates extensive knowledge of content in the teaching specialty.	
Total Score						

Evidence 2 Content Area Knowledge Rubric for Birth-Kindergarten (1 of 1)

SCALE:

3 Accomplished Standards and competencies are addressed skillfully; reflections are compelling and evidences are concrete; components are neatly and logically displayed; and the entries are polished.

2 Proficient Standards and competencies are addressed successfully; reflections are sufficient and evidences are concrete; components are neatly and logically displayed; and the entries are complete.

1 Developing Standards and competencies are addressed inadequately or are not addressed; reflections are insufficient, weak, or omitted and evidences are not concrete; components are confusing or illogically displayed; and/or the entries are incomplete.

Descriptors	Developing (1)	AND	Proficient (2)	AND	Accomplished (3)	Score
3b. Teachers know the content appropriate to their teaching specialty. 3b.1 Demonstrates an appropriate level of content knowledge in the teaching specialty.	Demonstrates a basic level of content knowledge in the teaching specialty.		Demonstrates an appropriate level of content knowledge in the teaching specialty.		Demonstrates extensive knowledge of content in the teaching specialty.	
B-K Standard 1. Demonstrates a comprehensive knowledge of typical as well as atypical patterns of child development.	Demonstrates a knowledge of typical as well as atypical patterns of child development at a low level.	AND	Demonstrates a comprehensive knowledge of typical as well as atypical patterns of child development.	AND	Demonstrates a comprehensive knowledge of typical as well as atypical patterns of child development at a high level.	
B-K Standard 4. Demonstrates the use of authentic, ongoing assessment of children’s abilities to plan, implement, and evaluate programs that build upon each child’s unique strengths.	Demonstrates the use of assessment of children’s abilities to plan, implement, and evaluate programs that build upon each child’s unique strengths at a low level.		Demonstrates the use of authentic, ongoing assessment of children’s abilities to plan, implement, and evaluate programs that build upon each child’s unique strengths.		Demonstrates the use of authentic, ongoing assessment of children’s abilities to plan, implement, and evaluate programs that build upon each child’s unique strengths at a high level.	
Total Score						
Average Score (Total Score/3)						

Evidence 2 Content Area Knowledge Rubric for Music (1 of 1)

SCALE:

3 Accomplished Standards and competencies are addressed skillfully; reflections are compelling and evidences are concrete; components are neatly and logically displayed; and the entries are polished.

2 Proficient Standards and competencies are addressed successfully; reflections are sufficient and evidences are concrete; components are neatly and logically displayed; and the entries are complete.

1 Developing Standards and competencies are addressed inadequately or are not addressed; reflections are insufficient, weak, or omitted and evidences are not concrete; components are confusing or illogically displayed; and/or the entries are incomplete.

Descriptors	Developing (1)		Proficient (2)		Accomplished (3)	Score
3b. Teachers know the content appropriate to their teaching specialty. 3b.1 Demonstrates an appropriate level of content knowledge in MUSIC.	Demonstrates a basic level of content knowledge in the teaching specialty.	AND	Demonstrates an appropriate level of content knowledge in the teaching specialty.	AND	Demonstrates extensive knowledge of content in the teaching specialty.	
Music 3b.2 Demonstrates essential skills in musical performance and in the development of an artistic vision.	Demonstrates skills in musical performance and in the development of an artistic vision at a low level.		Demonstrates essential skills in musical performance and in the development of an artistic vision.		Demonstrates essential skills in musical performance and in the development of an artistic vision at a high level.	
Music 3b.3 Demonstrates a comprehensive knowledge of music theory and essential aural skills.	Demonstrates a knowledge of music theory and aural skills at a low level.		Demonstrates a comprehensive knowledge of music theory and essential aural skills.		Demonstrates a comprehensive knowledge of music theory and essential aural skills at a high level.	
Music 3b.4 Demonstrates a comprehensive knowledge of music history in the analysis of literature, performance styles, and genres of Western and non-Western music.	Demonstrates a knowledge of music history in the analysis of literature, performance styles, and genres of Western and non-Western music at a low level.		Demonstrates a comprehensive knowledge of music history in the analysis of literature, performance styles, and genres of Western and non-Western music.		Demonstrates a comprehensive knowledge of music history in the analysis of literature, performance styles, and genres of Western and non-Western music at a high level.	
Total Score						
Average Score (Total Score/4)						

Evidence 2 Content Area Knowledge Rubric for Comprehensive Science (1 of 1)

SCALE:

3 Accomplished Standards and competencies are addressed skillfully; reflections are compelling and evidences are concrete; components are neatly and logically displayed; and the entries are polished.

2 Proficient Standards and competencies are addressed successfully; reflections are sufficient and evidences are concrete; components are neatly and logically displayed; and the entries are complete.

1 Developing Standards and competencies are addressed inadequately or are not addressed; reflections are insufficient, weak, or omitted and evidences are not concrete; components are confusing or illogically displayed; and/or the entries are incomplete.

Descriptors	Developing (1)		Proficient (2)		Accomplished (3)	Score
3b. Teachers know the content appropriate to their teaching specialty. 3b.1 Demonstrates an appropriate level of content knowledge in the teaching specialty.	Demonstrates a basic level of content knowledge in the teaching specialty.	AND	Demonstrates an appropriate level of content knowledge in the teaching specialty.	AND	Demonstrates extensive knowledge of content in the teaching specialty.	
Science 3. Understands the nature of science.	Understands the nature of science at a low level.		Understands the nature of science.		Understands the nature of science at a high level.	
Science 3. Understands the process of scientific inquiry.	Understands the process of scientific inquiry at a low level.		Understands the process of scientific inquiry.		Understands the process of scientific inquiry at a high level.	
Science 4. Understands and applies scientific skills.	Understands and applies scientific skills at a low level.		Understands and applies scientific skills.		Understands and applies scientific skills at a high level.	
Total Score						
Average Score (Total Score/4)						

Evidence 2 Content Area Knowledge Rubric for Spanish (1 of 1)

SCALE:
3 Accomplished Standards and competencies are addressed skillfully; reflections are compelling and evidences are concrete; components are neatly and logically displayed; and the entries are polished.
2 Proficient Standards and competencies are addressed successfully; reflections are sufficient and evidences are concrete; components are neatly and logically displayed; and the entries are complete.
1 Developing Standards and competencies are addressed inadequately or are not addressed; reflections are insufficient, weak, or omitted and evidences are not concrete; components are confusing or illogically displayed; and/or the entries are incomplete.

Descriptors	Developing (1)	AND	Proficient (2)	AND	Accomplished (3)	Score
3b. Teachers know the content appropriate to their teaching specialty. 3b.1 Demonstrates an appropriate level of content knowledge in the teaching specialty.	Demonstrates a basic level of content knowledge in the teaching specialty.	AND	Demonstrates an appropriate level of content knowledge in the teaching specialty.	AND	Demonstrates extensive knowledge of content in the teaching specialty.	
Spanish Standard 1. Teachers demonstrate a high proficiency level in interpretive and presentational modes of communication, using reading, writing, and some oral skills.	Demonstrates a low proficiency level in interpretive and presentational modes of communication, using reading, writing, and some oral skills.	AND	Demonstrates a moderate proficiency level in interpretive and presentational modes of communication, using reading, writing, and some oral skills.	AND	Demonstrates a high proficiency level in interpretive and presentational modes of communication, using reading, writing, and some oral skills.	
Total Score						
Average Score (Total Score/2)						Score

Evidence 3 Comprehensive Unit Plan Rubric (1 of 3)

Evidence 3 Comprehensive Unit Plan Rubric (1 of 3)						
SCALE:						
3 Accomplished Standards and competencies are addressed skillfully; reflections are compelling and evidences are concrete; components are neatly and logically displayed; and the entries are polished.						
2 Proficient Standards and competencies are addressed successfully; reflections are sufficient and evidences are concrete; components are neatly and logically displayed; and the entries are complete.						
1 Developing Standards and competencies are addressed inadequately or are not addressed; reflections are insufficient, weak, or omitted and evidences are not concrete; components are confusing or illogically displayed; and/or the entries are incomplete.						
Descriptors	Developing (1)		Proficient (2)		Accomplished (3)	Score
1a. Teachers lead in their classrooms. 1a.2 Draws on appropriate data to develop classroom and instructional plans.	Identifies the types of data that are commonly available to and used in schools. Uses data to identify the skills and abilities of students.	AND	Draws on appropriate data to develop classroom and instructional plans.	AND	Using a variety of data sources, organizes, plans, and sets goals that meet the needs of the student and the class. Uses various types of assessment data to evaluate student progress and to make adjustments to the teaching and learning process.	
	2b. Teachers embrace diversity in the school community and in the world. 2b.3 Understands the influence of diversity and plans instruction accordingly.		Identifies the range and aspects of diversity of students in the classroom. Acknowledges the influence of all aspects of diversity on students' development and attitudes.		Understands the influence of diversity and plans instruction accordingly.	Builds on diversity as an asset in the classroom.
2d. Teachers adapt their teaching for the benefit of students with special needs. 2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.	Recognizes that students have individual learning needs. Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students.		Cooperates with specialists and uses resources to support the special learning needs of all students.		Coordinates and collaborates with the full range of support specialists and resources to help meet the special needs of all students.	
3a. Teachers align their instruction with the North Carolina Standard Course of Study. 3a.1 Develops and applies lessons based on the North Carolina Standard Course of Study.	Demonstrates awareness of the North Carolina Standard Course of Study. Demonstrates knowledge of the North Carolina Standard Course of Study by referencing it in the preparation of lesson plans.		Develops and applies lessons based on the North Carolina Standard Course of Study.		Develops and applies strategies reflecting the North Carolina Standard Course of Study and standards developed by professional organizations to make the curriculum balanced, rigorous, and relevant.	
3c. Teachers recognize the interconnectedness of content areas/disciplines. 3c.1 Demonstrates knowledge of links between grade/subject and the North Carolina Standard Course of Study by relating content to other disciplines.	Recognizes the importance of interdisciplinary learning. Articulates the links between grade/subject and the North Carolina Standard Course of Study.		Demonstrates knowledge of links between grade/subject and the North Carolina Standard Course of Study by relating content to other disciplines.		Integrates the links and the vertical alignment of the grade or subject area and the North Carolina Standard Course of Study. Effectively and broadly relates content to other disciplines.	
3c. Teachers recognize the interconnectedness of content areas/disciplines. 3c.2 Relates global awareness to the subject.	Understands the importance of global awareness for students. Displays global awareness.		Relates global awareness to the subject.		Integrates global awareness activities throughout lesson plans and classroom instructional practices.	

Evidence 3 Comprehensive Unit Plan Rubric (2 of 3)

SCALE:

- 3 Accomplished** Standards and competencies are addressed skillfully; reflections are compelling and evidences are concrete; components are neatly and logically displayed; and the entries are polished.
2 Proficient Standards and competencies are addressed successfully; reflections are sufficient and evidences are concrete; components are neatly and logically displayed; and the entries are complete.
1 Developing Standards and competencies are addressed inadequately or are not addressed; reflections are insufficient, weak, or omitted and evidences are not concrete; components are confusing or illogically displayed; and/or the entries are incomplete.

Descriptors	Developing (1)	Proficient (2)	Accomplished (3)	Score
<p>3d. Teachers make instruction relevant to students. 3d.1 Integrates 21st century skills and content in instruction.</p>	<p>Recognizes and identifies relationships between the North Carolina Standard Course of Study and life in the 21st century.</p> <p>Identifies and demonstrates understanding of 21st century skills and content as specified in the Framework for 21st Century Learning and Critical Elements for 21st Century Skills.</p>	<p>Integrates 21st century skills and content in instruction.</p>	<p>Consistently integrates 21st century skills and content throughout classroom instruction and assessment.</p>	
<p>4a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. 4a.1 Identifies developmental levels of individual students and plans instruction accordingly.</p>	<p>Understands the developmental levels of students.</p> <p>Demonstrates awareness of the influence of developmental levels on students' learning.</p>	<p>Identifies developmental levels of individual students and plans instruction accordingly.</p>	<p>Appropriately differentiates instruction.</p>	
<p>4a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. 4a.2 Assesses and uses resources needed to address strengths and weaknesses of students.</p>	<p>Demonstrates an understanding of methods for differentiating instruction to accommodate developmental differences in students.</p>	<p>Assesses and uses resources needed to address strengths and weaknesses of students.</p>	<p>Knows how students think and learn.</p> <p>Understands the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiates instruction accordingly.</p>	
<p>4b. Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the North Carolina Standard Course of Study. 4b.1 Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.</p>	<p>Recognizes data sources important to planning instruction.</p> <p>Uses a variety of data for short and long-range planning of instruction.</p>	<p>Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.</p>	<p>Works collaboratively with other school staff to develop or maintain a culturally and developmentally supportive school environment.</p>	

Evidence 3 Comprehensive Unit Plan Rubric (3 of 3)

SCALE:

3 Accomplished Standards and competencies are addressed skillfully; reflections are compelling and evidences are concrete; components are neatly and logically displayed; and the entries are polished.

2 Proficient Standards and competencies are addressed successfully; reflections are sufficient and evidences are concrete; components are neatly and logically displayed; and the entries are complete.

1 Developing Standards and competencies are addressed inadequately or are not addressed; reflections are insufficient, weak, or omitted and evidences are not concrete; components are confusing or illogically displayed; and/or the entries are incomplete.

Descriptors	Developing (1)	Proficient (2)	Accomplished (3)	Score
4c. Teachers use a variety of instructional methods. 4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.	Understands a range of methods and materials that can be applied in the classroom. Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	Uses a variety of appropriate methods and materials to meet the needs of all students.	Consistently enables the success of all students through the selection and use of appropriate methods and materials.	
4d. Teachers integrate and utilize technology in their instruction. 4d.1 Integrates technology with instruction to maximize students' learning.	Demonstrates knowledge of methods for utilizing technology in instruction. Assesses effective types of technology to use for instruction.	Integrates technology with instruction to maximize students' learning.	Engages students in higher level thinking through the integration of technology.	
4e. Teachers help students develop critical-thinking and problem-solving skills. 4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	Demonstrates an understanding of the importance of developing students' critical-thinking and problem-solving skills. Demonstrates knowledge of processes needed to support students in acquiring critical thinking and problem-solving skills.	Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	Creates or maintains instruction that consistently engages students in the processes of critical thinking and problem solving in meaningful contexts.	
4f. Teachers help students work in teams and develop leadership qualities. 4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	Recognizes the need to encourage the development of cooperation, collaboration, and student leadership. Demonstrates awareness of multiple approaches or strategies for developing and supporting student learning teams.	Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	Encourages students to create and manage learning teams.	
5c. Teachers function effectively in a complex, dynamic environment. 5c.1 Considers and uses a variety of research-verified approaches to improve teaching and learning.	Acknowledges the importance of using research-verified approaches to teaching and learning Recognizes current research-verified approaches to teaching and learning.	Considers and uses a variety of research-verified approaches to improve teaching and learning.	Investigates and implements innovative, research-verified approaches to improve teaching and learning.	
Total Score				
Average Score (Total Score/15)				

Evidence 5 Reflective Analysis of Teaching and Learning Rubric (1 of 1)

SCALE:					
3 Accomplished Standards and competencies are addressed skillfully; reflections are compelling and evidences are concrete; components are neatly and logically displayed; and the entries are polished.					
2 Proficient Standards and competencies are addressed successfully; reflections are sufficient and evidences are concrete; components are neatly and logically displayed; and the entries are complete.					
1 Developing Standards and competencies are addressed inadequately or are not addressed; reflections are insufficient, weak, or omitted and evidences are not concrete; components are confusing or illogically displayed; and/or the entries are incomplete.					
Descriptors	Developing (1)		Proficient (2)	Accomplished (3)	Score
1a. Teachers lead in their classrooms. 1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study.	Acknowledges the importance of high school graduation for students. Demonstrates how teachers contribute to students' progress toward high school graduation by following the <i>North Carolina Standard Course of Study</i> .	AND	Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i> .	Takes responsibility for student progress toward high school graduation by aligning instruction and assessment with the <i>North Carolina Standard Course of Study</i> .	
4b. Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the North Carolina Standard Course of Study. 4b.1 Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.	Recognizes data sources important to planning instruction. Uses a variety of data for short and long-range planning of instruction.		Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.	Works collaboratively with other school staff to develop or maintain a culturally and developmentally supportive school environment.	
4h. Teachers use a variety of methods to assess what each student has learned. 4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	Demonstrates awareness of multiple indicators or measures of student progress. Interprets data on student progress accurately and can draw appropriate conclusions.		Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	Uses information gained from assessment activities to improve teaching practice and students' learning.	
4h. Teachers use a variety of methods to assess what each student has learned. 4h. 2 Provides evidence that students attain 21st century knowledge, skills, and dispositions.	Demonstrates an understanding of 21 st century knowledge, skills, and dispositions.		Provides evidence that students attain 21 st century knowledge, skills, and dispositions.	Provides opportunities for students to assess themselves and others.	
5a. Teachers analyze student learning. 5a. 1 Uses data to provide ideas about what can be done to improve students' learning.	Recognizes multiple sources of information on students' learning and performance. Identifies data sources to improve students' learning.		Uses data to provide ideas about what can be done to improve students' learning.	Based upon data, selects or develops instructional approaches that are intentionally tailored to students' learning needs.	
Total Score					
Average Score (Total Score/5)					

Evidence 6 Leadership Contributions to School Improvement Efforts Rubric (1 of 1)

SCALE:
3 Accomplished Standards and competencies are addressed skillfully; reflections are compelling and evidences are concrete; components are neatly and logically displayed; and the entries are polished.
2 Proficient Standards and competencies are addressed successfully; reflections are sufficient and evidences are concrete; components are neatly and logically displayed; and the entries are complete.
1 Developing Standards and competencies are addressed inadequately or are not addressed; reflections are insufficient, weak, or omitted and evidences are not concrete; components are confusing or illogically displayed; and/or the entries are incomplete.

Descriptors	Developing (1)		Proficient (2)		Accomplished (3)	Score
1b. Teachers demonstrate leadership in the school. 1b.1 Engages in collaborative and collegial professional learning activities.	Recognizes opportunities for involvement in professional learning activities. Attends professional learning activities.		Engages in collaborative and collegial professional learning activities.		Participates in professional learning community (PLC) activities.	
1b. Teachers demonstrate leadership in the school. 1b.2 Identifies the characteristics or critical elements of a school improvement plan.	Demonstrates familiarity with the characteristics of a school improvement plan.		Identifies the characteristics or critical elements of a school improvement plan.		Works with others in developing and/or implementing school improvement activities.	
1b. Teachers demonstrate leadership in the school. 1b.3 Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan.	Recognizes the importance of using data to identify areas of need as part of a school improvement plan.		Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan.		Analyzes data to develop goals and strategies in the school improvement plan that enhances student learning.	
1c. Teachers lead the teaching profession. 1c.1 Participates in professional development and growth activities.	Recognizes the need and identifies opportunities for professional growth.	AND	Participates in professional development and growth activities.	AND	Seeks additional opportunities for professional development and growth.	
1c. Teachers lead the teaching profession. 1c.2 Begins to develop professional relationships and networks.	Recognizes the responsibility of teachers for professional improvement and support.		Begins to develop professional relationships and networks.		Extends professional relationships and networks.	
2e. Teachers work collaboratively with the families and significant adults in the lives of their students. 2e.1 Communicates and collaborates with the home and community for the benefit of students.	Recognizes factors that can diminish or enhance involvement by parents, guardians, and the community in schools. Understands strategies for enhancing communication between home and school and for engaging parents, guardians, and community members in schools.		Communicates and collaborates with the home and community for the benefit of students.		Seeks and implements solutions to overcome obstacles to participation of families and communities.	
5b. Teachers link professional growth to their professional goals. 5b.1 Participates in recommended activities for professional learning and development.	Acknowledges the importance of ongoing professional development. Attends required or expected activities for professional growth.		Participates in recommended activities for professional learning and development.		Seeks out and engages in opportunities to expand professional knowledge and build professional skills.	
Total Score						
Average Score (Total Score/7)						

APPENDIX C

HANDBOOK FOR SUPERVISION OF FIELD EXPERIENCES

CATAWBA COLLEGE

*HANDBOOK FOR SUPERVISION OF
FIELD EXPERIENCES
IN TEACHER EDUCATION*

2011-2012

“Preparing Teachers as Reflective Practitioners”

PRE-STUDENT TEACHING EXPERIENCES

Professional laboratory experiences for the teacher preparation program of Catawba College are designed to provide for the examination of teaching through experiences in both campus-based laboratory/clinical settings and field-based classroom settings. The sequence of experiences begins in these settings through structured, guided observations of the teacher's role and function within the school culture; progresses through the introduction of broad instructional techniques and specific methodology within the controlled settings of micro or peer teaching and clinical practice; provides a year-long examination of theories of teaching and learning, learning environments, and professional practice; returns again to the 'real world' for extended internships and culminates in student teaching. This sequence of experiences contributes significantly to the development of understandings and competencies needed for classroom teaching.

Objectives of professional laboratory experiences are to allow the prospective teacher an opportunity to

1. observe and participate in school activities;
2. relate theories of education to actual teaching;
3. experiment with various methods of teaching;
4. examine materials and equipment of teaching;
5. gain insight into methods of discipline and classroom management;
6. learn about the organization of the school; and
7. participate in record keeping and evaluation.

Field-based experiences begin and end the professional laboratory sequence. Observation and participation in a classroom begin in the freshman or sophomore year during **EDUC 2000 *Introduction to Teaching and Educational Technology***. Opportunities for observation and participation in child and adolescent psychology courses often occur during the freshman year. Students participate in guided observation under supervision of college instructors and classroom teachers.

The program aligns closely supervised internship experiences with the study of theories of teaching and learning, learning environments, and professional practice. Prior to the professional semester, students spend a minimum of 30 hours in a school-based internship compatible with the licensure they are seeking. They tutor students, teach large and small groups, and perform teacher assistant duties assigned by the classroom teacher. They are supervised jointly by a school-based and a college-based educator. Placements for field supervision are made by the college-based educator for each specific field. All elementary majors are placed in a year-long internship—Catawba-Overton Partnership for Excellence (COPE). These field placements are made in collaboration with the COPE clinical (on-site) adjunct instructor.

STUDENT TEACHING EXPERIENCES

Student teaching is an essential part of the preparation for teaching. During student teaching, the prospective teacher has further opportunity to put into practice many of the ideas about teaching dealt with in his/her college classes. It is not until a person has the opportunity to try a procedure in a real situation that mature learning occurs. This is the main purpose of student teaching.

Student teaching would not be possible without the cooperation of schools and classroom teachers. Successful student teaching involves the student teacher, the college supervisor, and, most importantly, the cooperating teacher.

Each teacher education student is responsible for obtaining educator's insurance coverage prior to the first day of student teaching. The insurance may be obtained through membership in the Student North Carolina Association of Educators (SNCAE) if the individual student does not have coverage through a private policy. Applications for membership in the SNCAE may be obtained in the Department of Teacher Education.

Any student admitted to student teaching must continue to have an acceptable record in the Catawba College student discipline file as well as an acceptable criminal background history. Students are required to report immediately to the Chair of the Department of Teacher Education any changes to their discipline file and/or criminal background history. Any conviction of the offenses listed in GS 115C-332 will result in the student being removed from the program. Other infractions will be reviewed on a case-by-case basis.

What Does Student Teaching Involve?

Student teaching at Catawba College takes place during the senior year. A semester of full-time student teaching is required. During the student teaching experience, the student teachers are expected to devote themselves to the classroom and the necessary preparation. Only with the approval of the Chair of the Department of Teacher Education can a person work at another job or participate in college athletics or other time-consuming activities and student teach. Students are discouraged from obligating themselves for such work. It is made clear to them that no concessions will be given them because of any other obligations. Student teachers who work may not be given credit for student teaching if the quality has suffered because of other obligations. All student teachers will be required to sign a form to indicate understanding of this possibility.

The student teaching semester will involve many different experiences. At first, the student teacher might best serve as a teacher assistant, helping the classroom teacher with routine matters such as keeping records, checking papers, and preparing materials. During this time, the student teachers should also be given the opportunity to observe other aspects of the school. They should spend some time in the library, principal's office, guidance office, and cafeteria, learning of the problems and situations faced by other staff members. After a week or two, the role should change to that of a helping teacher in a team teaching situation. During this transition period, the regular teacher plans the instructional activities, but the student teacher helps carry these out. This can be handled in several ways. In a regular classroom situation, the student teacher might work with a small group on some activity while the classroom teacher works with the rest of the class on something else. In an elementary classroom organized as an open classroom, true team teaching might be taking place.

After three or four weeks in the school, the student teacher should be given the responsibility for planning and organizing a limited part of the day's work. By the fifth or sixth week, the student teacher should be planning a significant part of the instructional activities and be in charge of the class for much of the day. Generally, a minimum of five weeks of student teaching a full class load is expected. In many cases, student teachers can assume responsibility earlier than suggested above. This is encouraged if mutually agreed upon by the student and cooperating teacher. It is doubtful, however, that in most cases the student teacher should be given full responsibility for a class during the first two weeks of student teaching. In no situations should it be necessary for a student teacher to teach full-time this early.

Where appropriate, the student teacher should be allowed to taper off during the latter part of the semester. This allows a gradual transition of classroom responsibilities back to the regular teacher and allows the student teacher some time for normal end-of-semester college responsibilities, including the completion of the required electronic professional portfolio. Planning for this tapering-off period should be done jointly by the student teacher and cooperating teacher.

The Professional Portfolio

All student teachers are required to complete an electronic professional portfolio. The development of a professional portfolio provides them with a product of learning that illustrates the many facets of their teaching role. This portfolio, aligned with the North Carolina Professional Teaching Standards, provides an opportunity for deep reflection and prepares student teachers for the initial licensure phase of their career. The professional portfolio, comprised of six evidences—Evidence 1: College Transcript or Praxis II scores, Evidence 2: Content Area Knowledge, Evidence 3: Comprehensive Unit Plan, Evidence 4: LEA/IHE Certification of Teaching Capacity, Evidence 5: Reflective Analysis of Teaching and Learning, and Evidence 6: Leadership Contributions to School Improvement Efforts—provides evidence that the student teacher has met the NCPTS. During the student teaching semester, the student teacher will complete three components of the professional portfolio: Comprehensive Unit Plan, Reflective Analysis of Teaching and Learning, and Leadership Contributions to School Improvement Efforts. During the student teaching semester, student teachers will also be enrolled in **EDUC 4500 Professional Leadership Seminar** and will receive guidance and support from the course instructor(s) as they complete the electronic professional portfolio.

A panel of educators, including the cooperating teacher, will evaluate the professional portfolio by using the rubric found in the appendix. The professional portfolio must be submitted no later than the last day of class in the semester of student teaching. The Department of Teacher Education will retain an electronic copy of all professional portfolios. Student teachers are encouraged to make a complete copy of the portfolio for their records.

Student Teaching and Substitute Teaching

1. Student teachers should not be used as free substitutes. If a student teacher is used as a substitute in a situation in which a regular substitute would otherwise have been used, he/she should be paid as a substitute.
2. A student teacher should not be expected to substitute more than five days during the semester. Any exception to this policy must be approved by the Chair of the Department of Teacher Education.
3. The student teacher may be employed as a substitute teacher only if the following requirements have been met:
 - a. successful completion of one half of the student teaching assignment;
 - b. completion of the required paperwork for substitute teaching in the local school system; and
 - c. designated substitution is for the cooperating teacher only. Student teachers are evaluated on the basis of their performance in regularly assigned classrooms, not on their reputation as substitutes.

QUALIFICATIONS OF THE COOPERATING TEACHER

Supervising teachers must be a regularly employed certified teacher in accordance with Public School Law 115C-309. Supervising teachers must also be tenured and have a minimum of one year of experience with their current school.

RESPONSIBILITIES OF THE COOPERATING TEACHER

Students begin student teaching with varying degrees of personal and professional readiness for the assumption of the responsibilities involved. The cooperating teacher must determine the readiness of the student teacher to assume teaching responsibilities. Skill in determining readiness and providing for growth can greatly enhance the effectiveness of the cooperating teacher's work with student teachers. This section presents suggestions by which cooperating teachers may effectively assist student teachers in becoming competent professionals.

A. *Preparation for the Student Teacher*

1. Make sure that the class is prepared for the student teacher. When he/she arrives, *properly* introduce him/her as a teacher.
2. Provide a work and study area in the classroom for the student teacher.
3. Collect a set of textbooks for the student teacher and provide him/her with helpful materials such as school bulletins, schedules, class rolls, school handbooks, and courses of study.
4. Find out as much as possible about the student teacher through informal conversation in your early conferences with him/her.

B. *Orientation of the Student Teacher*

1. Meet the student teacher and make him/her feel welcome the first day.
2. Accept the student teacher as a co-worker, keeping your conferences on an informal, friendly basis.
3. Familiarize the student teacher with the school building.
4. If he/she has not already met the principal, introduce them.
5. Introduce him/her to other staff members.
6. Explain methods of keeping attendance reports, report cards, cumulative folders, and other necessary records.
7. Inform the student teacher of the texts and the sequence of subject matter topics.
8. Provide the student teacher with a school handbook, seating charts, schedules, floor plans of the building, and other helpful materials.
9. Inform the student teacher about matters of school policy, management, discipline, and community concerns.
10. Provide the student teacher with the time to visit other classrooms, the principal's office, the library, technology labs, guidance offices, and any other appropriate areas of professional interest in the school.

C. *Guiding and Helping the Student Teacher*

1. Provide the student teacher with increasing responsibility for managing classes as he/she becomes more competent.
2. Schedule a conference with the student teacher at least once a week on a regular basis. In addition, one or more impromptu conferences may occur daily depending on the student teacher's needs and the cooperating teacher's time.
3. Jointly make tentative plans for the first few days of student teaching. These plans need to be flexible, just as all plans do. Then a tentative schedule of the semester's work may be made, filling in the details as they are needed.
4. After the schedule has been made, develop the units of work and lesson plans. These plans should be checked thoroughly by the cooperating teacher prior to their use. Suggestions for change should be made when necessary.
5. Discuss the possible topic/focus for the comprehensive unit plan and when this plan might be taught

- (component of electronic professional portfolio).
6. Include the student teacher in school improvement efforts (component of electronic professional portfolio) and professional development opportunities whenever appropriate.
 7. In conferences tactfully offer suggestions regarding teaching methods, habits, vocabulary, and grammar. Written evaluations are helpful; it is recommended that two (2) formal documented observations be conducted.
 8. Assist the student teacher in locating and using appropriate forms of instructional technology.
 9. Offer praise as well as constructive criticism. Save criticisms and suggestions for private conferences. Refrain from making critical remarks to the student teacher in front of the class.
 10. Review and evaluate the student teacher's electronic professional portfolio, providing suggestions for improvement.
 11. Assist the student teacher in gaining experience in the supervision of extra class activities.

D. Developing Professional Maturity

1. Allow the student teacher to try classroom techniques and approaches that may not succeed. Professionals must be given the right to fail in a given task.
2. Encourage active participation in professional activities by asking the student teacher to join you in such activities.
3. Set a good example by always displaying courtesy, patience, and respect toward your students. Help him/her to do the same.
4. Encourage the student teacher to develop his/her own style of teaching rather than imposing your own upon him/her.
5. Help the student teacher to respect the personality of the pupil by employing procedures that are friendly and informal, but businesslike. Remind the student teacher to treat every pupil with the same degree of fairness, impartiality, and consideration.
6. Please be honest and frank. Never leave the student teacher or college supervisor in doubt as to how the student teacher is progressing. The cooperating teacher should inform the college supervisor or Department of Teacher Education immediately when serious problems occur.
7. Participate in the on-going evaluation of the student teacher's performance. This includes informal daily assessment and formal evaluation at mid-point and exit using the **LEA/IHE Certification of Teaching Capacity** (in appendix). The cooperating teacher and his or her principal are responsible also for completing the **Student Teaching/Interning Performance: Evaluation by North Carolina Local Education Agency** (Form S, in appendix).

Compensation to Cooperating Teachers

No payments are made to schools for the supervision of student teachers from Catawba College. Compensation to the cooperating teachers includes free tuition for any one regularly scheduled course or workshop taught at Catawba at any time during the 12-month period including the student teaching. Admission requirements are as stated in the college catalogs. Teachers may also obtain two season passes for athletic events, drama productions, and concert series programs during this same period.

RESPONSIBILITIES OF THE COLLEGE SUPERVISOR

Assignment of Grades

The college supervisor has the ultimate responsibility for the assignment of grades in student teaching. The cooperating teacher will not be asked to assume this burden; however, the cooperating teacher has had close contact with the student teacher and has had more opportunity to observe his/her strengths and weaknesses. Therefore, in most cases, college supervisors will discuss grades with cooperating teachers and arrive at them jointly.

Periodic and Terminal Evaluation

A formal three-way evaluation should take place at mid-point in the assignment. At that time, the student teacher should be evaluated using the **LEA/IHE Certification of Teaching Capacity**. A copy of the exit criteria is included in the appendix. This mid-point assessment should provide the student teacher with a clear understanding of his/her achievement to date as well as an understanding of performance goals for the last half of the student teaching experience. A formal three-way evaluation is also conducted at the exit of the assignment.

The **LEA/IHE Certification of Teaching Capacity** should be used at mid-point and exit from the student teaching assignment. The completed forms must be filed by the college supervisor in the teacher education office at the end of the student teaching assignment. This evaluation should be based on periodic joint assessment of the student teacher's progress. The student teacher, cooperating teacher, and the college supervisor should all be involved in the evaluation process.

Although the student teacher has the responsibility for submitting an electronic professional portfolio prior to the onset of the final exam period, the college supervisor also has the responsibility for convening a panel of educators to review and evaluate the professional portfolio prior to the end of the final examination period. At a minimum, the panel of educators shall consist of the college supervisor and the cooperating teacher. A final grade for student teaching should not be submitted until an electronic professional portfolio has been evaluated. The college supervisor must submit the professional portfolio evaluation form to the teacher education office by the end of the final examination period.

The college supervisor has the responsibility for submitting all evaluation forms that are part of the unit assessment system: LEA/IHE Certification of Teaching Capacity: mid-term and exit criteria, form S (successful completion of student teaching), professional portfolio evaluation form, and a minimum of three (3) formal observations of student teacher performance.

Regular Supervision

The college supervisor should observe at least four (4) instructional sequences during the semester (at least one of these may be videotaped by the student teacher), and hold conferences for at least three (3) observations that include written documentation, in addition to the midpoint and summative conferences and evaluations. In many cases, the supervisor will visit more often. In the event that there are significant problems with the student teacher, the college supervisor will visit as often as is necessary.

Full Cooperation

Catawba College recognizes that the regular classroom teacher has the full legal responsibility for his/her class and pledges its full support of the teacher in carrying out this responsibility. The college supervisors are available in the event that concerns arise with the student teacher. In the rare event that removal of a student teacher is necessary, the College will complete a full investigation of the problem and take appropriate action.

RESPONSIBILITIES OF THE STUDENT TEACHER

1. The student teacher is required to report to his/her school at the time required of the professional faculty. If absence is necessary, the student teacher should call the college supervisor and cooperating teacher as soon as possible, but no later than 30 minutes before the beginning of the school day. If neither of these supervisors can be reached, he/she is to notify the principal.
2. The student teacher is required to remain at the school the same length of time required of the professional faculty and to follow all weather-related policies designated by the school district. The student teacher is required to follow the public school calendar. Workdays are regular school days and student teachers are expected to be in attendance regardless of the presence of the cooperating teacher.
3. The student teacher is expected to place school duties ahead of personal wishes and carry out all duties that are part of the profession. This includes involvement in extra-curricular activities or other duties that are part of the regular teacher's load and which fall outside regular school hours. For example, student teachers are expected to attend events such as club meetings, athletic events, PTA/PTO meetings, after-school parent conferences, School Improvement Team meetings, Open Houses, or meetings of the school board. If the cooperating teacher is in attendance, the student teacher is expected to attend as well. Outside employment or perceived social obligations do not justify a failure to attend these events.
4. The student teacher is required to attend faculty and PTA/PTO meetings, and encouraged to attend county, city, district, or state teachers' meetings.
5. The student teacher is required to conform to school rules and policies and to local standards of behavior (e.g., drug policies, administration of medication, criminal background checks).
6. The student teacher is required to plan his/her work and to show evidence of this planning prior to actual teaching.
7. The student teacher must safeguard all personal and confidential student information and use it for professional purposes only.
8. The student teacher is required to follow basic rules of courtesy with pupils, parents, and all school personnel.
9. The student teacher is required to be well-groomed and to dress professionally. Specific dress standards will be discussed prior to student teaching.
10. The student teacher must accept the legal position that the cooperating teacher is legally responsible for the students in the classroom. This means that the student teacher does not have complete freedom, but must plan jointly with the cooperating teacher in matters of discipline.
11. The student teacher is required to be available for conferences with the cooperating teacher.
12. The student teacher is required to be responsible for school materials and to return all textbooks, resource materials, and student records on or before the last day of his/her student teaching.
13. The student teacher is required to cooperate with the policy established about substitute teaching.
14. The student teacher may be excused by the college supervisor only for absences caused by verifiable illness, death in the family, or extreme emergencies. Absences of more than five days are to be made up before credit will be given for student teaching. Participation in EDUC 4500 Professional Leadership Seminar does not constitute an absence from student teaching.
15. The student teacher is required to act at all times as a teacher, not as a student.
16. The student teacher is required to make his/her own arrangements for dependable and reliable transportation to and from the school.
17. The student teacher is required to comply with the North Carolina Professional Code of Ethics.

Dress Code Policy

All students who engage in field experiences (including student teaching) in a public school setting are expected to dress professionally. Rightly or wrongly, people judge us by the way we dress and the way we dress sends important messages about how we view ourselves and our role in the schools. Professional dress means that one dresses appropriately for the professional setting. The following guidelines apply.

1. Be well groomed.
2. Dress conservatively. Under no circumstances should you be out of compliance with the student and/or employee dress code for the school/ school district. You should not wear clothing, jewelry, or tattoos advertising tobacco/alcohol/drugs/drug use, or display obscene or pornographic words/symbols/images that may be offensive to others.
3. Remove visible body piercing jewelry, except for ears, during the school workday and at all school functions and/or school-related activities.
4. Headgear should not be worn unless it is for athletic, medical, or bona fide religious reasons.
5. Wear dress or casual shoes. “Flip-flops” are unacceptable. Avoid athletic shoes if you are not a physical educator.
6. Males
 - a. Wear slacks or dress pants. You should not wear blue jeans unless it is “blue jean day” or “casual Friday.”
 - b. Wear ties and buttoned shirts whenever possible. Collared shirts and polo shirts may be worn; however, t-shirts are not appropriate.
 - c. Clothing should not be cut, slashed, or torn.
 - d. Be well-shaven or keep facial hair neatly trimmed.
7. Females
 - a. Shirts, skirts, and dresses should not be too short or too tight.
 - b. Clothing should not be low-cut, see-through, cut, slashed, or torn. It should cover the back, midriff, and torso. Necklines and armholes should not be too low as to be disruptive or distracting.
 - c. Wear skirts, dresses, slacks, dress pants, walking shorts, or Capri pants (modest length for all clothing). You should not wear blue jeans unless it is “blue jean day” or “casual Friday.”
 - d. Secure long hair so that it does not invade the students’ space when you bend to help them.

Local school officials and Department of Teacher Education faculty retain the right to determine if a student is dressed professionally. It is important for students to understand that under no circumstances are they allowed to be in violation of a local school or school district’s dress code policy and that they will not be allowed to participate in a field experience if they do so. Furthermore, local school officials and Department of Teacher Education faculty retain the right to permanently remove a student from any field experience for any flagrant violation of the dress code that is deemed to be highly disruptive.

Meal Options for Student Teachers

Student teachers who are boarding on campus may request an adjustment to board fees during the semester they are student teaching. This form must be completed by the student teacher and returned to the teacher education office within five days of the first day of class.

Accommodations for Student Teachers with Documented Disabilities

Student teachers with documented disabilities should make arrangements for accommodations. In order to make arrangements for the fall semester, requests for accommodations and supporting information must be received by March 15 of the preceding semester. Information must be received by October 15 in order to be considered for the spring semester.

It is essential for the successful completion of student teaching that student teachers adhere to the responsibilities and complete the requirements outlined in this handbook. However, student teachers with documented disabilities such as learning disabilities or physical disabilities (such as hearing, visual, and other physical impairments) may request that reasonable accommodations be made to help ensure that appropriate conditions exist for a successful student teaching experience. For example, a student teacher with knee or back problems would not be required to sit on the floor with children. This is because sitting on the floor is not an essential condition for success as a student teacher. A student teacher who requires the use of a wheelchair might utilize a whiteboard on an easel. This is because using a standard whiteboard (or chalkboard) is not an essential condition for success as a student teacher.

Accommodations cannot be made if those accommodations do not permit the student teacher to complete the essential conditions of student teaching; that is, adhere to the responsibilities and complete the requirements outlined in this handbook. For example, no accommodation can be made that would permit a student teacher to regularly arrive late, leave early, or fail to engage in a full day of productive activities. No accommodation can be made that would not allow for the proper monitoring or supervision of students. No accommodation can be made that would allow for missing more than five days of student teaching.

Student teachers who believe they have a condition for which reasonable accommodations can be made should make a written request for accommodations to the Chair of the Department of Teacher Education. The Chair will review the request with the Director of the Academic Resources Center. The request should briefly explain the nature of the condition and outline the types of accommodations that are believed to be necessary. The request should also include written verification from an appropriately qualified and licensed professional about the nature of the condition or situation and the types of accommodations that are reasonable. For example, a physician must verify in writing the nature of a medical problem and the types of accommodations that will be needed.

The college supervisor, the Chair of the Department of Teacher Education, and the Director of the Academic Resources Center shall review the request for accommodations. If the request is deemed reasonable, then consultations with prospective cooperating teachers shall be made. If a suitable placement is found, then a written agreement will be drawn listing the specific accommodations that will be made. If the request is deemed unreasonable, then the request shall be denied and the student informed in writing.

A student teacher who has been denied a request for an accommodation may submit a written appeal to the Teacher Education Council.

Removal from Student Teaching

Student teachers from Catawba College are expected to demonstrate the highest standards of teaching when placed in a student teaching assignment. Schools accept a student under a mutual agreement with Catawba College. While every reasonable effort is made to allow for a successful student teaching experience, it may become necessary for a student teacher to be removed from a school.

Implementation procedures for removal from student teaching:

1. The host school, at its discretion, can request the immediate removal of a student during the period of placement if the student fails to fulfill the obligations and responsibilities associated with the student teaching experience or violate policies, procedures, rules, regulations, or ethics. This request should be made to the college supervisor who will **immediately** inform the Chair of the Department of Teacher Education.
2. If host school educators (the principal or the cooperating teacher) believe that the student teacher is not performing appropriately, but that the performance does not warrant immediate removal from the school, concerns should be communicated to the college supervisor **as soon as possible**. The college supervisor will meet with the cooperating teacher and/or principal to discuss the concerns and to develop a set of recommendations for improving performance. The student teacher will be made aware of the concerns and provided with recommendations for improving performance.
3. If, after a reasonable time for addressing the concerns has passed and no improvement in the student teacher's performance is apparent, a decision to terminate the student teaching experience may be made. The student teacher shall be notified in writing of this decision.

Reasons for dismissal may include, but are not limited to

1. failure to follow established school policies, procedures, or routines;
2. failure to follow the guidelines and policies set forth in the *Department of Teacher Education Policies and Procedures Handbook*;
3. poor attendance;
4. tardiness;
5. lack of responsibility or initiative;
6. behaviors indicating an attitude of indifference or hostility;
7. unsatisfactory classroom preparation, including the development of written lesson plans;
8. poor classroom management and/or discipline;
9. inappropriate interpersonal skills; and
10. unprofessional conduct, including lack of professional dress or inappropriate language.

Appeal Procedures

1. **Action by Student.** A student who desires to be readmitted to student teaching must re-apply for admission to student teaching. The student must also include a written letter to the Teacher Education Council explaining the rationale for being permitted to re-enroll in the student teaching semester. The letter must also describe the steps taken to overcome the problems that led to the removal from student teaching.
2. **Action of the Teacher Education Council.** The committee will review the letter from the student, and may request a meeting with the student. Possible decisions returned by the Council could be, but are not limited to, the following:
 - a. retake or enroll in additional coursework;
 - b. allow additional time for remediation;
 - c. require additional professional experiences; and
 - d. reject the appeal and dismiss the student from the teacher education program.

STUDENT TEACHING/INTERNSHIP PERFORMANCE: EVALUATION BY A NORTH CAROLINA LOCAL EDUCATION AGENCY

This form must be submitted with the license application of individuals completing approved teacher education programs in North Carolina. The student's performance in student teaching/internship must be satisfactory to qualify for a North Carolina license.

student's last name	first name	middle name	maiden name
street address		city	state
zip code		college or university	
social security number			

The student performed his or her teaching or interning assignment at

name of school

school unit

The assignment began _____ and ended _____

month, day, year month, day, year

The individual taught _____ in grade (s) _____

or interned in _____

name of program

We have reviewed the evaluation of this student's performance. The evaluation was systematic and continuous during the student teaching or interning assignment. Based on the evaluation and recommendations from professional staff, we certify that

- The student's performance has been successful.
- The student's performance has not been successful.

Comments (optional):

Signatures:

LEA Supervisor

Superintendent or Designee

Date

Date

Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Licensure Section
6365 Mail Service Center
Raleigh, North Carolina 27699-6365

Form S
March 2006

LEA/IHE Certification of Teaching Capacity—Mid-Term Criteria

Candidate Name: _____

School: _____

Cooperating Teacher Name: _____

Grade: _____

LEA: _____

IHE: Catawba College

In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.

Standard/Element	Proficient Descriptor	Rating
Professionalism		
1e. Teachers demonstrate high ethical standards.	1e.1 Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
Classroom Climate/Culture		
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
	1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	2a.1 Maintains a positive and nurturing learning environment.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
2c. Teachers treat students as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every student.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
Instruction		
2b. Teachers embrace diversity in the school community and in the world.	2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
	2b.2 Incorporates different points of view in instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress

Candidate initials: _____

Standard/Element	Proficient Descriptor	Rating
3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> .	3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
3b. Teachers know the content appropriate to their teaching specialty.	3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
3d. Teachers make instruction relevant to students.	3d.1 Integrates 21st century skills and content in instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
4c. Teachers use a variety of instructional methods.	4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Integrates technology with instruction to maximize students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
4e. Teachers help students develop critical-thinking and problem-solving skills.	4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
4f. Teachers help students to work in teams and develop leadership qualities.	4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
Evaluation/Assessment		
1a. Teachers lead in their classrooms.	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i> .	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
4h. Teachers use a variety of methods to assess what each student has learned.	4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
	4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
5a. Teachers analyze student learning.	5a.1 Uses data to provide ideas about what can be done to improve students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
Impact on Student Learning		
1d. Teachers advocate for schools and students.	1d.1 Implements and adheres to policies and practices positively affecting students' learning	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
2d. Teachers adapt their teaching for the benefit of students with special needs.	2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress

College Supervisor _____

Date _____

Cooperating Teacher _____

Date _____

Student Teacher _____

Date _____

LEA/IHE Certification of Teaching Capacity—Exit Criteria

Candidate Name: _____

School: _____

Cooperating Teacher Name: _____

Grade: _____

LEA: _____

IHE: Catawba College

In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.

Standard/Element	Proficient Descriptor	Rating
Professionalism		
1e. Teachers demonstrate high ethical standards.	1e.1 Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Classroom Climate/Culture		
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	2a.1 Maintains a positive and nurturing learning environment.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2c. Teachers treat students as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every student.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Instruction		
2b. Teachers embrace diversity in the school community and in the world.	2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	2b.2 Incorporates different points of view in instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Candidate initials: _____

Standard/Element	Proficient Descriptor	Rating
3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> .	3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3b. Teachers know the content appropriate to their teaching specialty.	3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3d. Teachers make instruction relevant to students.	3d.1 Integrates 21st century skills and content in instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4c. Teachers use a variety of instructional methods.	4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Integrates technology with instruction to maximize students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4e. Teachers help students develop critical-thinking and problem-solving skills.	4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4f. Teachers help students to work in teams and develop leadership qualities.	4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Evaluation/Assessment		
1a. Teachers lead in their classrooms.	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i> .	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4h. Teachers use a variety of methods to assess what each student has learned.	4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
5a. Teachers analyze student learning.	5a.1 Uses data to provide ideas about what can be done to improve students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Impact on Student Learning		
1d. Teachers advocate for schools and students.	1d.1 Implements and adheres to policies and practices positively affecting students' learning	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2d. Teachers adapt their teaching for the benefit of students with special needs.	2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Candidate initials: _____

Student Teaching Contract

The Handbook for Supervision of Field Experiences in Teacher Education states,

Student teaching at Catawba College takes place during the senior year. A semester of full-time student teaching is required. During the student teaching experience, the student teachers are expected to devote themselves to the classroom and the necessary preparation. Only with the approval of the Chair of the Department of Teacher Education can a person work at another job or participate in college athletics or other time-consuming activities and student teach. Students are discouraged from obligating themselves for such work. It is made clear to them that no concessions will be given them because of any other obligations. Student teachers who work may not be given credit for student teaching if the quality has suffered because of other obligations. All student teachers will be required to sign a form to indicate understanding of this possibility.

I, _____, understand that if I choose to work at another job or participate in college athletics or other time-consuming activities during my student teaching semester that I may not be given credit for student teaching if the quality of my work has suffered because of other obligations.

_____ I will be participating in a job, athletics, or other time-consuming activities during my student teaching semester. The activity is _____
_____.

The average number of hours per week I devote to this activity is _____.

_____ I will not be participating in a job, athletics, or other time-consuming activities during my student teaching semester.

Signature of Student Teacher _____ Date _____

Signature of College Supervisor _____ Date _____

Signature of Cooperating Teacher _____ Date _____

***Return original form with signatures to your college supervisor
no later than the end of the first full week of class.***

.....
For Department Use Only:

Approved
Initials of Chair of Department of Teacher Education _____

Not Approved
Initials of Chair of Department of Teacher Education _____

Statement of Confidentiality for Field Experiences

Internship Experience

Student Teaching Experience

Fall

Spring

Year _____

Student's Name (print) _____

I understand that I may have access to and knowledge of personal information about teachers and students, such as test data, grades, professional reports, and/or other documents or information that are not otherwise public information.

I understand that I must safeguard all personal and confidential student information and use it for professional purposes only. I will not intentionally disclose any confidential or privileged information that I may become privy to concerning employees and students within the school district where I am assigned.

Signature _____ Date _____

*Return original form with signature to Mrs. Jane Snider in the Teacher Education Office
no later than the end of the first full week of class.*

.....

For Department Use Only:

Initials of Chair of Department of Teacher Education _____

REQUEST FOR ADJUSTMENT TO BOARD

Student teachers who are boarding on campus may request an adjustment to board fees during the semester they are student teaching. This form must be completed by the student teacher and returned to the teacher education office within five days of the first day of class.

Name of student _____

ID# _____ Student Teaching Semester _____

Signature of student Date

APPROVALS:

Chair, Department of Teacher Education Date

Vice President of Finance Date

Current Semester Board charges _____

Discount Per Cent _____ 40% _____

Statement adjustment _____

APPENDIX D

HANDBOOK FOR SUPERVISION OF FIELD EXPERIENCES

BIRTH-KINDERGARTEN

CATAWBA COLLEGE

HANDBOOK FOR SUPERVISION OF

FIELD EXPERIENCES

IN TEACHER EDUCATION:

BIRTH - KINDERGARTEN

2011-2012

“Preparing Teachers as Reflective Practitioners”

PRE-STUDENT TEACHING EXPERIENCES

Professional laboratory experiences for all teacher preparation program of Catawba College are designed to provide for the examination of teaching through experiences in both campus-based laboratory/clinical settings and field-based classroom settings. The sequence of experiences begins in these settings through structured, guided observations of the teacher's role and function within the school culture; progresses through the introduction of broad instructional techniques and specific methodology within the controlled settings of micro or peer teaching and clinical practice; provides a year-long examination of curriculum and instructional theory and design; returns again to the "real world" for extended internships and culminates in student teaching. This sequence of experiences contributes significantly to the development of understandings and competencies needed for classroom teaching.

Objectives of professional laboratory experiences are to allow the prospective teacher an opportunity to

1. observe and participate in school activities;
2. relate theories of education to actual teaching;
3. experiment with various methods of teaching;
4. examine materials and equipment of teaching;
5. gain insight into methods of discipline and classroom management;
6. learn about the organization of the school; and
7. participate in record keeping and evaluation.

Sequentially planned field experiences for candidates in the proposed BK licensure program typically begin in the second year at a North Carolina community college, continue with field experiences throughout the junior year at Catawba, and culminate in a 15-week student teaching experience. Candidates enter the BK program having completed an Associates Degree in Early Childhood Education from a North Carolina community college. One of the requirements in the transfer program is the successful completion of COE 111PS: Co-op Work Experience I-Early Childhood. This requires students to complete 10 hours of work experience each week throughout the entire semester. Student outcomes, competencies, and other information are provided in the course syllabus available in the exhibit room.

As part of the requirements for the B.A.E. degree in Birth-Kindergarten at Catawba College, all candidates must complete the following courses, all of which have a required field component:

EDUC 3300E	Curriculum Methods: Preschool and Kindergarten
EDUC 3301E	Curriculum Methods: Infants and Toddlers
PSYC 3940E	Psychology of Exceptionalities
EDUC 2280E	Educational Assessment

In EDUC 3300E, candidates engage in three projects (Documentation Project, Curriculum Review, and Math Activity) as part of their field experiences. In EDUC 3301E: Curriculum Methods Infants and Toddlers, candidates have planned field experiences in which they observe and/or work with infant and toddler-aged children (and their teachers if the candidate is not the teacher), create teacher-made books, and develop IFSP goals and objectives. Candidates will also plan activities that address cognitive development, moral development, effective instruction and learning environments, behavior management, and motivation. In PSYCH 3940E: Psychology of Exceptionalities, candidates will be required to complete a developmental case study of two children, one typically developing and one atypically developing. Field experiences are planned which require candidates to engage in developmentally appropriate activities with children identified with special needs and their families. EDUC 2280E Educational Assessments requires the candidates to complete a child portfolio using formal and informal assessments of a child between birth to 8 years of age. The project must be presented in a PowerPoint presentation. The candidates will also complete an assessment instrument review project where they will evaluate assessment instruments developed for children between birth and 8 years of age

The culminating field experience is the 15 weeks of student teaching, which occur as part of EDUC 4000E: Student Teaching and Seminar (Birth-Kindergarten). Student teaching performance is evaluated through the *LEA/IHE Certification of Teaching Capacity: Mid-Term and Exit-Criteria*. The cooperating teacher/site supervisor and college supervisor jointly evaluate student teaching performance, evaluate their portfolio, and hold conferences with the student teacher at mid-semester and at the conclusion of student teaching. A unit plan is also developed, implemented, assessed, and reflected upon during the student teaching experience in collaboration with the college supervisor and the cooperating teacher.

STUDENT TEACHING EXPERIENCES

Student teaching is an essential part of the preparation for teaching. During student teaching, the prospective teacher has further opportunity to put into practice many of the ideas about teaching dealt with in his/her college classes. It is not until a person has the opportunity to try a procedure in a real situation that mature learning occurs. This is the main purpose of student teaching.

Student teaching would not be possible without the cooperation of schools and classroom teachers. Successful student teaching involves the student teacher, the college supervisor, and, most importantly, the cooperating teacher or site supervisor.

Each teacher education student is responsible for obtaining educator's insurance coverage prior to the first day of student teaching. The insurance may be obtained through membership in the Student North Carolina Association of Educators (SNCAE) if the individual student does not have coverage through a private policy. Applications for membership in the SNCAE may be obtained in the Department of Teacher Education.

Criminal history checks will be conducted on all candidates who apply for admission to student teaching who have a grade point average of 2.50 or better. The criminal history checks will reveal if a candidate has a state and/or national criminal history, a record of parole and probation, and/or a record as a sexual offender. Any student who fails to submit to a criminal history check will not be admitted to student teaching.

What Does Student Teaching Involve?

Student teaching at Catawba College takes place during the senior year. Fifteen weeks of full-time student teaching is required. During these 15 weeks, the student teachers are expected to devote their entire working time to the classroom and the necessary preparation. They are expected to live the life of a career teacher. Only in rare cases, with the approval of the Chair of the Department of Teacher Education, can a person work at another job or participate in other time-consuming activities and student teach. Therefore, students are discouraged from obligating themselves for such work. It is made clear to them that no concessions will be given them because of any other obligations. Student teachers who work at another job may not be given credit for student teaching if the quality has suffered because of other obligations.

The 15 weeks of student teaching involves many different experiences for BK majors who are and are not employed full-time as a lead teacher in an early childhood setting. At first, the student teacher might best serve as an assistant, helping the classroom teacher with routine matters such as keeping records, checking papers, and preparing materials. During this time, the student teachers should also be given the opportunity to observe other aspects of the school. They should spend some time in the library, principal's office, guidance office, and cafeteria, learning of the problems and situations faced by other staff members. After a week or two, the role should change to that of a helping teacher in a team teaching situation. During this transition period, the regular teacher plans the instructional activities, but the student teacher helps carry these out. This can be handled in several ways. In a regular classroom situation, the student teacher might work with a small group on some activity while the classroom teacher works with the rest of the class on something else. In an elementary classroom organized as an open classroom, true team teaching might be taking place.

After three or four weeks in the school, the student teacher should be given the responsibility for planning and organizing a limited part of the day's work. By the sixth week, the student teacher should be planning a significant part of the instructional activities and be in charge of the class for much of the day. Generally, a minimum of five weeks of student teaching a full class load is expected. In many cases, student teachers can assume responsibility earlier than suggested above. This is encouraged if mutually agreed upon by the student and cooperating teacher. It is doubtful, however, that in most cases the student teacher should be given full responsibility for a class during the first two weeks of student teaching. In no situations should it be necessary for a student teacher to teach full-time this early.

Where appropriate, the student teacher should be allowed to taper off during the latter part of the semester. This allows a gradual transition of classroom responsibilities back to the regular teacher and allows the student teacher some time for normal end-of-semester college responsibilities, including the completion of the required professional portfolio. Planning for this should be done jointly by the student teacher and cooperating teacher.

Students who are employed full-time as a teacher in a birth-kindergarten setting may student teach in their classroom or another classroom at the same site if the classroom is in a public school or a 4- or 5-star center. In this case, the student would be planning all of the instructional activities and be in charge of the class for the entire day throughout the duration of the student teaching experience.

The Professional Portfolio

All student teachers are required to complete an electronic professional portfolio. The development of a professional portfolio provides them with a product of learning that illustrates the many facets of their teaching role. This portfolio, aligned with the North Carolina Professional Teaching Standards, provides an opportunity for deep reflection and prepares student teachers for the initial licensure phase of their career. The professional portfolio will be assembled and submitted using TaskStream. The professional portfolio provides evidence that the student teacher has mastered each of the NCPTS. There are six evidences that must be developed and approved by the college supervisor and the cooperating teacher.

The e-portfolio submitted to TaskStream will include Evidence 1: College Transcript, Evidence 2: Developmental Case Study, Evidence 3: Comprehensive Unit Plan, Evidence 4: LEA/IHE Certification of Teaching Capacity, Evidence 5: Reflective Analysis of Teaching and Learning, and Evidence 6: Leadership Contributions to School Improvement Efforts. It is here that the student teacher provides evidence that each of the North Carolina Professional Teaching Standards has been met. A panel of educators and the cooperating teacher will evaluate the professional portfolio. The professional portfolio must be submitted no later than December 1 in the fall term or April 20 in the spring term. The Department of Teacher Education reserves the right to retain all professional portfolios. Student teachers are therefore encouraged to make a complete copy of the portfolio and all supporting materials to turn in to the teacher education office in exchange for the return of the original portfolio.

Student Teaching and Substitute Teaching

Student teachers should not be used as free substitutes. If a student teacher is used as a substitute in a situation in which a regular substitute would otherwise have been used, he/she should be paid as a substitute. A student teacher should not be expected to substitute more than five days during the semester. Any exception to this policy must be approved by the Chair of the Department of Teacher Education. The student teacher may be employed as a substitute teacher only if the following requirements have been met: 1) successful completion of one-half of the student teaching assignment, 2) completion of the required paperwork for substitute teaching in the local school system, and 3) designated substitution is for the cooperating teacher only. Student teachers are evaluated on the basis of their performance in regularly assigned classrooms, not on their reputation as substitutes.

QUALIFICATIONS OF THE COOPERATING TEACHER AND SITE SUPERVISOR

Supervising teachers must be a regularly employed certified teacher in accordance with Public School Law 115C-309. Supervising teachers must also have a BK license and a minimum of three years of teaching experience.

RESPONSIBILITIES OF THE COOPERATING TEACHER/ SITE SUPERVISOR

Students begin student teaching with varying degrees of personal and professional readiness for the assumption of the responsibilities involved. The cooperating teacher/site supervisor must determine the readiness of the student teacher to assume teaching responsibilities. Skill in determining readiness and providing for growth can greatly enhance the effectiveness of the cooperating teacher's work with student teachers. This section presents suggestions by which cooperating teachers/site supervisors may effectively assist inexperienced student teachers or experienced teachers, who are student teaching in a different classroom, become competent professionals.

A. *Preparation for the Student Teacher*

1. Make sure that the class is prepared for the student teacher. When he/she arrives, properly introduce him/her as a teacher.
2. Collect a set of textbooks for the student teacher and provide him/her with helpful materials such as school bulletins, schedules, class rolls, school handbooks, and courses of study.
3. If possible provide a work and study area in the classroom for the student teacher.
4. Find out as much as possible about the student teacher through informal conversation in your early conferences with him/her.

B. *Orientation of the Student Teacher*

1. Meet the student teacher and make him/her feel welcome the first day.
2. Accept the student teacher as a co-worker, keeping your conferences on an informal, friendly basis.
3. Familiarize the student teacher with the school building.
4. If he/she has not already met the principal, introduce them.
5. Introduce him/her to other staff members.
6. Explain methods of keeping attendance reports, report cards, cumulative folders, and other necessary records, as needed.
7. Inform the student teacher of the texts and the sequence of subject matter topics.
8. Provide the student teacher with a school handbook, seating charts, schedules, floor plans of the building, and other helpful materials.
9. Inform the student teacher about matters of school policy, management, discipline, and community concerns.
10. Provide the student teacher with the time to visit other classrooms, the principal's office, the library, technology laboratories, guidance offices, and any other appropriate areas of professional interest in the school.

C. *Guiding and Helping the Student Teacher*

1. Provide the student teacher with increasing responsibility for managing classes as he/she becomes more competent.
2. Schedule a conference with the student teacher at least once a week on a regular basis. In addition, one or more impromptu conferences may occur daily depending on the student teacher's needs and the cooperating teacher's time.
3. Jointly make tentative plans for the first few days of student teaching. These plans need to be flexible, just as all plans do. Then a tentative schedule of the semester's work may be made, with the planners filling in the details as they are needed.
4. After the schedule has been made, develop the units of work and lesson plans. These plans should be checked thoroughly by the cooperating teacher prior to their use. Suggestions for change should be made when necessary.

5. In conferences tactfully offer suggestions regarding teaching methods, habits, vocabulary, and grammar. Written evaluations are helpful; it is recommended that two formal documented observations be conducted.
6. Assist the student teacher in locating and using appropriate forms of instructional technology.
7. Offer praise as well as constructive criticism. Save criticisms and suggestions for private conferences. Refrain from making critical remarks to the student teacher in front of the class.
8. Review and evaluate the student teacher's professional portfolio, providing suggestions for improvement.
9. Assist the student teacher in gaining experience in the supervision of extra class activities.

D. Developing Professional Maturity

1. Allow the student teacher to try classroom techniques and approaches that may not succeed. Professionals must be given the right to fail in a given task.
2. Encourage active participation in professional activities by asking the student teacher to join you in such activities.
3. Set a good example by always displaying courtesy, patience, and respect towards your students. Help him/her to do the same.
4. Encourage the student teacher to develop his/her own style of teaching rather than imposing your own upon him/her.
5. Help the student teacher to respect the personality of the pupil by employing procedures that are friendly and informal, but businesslike. Remind the student teacher to treat every pupil with the same degree of fairness, impartiality, and consideration.
6. Please be honest and frank. Never leave the student teacher or college supervisor in doubt as to how the student teacher is progressing. The cooperating teacher should inform the college supervisor or Department of Teacher Education immediately when serious problems occur.
7. Participate in the on-going evaluation of the student teacher's performance. This includes informal daily assessment and formal evaluation at mid-point and exit using the **Evaluation of Student Teacher Performance Form**. The cooperating teacher and his or her principal are responsible also for completing the **Student Teaching/Interning Performance: Evaluation by North Carolina Local Education Agency**.

Compensation to Cooperating Teachers

No payments are made to schools for the supervision of student teachers from Catawba College. Compensation to the cooperating teachers includes free tuition for any one regularly scheduled course or workshop taught at Catawba at any time during the 12-month period including the student teaching. Admission requirements are as stated in the college catalogs. Teachers may also obtain two season passes for athletic events, drama productions, and concert series programs during this same period.

RESPONSIBILITIES OF THE COLLEGE SUPERVISOR

Assignment of Grades

The college supervisor has the ultimate responsibility for the assignment of grades in student teaching. The cooperating teacher will not be asked to assume this burden. However, the cooperating teacher has had close contact with the student teacher and has had more opportunity to observe his/her strengths and weaknesses. Therefore, in most cases college supervisors will discuss grades with cooperating teachers and arrive at them jointly.

Periodic and Terminal Evaluation

A formal three-way evaluation should take place at mid-point in the assignment. At that time, the student teacher should be evaluated using the **Evaluation of Student Teacher Performance Form**. This mid-point assessment should provide the student teacher with a clear understanding of his/her achievement to date as well as an understanding of performance goals for the last half of the student teaching experience. A formal three-way evaluation is also conducted at the exit of the assignment.

The **Evaluation of Student Teacher Performance Form** should be used at mid-point and exit from the student teaching assignment. The completed forms must be filed by the college supervisor in the teacher education office at the end of the student teaching assignment. This evaluation should be based on periodic joint assessment of the student teacher's progress. The student teacher, cooperating teacher, and the college supervisor should all be involved in the evaluation process.

Although the student teacher has the responsibility for submitting an electronic professional portfolio prior to the onset of the final exam period, the college supervisor also has the responsibility for convening a panel of educators to review and evaluate the professional portfolio prior to the end of the final examination period. At a minimum, the panel of educators shall consist of the college supervisor and the cooperating teacher. A final grade for student teaching should not be submitted until a professional portfolio has been evaluated. The college supervisor must submit the professional portfolio evaluation form to the teacher education office by the end of the final examination period.

The college supervisor has the responsibility for submitting all evaluation forms that are part of the unit assessment system: Evaluation of Student Teacher Performance: mid-term and exit criteria, LEA/IHE Certification of Teaching Capacity Form, professional portfolio evaluation form, and a minimum of three formal observations of student teacher performance.

Regular Supervision

The college supervisor should observe at least three instructional sequences during the semester, and hold conferences for at least three observations that include written documentation, in addition to the midpoint and summative conferences and evaluations. In many cases, the supervisor will visit more often. In the event that there are significant problems with the student teacher, the college supervisor will visit as often as is necessary.

Full Cooperation

Catawba College recognizes that the regular classroom teacher has the full legal responsibility for his/her class and pledges its full support of the teacher in carrying out this responsibility. The college supervisors are available in the event that concerns arise with the student teacher. In the rare event that removal of a student teacher is necessary, the College will complete a full investigation of the problem and take appropriate action.

RESPONSIBILITIES OF THE STUDENT TEACHER

1. The student teacher is required to report to his/her school at the time required of the professional faculty. If absence is necessary the student teacher should call the college supervisor and cooperating teacher/site supervisor as soon as possible, but no later than 30 minutes before the beginning of the school day. If neither of these supervisors can be reached, he/she is to notify the principal or director.
2. The student teacher is required to remain at the school the same length of time required of the professional faculty and to follow all weather-related policies designated by the school district. The student teacher is required to follow the public school calendar. Workdays are regular school days and student teachers are expected to be in attendance regardless of the presence of the cooperating teacher/site supervisor.
3. The student teacher is expected to place school duties ahead of personal wishes and carry out all duties that are part of the profession. This includes involvement in extra-curricular activities or other duties that are part of the regular teacher's load and which fall outside regular school hours. For example, student teachers are expected to attend events such as club meetings, athletic events, PTA meetings, after-school parent conferences, Open Houses, or meetings of the school board. Outside employment or perceived social obligations do not justify a failure to attend these events.
4. The student teacher is required to conform to school rules and policies and to local standards of behavior (e.g., drug policies, administration of medication, criminal background checks).
5. The student teacher is required to plan his/her work and to show evidence of this planning prior to actual teaching.
6. The student teacher must safeguard all personal and confidential student information and use it for professional purposes only.
7. The student teacher is required to follow basic rules of courtesy with pupils, parents, and all school personnel.
8. The student teacher is required to be well-groomed and to dress professionally. Specific dress standards will be discussed prior to student teaching.
9. The student teacher is required to attend faculty and PTA meetings, and encouraged to attend county, city, district, or state teachers' meetings.
10. If a student teacher is being supervised by a cooperating teacher, the student teacher must accept the legal position that the cooperating teacher is legally responsible for the students in the classroom. This means that the student teacher does not have complete freedom, but must plan jointly with the cooperating teacher in matters of discipline.
11. The student teacher is required to be available for conferences with the cooperating teacher.
12. The student teacher is required to be responsible for school materials and to return all textbooks, resource materials, and student records on or before the last day of his/her student teaching.
13. The student teacher is required to cooperate with the policy established about substitute teaching.
14. The student teacher may be excused by the college supervisor only for absences caused by verifiable illness, death in the family, or extreme emergencies. Absences of more than five days are to be made up before credit will be given for student teaching.
15. The student teacher is required to act at all times as a teacher, not as a student.
16. The student teacher is required to make his/her own arrangements for dependable and reliable transportation to and from the school.

Dress Code Policy

All students who engage in field experiences (including student teaching) in a public school setting are expected to dress professionally. Rightly or wrongly, people judge us by the way we dress and the way we dress sends important messages about how we view ourselves and our role in the schools. Professional dress means that one dresses appropriately for the professional setting. The following guidelines apply

1. Be well groomed. This means that you have bathed or showered, applied deodorant, brushed your teeth, and have combed your hair. If you are wearing dress shoes, the shoes should be polished. If you have to ask someone if you are well groomed, you probably are not.
2. Dress conservatively. Under no circumstances should you be out of compliance with the student dress code for the local school. While local policies vary, you should not wear clothing advertising tobacco, alcohol, or anything that promotes illicit drug use. Your clothing should be free of offensive writing or drawing, including anything that violates community standards.
3. Dress in a manner that is respectful of the diverse populations that live in our society. For example, while confederate flags may be considered as a matter of “Southern Pride” by some, many others will find these offensive and a symbol of slavery.
4. Avoid nose rings, nose studs, brow rings, and tongue studs.
5. Cover conspicuous tattoos. Any tattoo that includes Satanic or gang symbols will be offensive and must be covered.
6. Males
 - a. Wear slacks or dress pants. Pants should be pressed. You should not wear blue jeans unless it is “blue jean day.”
 - b. Wear ties and buttoned shirts.
 - c. Wear dress or casual shoes. “Flip-flops” are unacceptable. Avoid athletic shoes if you are not a physical educator.
 - d. Be well-shaven or keep facial hair neatly trimmed.
 - e. Hats should not be worn indoors.
7. Females
 - a. Do not wear shirts, skirts and dresses that are too short or tight.
 - b. Do not wear low-cut or see-through blouses. Make sure that mid-drifts are covered at all times and under all circumstances. No one should ever see a navel or the small of your back.
 - c. Wear slacks or dress pants. You should not wear blue jeans, low-hung pants, and shorts (unless it is “blue jean day” or “shorts day.”).
 - d. Wear dress or casual shoes. Do not wear “flip flops.” If you choose to wear sandals, avoid thongs. Avoid athletic shoes if you are not a physical educator.
 - e. Secure long hair so that it does not invade the students’ space when you bend to help them.

Local school officials and Department of Teacher Education faculty retain the right to determine if a student is dressed professionally. It is important for students to understand that under no circumstances are they allowed to be in violation of a local school’s dress policy and that they will not be allowed to participate in a field experience if they do so. Furthermore, local school officials and Department of Teacher Education faculty retain the right to permanently remove a student from any field experience for any flagrant violation of the dress code that is deemed to be highly disruptive.

Accommodations for Student Teachers with Documented Disabilities

Student teachers with documented disabilities should make arrangements for accommodations. In order to make arrangements for the fall semester, requests for accommodations and supporting information must be received by March 15 of the preceding semester. Information must be received by October 15 in order to be considered for the spring semester.

It is essential for the successful completion of student teaching that student teachers adhere to the responsibilities and complete the requirements outlined in this handbook. However, student teachers with documented disabilities such as learning disabilities or physical disabilities (such as hearing, visual, and other physical impairments) may request that reasonable accommodations be made to help ensure that appropriate conditions exist for a successful student teaching experience. For example, a student teacher with knee or back problems would not be required to sit on the floor with children. This is because sitting on the floor is not an essential condition for success as a student teacher. A student teacher who requires the use of a wheelchair might utilize a whiteboard on an easel. This is because using a standard whiteboard (or chalkboard) is not an essential condition for success as a student teacher.

Accommodations cannot be made if those accommodations do not permit the student teacher to complete the essential conditions of student teaching; that is, adhere to the responsibilities and complete the requirements outlined in this handbook. For example, no accommodation can be made that would permit a student teacher to regularly arrive late, leave early, or fail to engage in a full day of productive activities. No accommodation can be made that would not allow for the proper monitoring or supervision of students. No accommodation can be made that would allow for missing more than five days of student teaching.

Student teachers who believe they have a condition for which reasonable accommodations can be made should make a written request for accommodations to the Chair of the Department of Teacher Education. The Chair will review the request with the Director of the Academic Resources Center. The request should briefly explain the nature of the condition and outline the types of accommodations that are believed to be necessary. The request should also include written verification from an appropriately qualified and licensed professional about the nature of the condition or situation and the types of accommodations that are reasonable. For example, a physician must verify in writing the nature of a medical problem and the types of accommodations that will be needed.

The college supervisor, the Chair of the Department of Teacher Education and the Director of the Academic Resources Center shall review the request for accommodations. If the request is deemed reasonable, then consultations with prospective cooperating teachers shall be made. If a suitable placement is found, then a written agreement will be drawn listing the specific accommodations that will be made. If the request is deemed unreasonable, then the request shall be denied and the student informed in writing.

A student teacher who has been denied a request for an accommodation may submit a written appeal to the Teacher Education Council.

Removal from Student Teaching

Student teachers from Catawba College are expected to demonstrate the highest standards of teaching when placed in a student teaching assignment. Schools accept a student under a mutual agreement with Catawba College. While every reasonable effort is made to allow for a successful student teaching experience, it may become necessary for a student teacher to be removed from a school.

Implementation Procedures for Removal from Student Teaching

1. The host school, at its discretion, can request the immediate removal of a student during the period of placement if the student fails to fulfill the obligations and responsibilities associated with the student teaching experience or violate policies, procedures, rules, regulations, or ethics. This request should be made to the college supervisor who will **immediately** inform the Chair of the Department of Teacher Education.
2. If host school educators (the principal or the cooperating teacher) believe that the student teacher is not performing appropriately, but that the performance does not warrant immediate removal from the school, concerns should be communicated to the college supervisor **as soon as possible**. The college supervisor will meet with the cooperating teacher and/or principal to discuss the concerns and to develop a set of recommendations for improving performance. The student teacher will be made aware of the concerns and provided with recommendations for improving performance.
3. If, after a reasonable time for addressing the concerns has passed and no improvement in the student teacher's performance is apparent, a decision to terminate the student teaching experience may be made. The student teacher shall be notified in writing of this decision.

Reasons for dismissal may include, but are not limited to

1. Failure to follow established school policies, procedures, or routines;
2. Failure to follow the guidelines and policies set forth in the *Department of Teacher Education Policies and Procedures Handbook*;
3. Poor attendance;
4. Tardiness;
5. Lack of responsibility or initiative;
6. Behaviors indicating an attitude of indifference or hostility;
7. Unsatisfactory classroom preparation, including the development of written lesson plans;
8. Poor classroom management and/or discipline;
9. Inappropriate interpersonal skills; and
10. Unprofessional conduct, including lack of professional dress or inappropriate language.

Appeal Procedures

1. **Action by student.** A student who desires to be readmitted to student teaching must re-apply for admission to student teaching. The student must also include a written letter to the Teacher Education Council explaining the rationale for being permitted to re-enroll in the student teaching semester. The letter must also describe the steps taken to overcome the problems that led to the removal from student teaching.
2. **Action of the Teacher Education Council.** The committee will review the letter from the student, and may request a meeting with the student. Possible decisions returned by the Council could be, but are not limited to, the following:
 - a. retake or enroll in additional coursework;
 - b. allow additional time for remediation;
 - c. require additional professional experiences; and
 - d. reject the appeal and dismiss the student from the teacher education program.

STUDENT TEACHING/INTERNSHIP PERFORMANCE: EVALUATION BY A NORTH CAROLINA LOCAL EDUCATION AGENCY

This form must be submitted with the license application of individuals completing approved teacher education programs in North Carolina. The student's performance in student teaching/internship must be satisfactory to qualify for a North Carolina license.

student's last name	first name	middle name	maiden name
street address		city	state
social security number	college or university		

The student performed his or her teaching or interning assignment at

name of school

school unit

The assignment began _____ and ended _____

month, day, year month, day, year

The individual taught _____ in grade (s) _____

or interned in _____

name of program

We have reviewed the evaluation of this student's performance. The evaluation was systematic and continuous during the student teaching or interning assignment. Based on the evaluation and recommendations from professional staff, we certify that

- The student's performance has been successful.
- The student's performance has not been successful.

Comments (optional):

Signatures:

LEA Supervisor

Superintendent or Designee

Date

Date

Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Licensure Section
6365 Mail Service Center
Raleigh, North Carolina 27699-6365

Form S
March 2006

LEA/IHE Certification of Teaching Capacity—Mid-Term Criteria

Candidate Name: _____

School: _____

Cooperating Teacher Name: _____

Grade: _____

LEA: _____

IHE: Catawba College

In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.

Standard/Element	Proficient Descriptor	Rating
Professionalism		
1e. Teachers demonstrate high ethical standards.	1e.1 Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
Classroom Climate/Culture		
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
	1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	2a.1 Maintains a positive and nurturing learning environment.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
2c. Teachers treat students as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every student.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
Instruction		
2b. Teachers embrace diversity in the school community and in the world.	2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
	2b.2 Incorporates different points of view in instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress

Candidate initials: _____

Standard/Element	Proficient Descriptor	Rating
3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> .	3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
3b. Teachers know the content appropriate to their teaching specialty.	3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
3d. Teachers make instruction relevant to students.	3d.1 Integrates 21st century skills and content in instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
4c. Teachers use a variety of instructional methods.	4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Integrates technology with instruction to maximize students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
4e. Teachers help students develop critical-thinking and problem-solving skills.	4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
4f. Teachers help students to work in teams and develop leadership qualities.	4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
Evaluation/Assessment		
1a. Teachers lead in their classrooms.	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i> .	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
4h. Teachers use a variety of methods to assess what each student has learned.	4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
	4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
5a. Teachers analyze student learning.	5a.1 Uses data to provide ideas about what can be done to improve students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
Impact on Student Learning		
1d. Teachers advocate for schools and students.	1d.1 Implements and adheres to policies and practices positively affecting students' learning	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
2d. Teachers adapt their teaching for the benefit of students with special needs.	2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress
	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Adequate Progress

College Supervisor _____

Date _____

Cooperating Teacher _____

Date _____

Student Teacher _____

Date _____

LEA/IHE Certification of Teaching Capacity—Exit Criteria

Candidate Name: _____

School: _____

Cooperating Teacher Name: _____

Grade: _____

LEA: _____

IHE: Catawba College

In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.

Standard/Element	Proficient Descriptor	Rating
Professionalism		
1e. Teachers demonstrate high ethical standards.	1e.1 Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Classroom Climate/Culture		
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	2a.1 Maintains a positive and nurturing learning environment.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2c. Teachers treat students as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every student.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Instruction		
2b. Teachers embrace diversity in the school community and in the world.	2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	2b.2 Incorporates different points of view in instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Candidate initials: _____

Standard/Element	Proficient Descriptor	Rating
3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> .	3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3b. Teachers know the content appropriate to their teaching specialty.	3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3d. Teachers make instruction relevant to students.	3d.1 Integrates 21st century skills and content in instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4c. Teachers use a variety of instructional methods.	4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Integrates technology with instruction to maximize students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4e. Teachers help students develop critical-thinking and problem-solving skills.	4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4f. Teachers help students to work in teams and develop leadership qualities.	4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Evaluation/Assessment		
1a. Teachers lead in their classrooms.	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i> .	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4h. Teachers use a variety of methods to assess what each student has learned.	4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
5a. Teachers analyze student learning.	5a.1 Uses data to provide ideas about what can be done to improve students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Impact on Student Learning		
1d. Teachers advocate for schools and students.	1d.1 Implements and adheres to policies and practices positively affecting students' learning	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2d. Teachers adapt their teaching for the benefit of students with special needs.	2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Candidate initials: _____

LEA/IHE Certification of Teaching Capacity

In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.

SIGNATURES

Note: The candidate signature does *not* imply agreement with the ratings. All other signatures verify the accuracy of and agreement with the ratings on each descriptor.

Individual	Printed Name	Signature	Date
Candidate			
Cooperating Teacher			
Principal (or designee)			
University Supervisor			
Comments (optional):			

Student Teaching Contract

The Handbook for Supervision of Field Experiences in Teacher Education states,

Student teaching at Catawba College takes place during the senior year. A semester of full-time student teaching is required. During the student teaching experience, the student teachers are expected to devote themselves to the classroom and the necessary preparation. Only with the approval of the Chair of the Department of Teacher Education can a person work at another job or participate in college athletics or other time-consuming activities and student teach. Students are discouraged from obligating themselves for such work. It is made clear to them that no concessions will be given them because of any other obligations. Student teachers who work may not be given credit for student teaching if the quality has suffered because of other obligations. All student teachers will be required to sign a form to indicate understanding of this possibility.

I, _____, understand that if I choose to work at another job or participate in college athletics or other time-consuming activities during my student teaching semester that I may not be given credit for student teaching if the quality of my work has suffered because of other obligations.

_____ I will be participating in a job, athletics, or other time-consuming activities during my student teaching semester. The activity is _____

_____ The average number of hours per week I devote to this activity is _____.

_____ I will not be participating in a job, athletics, or other time-consuming activities during my student teaching semester.

Signature of Student Teacher _____ Date _____

Signature of College Supervisor _____ Date _____

Signature of Cooperating Teacher _____ Date _____

***Return original form with signatures to your college supervisor
no later than the end of the first full week of class.***

.....

For Department Use Only:

Approved
Initials of Chair of Department of Teacher Education _____

Not Approved
Initials of Chair of Department of Teacher Education _____

Statement of Confidentiality for Field Experiences

Internship Experience

Student Teaching Experience

Fall

Spring

Year _____

Student's Name (print) _____

I understand that I may have access to and knowledge of personal information about teachers and students, such as test data, grades, professional reports, and/or other documents or information that are not otherwise public information.

I understand that I must safeguard all personal and confidential student information and use it for professional purposes only. I will not intentionally disclose any confidential or privileged information that I may become privy to concerning employees and students within the school district where I am assigned.

Signature _____ Date _____

*Return original form with signature to Mrs. Jane Snider in the Teacher Education Office
no later than the end of the first full week of class.*

.....

For Department Use Only:

Initials of Chair of Department of Teacher Education _____

Evidence 2—Content Area Knowledge—B-K

Content Knowledge: Evidence that demonstrates candidate depth of understanding and application of content knowledge in the specialty area.

This evidence must address descriptor 3b.1.

Name of Evidence: Content Area Knowledge Evidence

Program completers across all licensure areas at Catawba College must submit Evidence 2: Content Area Knowledge Evidence (CAKE), which is submitted via Task stream. The evidence is developed by seniors who enroll in student teaching. Candidates who major in birth-kindergarten education and are seeking licensure in birth – kindergarten education will submit as evidence a Comprehensive Developmental Case Study. The case study will be a comprehensive study of two children, one typically developing and one atypically developing, that will require students to observe across all developmental domains and connect the observed behaviors to theories, Foundations, and the North Carolina Standard Course of Study. This case study will be completed as a course requirement of PSYCH 3940E, Psychology of Exceptionalities, which is a required course for all birth-kindergarten education majors. After taking this course, candidates are able to:

1. Promote child development and learning for all young children with and without disabilities.
2. Understand assessment processes including goals, benefits, and uses.
3. Build family and community partnerships.
4. Prepare for teaching and learning by creating an integrated curriculum and responsive environment.
5. Support the learning of all young children with and without disabilities, including those at-risk.
6. Recognize and respect individual differences in program planning and implementation.

Artifacts in the Comprehensive Developmental Case Study include:

- a. Capstone Topic Paper: This is a 5 – 7 page developmental case study of two children between birth and 8 years of age (one typically developing and one atypically developing). The case study will include information from formal and informal assessments, the child’s abilities based on observations and anecdotal records for each of the four developmental domains. The student will summarize the child’s strengths, and any developmental challenges. The student will also include a minimum of three sources, they must include the Infant –Toddler Guidelines and/or Foundations: Early learning standards for North Carolina preschoolers and strategies for guiding their success, depending upon the age of the children selected.
- b. Capstone Oral Presentation: As a final project, candidates are expected to give a 5 - 7 minute oral presentation describing her/his child’s strengths, emerging abilities, and recommendations for the selected developmental domain.
- c. PowerPoint Presentation: Candidates will include the PowerPoint presentation used during the Capstone Oral Presentation

The case study is designed to demonstrate evidence that candidates have depth of understanding and application of content knowledge in the birth – kindergarten specialty area.

Evidence 3—Comprehensive Unit Plan—Birth-Kindergarten

Pedagogical and Professional Knowledge Skills and Dispositions: Evidence that demonstrates effective design of classroom instruction based on research-verified practice.

It is recommended this evidence address descriptors 1a.2, 2b.3, 2d.1, 3a.1, 3c.1, 3c.2, 3d.1, 4a.1, 4a.2, 4b.1, 4c.1, 4d.1, 4e.1, 4f.1, 5c.1.

Name of Evidence: Comprehensive Unit Plan - BK

Overview:

Candidates enrolled in EDUC 4000E Student Teaching and Seminar will prepare and implement a Comprehensive Unit Plan of at least five lessons. While candidates have flexibility in developing the plan in consultation with the cooperating teacher, the plan must adhere to a general set of components that are supported by both the college supervisor and the cooperating teacher, including addressing the goals and objectives of the North Carolina Standard Course of Study, Foundations, Infant-Toddler Guidelines, or curriculum objectives. The Comprehensive Unit Plan will be the basis for developing a plan for assessing positive impact on student learning (Evidence 5: Reflective Analysis of Teaching and Learning). Students enrolled in EDUC 3300E Curriculum Methods: Preschool and Kindergarten will be introduced to the requirements of the unit as they develop a preliminary version. The following table illustrates the relationship between components of the Comprehensive Unit Plan and the descriptors.

Detailed Description of Comprehensive Unit Plan Requirements

The following is a description of the requirements for the Comprehensive Unit Plan developed by candidates in the birth – kindergarten education licensure programs during student teaching.

Comprehensive Integrated Unit Plan: Guidelines

EDUC 4000E Student Teaching and Seminar

Overview

As part of the student teaching experience in a public school or a licensed childcare setting, candidates will develop a plan for teaching an early childhood unit. The unit must be designed to address selected competency goals of the North Carolina Standard Course of Study, Foundations, Infant-Toddler Guidelines, or curriculum objectives for early childhood. The plan, developed in consultation with the cooperating teacher, must include the following components: rationale, goals and objectives, aligned with the North Carolina Standard Course of Study, Foundations, Infant-Toddler Guidelines, or curriculum objectives with attention to diversity, instructional strategies, materials list, assessment plan, timeline, five representative lesson plans, and references.

This unit will serve as the primary artifact that candidates in the birth – kindergarten education licensure programs have met the standard for Evidence 3: Pedagogical and Professional Knowledge, Skills, and Dispositions. The unit plan must be submitted via TaskStream. Details regarding each component of the unit plan are listed in the following sections.

Rationale (3c.1, 3c.2, 3d.1)

The rationale will provide an overview of the unit and tell the reader why it is important for students to study the unit. The rationale 1) briefly describes what students will learn, the connection between best practices, developmentally appropriate practice, and the planned unit of study and how those students will be taught, 2) lists essential questions, 3) briefly describes why it is important for students to learn these concepts, skills, and processes as related to 21st century skills, and 4) provides documentation for the legitimacy of your ideas through reference to works such the *North Carolina Standard Course of Study, Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding their Success, Birth – Kindergarten Education Professional Standards* and ideas for research-verified practice as found in works such as National Association for the Education of Young Children; it also provides legitimacy for your ideas through reference to learning theorists such as Vygotsky, Piaget, and Skinner.

Goals and Objectives Aligned with the North Carolina Standard Course of Study, Foundations, Infant-Toddler Guidelines, or Curriculum Objectives (3a.1)

You will list the competency goals and indicators from the NCSCOS, Foundations, Infant-Toddler Guidelines, or Curriculum Objectives which students are expected to master through their participation in the activities specified in this unit. Specific learning outcomes which are correlated with the objectives will be included in your lesson plans.

Attention to Diversity (2b.3, 2d.1, 4a.1, 4b.1)

You are expected to write a narrative description of the classroom population in which you are teaching. You are expected to discuss the demographics of these populations, with particular attention paid to diversity (racial, ethnic, gender, and cultural) as well as the range of exceptionalities. You are also expected to discuss the academic abilities of your students. Data must be drawn from a variety of sources, including: 1) data bases, such as those found at www.ncpublicschools.org or from www.ncschoolreportcards.org (if current data are available), or from school based data systems such as EVASS or ClassScape, 2) interviews with your cooperating teacher and a guidance counselor, and 3) your notes from classroom observations. You should write a short statement in which you reflect upon how the demographics of your classroom has impacted the planning of this unit plan as well as how it will affect the instructional strategies you employ as well as your need to engage in culturally responsive teaching.

Timeline of Content Covered and of Instructional Strategies Used (1a.2, 4a.2, 4c.1, 4d.1, 4e.1, 4f.1, 5c.1)

This is a brief day-by-day outline of the content covered each day or each lesson, especially if a lesson covers more than one day. For each day, the candidates should list the instructional practices being applied. There is no standard format which is prescribed; however, the listing must include teacher activities (what you will be doing to help students meet the learning goals and objectives) and student activities (what the students will be doing to meet the goals and objectives). The instructional activities must: 1) be consistent with the unit goals and lesson objectives, i.e., consistent with the principles espoused in the North Carolina Standard Course of Study, Foundations, Infant-Toddler Guidelines, or Curriculum Objectives, 2) develop 21st Century skills and knowledge, 3) incorporate 21st century technologies, 4) include hands-on activities and demonstrations, 5) incorporate simple, inexpensive and readily available materials, 6) provide for meaningful instruction, 7) be developmentally appropriate, 8) be amenable to differentiated instruction, and 9) meet recognized safety standards.

The listing should clarify how technology will be integrated to enhance direct instruction and to maximize students' learning and involvement. There is no requirement to use a particular technology, although you should incorporate a variety of technologies into your lesson plans. It is essential that you plan to use technology as a means for maximizing student learning rather than as a "gimmick." In effect, this means that you will plan to use a particular technology only if it enables your students to learn the concepts or skills outlined in the NCSCOS more effectively than without it or through a different technology. For example, simulations should not be used exclusively if there are safe, simple, readily available, and more affordable hands-on activities.

Your use of technology should enable students to more effectively engage in inquiry. However, there are times when teacher centered direct models of instruction are still appropriate, and if you utilize these approaches you should describe how you would use technology to enhance that instruction.

Within the listing, instructional activities must be present and made obvious that will be used to facilitate the development of critical thinking and problem solving skills.

Materials list. Include a brief list of all the materials required to implement the unit.

Assessment plan (4a.2)

Include a description of how you will determine the degree to which students have mastered the goals and instructional objectives/learning outcomes of the unit. The methods of assessment should be consistent with the goals and objectives. That is, each goal and objective must be assessed in some way, and the assessments you use must align with the goals and objectives. Your assessment plan must include:

- pre-assessment of student knowledge, skills, and dispositions prior to implementation of the unit (modification of plans may be necessary based on these results);
- variety of assessment measures (traditional, observation, performance based, authentic, formative and summative). you should include samples of original assessment instruments you have created in an appendix placed at the end of your unit;

- use of software for data analysis as available at the school site;
- post assessments;
- plans for re-teaching content/modifying future instruction based on post-assessment results; and
- plan for determining mastery of skills.

Lesson Plans: (1a.2, 3a.1, 3c.1, 3c.2, 3d.1, 4a.1, 4b.1, 4c.1, 4d.1, 4e.1, 4f.1, 5c.1)

Candidates must include a minimum of five original representative daily lesson plans. The lesson plan must adhere to the standard lesson plan format required for EDUC 4000E, with modifications made as necessary for birth – kindergarten classrooms.

The standard lesson plan format includes the following components:

1. Title of the lesson
2. Candidate name, cooperating school, grade level/age group
3. Correlation to the NC Standard Course of Study, Foundations, Infant-Toddler Guidelines, or Curriculum Objectives (3a.1)
4. Learning outcomes/objectives. Candidates will write learning outcomes/objectives in terms which allow for measurement of student performance. There will usually be 2-5 objectives written on a variety of levels (as per Bloom's revised taxonomy); therefore some objectives will call for the development of higher order thinking skills (problem solving and critical thinking) while others focus on lower order knowledge and skills. When examined as a whole, the set of lesson plans promote the development of 21st century skills/knowledge and critical thinking.
5. Materials list
6. Procedures. This is a description of what students will be doing in order to master the learning outcomes/objectives, as well as what the candidate intends to be doing to facilitate learning for the students. There must be a clear connection among the learning outcomes/instructional objectives and the instructional activities. When examined as a whole, the lesson plans must indicate that learning teams are being utilized (i.e., cooperative learning techniques are incorporated).
7. Assessment. Describe how you will know what students learned from the lesson; there should be a clear correlation between instructional objectives and assessment measures. Clearly identify formative assessments. When examined as a whole, the set of lesson plans includes a wide array of assessment strategies, including performance based and authentic assessments.

References (5c.1) References are to be included throughout the unit plan or in a list at the end of the document following the standard APA format. Candidates are expected to provide appropriate documentation for the source of ideas presented in the lesson plan. If candidates received an idea for a lesson plan from an outside source, then appropriate documentation for that source must be provided. Although candidates may find inspiration for a lesson from the Internet or in trade books, the expectation is that candidates will develop original lesson plans.

Evidence 5—Reflective Analysis of Teaching and Learning

Positive Impact on Student Learning: Evidence that demonstrates impact on student learning.

It is recommended this evidence address descriptors 1a.1, 4b.1, 4h.1, 4h.2, 5a.1.

Name of Evidence: Reflective Analysis of Teaching and Learning

Overview:

As part of the student teaching experience (EDUC 4001 Student Teaching, K-6), every teacher education candidate will teach a comprehensive unit of at least five (5) lessons that will serve as the artifact for Evidence 3 and be linked to Evidence 5. The unit must address one or more of the goals and objectives of the North Carolina Standard Course of Study for the assigned grade level and content area. Candidates will demonstrate their ability to utilize various forms of assessment (21st century, formative, summative, commercial, teacher-developed) to evaluate and analyze student performance and to make instructional decisions that affect teaching and learning. Candidates will gather various types of assessment data prior to, during, and after teaching the unit and will conduct an in-depth analysis to determine the impact of their teaching on student learning. The candidate will self-reflect, examine his/her performance, and discuss the connection between the teaching and learning within the structure of the unit and accompanying assessments. If growth did not occur, the candidate will be required to re-teach the unit. He/she will use the data to affect instruction as the unit is re-taught and students are reassessed.

The *Reflective Analysis of Teaching and Learning* artifact will be submitted through TaskStream. This artifact will consist of four sections: Component 1—Class Snapshot (narrative or chart), Component 2—Assessment Results (chart and narrative), Component 3—Assessment Analysis (narrative), and Component 4—Reflection on Practice (narrative). This artifact will be linked to Evidence 3 (Comprehensive Unit Plan).

Prior to Instruction (Descriptors 1a.1, 4b.1, 4h.1, 4h.2):

In collaboration with the cooperating teacher, candidates will ensure that the assessments incorporated throughout the unit are rigorous and represent a variety of assessment measures that address NCSCOS goals and objectives for the assigned grade level and content area (e.g., pre- and post-assessments, formative, summative, performance-based, 21st century model assessments, commercial—ClassScape and Blue Diamond, authentic, rubrics, projects, technology-enhanced). As they develop and/or refine these assessments, they are to make certain that the assessments reflect 21st century skills (learning and innovation skills; information, media, and technology skills; life and career skills). Candidates are also to collaborate with the cooperating teacher to ensure that lessons and assessments in the unit are responsive to cultural differences and that individual learning needs of students are being addressed.

Prior to teaching the unit, candidates are to access and examine student, classroom, and school data through resources such as ClassScape, Blue Diamond, EVAAS, North Carolina School Report Cards, local benchmark testing, state assessments, and any other available assessment information. Candidates are to utilize these data to refine the lessons and assessments, and as a benchmarking comparison tool when analyzing their impact on student learning.

During Instruction (Descriptors 4b.1, 4h.1, 4h.2):

As candidates teach the unit, they are to collaborate with the cooperating teacher to monitor student performance. This collaboration should take place on a daily basis, as appropriate. These conversations are to be reflected in the final paper. As a result of this collaboration, candidates are to make adjustments in instruction, as necessary.

Throughout the unit, candidates will analyze and evaluate the progress of students using data from the variety of formative and summative assessment measures administered. Candidates are to keep detailed records of findings.

Conclusion of Instruction (Descriptors 1a.1, 5a.1):

At the conclusion of the instructional unit, candidates will analyze and evaluate the progress of students using data from the variety of formative and summative assessment measures administered. They will utilize the data gathered to analyze student performance, to determine if there has been adequate growth in student learning, and to identify ways to increase student performance.

Analysis of Teaching and Learning Based on Classroom Assessment

Component 1: Class Snapshot (narrative or chart)

Candidates will provide a snapshot of the class to include grade level, subject area, number of students in class, number of males and females, number of students in each AYP subgroup (African American, American Indian, Asian, Caucasian, Hispanic, Multi-racial, students with disabilities, economically disadvantaged, limited English proficient), number of students receiving inclusion or pull-out services, number of students in AIG program, number of students scoring Level I, II, III, and IV on EOG/EOC assessments (as applicable). Demographic data may be drawn from such resources as NCWISE, NC Report Cards, AYP data, EOG/EOC data. If presenting data in a chart, introduce the chart by a brief explanation.

Component 2: Assessment Results (chart/charts)

Candidates will utilize a chart to display the results of each assessment for the students in the class. Each assessment will be clearly identified with a description of the assessment and when the assessment was administered (pre-assessment, mid-unit assessment, post-assessment). The chart will contain class averages, as well as subgroup averages (African American, American Indian, Asian, Caucasian, Hispanic, Multi-racial, students with disabilities, limited English proficient; gender may also be included). The chart(s) will be introduced by a brief explanation.

Sample chart:

Student (initials or number)	Assessment #1 Pre-Unit Assessment ActiVote Formative	Assessment #2 Teacher- made Quiz Formative	Assessment #3 ClassScape Quiz Formative	Assessment #4 ActiVote Quiz Formative	Assessment #5 Post-Unit Assessment Summative	Observational Data
J. S. or #1	75%	63%	92%	80%	88%	
S. B. or #2	96%	88%	79%	100%	99%	Absent prior to assessment #3
Class Average	85.5%	75.5%	85.5%	90%	93.5%	
African American Average						
Caucasian Average						
Hispanic Average						
Etc. Avg.						

Component 3: Assessment Analysis (narrative)

Candidates will respond to a series of questions as they analyze data and discuss findings.

- Was there an improvement in student performance? If so, which goals and objectives were met? Which goals and objectives were not met?
- Describe the progress students made toward mastery of the goals and objectives in the unit. Why did this growth occur?
- How did the data inform your instruction as you taught the unit?
- How do the data support your conclusions?

Component 4: Reflection on Practice (narrative to include sections A-D)

Candidates will self-reflect, examine performance, and discuss the connection between the teaching and learning within the structure of the unit and accompanying assessments. Candidates will respond to the following questions as they reflect on their practice.

A. Analysis of Instructional Practice:

- Briefly summarize the focus of the unit and the way in which the instruction was delivered. Was the instruction delivered in a manner that was developmentally and academically appropriate for the students? Why or why not?
- How could you have varied the instructional practices within the unit to meet more effectively the needs of students?
- Describe how you engaged your students in problem-solving and critical thinking activities throughout the unit.

B. Analysis of Assessment Strategies:

- Briefly describe each assessment method utilized during the unit (pre- and post-; formative; summative; performance-based, 21st century, commercial—ClassScape, Blue Diamond; authentic, technology-enhanced). Were the assessments appropriate for the students? What types of assessments might have been more effective, more authentic, more representative of the instruction?
- Discuss how the assessments reflected 21st century skills (learning and innovation skills; information, media, and technology skills; life and career skills).

C. Analysis of Learning Needs:

- How did you address the cultural differences in the class? Discuss ways that you varied your instruction. How effective were you? How might you adjust future lessons to be more responsive to cultural differences? Be sure to reflect on the collaboration with your cooperating teacher.
- How did you address the individual learning needs of students? Discuss ways that you varied your instruction. How effective were you? How might you adjust future lessons to be more responsive to individual learning needs? Be sure to reflect on the collaboration with your cooperating teacher.
- What were some of the unique learning needs in the classroom? Select one or two students who demonstrated unique learning needs and reflect on your instruction, the assessments, and students' performance.

D. Transformation of Practice:

- How will you adjust your instructional and assessment techniques to ensure higher levels of student learning in the future?

Evidence 6—Leadership Contributions to School Improvement Efforts

Leadership and Collaboration: Evidence that demonstrates leadership and collaboration.

It is recommended this assessment address descriptors 1b.1, 1b.2, 1b.3, 1c.1, 1c.2, 2e.1, 5b.1.

Name of Evidence: Leadership Contributions to School Improvement Efforts

Overview:

Future success as professionals in 21st century classrooms is contingent not only upon the degree to which student teachers are able to demonstrate teaching proficiency within their classrooms, but also in their ability to move beyond their classrooms and connect to the broader world of the profession, the school, and the community. The vehicle for demonstrating leadership and collaboration revolves around the candidate's awareness of and contributions toward meeting the goals and objectives addressed in the school improvement plan of their host school. This requires collaboration with the cooperating teacher as well as school structures that include School Improvement Teams (SIT), Professional Learning Communities (PLC), and Parent Teacher Associations/ Organizations (PTA/PTO). Active involvement with such school structures allows the prospective teacher to see more clearly the connections among the concepts and ideas espoused in school vision and mission statements and the real world of professional practice.

Leadership Contributions to School Improvement Efforts serves as Evidence 6 and verifies that the prospective teacher demonstrates leadership and collaboration. Submitted through TaskStream, it is a major assignment in EDUC 4500 Professional Leadership Seminar, a co-requisite for EDUC 400X Student Teaching. This evidence will consist of five components.

Component 1: Nature of the Professional Environment (Descriptor 1b.1)

Candidates will briefly describe the student teaching placement (e.g., grade level placement, cooperating teacher's responsibilities, and demographic data) and the nature of collaboration and professional leadership within the school culture. This description should provide a brief overview of the collaborative efforts within the school, such as the School Improvement Team (SIT) and Professional Learning Community (PLC). Candidates are expected to describe how grade level or disciplinary teams collaborate and how they have participated and shared in activities such as planning, setting goals, developing strategies, and creating safe and inviting environments.

Component 2: School Improvement Plan and Identification of Need (1b.2, 1b.3)

Candidates will present a summary of the host school's goals and objectives or focus points and areas of need addressed in the school improvement plan. This summary will also include data from the host school's ABCs growth and performance reports, which may include historical AYP performance, previous year's AYP report, and survey results of various stakeholders' perspectives regarding the school's needs. This information may be presented in the form of charts gathered from existing reports and data. Data should be derived from sources such as ncpublicschools.org, ncschoolreportcards.org (if current data are available), or local school databases (e.g., ClassScape, NCWise). As the artifact, candidates will share a lesson plan, unit plan, or activity that they implemented to address a need identified in the school improvement plan. This artifact will be accompanied by an explanation of how it addressed this need and its overall impact.

Component 3: Professional Growth (1c.1, 5b.1)

Candidates will present a description of their participation in professional development and growth activities linked to the host school's school improvement plan (e.g., attending meetings with cooperating teacher, participating in Professional Learning Community sessions, attending workshops sponsored by the school and/or professional organizations, and/or joining and involvement in a professional organization relevant to the candidate's disciplinary interest). Candidates are to identify three major understandings gathered from these experiences and how they influenced their teaching and their ability to demonstrate leadership. One or all of these understandings must be documented with a tangible artifact that reflects the candidate's own professional growth and leadership (e.g., lesson plan, instructional or presentational materials, bulletin board, newsletter, or demonstration of an instructional activity gleaned from a professional meeting or journal).

Component 4: Professional Relationships and Networks (1c.2)

Candidates will explain how they have sought to develop professional relationships within the school, business, civic, and/or global community. Possible means of demonstrating these relationships may include collaboration with other school professionals, an invitation and inclusion of guest speakers for the candidate's class or school clubs, involvement in the school's PTA/PTO committee work, or participation in a civic or environmental activity. This explanation should demonstrate the candidate's positive impact on school improvement efforts and be supported by a tangible artifact, such as a photograph or flyer.

Component 5: Home and Community Communication and Collaboration (2e.1)

Candidates will present an explanation of how they have communicated and collaborated with family and community members for the benefit of students at the host school. Candidates should acknowledge how they have contributed and provided leadership toward encouraging parent and community involvement as explained in the school improvement plan. Possible means of demonstrating involvement may include the candidate's school website, sample letters to parents, involvement in the school's PTA/PTO meetings or parent night activities, and extracurricular activities attended by a variety of stakeholders. This explanation should demonstrate candidates' positive impact on school improvement efforts and be accompanied by a tangible artifact, such as a newsletter or photograph.

CATAWBA COLLEGE

Preparing Teachers as Reflective Practitioners™

Catawba College Department of Teacher Education Professional Portfolio Evaluation Report

_____ submitted a professional portfolio that reflects the critical elements of the North Carolina Professional Teaching Standards.

Signatures of members of the review panel:

Date: _____

Action taken by the review team:

___ Proficient

___ Not proficient The portfolio was rejected for the following reason(s):

Professional Portfolio Rubric

Preservice teacher (candidate) performance should be rated on each descriptor within the standards as characteristic of a practitioner at one of three levels: *Developing*, *Proficient*, or *Accomplished*. To be recommended for licensure, a candidate must demonstrate professional performance at no less than the ***Proficient*** level on each descriptor.

Accomplished: Standards and competencies are addressed skillfully; reflections are compelling and evidences are concrete; components are neatly and logically displayed; and the entries are polished.

Proficient: Standards and competencies are addressed successfully; reflections are sufficient and evidences are concrete; components are neatly and logically displayed; and the entries are complete.

Developing: Standards and competencies are addressed inadequately or are not addressed; reflections are insufficient, weak, or omitted and evidences are not concrete; components are confusing or illogically displayed; and/or the entries are incomplete.

Evidence 2 Content Area Knowledge Rubric for Birth-Kindergarten (1 of 1)

<i>SCALE:</i>						
3 Accomplished Standards and competencies are addressed skillfully; reflections are compelling and evidences are concrete; components are neatly and logically displayed; and the entries are polished.						
2 Proficient Standards and competencies are addressed successfully; reflections are sufficient and evidences are concrete; components are neatly and logically displayed; and the entries are complete.						
1 Developing Standards and competencies are addressed inadequately or are not addressed; reflections are insufficient, weak, or omitted and evidences are not concrete; components are confusing or illogically displayed; and/or the entries are incomplete.						
Descriptors	Developing (1)	AND	Proficient (2)	AND	Accomplished (3)	Score
3b. Teachers know the content appropriate to their teaching specialty. 3b.1 Demonstrates an appropriate level of content knowledge in the teaching specialty.	Demonstrates a basic level of content knowledge in the teaching specialty.		Demonstrates an appropriate level of content knowledge in the teaching specialty.		Demonstrates extensive knowledge of content in the teaching specialty.	
B-K Standard 1. Demonstrates a comprehensive knowledge of typical as well as atypical patterns of child development.	Demonstrates a knowledge of typical as well as atypical patterns of child development at a low level.	AND	Demonstrates a comprehensive knowledge of typical as well as atypical patterns of child development.	AND	Demonstrates a comprehensive knowledge of typical as well as atypical patterns of child development at a high level.	
B-K Standard 4. Demonstrates the use of authentic, ongoing assessment of children’s abilities to plan, implement, and evaluate programs that build upon each child’s unique strengths.	Demonstrates the use of assessment of children’s abilities to plan, implement, and evaluate programs that build upon each child’s unique strengths at a low level.		Demonstrates the use of authentic, ongoing assessment of children’s abilities to plan, implement, and evaluate programs that build upon each child’s unique strengths.		Demonstrates the use of authentic, ongoing assessment of children’s abilities to plan, implement, and evaluate programs that build upon each child’s unique strengths at a high level.	
Components	Includes most identified components.		Includes all identified components.		Includes all identified components at an exceptional level.	
Mechanical Correctness	Adheres to some standard writing conventions (spelling, usage, punctuation, capitalization, and parallelism).		Adheres to standard writing conventions (spelling, usage, punctuation, capitalization, and parallelism).		Adheres to standard writing conventions (spelling, usage, punctuation, capitalization, and parallelism) at an exceptional level.	
Total Score						
Average Score (Total Score/5)						

Evidence 3 Comprehensive Unit Plan Rubric (1 of 3)

SCALE:
3 Accomplished Standards and competencies are addressed skillfully; reflections are compelling and evidences are concrete; components are neatly and logically displayed; and the entries are polished.
2 Proficient Standards and competencies are addressed successfully; reflections are sufficient and evidences are concrete; components are neatly and logically displayed; and the entries are complete.
1 Developing Standards and competencies are addressed inadequately or are not addressed; reflections are insufficient, weak, or omitted and evidences are not concrete; components are confusing or illogically displayed; and/or the entries are incomplete.

Descriptors	Developing (1)	Proficient (2)	Accomplished (3)	Score
1a. Teachers lead in their classrooms. 1a.2 Draws on appropriate data to develop classroom and instructional plans.	Identifies the types of data that are commonly available to and used in schools . Uses data to identify the skills and abilities of students.	Draws on appropriate data to develop classroom and instructional plans.	Using a variety of data sources, organizes, plans, and sets goals that meet the needs of the student and the class. Uses various types of assessment data to evaluate student progress and to make adjustments to the teaching and learning process.	
	2b. Teachers embrace diversity in the school community and in the world. 2b.3 Understands the influence of diversity and plans instruction accordingly.	Identifies the range and aspects of diversity of students in the classroom. Acknowledges the influence of all aspects of diversity on students' development and attitudes.	Understands the influence of diversity and plans instruction accordingly.	Builds on diversity as an asset in the classroom.
2d. Teachers adapt their teaching for the benefit of students with special needs. 2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.	Recognizes that students have individual learning needs. Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students.	Cooperates with specialists and uses resources to support the special learning needs of all students.	Coordinates and collaborates with the full range of support specialists and resources to help meet the special needs of all students.	
	3a. Teachers align their instruction with the North Carolina Standard Course of Study. 3a.1 Develops and applies lessons based on the North Carolina Standard Course of Study.	Demonstrates awareness of the North Carolina Standard Course of Study. Demonstrates knowledge of the North Carolina Standard Course of Study by referencing it in the preparation of lesson plans.	Develops and applies lessons based on the North Carolina Standard Course of Study.	Develops and applies strategies reflecting the North Carolina Standard Course of Study and standards developed by professional organizations to make the curriculum balanced, rigorous, and relevant.
3c. Teachers recognize the interconnectedness of content areas/disciplines. 3c.1 Demonstrates knowledge of links between grade/subject and the North Carolina Standard Course of Study by relating content to other disciplines.	Recognizes the importance of interdisciplinary learning. Articulates the links between grade/subject and the North Carolina Standard Course of Study.	Demonstrates knowledge of links between grade/subject and the North Carolina Standard Course of Study by relating content to other disciplines.	Integrates the links and the vertical alignment of the grade or subject area and the North Carolina Standard Course of Study. Effectively and broadly relates content to other disciplines.	
	3c. Teachers recognize the interconnectedness of content areas/disciplines. 3c.2 Relates global awareness to the subject.	Understands the importance of global awareness for students. Displays global awareness.	Relates global awareness to the subject.	Integrates global awareness activities throughout lesson plans and classroom instructional practices.

Evidence 3 Comprehensive Unit Plan Rubric (2 of 3)

SCALE:

- 3 Accomplished** Standards and competencies are addressed skillfully; reflections are compelling and evidences are concrete; components are neatly and logically displayed; and the entries are polished.
2 Proficient Standards and competencies are addressed successfully; reflections are sufficient and evidences are concrete; components are neatly and logically displayed; and the entries are complete.
1 Developing Standards and competencies are addressed inadequately or are not addressed; reflections are insufficient, weak, or omitted and evidences are not concrete; components are confusing or illogically displayed; and/or the entries are incomplete.

Descriptors	Developing (1)	Proficient (2)	Accomplished (3)	Score
<p>3d. Teachers make instruction relevant to students. 3d.1 Integrates 21st century skills and content in instruction.</p>	<p>Recognizes and identifies relationships between the North Carolina Standard Course of Study and life in the 21st century.</p> <p>Identifies and demonstrates understanding of 21st century skills and content as specified in the Framework for 21st Century Learning and Critical Elements for 21st Century Skills.</p>	<p>Integrates 21st century skills and content in instruction.</p>	<p>Consistently integrates 21st century skills and content throughout classroom instruction and assessment.</p>	
<p>4a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. 4a.1 Identifies developmental levels of individual students and plans instruction accordingly.</p>	<p>Understands the developmental levels of students.</p> <p>Demonstrates awareness of the influence of developmental levels on students' learning.</p>	<p>Identifies developmental levels of individual students and plans instruction accordingly.</p>	<p>Appropriately differentiates instruction.</p>	
<p>4a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. 4a.2 Assesses and uses resources needed to address strengths and weaknesses of students.</p>	<p>Demonstrates an understanding of methods for differentiating instruction to accommodate developmental differences in students.</p>	<p>Assesses and uses resources needed to address strengths and weaknesses of students.</p>	<p>Knows how students think and learn.</p> <p>Understands the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiates instruction accordingly.</p>	
<p>4b. Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the North Carolina Standard Course of Study. 4b.1 Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.</p>	<p>Recognizes data sources important to planning instruction.</p> <p>Uses a variety of data for short and long-range planning of instruction.</p>	<p>Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.</p>	<p>Works collaboratively with other school staff to develop or maintain a culturally and developmentally supportive school environment.</p>	

Evidence 3 Comprehensive Unit Plan Rubric (3 of 3)

SCALE:

- 3 Accomplished** Standards and competencies are addressed skillfully; reflections are compelling and evidences are concrete; components are neatly and logically displayed; and the entries are polished.
- 2 Proficient** Standards and competencies are addressed successfully; reflections are sufficient and evidences are concrete; components are neatly and logically displayed; and the entries are complete.
- 1 Developing** Standards and competencies are addressed inadequately or are not addressed; reflections are insufficient, weak, or omitted and evidences are not concrete; components are confusing or illogically displayed; and/or the entries are incomplete.

Descriptors	Developing (1)	Proficient (2)	Accomplished (3)	Score
4c. Teachers use a variety of instructional methods. 4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.	Understands a range of methods and materials that can be applied in the classroom. Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	Uses a variety of appropriate methods and materials to meet the needs of all students.	Consistently enables the success of all students through the selection and use of appropriate methods and materials.	
	4d. Teachers integrate and utilize technology in their instruction. 4d.1 Integrates technology with instruction to maximize students' learning.	Demonstrates knowledge of methods for utilizing technology in instruction. Assesses effective types of technology to use for instruction.	Integrates technology with instruction to maximize students' learning.	Engages students in higher level thinking through the integration of technology.
4e. Teachers help students develop critical-thinking and problem-solving skills. 4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	Demonstrates an understanding of the importance of developing students' critical-thinking and problem-solving skills. Demonstrates knowledge of processes needed to support students in acquiring critical thinking and problem-solving skills.	Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	Creates or maintains instruction that consistently engages students in the processes of critical thinking and problem solving in meaningful contexts.	
	4f. Teachers help students work in teams and develop leadership qualities. 4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	Recognizes the need to encourage the development of cooperation, collaboration, and student leadership. Demonstrates awareness of multiple approaches or strategies for developing and supporting student learning teams.	Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	Encourages students to create and manage learning teams.
5c. Teachers function effectively in a complex, dynamic environment. 5c.1 Considers and uses a variety of research-verified approaches to improve teaching and learning.	Acknowledges the importance of using research-verified approaches to teaching and learning Recognizes current research-verified approaches to teaching and learning.	Considers and uses a variety of research-verified approaches to improve teaching and learning.	Investigates and implements innovative, research-verified approaches to improve teaching and learning.	
Components	Includes most identified components.	Includes all identified components.	Includes all identified components at an exceptional level.	
Mechanical Correctness	Adheres to some standard writing conventions (spelling, usage, punctuation, capitalization, and parallelism).	Adheres to standard writing conventions (spelling, usage, punctuation, capitalization, and parallelism).	Adheres to standard writing conventions (spelling, usage, punctuation, capitalization, and parallelism) at an exceptional level.	
Total Score				
Average Score (Total Score/17)				

Evidence 5 Reflective Analysis of Teaching and Learning Rubric (1 of 1)

SCALE:						
3 Accomplished Standards and competencies are addressed skillfully; reflections are compelling and evidences are concrete; components are neatly and logically displayed; and the entries are polished.						
2 Proficient Standards and competencies are addressed successfully; reflections are sufficient and evidences are concrete; components are neatly and logically displayed; and the entries are complete.						
1 Developing Standards and competencies are addressed inadequately or are not addressed; reflections are insufficient, weak, or omitted and evidences are not concrete; components are confusing or illogically displayed; and/or the entries are incomplete.						
Descriptors	Developing (1)		Proficient (2)		Accomplished (3)	Score
1a. Teachers lead in their classrooms. 1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study.	Acknowledges the importance of high school graduation for students. Demonstrates how teachers contribute to students' progress toward high school graduation by following the <i>North Carolina Standard Course of Study</i> .	AND	Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i> .	AND	Takes responsibility for student progress toward high school graduation by aligning instruction and assessment with the <i>North Carolina Standard Course of Study</i> .	
	4b. Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the North Carolina Standard Course of Study. 4b.1 Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.		Recognizes data sources important to planning instruction. Uses a variety of data for short and long-range planning of instruction.		Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.	Works collaboratively with other school staff to develop or maintain a culturally and developmentally supportive school environment.
4h. Teachers use a variety of methods to assess what each student has learned. 4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	Demonstrates awareness of multiple indicators or measures of student progress. Interprets data on student progress accurately and can draw appropriate conclusions.	AND	Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	AND	Uses information gained from assessment activities to improve teaching practice and students' learning.	
4h. Teachers use a variety of methods to assess what each student has learned. 4h. 2 Provides evidence that students attain 21st century knowledge, skills, and dispositions.	Demonstrates an understanding of 21 st century knowledge, skills, and dispositions.		Provides evidence that students attain 21 st century knowledge, skills, and dispositions.		Provides opportunities for students to assess themselves and others.	
5a. Teachers analyze student learning. 5a. 1 Uses data to provide ideas about what can be done to improve students' learning.	Recognizes multiple sources of information on students' learning and performance. Identifies data sources to improve students' learning.		Uses data to provide ideas about what can be done to improve students' learning.		Based upon data, selects or develops instructional approaches that are intentionally tailored to students' learning needs.	
Components	Includes most identified components.		Includes all identified components.		Includes all identified components at an exceptional level.	
Mechanical Correctness	Adheres to some standard writing conventions (spelling, usage, punctuation, capitalization, and parallelism).		Adheres to standard writing conventions (spelling, usage, punctuation, capitalization, and parallelism).		Adheres to standard writing conventions (spelling, usage, punctuation, capitalization, and parallelism) at an exceptional level.	
Total Score						
Average Score (Total Score/7)						

Evidence 6 Leadership Contribution to School Improvement Efforts Rubric (1 of 2)

<i>SCALE:</i>						
3 Accomplished Standards and competencies are addressed skillfully; reflections are compelling and evidences are concrete; components are neatly and logically displayed; and the entries are polished.						
2 Proficient Standards and competencies are addressed successfully; reflections are sufficient and evidences are concrete; components are neatly and logically displayed; and the entries are complete.						
1 Developing Standards and competencies are addressed inadequately or are not addressed; reflections are insufficient, weak, or omitted and evidences are not concrete; components are confusing or illogically displayed; and/or the entries are incomplete.						
Descriptors	Developing (1)		Proficient (2)		Accomplished (3)	Score
1b. Teachers demonstrate leadership in the school. 1b.1 Engages in collaborative and collegial professional learning activities.	Recognizes opportunities for involvement in professional learning activities. Attends professional learning activities.		Engages in collaborative and collegial professional learning activities.		Participates in professional learning community (PLC) activities.	
1b. Teachers demonstrate leadership in the school. 1b.2 Identifies the characteristics or critical elements of a school improvement plan.	Demonstrates familiarity with the characteristics of a school improvement plan.		Identifies the characteristics or critical elements of a school improvement plan.		Works with others in developing and/or implementing school improvement activities.	
1b. Teachers demonstrate leadership in the school. 1b.3 Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan.	Recognizes the importance of using data to identify areas of need as part of a school improvement plan.		Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan.		Analyzes data to develop goals and strategies in the school improvement plan that enhances student learning.	
1c. Teachers lead the teaching profession. 1c.1 Participates in professional development and growth activities.	Recognizes the need and identifies opportunities for professional growth.	AND	Participates in professional development and growth activities.	AND	Seeks additional opportunities for professional development and growth.	
1c. Teachers lead the teaching profession. 1c.2 Begins to develop professional relationships and networks.	Recognizes the responsibility of teachers for professional improvement and support.		Begins to develop professional relationships and networks.		Extends professional relationships and networks.	
2e. Teachers work collaboratively with the families and significant adults in the lives of their students. 2e.1 Communicates and collaborates with the home and community for the benefit of students.	Recognizes factors that can diminish or enhance involvement by parents, guardians, and the community in schools . Understands strategies for enhancing communication between home and school and for engaging parents, guardians, and community members in schools.		Communicates and collaborates with the home and community for the benefit of students.		Seeks and implements solutions to overcome obstacles to participation of families and communities.	
5b. Teachers link professional growth to their professional goals. 5b.1 Participates in recommended activities for professional learning and development.	Acknowledges the importance of ongoing professional development. Attends required or expected activities for professional growth.		Participates in recommended activities for professional learning and development.		Seeks out and engages in opportunities to expand professional knowledge and build professional skills.	

Evidence 6 Leadership Contribution to School Improvement Efforts Rubric (2 of 2)

SCALE:

3 Accomplished Standards and competencies are addressed skillfully; reflections are compelling and evidences are concrete; components are neatly and logically displayed; and the entries are polished.

2 Proficient Standards and competencies are addressed successfully; reflections are sufficient and evidences are concrete; components are neatly and logically displayed; and the entries are complete.

1 Developing Standards and competencies are addressed inadequately or are not addressed; reflections are insufficient, weak, or omitted and evidences are not concrete; components are confusing or illogically displayed; and/or the entries are incomplete.

Descriptors	Developing (1)	Proficient (2)	Accomplished (3)	Score
Components	Includes most identified components.	Includes all identified components.	Includes all identified components at an exceptional level.	
Mechanical Correctness	Adheres to some standard writing conventions (spelling, usage, punctuation, capitalization, and parallelism).	Adheres to standard writing conventions (spelling, usage, punctuation, capitalization, and parallelism).	Adheres to standard writing conventions (spelling, usage, punctuation, capitalization, and parallelism) at an exceptional level.	
Total Score				
Average Score (Total Score/9)				

APPENDIX E – Advising Records
(Arranged Alphabetically by Licensure Field)

Fall 2011

CATAWBA COLLEGE
DEPARTMENT OF TEACHER EDUCATION
Advising Record - Degree and Licensure Requirements

Student _____ Advisor _____

Biology Education

Comprehensive Science Licensure

GENERAL EDUCATION REQUIREMENTS	S.H.	MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS	S.H.
	45-62	*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements.	64
DISTRIBUTION REQUIREMENTS	9-12	BIOLOGY MAJOR B.A.DEGREE REQUIREMENTS	43
GEN ED 1200 First Year Seminar	3	*BIOL 1501 Cells and Molecules	4
ENG 1101 (if placed)	(3)	BIOL 1502 Structure & Function of Organisms	4
ENG 1103 Critical Reading and Writing	3	BIOL 1503 Ecology & Evolution	4
ENG 2111 Advanced Academic Writing	3	BIOL 2503 Biological Research Methods	2
Humanities (from 2 different areas)	9	Two courses from two different areas (see catalog)	
Humanities	3	BIOL Elective (Area 1, 2, or 3)	4
Humanities	3	BIOL Elective (Area 1, 2, or 3)	4
Humanities Elective	3	BIOL elective (2000 level or above)	4
Social Sciences	6	BIOL 3600 Evolution	3
*PSYCH 2350 Adolescent Psychology	3	BIOL 4501 Biology Capstone Experience (Evidence 2)	2
Soc/Anthro/Pol Sci Elective	3	*CHEM 1501 General Chemistry I	4
Natural Sciences	7	CHEM 1502 General Chemistry II	4
*BIOL 1501 Cells and Molecules	4	CHEM 2601 Organic Chemistry I	4
*CHEM 1501 General Chemistry I	3		
Fine Arts (from 2 different areas)	6		
Elective	3	SECONDARY EDUCATION MINOR	21
Elective	3	EDUC 2000 Introduction to Teaching & Educ. Technology	3
Mathematics	4-6	+EDUC 3100 Theories of Teaching and Learning	3
Elective	3	+EDUC 3101 Learning Environments & Prof. Practice	3
Elective	3	+EDUC 3108 Multiliteracies in the Content Areas	3
Foreign Language	0-12	+EDUC 3008 Int. Sci. & Sci. Methods for Mid & Sec Tchrs	3
Elementary I	3	*PSYCH 2350 Adolescent Psychology	3
Elementary II	3	PSYCH 3940 Psychology of Exceptionalities	3
Intermediate I	3	LICENSURE REQUIREMENTS (Applied Practice)	15
Intermediate II	3	+EDUC 4003 Student Teaching (required)	12
Non-Western Perspective (3 semester hours)	3	+EDUC 4500 Professional Leadership Seminar (required)	3
With careful selection, may also fulfill another requirement	3	+Note: Admission to teacher education required.	
Fitness and Nutrition	1	ELECTIVES: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours.	
PER 1101 Prescriptive Fitness	1		
<p><u>ADMISSION TO TEACHER EDUCATION</u> Application on file Passing PRAXIS I scores 2.50 GPA before applying to teacher education 2.50 GPA throughout the program</p> <p><u>ADMISSION TO STUDENT TEACHING</u> Application on file 2.50 GPA prior to student teaching Licensure Requirements: successful completion of student teaching and professional portfolio; PRAXIS II scores (as applicable)</p> <p><u>GRADUATION REQUIREMENTS</u> 2.0 cumulative average in major; No more than one D in major 2.0 cumulative average in minor; No more than one D in minor Writing competency</p>		<p style="text-align: center;"><u>SPECIAL EDUCATION DUAL LICENSURE</u></p> <p>A major in Special Education is available; the Department has submitted an application to the North Carolina Department of Public Instruction to establish a K-12 licensure program in Special Education (approval is expected by fall 2012).</p> <p>Adding the following courses to your program will result in dual licensure in Biology Education and Special Education: Middle and Secondary Science Concentration):</p> <p>PSYC 3980 Behavior Modification – 3 s.h. +EDUC 3109 Methods in Teaching Special Populations – 3 s.h. +EDUC 4401 Critical Issues in Special Education – 1 s.h.</p> <p>Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major. In order to successfully complete a teacher education program, all candidates must have a minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).</p>	

Fall 2011

CATAWBA COLLEGE
DEPARTMENT OF TEACHER EDUCATION
Advising Record - Degree and Licensure Requirements
SECONDARY EDUCATION PROGRAM STANDARDS

Prospective teachers who successfully complete the Secondary Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Candidates articulate a rationale for instructional decisions that proceeds from an understanding of the unique and diverse curricular structures of high schools.
- Standard 2:** Candidates connect discipline based content and concepts to real world applications and situations.
- Standard 3:** Candidates articulate the major concepts, principles and theories of development across adolescence (ages 10-22), and the structures and strategies that support adolescent developmental learning.

The minor in Secondary Education is designed to meet, along with applied practice, the professional requirements for secondary school licensure (Grades 9–12). Licensure in a secondary field requires a major in one of the following areas in addition to completion of professional education requirements and applied practice. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

SCIENCE EDUCATION STANDARDS

Prospective teachers who successfully complete the licensure programs in Science Education (Biology, Chemistry, or Comprehensive Science) will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Twenty-first century science teachers understand safety and liability concerns in science and advocate for the provision and use of appropriate safety materials and enforcement practices in the classroom, laboratory, and field.
- Standard 2:** Twenty-first century science teachers understand and are able to use the unifying concepts of science in their instruction.
- Standard 3:** Twenty-first century science teachers demonstrate an understanding of the nature of science, the historical development of scientific thought, the process of scientific inquiry, and the reciprocal relationship between science and society.
- Standard 4:** Twenty-first century science teachers understand and are able to apply scientific skills and math concepts, using appropriate equipment and tools.
- Standard 5:** Twenty-first century science teachers plan and implement lessons that engage students in the process of hands-on, minds-on scientific inquiry.

Fall 2011

CATAWBA COLLEGE
DEPARTMENT OF TEACHER EDUCATION
Advising Record - Degree and Licensure Requirements

Student _____ Advisor _____

Birth-Kindergarten

Birth-Kindergarten Education Major TRANSFER CREDITS FROM A.A.S. Degree Program	S.H.	CATAWBA COLLEGE REQUIREMENTS	S.H.
	64		56
GENERAL EDUCATION	6	GENERAL EDUCATION	24
EDU 271 Educational Technologies	3	Writing Proficiency Exam (no credit)	0
ENG 112 Argument Based Research <u>OR</u>	3	ENG 2111E Advanced Academic Writing	3
ENG 113 Literature Based Research <u>OR</u>		Humanities	6
ENG 114 Professional Report Writing		Humanities elective	3
Humanities	3	Humanities elective	3
HUM 150, HUM 221, PHI 210, REL 211, REL 212	3	Fine Arts	3
Fine Arts	3	Fine Arts elective	3
COM 231 <u>OR</u> 120 (recommended), ART 111; MUS 110	3	Natural Sciences	3
Social Sciences	3	Natural Science elective	3
PSY 150 General Psychology	3	Mathematics	3
Natural Sciences	4	MATH 1132E Intro. to Statistics	3
BIO 111 or 140 (recommended)		World Culture	6
Mathematics	3	World Culture elective	3
MAT 140 (recommended)	3	World Culture elective	3
MAJOR	28	MAJOR - Birth-Kindergarten Education Core	13
EDU 119 Early Childhood Education	4	EDU 2280E Educational Assessment	3
EDU 131 Children, Family, & Community	3	EDUC 3300E Curriculum & Methods: Preschool & Kindergarten	4
EDU 144 Child Development I	3	EDUC 3301E Curriculum & Methods: Infants & Toddlers	3
EDU 145 Child Development II	3	PSYCH 3940E Psychology of Exceptionalities	3
EDU 146 Child Guidance	3	AREA OF CONCENTRATION	15
EDU 151 Creative Activities	3	Licensure Concentration	
EDU 153 Health, Safety and Nutrition	3	EDUC 4000E Student Teaching (Birth-Kindergarten) & Seminar Completion of Professional Portfolio required	15
EDU 221 Children with Special Needs	3	Non-Licensure Concentration	
EDU 280 Language & Literary Experience	3	EDUC 4004E Internship (Birth-Kindergarten) Completion of Professional Portfolio required	9
ELECTIVES IN MAJOR – 14 hours - Students may transfer a maximum of 64 hours from the community college.	14	ELECTIVES (A sufficient number of elective to meet the graduation requirement of 120 hours.) ACC 1901E, ACC 1902E; MGT 2453E; MGT 2501E; MGT 2566E; SOC 1301E; SPAN 2051E; SPAN 2052E	
<p><u>ADMISSION TO TEACHER EDUCATION</u> Application on file Passing PRAXIS I scores 2.50 GPA before applying to teacher education 2.50 GPA throughout the program</p> <p><u>ADMISSION TO STUDENT TEACHING</u> Application on file 2.50 GPA prior to student teaching Licensure Requirements: successful completion of student teaching and professional portfolio; PRAXIS II scores (as applicable)</p> <p><u>GRADUATION REQUIREMENTS</u> 2.0 cumulative average in major; No more than one D in major 2.0 cumulative average in minor; No more than one D in minor Writing competency</p>			

Fall 2011

CATAWBA COLLEGE
DEPARTMENT OF TEACHER EDUCATION
Advising Record - Degree and Licensure Requirements
BIRTH-KINDERGARTEN EDUCATION PROGRAM GOALS

Prospective teachers who successfully complete the Birth-Kindergarten Education program will be able to demonstrate:

1. knowledge in the content areas taught in the birth-kindergarten school settings
2. an understanding of life span growth and development with emphasis on children and their affective, cognitive, and physical needs;
3. knowledge of language/literacy research and theory, focus on effective instructional practices in the language arts, and the integration of literature throughout the curriculum;
4. proficiency in methods of teaching which ensure an environment conducive to learning with integrated subject matter and concrete experiences for children;
5. the ability to use assessment techniques appropriate for the birth-kindergarten settings;
6. skills in designing and developing instructional programs based on diagnosed needs and abilities of all students; and
7. knowledge of the general competencies required for all birth-kindergarten education teachers as outlined in *North Carolina Teacher Education Program Approval Standards*; and
8. knowledge of the North Carolina Standard Course of Study and Grade Level Competencies relevant for birth-kindergarten education teachers.

Objectives related to these goals may be found in appropriate syllabi of courses required in the Birth-Kindergarten Education sequence.

The Birth-Kindergarten Education Program at Catawba College is designed to assure that students meet required competencies in all phases of teaching. It provides prospective teachers with the knowledge and skills necessary to meet the cognitive, affective, creative and physical needs of young children. The students receive a broad liberal arts education, study theories of human development and learning and learn skills in teaching. They demonstrate positive attitudes toward teaching and have many opportunities for practical application of knowledge and skills.

Fall 2011

CATAWBA COLLEGE
DEPARTMENT OF TEACHER EDUCATION
Advising Record - Degree and Licensure Requirements

Student _____ Advisor _____

Chemistry Education

Comprehensive Science Licensure

GENERAL EDUCATION REQUIREMENTS	S.H.	MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS	S.H.
	45-62		74
DISTRIBUTION REQUIREMENTS	9-12	CHEMISTRY MAJOR B.A.DEGREE REQUIREMENTS	53
GEN ED 1200 First Year Seminar	3	*CHEM 1501 General Chemistry I	4
ENG 1101 (if placed)	(3)	*CHEM 1502 General Chemistry II (pre-req CHEM 1501)	4
ENG 1103 Critical Reading and Writing	3	CHEM 2501 Chemical Analysis (pre-req CHEM 1502)	4
ENG 2111 Advanced Academic Writing	3	CHEM 2601 Organic Chemistry I (pre-req CHEM 1502)	4
Humanities (from 2 different areas)	9	CHEM 2602 Organic Chemistry II (pre-req CHEM 2601)	4
Humanities	3	CHEM 3501 Instrumental Analysis(pre-req CHEM 2501/2602)	4
Humanities	3	CHEM 3511 Thermodynamics & Kinetics (pre-req – see catalog)	4
Humanities Elective	3	CHEM 4100 Chemistry Research Seminar (Evidence 2)	3
Social Sciences	6	*MATH 1801 Calculus(pre-req MATH 1516)	4
*PSYCH 2350 Adolescent Psychology	3	MATH 1802 Intermediate Calculus	4
Soc/Anthro/Pol Sci Elective	3	PHYS 2521 General Physics I (pre-req MATH 1516)	4
Natural Sciences	7	PHYS 2522 General Physics II (pre-req PHYS 2521)	4
*CHEM 1501 General Chemistry I	4	6 hours of electives – see catalog for details	
*CHEM 1502 General Chemistry II	4	Elective	3
Fine Arts (from 2 different areas)	6	Elective	3
Elective	3	SECONDARY EDUCATION MINOR	21
Elective	3	EDUC 2000 Introduction to Teaching & Educ. Technology	3
Mathematics	4-6	+EDUC 3100 Theories of Teaching and Learning	3
MATH 1516	3	+EDUC 3101 Learning Environments & Prof. Practice	3
*MATH 1801 Calculus(pre-req MATH 1516)	4	+EDUC 3108 Multiliteracies in the Content Areas	3
Foreign Language	0-12	+EDUC 3008 Int. Sci. & Sci. Methods for Mid & Sec Tchrs	3
Elementary I	3	*PSYCH 2350 Adolescent Psychology	3
Elementary II	3	PSYCH 3940 Psychology of Exceptionalities	3
Intermediate I	3	LICENSURE REQUIREMENTS (Applied Practice)	15
Intermediate II	3	+EDUC 4003 Student Teaching (required)	12
Non-Western Perspective (3 semester hours)	3	+EDUC 4500 Professional Leadership Seminar (required)	3
With careful selection, may also fulfill another requirement	3	+Note: Admission to teacher education required.	
Fitness and Nutrition	1	ELECTIVES: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours.	
PER 1101 Prescriptive Fitness	1		
<p><u>ADMISSION TO TEACHER EDUCATION</u> Application on file Passing PRAXIS I scores 2.50 GPA before applying to teacher education 2.50 GPA throughout the program</p> <p><u>ADMISSION TO STUDENT TEACHING</u> Application on file 2.50 GPA prior to student teaching Licensure Requirements: successful completion of student teaching and professional portfolio; PRAXIS II scores (as applicable)</p> <p><u>GRADUATION REQUIREMENTS</u> 2.0 cumulative average in major; No more than one D in major 2.0 cumulative average in minor; No more than one D in minor Writing competency</p>		<p style="text-align: center;"><u>SPECIAL EDUCATION DUAL LICENSURE</u></p> <p>A major in Special Education is available; the Department has submitted an application to the North Carolina Department of Public Instruction to establish a K-12 licensure program in Special Education (approval is expected by fall 2012).</p> <p>Adding the following courses to your program will result in dual licensure in Chemistry Education and Special Education: Middle and Secondary Science Concentration):</p> <p>PSYC 3980 Behavior Modification – 3 s.h. +EDUC 3109 Methods in Teaching Special Populations – 3 s.h. +EDUC 4401 Critical Issues in Special Education – 1 s.h.</p> <p>Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major. In order to successfully complete a teacher education program, all candidates must have a minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).</p>	

Fall 2011

CATAWBA COLLEGE
DEPARTMENT OF TEACHER EDUCATION
Advising Record - Degree and Licensure Requirements
SECONDARY EDUCATION PROGRAM STANDARDS

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- Standard 2:** Candidates connect discipline based content and concepts to real world applications and situations.
- Standard 3:** Candidates articulate the major concepts, principles and theories of development across adolescence (ages 10-22), and the structures and strategies that support adolescent developmental learning.

The minor in Secondary Education is designed to meet, along with applied practice, the professional requirements for secondary school licensure (Grades 9–12). Licensure in a secondary field requires a major in one of the following areas in addition to completion of professional education requirements and applied practice. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

SCIENCE EDUCATION STANDARDS

Prospective teachers who successfully complete the licensure programs in Science Education (Biology, Chemistry, or Comprehensive Science) will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Twenty-first century science teachers understand safety and liability concerns in science and advocate for the provision and use of appropriate safety materials and enforcement practices in the classroom, laboratory, and field.
- Standard 2:** Twenty-first century science teachers understand and are able to use the unifying concepts of science in their instruction.
- Standard 3:** Twenty-first century science teachers demonstrate an understanding of the nature of science, the historical development of scientific thought, the process of scientific inquiry, and the reciprocal relationship between science and society.
- Standard 4:** Twenty-first century science teachers understand and are able to apply scientific skills and math concepts, using appropriate equipment and tools.
- Standard 5:** Twenty-first century science teachers plan and implement lessons that engage students in the process of hands-on, minds-on scientific inquiry.

Fall 2011

CATAWBA COLLEGE
DEPARTMENT OF TEACHER EDUCATION
Advising Record - Degree and Licensure Requirements

Student _____ Advisor _____ Comprehensive Science Licensure

Majors in Environmental Education or Environmental Science

GENERAL EDUCATION REQUIREMENTS	S.H.	MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS	S.H.
	45-62	*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements.	68
DISTRIBUTION REQUIREMENTS	9-12	ENVIRONMENTAL EDUCATION MAJOR CORE REQUIREMENTS	47
GEN ED 1200 First Year Seminar	3	*BIOL 1501 Cells and Molecules	4
ENG 1101 (if placed)	(3)	BIOL 1502 Organisms	4
ENG 1103 Critical Reading and Writing	3	BIOL 1503 Ecology & Evolution	4
ENG 2111 Advanced Academic Writing	3	BIOL 3593 Ecology	4
Humanities (from 2 different areas)	9	*CHEM 1501 General Chemistry I	4
Humanities	3	CHEM 1502 General Chemistry II	4
Humanities	3	CHEM 2570 Environmental Chemistry	4
Humanities Elective	3	ENV 1411 Fundamentals of Environmental Science	4
Social Sciences	6	ENV 3567 Environmental Educ for Science Professionals	2
*PSYCH 2350 Adolescent Psychology	3	ENV 3570 Environmental Education Resources I	3
Soc/Anthro/Pol Sci Elective	3	ENV 3571 Environmental Education Resources II	3
Natural Sciences	7	ENV 4501 Capstone in Environmental Studies(Evidence 2)	1
*BIOL 1501 Cells and Molecules	4	Approved Electives	
*CHEM 1501 General Chemistry I	3	Elective	3
Fine Arts (from 2 different areas)	6	Elective	3
Elective	3	SECONDARY EDUCATION MINOR	21
Elective	3	EDUC 2000 Introduction to Teaching & Educ. Technology	3
Mathematics	4-6	+EDUC 3100 Theories of Teaching and Learning	3
Elective	3	+EDUC 3101 Learning Environments & Prof. Practice	3
Elective	3	+EDUC 3108 Multiliteracies in the Content Areas	3
Foreign Language	0-12	+EDUC 3008 Int. Sci. & Sci. Methods for Mid & Sec Tchrs	3
Elementary I	3	*PSYCH 2350 Adolescent Psychology	3
Elementary II	3	PSYCH 3940 Psychology of Exceptionalities	3
Intermediate I	3	LICENSURE REQUIREMENTS (Applied Practice)	15
Intermediate II	3	+EDUC 4003 Student Teaching (required)	12
Non-Western Perspective (3 semester hours)	3	+EDUC 4500 Professional Leadership Seminar (required)	3
With careful selection, may also fulfill another requirement	3	+Note: Admission to teacher education required.	
Fitness and Nutrition	1	ELECTIVES: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours.	
PER 1101 Prescriptive Fitness	1		
<p><u>ADMISSION TO TEACHER EDUCATION</u> Application on file Passing PRAXIS I scores 2.50 GPA before applying to teacher education 2.50 GPA throughout the program</p> <p><u>ADMISSION TO STUDENT TEACHING</u> Application on file 2.50 GPA prior to student teaching Licensure Requirements: successful completion of student teaching and professional portfolio; PRAXIS II scores (as applicable)</p> <p><u>GRADUATION REQUIREMENTS</u> 2.0 cumulative average in major; No more than one D in major 2.0 cumulative average in minor; No more than one D in minor Writing competency</p>		<p style="text-align: center;"><u>SPECIAL EDUCATION DUAL LICENSURE</u></p> <p>A major in Special Education is available; the Department has submitted an application to the North Carolina Department of Public Instruction to establish a K-12 licensure program in Special Education (approval is expected by fall 2012).</p> <p>Adding the following courses to your program will result in dual licensure Comprehensive Science and Special Education: Middle and Secondary Science Concentration):</p> <p>PSYC 3980 Behavior Modification – 3 s.h. +EDUC 3109 Methods in Teaching Special Populations – 3 s.h. +EDUC 4401 Critical Issues in Special Education – 1 s.h.</p> <p>Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major. In order to successfully complete a teacher education program, all candidates must have a minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).</p>	

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CATAWBA COLLEGE
DEPARTMENT OF TEACHER EDUCATION
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SECONDARY EDUCATION PROGRAM STANDARDS

Prospective teachers who successfully complete the Secondary Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Candidates articulate a rationale for instructional decisions that proceeds from an understanding of the unique and diverse curricular structures of high schools.
- Standard 2:** Candidates connect discipline based content and concepts to real world applications and situations.
- Standard 3:** Candidates articulate the major concepts, principles and theories of development across adolescence (ages 10-22), and the structures and strategies that support adolescent developmental learning.

The minor in Secondary Education is designed to meet, along with applied practice, the professional requirements for secondary school licensure (Grades 9–12). Licensure in a secondary field requires a major in one of the following areas in addition to completion of professional education requirements and applied practice. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

SCIENCE EDUCATION STANDARDS

Prospective teachers who successfully complete the licensure programs in Science Education (Biology, Chemistry, or Comprehensive Science) will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Twenty-first century science teachers understand safety and liability concerns in science and advocate for the provision and use of appropriate safety materials and enforcement practices in the classroom, laboratory, and field.
- Standard 2:** Twenty-first century science teachers understand and are able to use the unifying concepts of science in their instruction.
- Standard 3:** Twenty-first century science teachers demonstrate an understanding of the nature of science, the historical development of scientific thought, the process of scientific inquiry, and the reciprocal relationship between science and society.
- Standard 4:** Twenty-first century science teachers understand and are able to apply scientific skills and math concepts, using appropriate equipment and tools.
- Standard 5:** Twenty-first century science teachers plan and implement lessons that engage students in the process of hands-on, minds-on scientific inquiry.

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Student _____ Advisor _____ Elementary Education

GENERAL EDUCATION REQUIREMENTS	S.H.	MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS	S.H.
	45-62	*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements.	56
DISTRIBUTION REQUIREMENTS	9-12	EDUC 2000 Introduction to Teaching & Ed. Technology	3
GEN ED 1200 First Year Seminar	3	*EDUC 2105 Cultural Geography	3
ENG 1101 (if placed)	(3)	EDUC 2150 Literature for Children and Youth (Ev. 2)	3
ENG 1103 Critical Reading and Writing	3	+EDUC 3100 Theories of Teaching and Learning	3
ENG 2111 Advanced Academic Writing	3	+EDUC 3101 Learning Environments & Prof. Practice	3
Humanities (from 2 different areas)	9	+EDUC 3102 Elementary Methods in Literacy I	4
*HIST 1201 or 1202 Survey of American History I or II	3	+EDUC 3103 Elementary Methods in Literacy II	4
HIST 2400 NC History (strongly recommended)	3	+EDUC 3104 Elementary Methods in Science	2
Elective	3	+EDUC 3105 Elementary Methods in Social Studies (Ev. 2)	2
Social Sciences	6	+EDUC 3106 Elementary Methods in Mathematics I	2
*PSYCH 2340 Child Psychology	3	+EDUC 3107 Elementary Methods in Mathematics II	2
Soc/Anthro/Pol Sci Elective	3	+EDUC 3010 Integrated Arts	3
Natural Sciences	7	*ENV 1511 Conceptual Integrated Science & the Envir.	3
Elective	4	*MATH 1120 Survey of Mathematics I	3
*ENV 1511 Conceptual Integrated Science & the Envir.	3	MATH 1121 Survey of Mathematics II	3
Fine Arts (from 2 different areas)	6	PER 1945 Health and P.E. in Elementary Schools	4
Elective	3	*PSYC 2340 Child Psychology	3
Elective	3	PSYC 3940 Psychology of Exceptionalities	3
Mathematics	4-6	*HIST 1201 or HIST 1202 Survey of American History I or II	3
*MATH 1120 Survey of Mathematics I	3	LICENSURE REQUIREMENTS (Applied Practice)	15
MATH 1132 Intro. to Stats. (strongly recommended)	3	+EDUC 4001 Student Teaching	12
Foreign Language	0-12	+EDUC 4500 Professional Leadership Seminar	3
Elementary I	3	+Note: Admission to teacher education required.	
Elementary II	3		
Intermediate I	3	ELECTIVES: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours.	
Intermediate II	3		
Non-Western Perspective (3 semester hours)	3		
*EDUC 2105 Cultural Geography	3		
Fitness and Nutrition	1		
PER 1101 Prescriptive Fitness	1		
<p><u>ADMISSION TO TEACHER EDUCATION</u> Application on file Passing PRAXIS I scores 2.50 GPA before applying to teacher education 2.50 GPA throughout the program</p> <p><u>ADMISSION TO STUDENT TEACHING</u> Application on file 2.50 GPA prior to student teaching Licensure Requirements: successful completion of student teaching and professional portfolio; PRAXIS II scores (as applicable)</p> <p><u>GRADUATION REQUIREMENTS</u> 2.0 cumulative average in major; No more than one D in major 2.0 cumulative average in minor; No more than one D in minor Writing competency</p>		<p style="text-align: center;"><u>SPECIAL EDUCATION DUAL LICENSURE</u></p> <p>A major in Special Education is available; the Department has submitted an application to the North Carolina Department of Public Instruction to establish a K-12 licensure program in Special Education (approval is expected by fall 2012).</p> <p>Adding the following courses to your program will result in dual licensure (Elementary Education and Special Education):</p> <p>PSYC 3980 Behavior Modification – 3 s.h. +EDUC 3109 Methods in Teaching Special Populations – 3 s.h. +EDUC 4401 Critical Issues in Special Education – 1 s.h.</p>	

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ELEMENTARY EDUCATION PROGRAM GOALS

Prospective teachers who successfully complete the Elementary Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Twenty-first century teacher candidates have the knowledge and understanding of language and how language is used to develop effective communication in listening, speaking, viewing, reading, thinking, and writing. *Reading/ Language Arts*
- Standard 2:** Twenty-first century teacher candidates have the knowledge and understanding of mathematical conventions and processes skills relative to: Number sense, numeration, numerical operations, and algebraic thinking; spatial sense, measurement and geometry; patterns, relationships, and functions; and data analysis, probability and statistics. *Mathematics*
- Standard 3:** Twenty-first century teacher candidates have the knowledge and understanding of scientific inquiry, process skills, concepts and applications relative to the life, physical, and earth sciences. *Science*
- Standard 4:** Twenty-first century teacher candidates have the necessary knowledge specific for producing knowledgeable, global citizens who are critical thinkers in a democratic society. *Social Studies*
- Standard 5:** Twenty-first century teacher candidates have the knowledge and understanding of mental, emotional, physical, and social health to empower students to make healthy lifestyle choices. *Healthful Living*
- Standard 6:** Twenty-first century teacher candidates integrate art throughout the curriculum. *The Arts*

The Elementary Education program at Catawba College is designed to assure that students meet required competencies in all phases of teaching. It provides prospective teachers with the knowledge and skills necessary to meet the cognitive, affective, creative, and physical needs of children. The students receive a broad liberal arts education, study theories of human development and learning, and learn skills in teaching. They demonstrate positive attitudes toward teaching and have many opportunities for practical application of knowledge and skills. *Specific details related to these standards may be found in appropriate syllabi of courses required in the Elementary Education sequence.*

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Student _____ Advisor _____ English Education
 Literature Major Required

GENERAL EDUCATION REQUIREMENTS	S.H.	MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS	S.H.
	45-62	*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements.	57
DISTRIBUTION REQUIREMENTS	9-12	LITERATURE MAJOR	36
GEN ED 1200 First Year Seminar	3	*ENGL 2211 Major British Writers 1300-1800	3
ENG 1101 (if placed)	(3)	*ENGL 2212 Major British Writers 1800-1950	3
ENG 1103 Critical Reading and Writing	3	ENGL 2214 Major American Writers	3
ENG 2111 Advanced Academic Writing	3	ENGL 3319 Shakespeare/Tudor OR ENGL 3320 Shakespeare/Stuart	3
Humanities (from 2 different areas)	9	ENGL 3201 English Grammar	3
*ENGL 2211 Major British Writers 1300-1800	3	ENGL 3803 Literary Criticism (Evidence 2)	3
*ENGL 2212 Major British Writers 1800-1950	3	ENGL 4101 English Seminar	3
Humanities Elective (not English)	3	Five English courses (maximum of 2 writing or linguistics; maximum of one 1000-level literature course)	
Social Sciences	6	ENGL 3371 World Writers: Non-Western Perspective	3
*PSYCH 2350 Adolescent Psychology	3	ENGL elective	3
Soc/Anthro/Pol Sci Elective	3	ENGL elective	3
Natural Sciences	7	ENGL elective	3
Elective	4	ENGL elective	3
Elective	3	ENGL elective	3
Fine Arts (from 2 different areas)	6	SECONDARY EDUCATION MINOR	21
*COMM 1110 Introduction to Mass Media	3	EDUC 2000 Introduction to Teaching & Educ. Technology	3
Elective	3	+EDUC 3100 Theories of Teaching and Learning	3
Mathematics	4-6	+EDUC 3101 Learning Environments & Prof. Practice	3
Elective	3	+EDUC 3108 Multiliteracies in the Content Areas	3
Elective	3	+EDUC 3006 Language Arts Methods for Mid & Sec Tchrs	3
Foreign Language	0-12	*PSYCH 2350 Adolescent Psychology	3
Elementary I	3	PSYCH 3940 Psychology of Exceptionalities	3
Elementary II	3	LICENSURE REQUIREMENTS (Applied Practice)	21
Intermediate I	3	COMM 1110 Introduction to Mass Media (recommended)	3
Intermediate II	3	ENGL 3372 African-American Writers (recommended)	3
Non-Western Perspective (3 semester hours)	3	+EDUC 4003 Student Teaching (required)	12
*ENGL 3371 World Writers: Non-Western Perspective	3	+EDUC 4500 Professional Leadership Seminar (required)	3
Fitness and Nutrition	1	+Note: Admission to teacher education required.	
PER 1101 Prescriptive Fitness	1	ELECTIVES: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours.	
<p><u>ADMISSION TO TEACHER EDUCATION</u> Application on file Passing PRAXIS I scores 2.50 GPA before applying to teacher education 2.50 GPA throughout the program</p> <p><u>ADMISSION TO STUDENT TEACHING</u> Application on file 2.50 GPA prior to student teaching Licensure Requirements: successful completion of student teaching and professional portfolio; PRAXIS II scores (as applicable)</p> <p><u>GRADUATION REQUIREMENTS</u> 2.0 cumulative average in major; No more than one D in major 2.0 cumulative average in minor; No more than one D in minor Writing competency</p>		<p style="text-align: center;"><u>SPECIAL EDUCATION DUAL LICENSURE</u></p> <p>A major in Special Education is available; the Department has submitted an application to the North Carolina Department of Public Instruction to establish a K-12 licensure program in Special Education (approval is expected by fall 2012).</p> <p>Adding the following courses to your program will result in dual licensure English Education and Special Education: Middle and Secondary Language Arts Concentration):</p> <p>PSYC 3980 Behavior Modification – 3 s.h. +EDUC 3109 Methods in Teaching Special Populations – 3 s.h. +EDUC 4401 Critical Issues in Special Education – 1 s.h.</p> <p>Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major. In order to successfully complete a teacher education program, all candidates must have a minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).</p>	

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CATAWBA COLLEGE
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SECONDARY EDUCATION PROGRAM STANDARDS

Prospective teachers who successfully complete the Secondary Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Candidates articulate a rationale for instructional decisions that proceeds from an understanding of the unique and diverse curricular structures of high schools.
- Standard 2:** Candidates connect discipline based content and concepts to real world applications and situations.
- Standard 3:** Candidates articulate the major concepts, principles and theories of development across adolescence (ages 10-22), and the structures and strategies that support adolescent developmental learning.

The minor in Secondary Education is designed to meet, along with applied practice, the professional requirements for secondary school licensure (Grades 9–12). Licensure in a secondary field requires a major in one of the following areas in addition to completion of professional education requirements and applied practice. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

ENGLISH/LANGUAGE ARTS EDUCATION STANDARDS

Prospective teachers who successfully complete the English Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** ELA teachers demonstrate knowledge and use of reading processes through the use of a wide range of text.
- Standard 2:** ELA teachers demonstrate the knowledge and use of multiple composing processes.
- Standard 3:** ELA teachers demonstrate the knowledge and use of the function, the influence, and the diversity of language.
- Standard 4:** ELA teachers demonstrate the knowledge and use of the integrated practices of multimodal literacies.

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CATAWBA COLLEGE
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Student _____ Advisor _____ Mathematics Education

GENERAL EDUCATION REQUIREMENTS	S.H.	MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS	S.H.
	45-62	*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements.	62
DISTRIBUTION REQUIREMENTS	9-12	MAJOR B.A.DEGREE REQUIREMENTS	41
GEN ED 1200 First Year Seminar	3	*MATH 1601 Principles of Mathematics	3
ENG 1101 (if placed)	(3)	*MATH 1801 Calculus	4
ENG 1103 Critical Reading and Writing	3	MATH 1802 Intermediate Calculus (pre-req MATH 1801)	4
ENG 2111 Advanced Academic Writing	3	MATH 2535 History of Mathematics (pre-req MATH 1801)	3
Humanities (from 2 different areas)	9	MATH 2602 Intro. to Structured Prog. (pre-req MATH 1801)	3
Humanities	3	MATH 2900 Intro to Math. Proofs (pre-req MATH 1801)	3
Humanities	3	MATH 3501 Linear Algebra (pre-req MATH 1801)	3
Humanities Elective	3	MATH 3533 Abstract Algebra (pre-req MATH 2900 & 3501)	3
Social Sciences	6	MATH 3541 Advanced Calculus (pre-req MATH 1801 & 2900)	3
*PSYCH 2350 Adolescent Psychology	3	MATH 4400 Capstone Experience (Evidence 2)	3
Soc/Anthro/Pol Sci Elective	3	Electives from the following (9 s.h.)	
Natural Sciences	7	#MATH 3521 Mathematical Statistics (licensure req.)	3
Elective	4	#MATH 3535 Adv. Geometry (lic req.) (pre-req MATH 2900)	3
Elective	3	Electives from mathematics at or above 3000 level	3
Fine Arts (from 2 different areas)	6	#courses required for licensure	
Elective	3	SECONDARY EDUCATION MINOR	21
Elective	3	EDUC 2000 Introduction to Teaching & Educ. Technology	3
Mathematics	4-6	+EDUC 3100 Theories of Teaching and Learning	3
*MATH 1601 Principles of Mathematics	3	+EDUC 3101 Learning Environments & Prof. Practice	3
*MATH 1801 Calculus	3	+EDUC 3108 Multiliteracies in the Content Areas	3
Foreign Language	0-12	+EDUC 3008 Int. Sci. & Sci. Methods for Mid & Sec Tchrs	3
Elementary I	3	*PSYCH 2350 Adolescent Psychology	3
Elementary II	3	PSYCH 3940 Psychology of Exceptionalities	3
Intermediate I	3	LICENSURE REQUIREMENTS (Applied Practice)	15
Intermediate II	3	+EDUC 4003 Student Teaching (required)	12
Non-Western Perspective (3 semester hours)	3	+EDUC 4500 Professional Leadership Seminar (required)	3
With careful selection, may also fulfill another requirement	3	+Note: Admission to teacher education required.	
Fitness and Nutrition	1	ELECTIVES: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours.	
PER 1101 Prescriptive Fitness	1		

ADMISSION TO TEACHER EDUCATION

Application on file
 Passing PRAXIS I scores
 2.50 GPA before applying to teacher education
 2.50 GPA throughout the program

ADMISSION TO STUDENT TEACHING

Application on file
 2.50 GPA prior to student teaching
 Licensure Requirements: successful completion of student teaching and professional portfolio; PRAXIS II scores (as applicable)

GRADUATION REQUIREMENTS

2.0 cumulative average in major; No more than one D in major
 2.0 cumulative average in minor; No more than one D in minor
 Writing competency

SPECIAL EDUCATION DUAL LICENSURE

A major in Special Education is available; the Department has submitted an application to the North Carolina Department of Public Instruction to establish a K-12 licensure program in Special Education (approval is expected by fall 2012).

Adding the following courses to your program will result in dual licensure in Mathematics Education and Special Education: Middle and Secondary Mathematics Concentration):

PSYC 3980 Behavior Modification – 3 s.h.
 +EDUC 3109 Methods in Teaching Special Populations – 3 s.h.
 +EDUC 4401 Critical Issues in Special Education – 1 s.h.

Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major. In order to successfully complete a teacher education program, all candidates must have a minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).

CATAWBA COLLEGE
DEPARTMENT OF TEACHER EDUCATION
Advising Record - Degree and Licensure Requirements
SECONDARY EDUCATION PROGRAM STANDARDS

Prospective teachers who successfully complete the Secondary Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Candidates articulate a rationale for instructional decisions that proceeds from an understanding of the unique and diverse curricular structures of high schools.
- Standard 2:** Candidates connect discipline based content and concepts to real world applications and situations.
- Standard 3:** Candidates articulate the major concepts, principles and theories of development across adolescence (ages 10-22), and the structures and strategies that support adolescent developmental learning.

The minor in Secondary Education is designed to meet, along with applied practice, the professional requirements for secondary school licensure (Grades 9–12). Licensure in a secondary field requires a major in one of the following areas in addition to completion of professional education requirements and applied practice. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

MATHEMATICS EDUCATION STANDARDS

Prospective teachers who successfully complete the Mathematics Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1: Number sense, numeration, numerical operation, and algebraic thinking**
Teacher candidates possess the mathematical knowledge needed to enable students to understand numbers, ways of representing numbers, and relationships among numbers and number systems and to enable students to understand meanings of operations and how they relate to one another. Candidates enable students to develop computational fluency and to make reasonable estimates. At the middle and secondary grade levels, teacher candidates need the mathematical knowledge to enable students to transfer their understanding of numbers and number operations to symbolic expressions involving variables.
- Standard 2: Spatial sense, measurement and geometry**
Teacher candidates possess the mathematical knowledge needed to enable students to analyze the characteristics and properties of 2- and 3-dimensional geometric shapes; to develop mathematical arguments about geometric relationships; to understand units, processes of measure, and measurable attributes of objects; and to apply appropriate techniques, tools, and formulas to determine measurements. They enable students to develop the visualization, spatial reasoning, and geometric modeling to solve problems. Teacher candidates particularly at middle and secondary grade levels need the mathematical knowledge to enable students to use coordinate geometry in solving problems, to understand concepts of symmetry, and to apply transformations.
- Standard 3: Patterns, relationships, and functions**
Teacher candidates possess the mathematical knowledge needed to enable students to understand patterns, relations, and functions. This includes the use of algebraic symbols to represent and analyze mathematical situations, the use of mathematical models to represent and understand quantitative relationships, and the analysis of “change” in various contexts.
- Standard 4: Data analysis, probability and statistics**
Teacher candidates possess the mathematical knowledge needed to enable students to formulate questions that can be addressed with data, along with the necessary skills to collect, organize, and display relevant data to answer those questions. They enable students to select and use appropriate statistical methods to analyze data, to understand and apply basic concepts of probability, and to develop and evaluate inferences and predictions that are based on data.
- Standard 5: Mathematical process skills**
Teacher candidates possess the mathematical knowledge needed to enable students to develop skills in problem solving, making connections between various branches of mathematics, reasoning and proof, and communication and representation of mathematical ideas.
- Standard 6: Mathematical tools**
Teacher candidates must be versed in the appropriate use of mathematical tools and manipulatives.

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Student _____ Advisor _____ Middle School Language Arts

GENERAL EDUCATION REQUIREMENTS	S.H.	MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS	S.H.
	45-62	*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements.	42
DISTRIBUTION REQUIREMENTS	9-12	MIDDLE SCHOOL EDUCATION MAJOR CORE REQUIREMENTS	18
GEN ED 1200 First Year Seminar	3	EDUC 2000 Introduction to Teaching and Educ. Technology	3
ENG 1101 (if placed)	(3)	+EDUC 3100 Theories of Teaching and Learning	3
ENG 1103 Critical Reading and Writing	3	+EDUC 3101 Learning Environments & Professional Practice	3
ENG 2111 Advanced Academic Writing	3	+EDUC 3108 Multiliteracies in the Content Areas (Ev. 2)	3
Humanities (from 2 different areas)	9	*PSYCH 2350 Adolescent Psychology	3
*English literature elective	3	PSYCH 3940 Psychology of Exceptionalities	3
*English literature elective	3	LANGUAGE ARTS SPECIALIZATION	24
Humanities Elective (not English)	3	EDUC 2150 Literature for Children and Youth (Ev. 2)	3
Social Sciences	6	+EDUC 3006 Lang. Arts Meth. for Mid & Sec Tchrs (Ev. 2)	3
*PSYCH 2350 Adolescent Psychology	3	*COMM 1110 Introduction to Mass Media	3
Soc/Anthro/Pol Sci Elective	3	ENGL 3201 English Grammar Or	3
Natural Sciences	7	ENGL 4801 Language and Society	3
Elective	4	*English literature elective (any)	3
Elective	3	*English literature elective above 1000 level	3
Fine Arts (from 2 different areas)	6	English literature elective above 1000 level	3
*COMM 1110 Introduction to Mass Media	3	English literature elective above 1000 level	3
Elective	3		
Mathematics	4-6		
Elective	3	LICENSURE REQUIREMENTS (Applied Practice)	15
Elective	3	+EDUC 4002 Student Teaching	12
Foreign Language	0-12	+EDUC 4500 Professional Leadership Seminar	3
Elementary I	3	+Note: Admission to teacher education required.	
Elementary II	3		
Intermediate I	3	ELECTIVES: A sufficient number of electives must be taken	
Intermediate II	3	in order to meet the graduation requirements of 124 hours.	
Non-Western Perspective (3 semester hours)	3		
With careful selection, may also fulfill another requirement	3		
Fitness and Nutrition	1		
PER 1101 Prescriptive Fitness	1		
<p><u>ADMISSION TO TEACHER EDUCATION</u> Application on file Passing PRAXIS I scores 2.50 GPA before applying to teacher education 2.50 GPA throughout the program</p> <p><u>ADMISSION TO STUDENT TEACHING</u> Application on file 2.50 GPA prior to student teaching Licensure Requirements: successful completion of student teaching and professional portfolio; PRAXIS II scores (as applicable)</p> <p><u>GRADUATION REQUIREMENTS</u> 2.0 cumulative average in major; No more than one D in major 2.0 cumulative average in minor; No more than one D in minor Writing competency</p>		<p style="text-align: center;"><u>SPECIAL EDUCATION DUAL LICENSURE</u></p> <p>A major in Special Education is available; the Department has submitted an application to the North Carolina Department of Public Instruction to establish a K-12 licensure program in Special Education (approval is expected by fall 2012).</p> <p>Adding the following courses to your program will result in dual licensure (Middle Grades Education: Language Arts Specialization and Special Education: Middle and Secondary Language Arts Concentration):</p> <p>PSYC 3980 Behavior Modification – 3 s.h. +EDUC 3109 Methods in Teaching Special Populations – 3 s.h. +EDUC 4401 Critical Issues in Special Education – 1 s.h.</p> <p>Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major. In order to successfully complete a teacher education program, all candidates must have a minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).</p>	

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MIDDLE SCHOOL EDUCATION PROGRAM STANDARDS

Prospective teachers who successfully complete the Middle School Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Middle level teacher candidates understand and apply the major concepts, principles, theories, and research related to young adolescent development that support student development and learning.
- Standard 2:** Middle level teacher candidates understand and apply the philosophical foundations of developmentally responsive middle level programs and schools and the organizational structures that support young adolescent development.
- Standard 3:** Middle level teacher candidates plan and teach interdisciplinary curriculum based on core and elective/exploratory curricula that are relevant, challenging, and exploratory.
- Standard 4:** Middle level teacher candidates understand and apply the major concepts, principles, theories, and research unique to effective middle level instruction and assessment, and they employ a variety of developmentally responsive strategies to meet the varying abilities and learning styles of all young adolescents.

Catawba College's Middle School Education program builds on the College's broad liberal arts program. Prospective middle school teachers choose from four areas of concentration: language arts, mathematics, science, and social studies. They must complete the prescribed coursework for one of these areas. They are provided a thorough program in curriculum development and teaching methodology. More specifically, the program strives to prepare teachers who can articulate the goals of middle school education, provide continuation of their students' general education, provide opportunities for exploration of interests, attend to their students' personal development, individualize instruction, and create a flexible curriculum. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

ENGLISH/LANGUAGE ARTS EDUCATION STANDARDS

Prospective teachers who successfully complete the English Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** ELA teachers demonstrate knowledge and use of reading processes through the use of a wide range of text.
- Standard 2:** ELA teachers demonstrate the knowledge and use of multiple composing processes.
- Standard 3:** ELA teachers demonstrate the knowledge and use of the function, the influence, and the diversity of language.
- Standard 4:** ELA teachers demonstrate the knowledge and use of the integrated practices of multimodal literacies.

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Student _____ Advisor _____ Middle School Mathematics

GENERAL EDUCATION REQUIREMENTS	S.H.		MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS		S.H.		
	45-62		*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements.		45		
DISTRIBUTION REQUIREMENTS		9-12		MIDDLE SCHOOL EDUCATION MAJOR CORE REQUIREMENTS		18	
GEN ED 1200 First Year Seminar	3		EDUC 2000 Introduction to Teaching and Educ. Technology	3			
ENG 1101 (if placed)	(3)		+EDUC 3100 Theories of Teaching and Learning	3			
ENG 1103 Critical Reading and Writing	3		+EDUC 3101 Learning Environments & Professional Practice	3			
ENG 2111 Advanced Academic Writing	3		+EDUC 3108 Multiliteracies in the Content Areas	3			
Humanities (from 2 different areas)	9		*PSYCH 2350 Adolescent Psychology	3			
Elective	3		PSYCH 3940 Psychology of Exceptionalities	3			
Elective	3		MATHEMATICS SPECIALIZATION		27		
Elective	3		*MATH 1132 Introduction to Statistics	3			
Social Sciences	6		*MATH 1601 Principles of Mathematics	3			
*PSYCH 2350 Adolescent Psychology	3		MATH 1701 Applied Calculus (pre-req for 2000 level Math)	3			
Soc/Anthro/Pol Sci Elective	3		MATH 1120 Survey of Mathematics I	3			
Natural Sciences	7		MATH 1121 Survey of Mathematics II	3			
Elective	4		MATH 2535 Hist. of Mathematics (pre-req. MATH 1701)(Ev. 2)	3			
Elective	3		MATH 2900 Intro. to Math. Proofs (pre-req. MATH 1701)	3			
Fine Arts (from 2 different areas)	6		MATH 3501 Linear Algebra (pre-req. MATH 1701)(3			
Elective	3		+EDUC 3009 Math Methods for Middle & Sec. Teachers	3			
Elective	3						
Mathematics	4-6		LICENSURE REQUIREMENTS (Applied Practice)		15		
*MATH 1132 Introduction to Statistics	3		+EDUC 4002 Student Teaching	12			
*MATH 1601 Principles of Mathematics	3		+EDUC 4500 Professional Leadership Seminar	3			
Foreign Language	0-12		+Note: Admission to teacher education required.				
Elementary I	3		ELECTIVES: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours.				
Elementary II	3						
Intermediate I	3						
Intermediate II	3						
Non-Western Perspective (3 semester hours)	3						
With careful selection, may also fulfill another requirement	3						
Fitness and Nutrition	1						
PER 1101 Prescriptive Fitness	1						
<p><u>ADMISSION TO TEACHER EDUCATION</u> Application on file Passing PRAXIS I scores 2.50 GPA before applying to teacher education 2.50 GPA throughout the program</p> <p><u>ADMISSION TO STUDENT TEACHING</u> Application on file 2.50 GPA prior to student teaching Licensure Requirements: successful completion of student teaching and professional portfolio; PRAXIS II scores (as applicable)</p> <p><u>GRADUATION REQUIREMENTS</u> 2.0 cumulative average in major; No more than one D in major 2.0 cumulative average in minor; No more than one D in minor Writing competency</p>			<p style="text-align: center;"><u>SPECIAL EDUCATION DUAL LICENSURE</u></p> <p>A major in Special Education is available; the Department has submitted an application to the North Carolina Department of Public Instruction to establish a K-12 licensure program in Special Education (approval is expected by fall 2012).</p> <p>Adding the following courses to your program will result in dual licensure (Middle Grades Education: Mathematics Specialization and Special Education: Middle and Secondary Mathematics Concentration):</p> <p>PSYC 3980 Behavior Modification – 3 s.h. +EDUC 3109 Methods in Teaching Special Populations – 3 s.h. +EDUC 4401 Critical Issues in Special Education – 1 s.h.</p> <p>Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major. In order to successfully complete a teacher education program, all candidates must have a minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).</p>				

CATAWBA COLLEGE
DEPARTMENT OF TEACHER EDUCATION
Advising Record - Degree and Licensure Requirements

MIDDLE SCHOOL EDUCATION PROGRAM STANDARDS

Prospective teachers who successfully complete the Middle School Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Middle level teacher candidates understand and apply the major concepts, principles, theories, and research related to young adolescent development that support student development and learning.
- Standard 2:** Middle level teacher candidates understand and apply the philosophical foundations of developmentally responsive middle level programs and schools and the organizational structures that support young adolescent development.
- Standard 3:** Middle level teacher candidates plan and teach interdisciplinary curriculum based on core and elective/exploratory curricula that are relevant, challenging, and exploratory.
- Standard 4:** Middle level teacher candidates understand and apply the major concepts, principles, theories, and research unique to effective middle level instruction and assessment, and they employ a variety of developmentally responsive strategies to meet the varying abilities and learning styles of all young adolescents.

Catawba College's Middle School Education program builds on the College's broad liberal arts program. Prospective middle school teachers choose from four areas of concentration: language arts, mathematics, science, and social studies. They must complete the prescribed coursework for one of these areas. They are provided a thorough program in curriculum development and teaching methodology. More specifically, the program strives to prepare teachers who can articulate the goals of middle school education, provide continuation of their students' general education, provide opportunities for exploration of interests, attend to their students' personal development, individualize instruction, and create a flexible curriculum. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

MATHEMATICS EDUCATION STANDARDS

Prospective teachers who successfully complete the Mathematics Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1: Number sense, numeration, numerical operation, and algebraic thinking**
Teacher candidates possess the mathematical knowledge needed to enable students to understand numbers, ways of representing numbers, and relationships among numbers and number systems and to enable students to understand meanings of operations and how they relate to one another. Candidates enable students to develop computational fluency and to make reasonable estimates. At the middle and secondary grade levels, teacher candidates need the mathematical knowledge to enable students to transfer their understanding of numbers and number operations to symbolic expressions involving variables.
- Standard 2: Spatial sense, measurement and geometry**
Teacher candidates possess the mathematical knowledge needed to enable students to analyze the characteristics and properties of 2- and 3-dimensional geometric shapes; to develop mathematical arguments about geometric relationships; to understand units, processes of measure, and measurable attributes of objects; and to apply appropriate techniques, tools, and formulas to determine measurements. They enable students to develop the visualization, spatial reasoning, and geometric modeling to solve problems. Teacher candidates particularly at middle and secondary grade levels need the mathematical knowledge to enable students to use coordinate geometry in solving problems, to understand concepts of symmetry, and to apply transformations.
- Standard 3: Patterns, relationships, and functions**
Teacher candidates possess the mathematical knowledge needed to enable students to understand patterns, relations, and functions. This includes the use of algebraic symbols to represent and analyze mathematical situations, the use of mathematical models to represent and understand quantitative relationships, and the analysis of "change" in various contexts.
- Standard 4: Data analysis, probability and statistics**
Teacher candidates possess the mathematical knowledge needed to enable students to formulate questions that can be addressed with data, along with the necessary skills to collect, organize, and display relevant data to answer those questions. They enable students to select and use appropriate statistical methods to analyze data, to understand and apply basic concepts of probability, and to develop and evaluate inferences and predictions that are based on data.
- Standard 5: Mathematical process skills**
Teacher candidates possess the mathematical knowledge needed to enable students to develop skills in problem solving, making connections between various branches of mathematics, reasoning and proof, and communication and representation of mathematical ideas.
- Standard 6: Mathematical tools**
Teacher candidates must be versed in the appropriate use of mathematical tools and manipulatives.

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CATAWBA COLLEGE
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Student _____ Advisor _____ Middle School Science

GENERAL EDUCATION REQUIREMENTS	S.H.	MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS	S.H.
	45-62	*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements.	45
DISTRIBUTION REQUIREMENTS	9-12	MIDDLE SCHOOL EDUCATION MAJOR CORE REQUIREMENTS	18
GEN ED 1200 First Year Seminar	3	EDUC 2000 Introduction to Teaching and Educ. Technology	3
ENG 1101 (if placed)	(3)	+EDUC 3100 Theories of Teaching and Learning	3
ENG 1103 Critical Reading and Writing	3	+EDUC 3101 Learning Environments & Professional Practice	3
ENG 2111 Advanced Academic Writing	3	+EDUC 3108 Multiliteracies in the Content Areas	3
Humanities (from 2 different areas)	9	*PSYCH 2350 Adolescent Psychology	3
Elective	3	PSYCH 3940 Psychology of Exceptionalities	3
Elective	3	SCIENCE SPECIALIZATION	27
Elective	3	BIOL 1101 Bioscience	4
Social Sciences	6	*CHEM 1501 General Chemistry I	4
*PSYCH 2350 Adolescent Psychology	3	*CHEM 1502 General Chemistry II	4
Soc/Anthro/Pol Sci Elective	3	PHYS 2521 General Physics I	4
Natural Sciences	7	PHYS 2522 General Physics II	4
*CHEM 1501 General Chemistry I	4	ENV 1111 Earth Science (Ev. 2)	4
*CHEM 1502 General Chemistry II	4	+EDUC 3008 Int. Sci. & Sci. Methods for Mid & Sec. Tchrs	3
Fine Arts (from 2 different areas)	6		
Elective	3		
Elective	3		
Mathematics	4-6		
MATH 1516 (pre-req for PHYS 2521)	3	LICENSURE REQUIREMENTS (Applied Practice)	15
Elective	3	+EDUC 4002 Student Teaching	12
Foreign Language	0-12	+EDUC 4500 Professional Leadership Seminar	3
Elementary I	3	+Note: Admission to teacher education required.	
Elementary II	3		
Intermediate I	3	ELECTIVES: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours.	
Intermediate II	3		
Non-Western Perspective (3 semester hours)	3		
With careful selection, may also fulfill another requirement	3		
Fitness and Nutrition	1		
PER 1101 Prescriptive Fitness	1		
<p><u>ADMISSION TO TEACHER EDUCATION</u> Application on file Passing PRAXIS I scores 2.50 GPA before applying to teacher education 2.50 GPA throughout the program</p> <p><u>ADMISSION TO STUDENT TEACHING</u> Application on file 2.50 GPA prior to student teaching Licensure Requirements: successful completion of student teaching and professional portfolio; PRAXIS II scores (as applicable)</p> <p><u>GRADUATION REQUIREMENTS</u> 2.0 cumulative average in major; No more than one D in major 2.0 cumulative average in minor; No more than one D in minor Writing competency</p>		<p style="text-align: center;"><u>SPECIAL EDUCATION DUAL LICENSURE</u></p> <p>A major in Special Education is available; the Department has submitted an application to the North Carolina Department of Public Instruction to establish a K-12 licensure program in Special Education (approval is expected by fall 2012).</p> <p>Adding the following courses to your program will result in dual licensure (Middle Grades Education: Science Specialization and Special Education: Middle and Secondary Science Concentration):</p> <p>PSYC 3980 Behavior Modification – 3 s.h. +EDUC 3109 Methods in Teaching Special Populations – 3 s.h. +EDUC 4401 Critical Issues in Special Education – 1 s.h.</p> <p>Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major. In order to successfully complete a teacher education program, all candidates must have a minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).</p>	

CATAWBA COLLEGE
DEPARTMENT OF TEACHER EDUCATION
Advising Record - Degree and Licensure Requirements

MIDDLE SCHOOL EDUCATION PROGRAM STANDARDS

Prospective teachers who successfully complete the Middle School Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Middle level teacher candidates understand and apply the major concepts, principles, theories, and research related to young adolescent development that support student development and learning.
- Standard 2:** Middle level teacher candidates understand and apply the philosophical foundations of developmentally responsive middle level programs and schools and the organizational structures that support young adolescent development.
- Standard 3:** Middle level teacher candidates plan and teach interdisciplinary curriculum based on core and elective/exploratory curricula that are relevant, challenging, and exploratory.
- Standard 4:** Middle level teacher candidates understand and apply the major concepts, principles, theories, and research unique to effective middle level instruction and assessment, and they employ a variety of developmentally responsive strategies to meet the varying abilities and learning styles of all young adolescents.

Catawba College's Middle School Education program builds on the College's broad liberal arts program. Prospective middle school teachers choose from four areas of concentration: language arts, mathematics, science, and social studies. They must complete the prescribed coursework for one of these areas. They are provided a thorough program in curriculum development and teaching methodology. More specifically, the program strives to prepare teachers who can articulate the goals of middle school education, provide continuation of their students' general education, provide opportunities for exploration of interests, attend to their students' personal development, individualize instruction, and create a flexible curriculum. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

SCIENCE EDUCATION STANDARDS

Prospective teachers who successfully complete the Science Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Twenty-first century science teachers understand safety and liability concerns in science and advocate for the provision and use of appropriate safety materials and enforcement practices in the classroom, laboratory, and field.
- Standard 2:** Twenty-first century science teachers understand and are able to use the unifying concepts of science in their instruction.
- Standard 3:** Twenty-first century science teachers demonstrate an understanding of the nature of science, the historical development of scientific thought, the process of scientific inquiry, and the reciprocal relationship between science and society.
- Standard 4:** Twenty-first century science teachers understand and are able to apply scientific skills and math concepts, using appropriate equipment and tools.
- Standard 5:** Twenty-first century science teachers plan and implement lessons that engage students in the process of hands-on, minds-on scientific inquiry.

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Student _____ Advisor _____ Middle School Social Studies

GENERAL EDUCATION REQUIREMENTS	S.H.	MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS	S.H.
	45-62	*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements.	45
DISTRIBUTION REQUIREMENTS	9-12	MIDDLE SCHOOL EDUCATION MAJOR CORE REQUIREMENTS	18
GEN ED 1200 First Year Seminar	3	EDUC 2000 Introduction to Teaching and Educ. Technology	3
ENG 1101 (if placed)	(3)	+EDUC 3100 Theories of Teaching and Learning	3
ENG 1103 Critical Reading and Writing	3	+EDUC 3101 Learning Environments & Professional Practice	3
ENG 2111 Advanced Academic Writing	3	+EDUC 3108 Multiliteracies in the Content Areas	3
Humanities (from 2 different areas)	9	*PSYCH 2350 Adolescent Psychology	3
* HIST 1114 Contemporary World or HIST 1201 or 1202	3	PSYCH 3940 Psychology of Exceptionalities	3
* HIST 2400 North Carolina History	3	SOCIAL STUDIES SPECIALIZATION	27
Humanities Elective (not History)	3	POLSC 1101 American Government I	3
Social Sciences	6	*EDUC 2105 Cultural Geography	3
*PSYCH 2350 Adolescent Psychology	3	EDUC 3007 Social Studies Methods for Mid & Sec Teachers	3
*SOC Elective or POLSC 1101 American Gov't I	3	ECON 1901 Principles of Economics I	3
Natural Sciences	7	*HIST 1114 Contemporary World	3
Elective	4	HIST 1201 OR 1202 Survey of American History I OR II	3
Elective	3	*HIST 2400 North Carolina History	3
Fine Arts (from 2 different areas)	6	HIST 3310 Colonial History (Ev. 2)	3
Elective	3	*SOC Elective	3
Elective	3		
Mathematics	4-6		
Elective	3	LICENSURE REQUIREMENTS (Applied Practice)	15
Elective	3	+EDUC 4002 Student Teaching	12
Foreign Language	0-12	+EDUC 4500 Professional Leadership Seminar	3
Elementary I	3	+Note: Admission to teacher education required.	
Elementary II	3		
Intermediate I	3	ELECTIVES: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours.	
Intermediate II	3		
Non-Western Perspective (3 semester hours)	3		
*EDUC 2105 Cultural Geography	3		
Fitness and Nutrition	1		
PER 1101 Prescriptive Fitness	1		
<p><u>ADMISSION TO TEACHER EDUCATION</u> Application on file Passing PRAXIS I scores 2.50 GPA before applying to teacher education 2.50 GPA throughout the program</p> <p><u>ADMISSION TO STUDENT TEACHING</u> Application on file 2.50 GPA prior to student teaching Licensure Requirements: successful completion of student teaching and professional portfolio; PRAXIS II scores (as applicable)</p> <p><u>GRADUATION REQUIREMENTS</u> 2.0 cumulative average in major; No more than one D in major 2.0 cumulative average in minor; No more than one D in minor Writing competency</p>		<p style="text-align: center;"><u>SPECIAL EDUCATION DUAL LICENSURE</u></p> <p>A major in Special Education is available; the Department has submitted an application to the North Carolina Department of Public Instruction to establish a K-12 licensure program in Special Education (approval is expected by fall 2012).</p> <p>Adding the following courses to your program will result in dual licensure (Middle Grades Education: Social Studies Specialization and Special Education: Middle and Secondary Social Studies Concentration):</p> <p>PSYC 3980 Behavior Modification – 3 s.h. +EDUC 3109 Methods in Teaching Special Populations – 3 s.h. +EDUC 4401 Critical Issues in Special Education – 1 s.h.</p> <p>Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major. In order to successfully complete a teacher education program, all candidates must have a minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).</p>	

CATAWBA COLLEGE
DEPARTMENT OF TEACHER EDUCATION
Advising Record - Degree and Licensure Requirements

MIDDLE SCHOOL EDUCATION PROGRAM STANDARDS

Prospective teachers who successfully complete the Middle School Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Middle level teacher candidates understand and apply the major concepts, principles, theories, and research related to young adolescent development that support student development and learning.
- Standard 2:** Middle level teacher candidates understand and apply the philosophical foundations of developmentally responsive middle level programs and schools and the organizational structures that support young adolescent development.
- Standard 3:** Middle level teacher candidates plan and teach interdisciplinary curriculum based on core and elective/exploratory curricula that are relevant, challenging, and exploratory.
- Standard 4:** Middle level teacher candidates understand and apply the major concepts, principles, theories, and research unique to effective middle level instruction and assessment, and they employ a variety of developmentally responsive strategies to meet the varying abilities and learning styles of all young adolescents.

Catawba College's Middle School Education program builds on the College's broad liberal arts program. Prospective middle school teachers choose from four areas of concentration: language arts, mathematics, science, and social studies. They must complete the prescribed coursework for one of these areas. They are provided a thorough program in curriculum development and teaching methodology. More specifically, the program strives to prepare teachers who can articulate the goals of middle school education, provide continuation of their students' general education, provide opportunities for exploration of interests, attend to their students' personal development, individualize instruction, and create a flexible curriculum. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

SOCIAL STUDIES EDUCATION STANDARDS

Prospective teachers who successfully complete the Comprehensive Social Studies Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1: Culture and Cultural Diversity: People, Places, and Environments**
Teacher candidates who teach social studies know and can facilitate learning about how culture and culture systems function. They are able to teach about how human beings relate to their environment and the impact of that relationship on culture.
- Standard 2: Time, Continuity, and Change**
Teacher candidates who teach social studies know and can facilitate learning about historical periods and patterns. They teach about diverse perspectives and sources of information that inform an understanding of the past, present, and future.
- Standard 3: Economic, Scientific, and Technological Development**
Teacher candidates who teach social studies know and can facilitate learning about how economic forces affect individuals and communities and about the management of individual and collective resources in a global economy. This includes the influence of science, technology, and ecologic interdependence on all aspects of human enterprise including systems such as transportation, communication, health care, warfare, agriculture, and industry.
- Standard 4: Individuals, Groups, and Institutions: Their Development and Identities**
Teacher candidates who teach social studies know and can facilitate learning about how individual and collective identities are shaped by groups and institutions.
- Standard 5: Civic Ideals and Practices: Power, Authority, and Governance**
Teacher candidates who teach social studies know and facilitate learning about the principles of democracy and human rights and about the variety of ways that governments, leaders, and citizens exercise power, develop laws, and maintain order.

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Student _____ Advisor _____

Music Education

GENERAL EDUCATION REQUIREMENTS	S.H.	MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS	S.H.
	45-62	*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements.	77-79
DISTRIBUTION REQUIREMENTS	9-12	MUSIC CORE	14-16
GEN ED 1200 First Year Seminar	3	MUSIC 1511 Music Theory I	3
ENG 1101 (if placed)	(3)	MUSIC 1512 Music Theory II	3
ENG 1103 Critical Reading and Writing	3	MUSIC 1516 Aural Skills I	1
ENG 2111 Advanced Academic Writing	3	MUSIC 1517 Aural Skills II	1
Humanities (from 2 different areas)	9	MUSIC 2135 Class Piano I (or equivalent Proficiency)	0-1
Elective	3	MUSIC 2136 Class Piano II (or equivalent proficiency)	0-1
Elective	3	MUSIC 3713 Survey of Music History I	3
Elective	3	MUSIC 3714 Survey of Music History II	3
Social Sciences	6	MUSIC EDUCATION CONCENTRATION	45
*PSYCH 2340 or 2350 Child or Adolescent Psychology	3	MUSIC 0111 Music Seminar (4 semesters)	0
Soc/Anthro/Pol Sci Elective	3	MUSIC 0390 Half Recital	0
Natural Sciences	7	*MUSIC 1113 World Music	3
Elective	4	MUSIC 2137 Class Piano III (or equivalent proficiency)	1
Elective	3	MUSIC 2138 Class Piano IV (or equivalent proficiency)	1
Fine Arts (from 2 different areas)	6	MUSIC 2145 Class Voice	1
*MUSIC 1113 World Music	3	MUSIC 2221 String Methods	1
Elective	3	MUSIC 2222 Woodwinds Methods	1
Mathematics	4-6	MUSIC 2223 Brass Methods	1
MATH 1516 (pre-req for PHYS 2521)	3	MUSIC 2224 Percussion Methods	1
Elective	3	MUSIC 2521 Music Theory III	3
Foreign Language	0-12	MUSIC 2522 Music Theory IV	3
Elementary I	3	MUSIC 2525 Aural Skills III	2
Elementary II	3	MUSIC 2526 Aural Skills IV	2
Intermediate I	3	MUSIC 3537 Music in the Elementary School	2
Intermediate II	3	MUSIC 3546 Curriculum, Methods & Materials: Mid & Sec	3
Non-Western Perspective (3 semester hours)	3	MUSIC 3732 Choral Conducting	2
*MUSIC 1113 World Music	3	MUSIC 3733 Instrumental Conducting and Arranging	2
Fitness and Nutrition	1	MUSIC 4500 Capstone in Music Education	2
PER 1101 Prescriptive Fitness	1	Applied Music (MAJOR)	7
		Music Ensemble (minimum of 7 semesters)	7
		K-12 SPECIAL SUBJECTS MINOR	18
		EDUC 2000 Introduction to Teaching and Educ. Technology	3
		+EDUC 3100 Theories of Teaching and Learning	3
		+EDUC 3101 Learning Environments & Professional Practice	3
		+EDUC 3108 Multiliteracies in the Content Areas	3
		*PSYCH 2340 or 2350 Child or Adolescent Psychology	3
		PSYCH 3940 Psychology of Exceptionalities	3
		LICENSURE REQUIREMENTS (Applied Practice)	15
		+EDUC 4007 Student Teaching: Music Education	12
		+EDUC 4500 Professional Leadership Seminar	3
		+Note: Admission to teacher education required.	
		ELECTIVES: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours.	
		Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major. In order to successfully complete a teacher education program, all candidates must have a minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).	
ADMISSION TO TEACHER EDUCATION			
Application on file			
Passing PRAXIS I scores			
2.50 GPA before applying to teacher education			
2.50 GPA throughout the program			
ADMISSION TO STUDENT TEACHING			
Application on file			
2.50 GPA prior to student teaching			
Licensure Requirements: successful completion of student teaching and professional portfolio; PRAXIS II scores (as applicable)			
GRADUATION REQUIREMENTS			
2.0 cumulative average in major; No more than one D in major			
2.0 cumulative average in minor; No more than one D in minor			
Writing competency			

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MUSIC EDUCATION STANDARDS

Prospective teachers who successfully complete the Music Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Twenty-first century music teachers demonstrate essential skills of musical performance.
- Standard 2:** Twenty-first century music teachers possess comprehensive knowledge of music theory and demonstrate essential aural skills.
- Standard 3:** Twenty-first century music teachers possess comprehensive knowledge of music history and use critical thinking skills in the analysis of literature, performance styles, and genres of Western and non-Western music.
- Standard 4:** Twenty-first century music teachers possess an understanding of music through aesthetic experience and critical and creative thinking.
- Standard 5:** Twenty-first century music teachers develop and manage a program inclusive of the goals, values, and purposes of music education within a diverse community and society.

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Student _____ Advisor _____

Physical Education
 Health & PE Licensure

GENERAL EDUCATION REQUIREMENTS	S.H.	MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS	S.H.
	45-62	*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements.	66
DISTRIBUTION REQUIREMENTS	9-12	MAJOR CORE REQUIREMENTS	51
GEN ED 1200 First Year Seminar	3	PER 1110 Swim for Beginners	1
ENG 1101 (if placed)	(3)	PER 1190 Scientific Found. Of Health, Phys. Ed. & Rec	3
ENG 1103 Critical Reading and Writing	3	PER 1270 Health Science	3
ENG 2111 Advanced Academic Writing	3	PER 1290 First Aid, CPR and Emergency Care	3
Humanities (from 2 different areas)	9	PER 1390 Leisure Activities I	3
Elective	3	PER 1945 Health and Physical Educ. in the Elem Classroom	4
Elective	3	PER 2594 Organization and Administration of Phys. Educ.	3
Elective	3	PER 2596 Measurement, Evaluation, and Research (Ev. 2)	3
Social Sciences	6	PER 3800 Motor Learning	2
*PSYCH 2340 or 2350 Child or Adolescent Psychology	3	PER 3855 Exercise Physiology or PER 2372 Middle and Secondary School Health Education (licensure requirement)	3
Soc/Anthro/Pol Sci Elective	3		
Natural Sciences	7	PER 3950 Kinesiology	3
* BIOL 2419 Anatomy and Physiology I	4	PER 4740 Adapting Activities to Special Populations	3
* BIOL 2420 Anatomy and Physiology II	4	*BIOL 2419 Anatomy and Physiology I	4
Fine Arts (from 2 different areas)	6	*BIOL 2420 Anatomy and Physiology II	4
Elective	3	COMM 1101 Fundamentals of Speech	3
Elective	3	2 Skills & Techniques selected from PER 1161, 1162, 1163 or 1164	
Mathematics	4-6	Skills & Techniques	3
MATH 1516 (pre-req for PHYS 2521)	3	Skills & Techniques	3
Elective	3		
Foreign Language	0-12	K-12 Education Minor	15
Elementary I	3	EDUC 2000 Introduction to Teaching and Educ. Technology	3
Elementary II	3	+EDUC 3100 Theories of Teaching and Learning	3
Intermediate I	3	+EDUC 3101 Learning Environments & Professional Practice	3
Intermediate II	3	+EDUC 3108 Multiliteracies in the Content Areas	3
Non-Western Perspective (3 semester hours)	3	*PSYCH 2340 or 2350 Child or Adolescent Psychology	3
With careful selection, may also fulfill another requirement	3	LICENSURE REQUIREMENTS (Applied Practice)	15
Fitness and Nutrition	1	+EDUC 4006 Student Teaching: Physical Education	12
PER 1101 Prescriptive Fitness	1	+EDUC 4500 Professional Leadership Seminar	3
		+Note: Admission to teacher education required.	
		ELECTIVES: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours.	
<p><u>ADMISSION TO TEACHER EDUCATION</u> Application on file Passing PRAXIS I scores 2.50 GPA before applying to teacher education 2.50 GPA throughout the program</p> <p><u>ADMISSION TO STUDENT TEACHING</u> Application on file 2.50 GPA prior to student teaching Licensure Requirements: successful completion of student teaching and professional portfolio; PRAXIS II scores (as applicable)</p> <p><u>GRADUATION REQUIREMENTS</u> 2.0 cumulative average in major; No more than one D in major 2.0 cumulative average in minor; No more than one D in minor Writing competency</p>		<p>Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major. In order to successfully complete a teacher education program, all candidates must have a minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).</p>	

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PHYSICAL EDUCATION STANDARDS

The goals of the Physical Education program are to prepare students with the necessary knowledge and skills for being successful physical education teachers. The students will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

Standard 1: Scientific and Theoretical Knowledge

Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

Standard 2: Fundamental Motor Skills and Movement Forms

Physical education teacher candidates have the knowledge, skills and dispositions to effectively teach safe and developmentally appropriate fundamental motor skills, movement forms and physical activities.

Standard 3: Fitness, Nutrition and Obesity Prevention

The physical education teacher candidates are individuals with the knowledge, skills and dispositions to teach fitness and nutrition concepts needed to reduce and prevent obesity.

Standard 4: Sport, Physical and Leisure Activities Knowledge

Physical education teacher candidates are physically educated individuals with the knowledge and skill competence of multiple sport and leisure activities.

PHYSICAL EDUCATION /HEALTH EDUCATION STANDARDS

The goals of the Physical Education/Health Education program are to prepare students with the necessary knowledge and skills for being successful physical education and health education teachers. The students will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

Standard 1: Scientific and Theoretical Knowledge

Teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated and health educated individuals.

Standard 2: Fundamental Motor Skills and Movement Forms

Teacher candidates have the knowledge, skills and dispositions to effectively teach safe and developmentally appropriate fundamental motor skills, movement forms, multiple sports, and physical activities.

Standard 3: Fitness, Nutrition and Obesity Prevention

Teacher candidates are individuals with the knowledge, skills and dispositions to teach fitness and nutrition concepts needed to reduce and prevent obesity.

Standard 4: Health Promotion/Health Prevention Concepts and Skills

Teacher candidates demonstrate the knowledge, skills and dispositions necessary for developing and implementing effective practices in health education, disease prevention and disease control.

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Student _____ Advisor _____

Reading Education

Catawba College's Reading Licensure Program (K-12) is a second field of licensure for those who have completed coursework in an initial licensure program in Elementary Education, Middle School Education, Secondary Education, and Special Subjects Education.

The State has recently (2006) rewritten the requirements for obtaining a license in Reading Education. One of the major changes is that in order for our department to recommend a teacher for a reading license that teacher must have a clear license in a teaching area **and must have completed 24 semester hours in literacy and literacy education. Teachers with a clear license in a teaching area who choose not to complete a Reading Education Program must pass PRAXIS II in reading (i.e., 10200 - Introduction to the Teaching of Reading).** This test currently costs \$130.00 (\$80 test and \$50 registration fee).

As a general rule, the Department of Teacher Education at Catawba College prefers that if it **recommends** a teacher for a reading license, that teacher must have taken at least three courses in Reading Education at Catawba College.

The Reading Education Program at Catawba College requires a practicum which can be conducted in the teacher's classroom or in a Title I classroom. In this practicum the teacher must identify and research an approach to teaching reading or writing; develop a plan for implementing this approach; use this plan with a group of students; and assess the approach's effectiveness. A representative of the Teacher Education Department will supervise the planning stage as well as the teacher's implementation of the approach.

REQUIRED READING EDUCATION COURSES (24-26 Semester-Hour Program)

EDUC 2150	Literature for Children and Youth (3 s.h.).....	_____	3 s.h.
EDUC 3108	Multiliteracies in the Content Areas (3 s.h.) OR		
EDUC 4954/G	Content Area Multiliteracies (3 s.h.).....	_____	3 s.h.
EDUC 3006	Language Arts Methods for Middle and Secondary Teachers (3 s.h.) OR		
EDUC 5301	Literacy Methods for English/Language Arts Teachers (3 s.h.).....	_____	3 s.h.
EDUC 4351/G	Developmental Reading Instruction (3 s.h.) OR		
EDUC 3103	Elementary Methods in Literacy II (3 s.h.)	_____	3-4 s.h.
EDUC 4952/G	Diagnosis and Correction of Reading Difficulties (3 s.h.) OR		
EDUC 3102	Elementary Methods in Literacy I (4 s.h.).....	_____	3-4 s.h.
	Electives in linguistics, literature, writing, speech, or literacy methodology.....	_____	4 – 6 s.h.

EDUC 4201	Practicum (3 s.h.) OR		
EDUC 5300	Literacy Practicum (3 s.h.).....	_____	3 s.h.
	OR		
EDUC 5116	Action Research I (3 s.h.) & EDUC 5117 Action Research II (3 s.h.).....	_____	6 s.h.

Date Program Completed - _____ Total semester hours _____

(Minimum of 24 s.h.)

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READING EDUCATION STANDARDS (add-on licensure)

Catawba College's Reading Education program builds on the College's broad liberal arts program **and** an initial licensure program in Elementary, Middle Grades, or Secondary Education. Students who successfully complete the Reading Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Reading teacher candidates have knowledge of foundations of reading.
- Standard 2:** Reading teacher candidates use a wide range of reading assessment tools and results in order to provide developmentally appropriate instruction.
- Standard 3:** Reading teacher candidates understand and apply best instructional practices and techniques in the reading process for all learners.
- Standard 4:** Reading teacher candidates create a literate environment that fosters reading and writing competencies by integrating foundational knowledge and technology.

Specific details related to the standards may be found in appropriate syllabi of courses required in the program.

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Student _____ Advisor _____ Comprehensive Social Studies

History Major (B.A. Degree)

GENERAL EDUCATION REQUIREMENTS	S.H.	MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS	S.H.
	45-62	*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements.	54
DISTRIBUTION REQUIREMENTS	9-12	HISTORY MAJOR	33
GEN ED 1200 First Year Seminar	3	*HIST 1112 The Emerging Western World (Lic. Requirement)	3
ENG 1101 (if placed)	(3)	*HIST 1113 The Modern Western World(Lic. Requirement)	3
ENG 1103 Critical Reading and Writing	3	HIST 1114 Contemporary World(Lic. Requirement)	3
ENG 2111 Advanced Academic Writing	3	HIST 1201 Survey of American History I(Lic. Requirement)	3
Humanities (from 2 different areas)	9	HIST 1202 Survey of American History II(Lic. Requirement)	3
*HIST 1112 The Emerging Western World	3	HIST 3000 Historiography	3
*HIST 1113 The Modern Western World	3	HIST elective – any level (*HIST 2400 – Lic requirement)	3
Humanities Elective (not History)	3	HIST elective – any level	3
Social Sciences	6	HIST elective – 3000/4000 level (*HIST 3310-Lic requirement – Ev. 2)	3
*PSYCH 2350 Adolescent Psychology	3	HIST elective – 3000/4000 level	3
*POLS 1101 Introduction to American Government	3	HIST elective – 3000/4000 level	3
Natural Sciences	7	SECONDARY EDUCATION MINOR	21
Elective	4	EDUC 2000 Introduction to Teaching & Educ. Technology	3
Elective	3	+EDUC 3100 Theories of Teaching and Learning	3
Fine Arts (from 2 different areas)	6	+EDUC 3101 Learning Environments & Prof. Practice	3
Elective	3	+EDUC 3108 Multiliteracies in the Content Areas	3
Elective	3	+EDUC 3007 Social Studies Methods for Mid & Sec Tchrs	3
Mathematics	4-6	*PSYCH 2350 Adolescent Psychology	3
Elective	3	PSYCH 3940 Psychology of Exceptionalities	3
Elective	3	LICENSURE REQUIREMENTS (Applied Practice)	27
Foreign Language	0-12	ECON 1901 Principles of Economics	3
Elementary I	3	*EDUC 2105 Cultural Geography	3
Elementary II	3	*POLS 1101 Introduction to American Government	3
Intermediate I	3	SOC 1101 Intro to Sociology or SOC 1501 Social Problems	3
Intermediate II	3	+EDUC 4003 Student Teaching (required)	12
Non-Western Perspective (3 semester hours)	3	+EDUC 4500 Professional Leadership Seminar (required)	3
*EDUC 2105 Cultural Geography	3	+Note: Admission to teacher education required.	
Fitness and Nutrition	1	ELECTIVES: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours.	
PER 1101 Prescriptive Fitness	1		
<p><u>ADMISSION TO TEACHER EDUCATION</u> Application on file Passing PRAXIS I scores 2.50 GPA before applying to teacher education 2.50 GPA throughout the program</p> <p><u>ADMISSION TO STUDENT TEACHING</u> Application on file 2.50 GPA prior to student teaching Licensure Requirements: successful completion of student teaching and professional portfolio; PRAXIS II scores (as applicable)</p> <p><u>GRADUATION REQUIREMENTS</u> 2.0 cumulative average in major; No more than one D in major 2.0 cumulative average in minor; No more than one D in minor Writing competency</p>		<p style="text-align: center;"><u>SPECIAL EDUCATION DUAL LICENSURE</u></p> <p>A major in Special Education is available; the Department has submitted an application to the North Carolina Department of Public Instruction to establish a K-12 licensure program in Special Education (approval is expected by fall 2012).</p> <p>Adding the following courses to your program will result in dual licensure Comprehensive Social Studies and Special Education: Middle and Secondary Social Studies Concentration):</p> <p>PSYC 3980 Behavior Modification – 3 s.h. +EDUC 3109 Methods in Teaching Special Populations – 3 s.h. +EDUC 4401 Critical Issues in Special Education – 1 s.h.</p> <p>Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major. In order to successfully complete a teacher education program, all candidates must have a minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).</p>	

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SECONDARY EDUCATION PROGRAM STANDARDS

Prospective teachers who successfully complete the Secondary Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Candidates articulate a rationale for instructional decisions that proceeds from an understanding of the unique and diverse curricular structures of high schools.
- Standard 2:** Candidates connect discipline based content and concepts to real world applications and situations.
- Standard 3:** Candidates articulate the major concepts, principles and theories of development across adolescence (ages 10-22), and the structures and strategies that support adolescent developmental learning.

The minor in Secondary Education is designed to meet, along with applied practice, the professional requirements for secondary school licensure (Grades 9–12). Licensure in a secondary field requires a major in one of the following areas in addition to completion of professional education requirements and applied practice. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

SOCIAL STUDIES EDUCATION STANDARDS

Prospective teachers who successfully complete the Comprehensive Social Studies Education program will be able to demonstrate the following standards:

- Standard 1: Culture and Cultural Diversity: People, Places, and Environments**
Teacher candidates who teach social studies know and can facilitate learning about how culture and culture systems function. They are able to teach about how human beings relate to their environment and the impact of that relationship on culture.
- Standard 2: Time, Continuity, and Change**
Teacher candidates who teach social studies know and can facilitate learning about historical periods and patterns. They teach about diverse perspectives and sources of information that inform an understanding of the past, present, and future.
- Standard 3: Economic, Scientific, and Technological Development**
Teacher candidates who teach social studies know and can facilitate learning about how economic forces affect individuals and communities and about the management of individual and collective resources in a global economy. This includes the influence of science, technology, and ecologic interdependence on all aspects of human enterprise including systems such as transportation, communication, health care, warfare, agriculture, and industry.
- Standard 4: Individuals, Groups, and Institutions: Their Development and Identities**
Teacher candidates who teach social studies know and can facilitate learning about how individual and collective identities are shaped by groups and institutions.
- Standard 5: Civic Ideals and Practices: Power, Authority, and Governance**
Teacher candidates who teach social studies know and facilitate learning about the principles of democracy and human rights and about the variety of ways that governments, leaders, and citizens exercise power, develop laws, and maintain order.

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GENERAL EDUCATION REQUIREMENTS	S.H.		MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS	S.H.	
	45-62			55-57	
DISTRIBUTION REQUIREMENTS	9-12		MAJOR CORE REQUIREMENTS	34-36	
GEN ED 1200 First Year Seminar	3		*SPAN 2011 Intermediate Spanish I	3	
ENG 1101 (if placed)	(3)		*SPAN 2012 Intermediate Spanish II	3	
ENG 1103 Critical Reading and Writing	3		SPAN 3021 Advanced Spanish Grammar	3	
ENG 2111 Advanced Academic Writing	3		SPAN 3022 Advanced Spanish Composition	3	
Humanities (from 2 different areas)	9		SPAN 3023 Advanced Spanish Conversation and Phonetics	3	
Elective	3		SPAN 3024 Culture of Spain or SPAN 3025 Cult of Span Amer	3	
Elective	3		Spanish Elective 3000+ level or SPAN 2023	3	
Elective	3		Spanish Elective 3000+ level	3	
Social Sciences	6		Spanish Elective 3000+ level	3	
*PSYCH 2340 or 2350 Child or Adolescent Psychology	3		Spanish Elective 3000+ level	3	
Soc/Anthro/Pol Sci Elective	3		SPAN 4301 Internship	3	
Natural Sciences	7		SPAN 4401 Senior Project	1-3	
Elective	4		NOTE: At least six of the credit hours required for the major must be earned through a departmentally-approved program in a Spanish-speaking country.		
Elective	3				
Fine Arts (from 2 different areas)	6				
Elective	3		Special Subjects K-12 Education Minor	21	
Mathematics	4-6		EDUC 2000 Introduction to Teaching & Educ. Technology	3	
Elective	3		+EDUC 3100 Theories of Teaching and Learning	3	
Elective	3		+EDUC 3101 Learning Environments & Professional Practice	3	
Foreign Language	0-12		+EDUC 3108 Multiliteracies in the Content Areas	3	
Elementary I	3		*PSYCH 2340 or 2350 Child or Adolescent Psychology	3	
Elementary II	3		SPAN 3027 Foreign Language Methods	3	
*Intermediate I	3		PSYCH 3940 Psychology of Exceptionalities	3	
*Intermediate II	3		LICENSURE REQUIREMENTS (Applied Practice)	15	
Non-Western Perspective (3 semester hours)	3		+EDUC 4009 Student Teaching: Spanish Education	12	
With careful selection, may also fulfill another requirement	3		+EDUC 4500 Professional Leadership Seminar	3	
Fitness and Nutrition	1		+Note: Admission to teacher education required.		
PER 1101 Prescriptive Fitness	1		ELECTIVES: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours.		
<p><u>ADMISSION TO TEACHER EDUCATION</u> Application on file Passing PRAXIS I scores 2.50 GPA before applying to teacher education 2.50 GPA throughout the program</p> <p><u>ADMISSION TO STUDENT TEACHING</u> Application on file 2.50 GPA prior to student teaching Licensure Requirements: successful completion of student teaching and professional portfolio; PRAXIS II scores (as applicable)</p> <p><u>GRADUATION REQUIREMENTS</u> 2.0 cumulative average in major; No more than one D in major 2.0 cumulative average in minor; No more than one D in minor Writing competency</p>			<p>Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major. In order to successfully complete a teacher education program, all candidates must have a minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).</p>		

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SECOND LANGUAGE STANDARDS (SPANISH EDUCATION)

Prospective teachers who successfully complete the Spanish Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1: Second language teacher candidates demonstrate a high proficiency level in all modes of communication (presentational, interpretive, and interpersonal).
- Standard 2: Second language teacher candidates integrate knowledge of socio-cultural products, practices, and perspectives into instruction.
- Standard 3: Second language teacher candidates demonstrate familiarity with current theories in second language acquisition and research.
- Standard 4: Second language teacher candidates differentiate instruction for the diverse needs of heritage language learners.

NOTE: The Department has submitted an application to the North Carolina Department of Public Instruction to establish a K-12 licensure program in Spanish (approval is expected by fall 2012).

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Student _____ Advisor _____ Special Education: Elementary Concentration

GENERAL EDUCATION REQUIREMENTS	S.H.	MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS	S.H.
	45-62	*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements.	53
DISTRIBUTION REQUIREMENTS	9-12	Core Courses	19
GEN ED 1200 First Year Seminar	3	EDUC 2000 Introduction to Teaching & Ed. Technology	3
ENG 1101 (if placed)	(3)	+EDUC 3100 Theories of Teaching and Learning	3
ENG 1103 Critical Reading and Writing	3	+EDUC 3101 Learning Environments & Prof. Practice	3
ENG 2111 Advanced Academic Writing	3	+EDUC 4401 Critical Issues in Special Education	1
Humanities (from 2 different areas)	9	PSYC 3940 Psychology of Exceptionalities (Ev. 2)	3
*HIST 1201 or 1202 Survey of American History I or II	3	PSYC 3980 Behavior Modifications	3
HIST 2400 NC History (strongly recommended)	3	+EDUC 3109 Methods in Teaching Special Populations	3
Elective	3	Elementary Concentration	34
Social Sciences	6	+EDUC 3102 Elementary Methods in Literacy I	4
*PSYCH 2340 Child Psychology	3	+EDUC 3103 Elementary Methods in Literacy II	4
Soc/Anthro/Pol Sci Elective	3	+EDUC 3104 Elementary Methods in Science	2
Natural Sciences	7	+EDUC 3105 Elementary Methods in Social Studies	2
Elective	4	+EDUC 3106 Elementary Methods in Mathematics I	2
*ENV 1511 Conceptual Integrated Science & the Envir.	3	+EDUC 3107 Elementary Methods in Mathematics II	2
Fine Arts (from 2 different areas)	6	+EDUC 3010 Integrated Arts	3
Elective	3	*ENV 1511 Conceptual Integrated Science & the Envir.	3
Elective	3	*HIST 1201 or HIST 1202 Survey of American History I or II	3
Mathematics	4-6	*MATH 1120 Survey of Mathematics I	3
MATH 1120 Survey of Mathematics I	3	MATH 1121 Survey of Mathematics II	3
*MATH 1132 Intro. to Stats. (strongly recommended)	3	*PSYC 2340 Child Psychology	3
Foreign Language	0-12	LICENSURE REQUIREMENTS (Applied Practice)	15
Elementary I	3	+EDUC 4010 Student Teaching: Special Education	12
Elementary II	3	+EDUC 4500 Professional Leadership Seminar	3
Intermediate I	3	+Note: Admission to teacher education required.	
Intermediate II	3	ELECTIVES: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours.	
Non-Western Perspective (3 semester hours)	3		
*EDUC 2105 Cultural Geography (strongly recommended)	3		
Fitness and Nutrition	1		
PER 1101 Prescriptive Fitness	1		
<p><u>ADMISSION TO TEACHER EDUCATION</u> Application on file Passing PRAXIS I scores 2.50 GPA before applying to teacher education 2.50 GPA throughout the program</p> <p><u>ADMISSION TO STUDENT TEACHING</u> Application on file 2.50 GPA prior to student teaching Licensure Requirements: successful completion of student teaching and professional portfolio; PRAXIS II scores (as applicable)</p> <p><u>GRADUATION REQUIREMENTS</u> 2.0 cumulative average in major; No more than one D in major 2.0 cumulative average in minor; No more than one D in minor Writing competency</p>		<p style="text-align: center;"><u>ELEMENTARY EDUCATION DUAL LICENSURE</u></p> <p>Adding the following courses to your program will result in dual licensure (Special Education and Elementary Education).</p> <p>*EDUC 2105 Cultural Geography – 3 s.h. EDUC 2150 Literature for Children and Youth– 3 s.h. PER 1945 Health and P.E. in Elementary Schools – 4 s.h.</p>	

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SPECIAL EDUCATION: GENERAL CURRICULUM PROGRAM STANDARDS

Prospective teachers who successfully complete the Special Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Special Education: General Curriculum teacher candidates know the policies, process, and procedures for providing Special Education services.
- Standard 2:** Special Education: General Curriculum teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.
- Standard 3:** Special Education: General Curriculum teacher candidates have a broad working knowledge of research-validated instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students.
- Standard 4:** Special Education: General Curriculum teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics.
- Standard 5:** Special Education: General Curriculum teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.
- Standard 6:** Special Education: General Curriculum teacher candidates collaborate and consult with families, general education teachers, and other professionals to further the academic and social development of students.

Catawba College's Special Education program builds on the College's broad liberal arts program. Prospective special education teachers choose from five areas of concentration: elementary, middle and secondary language arts, middle and secondary mathematics, middle and secondary science, and middle and secondary social studies. They must complete the prescribed coursework for one of these areas. They are provided a thorough program in curriculum development and teaching methodology. More specifically, the program strives to prepare teachers who can articulate the goals of special education, provide continuation of their students' general education, provide opportunities for exploration of interests, attend to their students' personal development, individualize instruction, and create a flexible curriculum. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

ELEMENTARY EDUCATION PROGRAM GOALS

Prospective teachers who successfully complete the Elementary Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Twenty-first century teacher candidates have the knowledge and understanding of language and how language is used to develop effective communication in listening, speaking, viewing, reading, thinking, and writing. *Reading/ Language Arts*
- Standard 2:** Twenty-first century teacher candidates have the knowledge and understanding of mathematical conventions and processes skills relative to: Number sense, numeration, numerical operations, and algebraic thinking; spatial sense, measurement and geometry; patterns, relationships, and functions; and data analysis, probability and statistics. *Mathematics*
- Standard 3:** Twenty-first century teacher candidates have the knowledge and understanding of scientific inquiry, process skills, concepts and applications relative to the life, physical, and earth sciences. *Science*
- Standard 4:** Twenty-first century teacher candidates have the necessary knowledge specific for producing knowledgeable, global citizens who are critical thinkers in a democratic society. *Social Studies*
- Standard 5:** Twenty-first century teacher candidates have the knowledge and understanding of mental, emotional, physical, and social health to empower students to make healthy lifestyle choices. *Healthful Living*
- Standard 6:** Twenty-first century teacher candidates integrate art throughout the curriculum. *The Arts*

The Elementary Education program at Catawba College is designed to assure that students meet required competencies in all phases of teaching. It provides prospective teachers with the knowledge and skills necessary to meet the cognitive, affective, creative, and physical needs of children. The students receive a broad liberal arts education, study theories of human development and learning, and learn skills in teaching. They demonstrate positive attitudes toward teaching and have many opportunities for practical application of knowledge and skills. *Specific details related to these standards may be found in appropriate syllabi of courses required in the Elementary Education sequence.*

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Student _____ Advisor _____ **Special Education: Middle and High School Language Arts Concentration**

GENERAL EDUCATION REQUIREMENTS	S.H.	MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS	S.H.
	45-62	*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements.	49
DISTRIBUTION REQUIREMENTS	9-12	Core Courses	19
GEN ED 1200 First Year Seminar	3	EDUC 2000 Introduction to Teaching & Ed. Technology	3
ENG 1101 (if placed)	(3)	+EDUC 3100 Theories of Teaching and Learning	3
ENG 1103 Critical Reading and Writing	3	+EDUC 3101 Learning Environments & Prof. Practice	3
ENG 2111 Advanced Academic Writing	3	+EDUC 4401 Critical Issues in Special Education	1
Humanities (from 2 different areas)	9	PSYC 3940 Psychology of Exceptionalities (Evidence 2)	3
English elective (suggested one 1000-level	3	PSYC 3980 Behavior Modifications	3
English elective	3	+EDUC 3109 Methods in Teaching Special Populations	3
Non-English elective	3	Middle & HS Language Arts Concentration	30
Social Sciences	6	+EDUC 3006 Lang. Arts for Middle & Sec. Teachers	3
*PSYCH 2350 Adolescent Psychology	3	+EDUC 3108 Multiliteracies in the Content Areas	3
Soc/Anthro/Pol Sci Elective	3	*PSYC 2350 Adolescent Psychology	3
Natural Sciences	7	21 hours of content in English and other language arts related courses selected from the courses required of middle school majors or of a B.A. degree in Literature (see dual licensure note below)	3
Elective	4		3
Elective	3		3
Fine Arts (from 2 different areas)	6		3
Elective	3		3
Elective	3		3
Mathematics	4-6		3
Elective	3		
Elective	3		
Foreign Language	0-12		LICENSURE REQUIREMENTS (Applied Practice)
Elementary I	3	+EDUC 4010 Student Teaching	12
Elementary II	3	+EDUC 4500 Professional Leadership Seminar	3
Intermediate I	3	+Note: Admission to teacher education required.	
Intermediate II	3	ELECTIVES: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours.	
Non-Western Perspective (3 semester hours)	3		
Elective	3		
Fitness and Nutrition	1		
PER 1101 Prescriptive Fitness	1		
<p><u>ADMISSION TO TEACHER EDUCATION</u> Application on file Passing PRAXIS I scores 2.50 GPA before applying to teacher education 2.50 GPA throughout the program</p> <p><u>ADMISSION TO STUDENT TEACHING</u> Application on file 2.50 GPA prior to student teaching Licensure Requirements: successful completion of student teaching and professional portfolio; PRAXIS II scores (as applicable)</p> <p><u>GRADUATION REQUIREMENTS</u> 2.0 cumulative average in major; No more than one D in major 2.0 cumulative average in minor; No more than one D in minor Writing competency</p>		<p style="text-align: center;"><u>MIDDLE GRADES LANGUAGE ARTS OR ENGLISH:LITERATURE DUAL LICENSURE</u></p> <p>With careful selection of courses, a dual major is possible. You are encouraged to seek advice from the department chair and/or administrative assistant in the Teacher Education Department when selecting your content courses.</p>	

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SPECIAL EDUCATION: GENERAL CURRICULUM PROGRAM STANDARDS

Prospective teachers who successfully complete the Special Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Special Education: General Curriculum teacher candidates know the policies, process, and procedures for providing Special Education services.
- Standard 2:** Special Education: General Curriculum teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.
- Standard 3:** Special Education: General Curriculum teacher candidates have a broad working knowledge of research-validated instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students.
- Standard 4:** Special Education: General Curriculum teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics.
- Standard 5:** Special Education: General Curriculum teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.
- Standard 6:** Special Education: General Curriculum teacher candidates collaborate and consult with families, general education teachers, and other professionals to further the academic and social development of students.

Catawba College's Special Education program builds on the College's broad liberal arts program. Prospective special education teachers choose from five areas of concentration: elementary, middle and secondary language arts, middle and secondary mathematics, middle and secondary science, and middle and secondary social studies. They must complete the prescribed coursework for one of these areas. They are provided a thorough program in curriculum development and teaching methodology. More specifically, the program strives to prepare teachers who can articulate the goals of special education, provide continuation of their students' general education, provide opportunities for exploration of interests, attend to their students' personal development, individualize instruction, and create a flexible curriculum. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

ENGLISH/LANGUAGE ARTS EDUCATION STANDARDS

Prospective teachers who successfully complete the English Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** ELA teachers demonstrate knowledge and use of reading processes through the use of a wide range of text.
- Standard 2:** ELA teachers demonstrate the knowledge and use of multiple composing processes.
- Standard 3:** ELA teachers demonstrate the knowledge and use of the function, the influence, and the diversity of language.
- Standard 4:** ELA teachers demonstrate the knowledge and use of the integrated practices of multimodal literacies.

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Advising Record - Degree and Licensure Requirements

Student _____ Advisor _____ **Special Education: Middle and High School Mathematics Concentration**

GENERAL EDUCATION REQUIREMENTS	S.H.	MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS	S.H.
	45-62	*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements.	52
DISTRIBUTION REQUIREMENTS	9-12	Core Courses	19
GEN ED 1200 First Year Seminar	3	EDUC 2000 Introduction to Teaching & Ed. Technology	3
ENG 1101 (if placed)	(3)	+EDUC 3100 Theories of Teaching and Learning	3
ENG 1103 Critical Reading and Writing	3	+EDUC 3101 Learning Environments & Prof. Practice	3
ENG 2111 Advanced Academic Writing	3	+EDUC 4401 Critical Issues in Special Education	1
Humanities (from 2 different areas)	9	PSYC 3940 Psychology of Exceptionalities (Evidence 2)	3
Elective	3	PSYC 3980 Behavior Modifications	3
Elective	3	+EDUC 3109 Methods in Teaching Special Populations	3
Elective	3	Middle & HS Science Concentration	33
Social Sciences	6	+EDUC 3009 Mathematics Methods for Mid & Sec Teachers	3
*PSYCH 2350 Adolescent Psychology	3	+EDUC 3108 Multiliteracies in the Content Areas	3
Soc/Anthro/Pol Sci Elective	3	*PSYC 2350 Adolescent Psychology	3
Natural Sciences	7	24 hours of content in mathematics selected from the courses required of middle school majors or of a B.A. degree in mathematics (see dual licensure note below)	3
Elective	4		3
Elective	3		3
Fine Arts (from 2 different areas)	6		3
Elective	3		3
Elective	3		3
Mathematics	4-6		3
Elective	3		3
Elective	3		3
Foreign Language	0-12		LICENSURE REQUIREMENTS (Applied Practice)
Elementary I	3	+EDUC 4010 Student Teaching	12
Elementary II	3	+EDUC 4500 Professional Leadership Seminar	3
Intermediate I	3	+Note: Admission to teacher education required.	
Intermediate II	3	ELECTIVES: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours.	
Non-Western Perspective (3 semester hours)	3		
Elective	3		
Fitness and Nutrition	1		
PER 1101 Prescriptive Fitness	1		
<p><u>ADMISSION TO TEACHER EDUCATION</u> Application on file Passing PRAXIS I scores 2.50 GPA before applying to teacher education 2.50 GPA throughout the program</p> <p><u>ADMISSION TO STUDENT TEACHING</u> Application on file 2.50 GPA prior to student teaching Licensure Requirements: successful completion of student teaching and professional portfolio; PRAXIS II scores (as applicable)</p> <p><u>GRADUATION REQUIREMENTS</u> 2.0 cumulative average in major; No more than one D in major 2.0 cumulative average in minor; No more than one D in minor Writing competency</p>		<p><u>MIDDLE AND HIGH SCHOOL MATHEMATICS DUAL LICENSURE</u></p> <p>With careful selection of courses, a dual major is possible. You are encouraged to seek advice from the department chair and/or administrative assistant in the Teacher Education Department when selecting your content courses.</p>	

CATAWBA COLLEGE
DEPARTMENT OF TEACHER EDUCATION
Advising Record - Degree and Licensure Requirements

SPECIAL EDUCATION: GENERAL CURRICULUM PROGRAM STANDARDS

Prospective teachers who successfully complete the Special Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Special Education: General Curriculum teacher candidates know the policies, process, and procedures for providing Special Education services.
- Standard 2:** Special Education: General Curriculum teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.
- Standard 3:** Special Education: General Curriculum teacher candidates have a broad working knowledge of research-validated instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students.
- Standard 4:** Special Education: General Curriculum teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics.
- Standard 5:** Special Education: General Curriculum teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.
- Standard 6:** Special Education: General Curriculum teacher candidates collaborate and consult with families, general education teachers, and other professionals to further the academic and social development of students.

Catawba College's Special Education program builds on the College's broad liberal arts program. Prospective special education teachers choose from five areas of concentration: elementary, middle and secondary language arts, middle and secondary mathematics, middle and secondary science, and middle and secondary social studies. They must complete the prescribed coursework for one of these areas. They are provided a thorough program in curriculum development and teaching methodology. More specifically, the program strives to prepare teachers who can articulate the goals of special education, provide continuation of their students' general education, provide opportunities for exploration of interests, attend to their students' personal development, individualize instruction, and create a flexible curriculum. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

MATHEMATICS EDUCATION STANDARDS

Prospective teachers who successfully complete the Mathematics Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1: Number sense, numeration, numerical operation, and algebraic thinking:** Teacher candidates possess the mathematical knowledge needed to enable students to understand numbers, ways of representing numbers, and relationships among numbers and number systems and to enable students to understand meanings of operations and how they relate to one another. Candidates enable students to develop computational fluency and to make reasonable estimates. At the middle and secondary grade levels, teacher candidates need the mathematical knowledge to enable students to transfer their understanding of numbers and number operations to symbolic expressions involving variables.
- Standard 2: Spatial sense, measurement and geometry:** Teacher candidates possess the mathematical knowledge needed to enable students to analyze the characteristics and properties of 2- and 3-dimensional geometric shapes; to develop mathematical arguments about geometric relationships; to understand units, processes of measure, and measurable attributes of objects; and to apply appropriate techniques, tools, and formulas to determine measurements. They enable students to develop the visualization, spatial reasoning, and geometric modeling to solve problems. Teacher candidates particularly at middle and secondary grade levels need the mathematical knowledge to enable students to use coordinate geometry in solving problems, to understand concepts of symmetry, and to apply transformations.
- Standard 3: Patterns, relationships, and functions:** Teacher candidates possess the mathematical knowledge needed to enable students to understand patterns, relations, and functions. This includes the use of algebraic symbols to represent and analyze mathematical situations, the use of mathematical models to represent and understand quantitative relationships, and the analysis of "change" in various contexts.
- Standard 4: Data analysis, probability and statistics:** Teacher candidates possess the mathematical knowledge needed to enable students to formulate questions that can be addressed with data, along with the necessary skills to collect, organize, and display relevant data to answer those questions. They enable students to select and use appropriate statistical methods to analyze data, to understand and apply basic concepts of probability, and to develop and evaluate inferences and predictions that are based on data.
- Standard 5: Mathematical process skills:** Teacher candidates possess the mathematical knowledge needed to enable students to develop skills in problem solving, making connections between various branches of mathematics, reasoning and proof, and communication and representation of mathematical ideas.
- Standard 6: Mathematical tools:** Teacher candidates must be versed in the appropriate use of mathematical tools and manipulatives.

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Student _____ Advisor _____ **Special Education: Middle and High School Science Concentration**

GENERAL EDUCATION REQUIREMENTS	S.H.	MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS	S.H.	
	45-62	*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements.	52	
DISTRIBUTION REQUIREMENTS	9-12	Core Courses	19	
GEN ED 1200 First Year Seminar	3	EDUC 2000 Introduction to Teaching & Ed. Technology	3	
ENG 1101 (if placed)	(3)	+EDUC 3100 Theories of Teaching and Learning	3	
ENG 1103 Critical Reading and Writing	3	+EDUC 3101 Learning Environments & Prof. Practice	3	
ENG 2111 Advanced Academic Writing	3	+EDUC 4401 Critical Issues in Special Education	1	
Humanities (from 2 different areas)	9	PSYC 3940 Psychology of Exceptionalities (Evidence 2)	3	
Elective	3	PSYC 3980 Behavior Modifications	3	
Elective	3	+EDUC 3109 Methods in Teaching Special Populations	3	
Elective	3	Middle & HS Science Concentration	33	
Social Sciences	6	+EDUC 3008 Integrated Sci & Sci Methods for Mid & Sec Teachers	3	
*PSYCH 2350 Adolescent Psychology	3	+EDUC 3108 Multiliteracies in the Content Areas	3	
Soc/Anthro/Pol Sci Elective	3	*PSYC 2350 Adolescent Psychology	3	
Natural Sciences	7	24 hours of content in science selected from the courses required of middle school majors or of a B.A./B.S. degree in natural science (see dual licensure note below)	3	
Elective	4		3	
Elective	3		3	
Fine Arts (from 2 different areas)	6		3	
Elective	3		3	
Elective	3		3	
Mathematics	4-6		3	
Elective	3		3	
Elective	3		LICENSURE REQUIREMENTS (Applied Practice)	15
Foreign Language	0-12		+EDUC 4010 Student Teaching	12
Elementary I	3	+EDUC 4500 Professional Leadership Seminar	3	
Elementary II	3	+Note: Admission to teacher education required.		
Intermediate I	3	ELECTIVES: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours.		
Intermediate II	3			
Non-Western Perspective (3 semester hours)	3			
Elective	3			
Fitness and Nutrition	1			
PER 1101 Prescriptive Fitness	1			
<p><u>ADMISSION TO TEACHER EDUCATION</u> Application on file Passing PRAXIS I scores 2.50 GPA before applying to teacher education 2.50 GPA throughout the program</p> <p><u>ADMISSION TO STUDENT TEACHING</u> Application on file 2.50 GPA prior to student teaching Licensure Requirements: successful completion of student teaching and professional portfolio; PRAXIS II scores (as applicable)</p> <p><u>GRADUATION REQUIREMENTS</u> 2.0 cumulative average in major; No more than one D in major 2.0 cumulative average in minor; No more than one D in minor Writing competency</p>		<p><u>MIDDLE AND HIGH SCHOOL SCIENCE DUAL LICENSURE</u></p> <p>With careful selection of courses, a dual major is possible. You are encouraged to seek advice from the department chair and/or administrative assistant in the Teacher Education Department when selecting your content courses.</p>		

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SPECIAL EDUCATION: GENERAL CURRICULUM PROGRAM STANDARDS

Prospective teachers who successfully complete the Special Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Special Education: General Curriculum teacher candidates know the policies, process, and procedures for providing Special Education services.
- Standard 2:** Special Education: General Curriculum teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.
- Standard 3:** Special Education: General Curriculum teacher candidates have a broad working knowledge of research-validated instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students.
- Standard 4:** Special Education: General Curriculum teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics.
- Standard 5:** Special Education: General Curriculum teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.
- Standard 6:** Special Education: General Curriculum teacher candidates collaborate and consult with families, general education teachers, and other professionals to further the academic and social development of students.

Catawba College's Special Education program builds on the College's broad liberal arts program. Prospective special education teachers choose from five areas of concentration: elementary, middle and secondary language arts, middle and secondary mathematics, middle and secondary science, and middle and secondary social studies. They must complete the prescribed coursework for one of these areas. They are provided a thorough program in curriculum development and teaching methodology. More specifically, the program strives to prepare teachers who can articulate the goals of special education, provide continuation of their students' general education, provide opportunities for exploration of interests, attend to their students' personal development, individualize instruction, and create a flexible curriculum. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

SCIENCE EDUCATION STANDARDS

Prospective teachers who successfully complete the Science Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Twenty-first century science teachers understand safety and liability concerns in science and advocate for the provision and use of appropriate safety materials and enforcement practices in the classroom, laboratory, and field.
- Standard 2:** Twenty-first century science teachers understand and are able to use the unifying concepts of science in their instruction.
- Standard 3:** Twenty-first century science teachers demonstrate an understanding of the nature of science, the historical development of scientific thought, the process of scientific inquiry, and the reciprocal relationship between science and society.
- Standard 4:** Twenty-first century science teachers understand and are able to apply scientific skills and math concepts, using appropriate equipment and tools.
- Standard 5:** Twenty-first century science teachers plan and implement lessons that engage students in the process of hands-on, minds-on scientific inquiry.

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Student _____ Advisor _____ **Special Education: Middle and High School Social Studies Concentration**

GENERAL EDUCATION REQUIREMENTS	S.H.	MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS	S.H.
	45-62	*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements.	52
DISTRIBUTION REQUIREMENTS	9-12	Core Courses	19
GEN ED 1200 First Year Seminar	3	EDUC 2000 Introduction to Teaching & Ed. Technology	3
ENG 1101 (if placed)	(3)	+EDUC 3100 Theories of Teaching and Learning	3
ENG 1103 Critical Reading and Writing	3	+EDUC 3101 Learning Environments & Prof. Practice	3
ENG 2111 Advanced Academic Writing	3	+EDUC 4401 Critical Issues in Special Education	1
Humanities (from 2 different areas)	9	PSYC 3940 Psychology of Exceptionalities (Evidence 2)	3
Elective	3	PSYC 3980 Behavior Modifications	3
Elective	3	+EDUC 3109 Methods in Teaching Special Populations	3
Elective	3	Middle & HS Social Studies Concentration	33
Social Sciences	6	+EDUC 3007 Social Studies Methods for Mid & Sec Teachers	3
*PSYCH 2350 Adolescent Psychology	3	+EDUC 3108 Multiliteracies in the Content Areas	3
Soc/Anthro/Pol Sci Elective	3	*PSYC 2350 Adolescent Psychology	3
Natural Sciences	7	24 hours of content in social studies selected from the courses required of middle school majors or of a B.A. degree in history or one of the social sciences (see dual licensure note below)	3
Elective	4		3
Elective	3		3
Fine Arts (from 2 different areas)	6		3
Elective	3		3
Elective	3		3
Mathematics	4-6		3
Elective	3		3
Elective	3		3
Foreign Language	0-12		LICENSURE REQUIREMENTS (Applied Practice)
Elementary I	3	+EDUC 4010 Student Teaching	12
Elementary II	3	+EDUC 4500 Professional Leadership Seminar	3
Intermediate I	3	+Note: Admission to teacher education required	
Intermediate II	3	ELECTIVES: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours.	
Non-Western Perspective (3 semester hours)	3		
EDUC 2105 (required for major)	3		
Fitness and Nutrition	1		
PER 1101 Prescriptive Fitness	1		
<p><u>ADMISSION TO TEACHER EDUCATION</u> Application on file Passing PRAXIS I scores 2.50 GPA before applying to teacher education 2.50 GPA throughout the program</p> <p><u>ADMISSION TO STUDENT TEACHING</u> Application on file 2.50 GPA prior to student teaching Licensure Requirements: successful completion of student teaching and professional portfolio; PRAXIS II scores (as applicable)</p> <p><u>GRADUATION REQUIREMENTS</u> 2.0 cumulative average in major; No more than one D in major 2.0 cumulative average in minor; No more than one D in minor Writing competency</p>		<p style="text-align: center;"><u>MIDDLE AND HIGH SCHOOL SOCIAL STUDIES DUAL LICENSURE</u></p> <p>With careful selection of courses, a dual major is possible. You are encouraged to seek advice from the department chair and/or administrative assistant in the Teacher Education Department when selecting your content courses.</p>	

CATAWBA COLLEGE
DEPARTMENT OF TEACHER EDUCATION
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SPECIAL EDUCATION: GENERAL CURRICULUM PROGRAM STANDARDS

Prospective teachers who successfully complete the Special Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Special Education: General Curriculum teacher candidates know the policies, process, and procedures for providing Special Education services.
- Standard 2:** Special Education: General Curriculum teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.
- Standard 3:** Special Education: General Curriculum teacher candidates have a broad working knowledge of research-validated instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students.
- Standard 4:** Special Education: General Curriculum teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics.
- Standard 5:** Special Education: General Curriculum teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.
- Standard 6:** Special Education: General Curriculum teacher candidates collaborate and consult with families, general education teachers, and other professionals to further the academic and social development of students.

Catawba College's Special Education program builds on the College's broad liberal arts program. Prospective special education teachers choose from five areas of concentration: elementary, middle and secondary language arts, middle and secondary mathematics, middle and secondary science, and middle and secondary social studies. They must complete the prescribed coursework for one of these areas. They are provided a thorough program in curriculum development and teaching methodology. More specifically, the program strives to prepare teachers who can articulate the goals of special education, provide continuation of their students' general education, provide opportunities for exploration of interests, attend to their students' personal development, individualize instruction, and create a flexible curriculum. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

SOCIAL STUDIES EDUCATION STANDARDS

Prospective teachers who successfully complete the Comprehensive Social Studies Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

Standard 1: Culture and Cultural Diversity: People, Places, and Environments

Teacher candidates who teach social studies know and can facilitate learning about how culture and culture systems function. They are able to teach about how human beings relate to their environment and the impact of that relationship on culture.

Standard 2: Time, Continuity, and Change

Teacher candidates who teach social studies know and can facilitate learning about historical periods and patterns. They teach about diverse perspectives and sources of information that inform an understanding of the past, present, and future.

Standard 3: Economic, Scientific, and Technological Development

Teacher candidates who teach social studies know and can facilitate learning about how economic forces affect individuals and communities and about the management of individual and collective resources in a global economy. This includes the influence of science, technology, and ecologic interdependence on all aspects of human enterprise including systems such as transportation, communication, health care, warfare, agriculture, and industry.

Standard 4: Individuals, Groups, and Institutions: Their Development and Identities

Teacher candidates who teach social studies know and can facilitate learning about how individual and collective identities are shaped by groups and institutions.

Standard 5: Civic Ideals and Practices: Power, Authority, and Governance

Teacher candidates who teach social studies know and facilitate learning about the principles of democracy and human rights and about the variety of ways that governments, leaders, and citizens exercise power, develop laws, and maintain order.

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Student _____ Advisor _____

Theatre Education

GENERAL EDUCATION REQUIREMENTS	S.H.	MAJOR/PROFESSIONAL EDUCATION REQUIREMENTS	S.H.
	45-62	*Note: Certain courses are cross-referenced and fulfill both distribution and major requirements.	60
DISTRIBUTION REQUIREMENTS	9-12	THEATRE ARTS CORE	15
GEN ED 1200 First Year Seminar	3	*DA 1101 Foundations in Movement	3
ENG 1101 (if placed)	(3)	TA 1134 Beginning Acting for Majors	3
ENG 1103 Critical Reading and Writing	3	*TA 1421 Analysis of Dramatic Literature	3
ENG 2111 Advanced Academic Writing	3	TA 1454 Stagecraft	3
Humanities (from 2 different areas)	9	TA 1561 Fundamentals of Theatre Design	3
Elective	3	THEATRE EDUCATION CONCENTRATION	27
Elective	3		
Elective	3		
Social Sciences	6	TA 2101-2102 Applied Theatre	3
*PSYCH 2340 or 2350 Child or Adolescent Psychology	3	TA 3181 Theatre History I	3
Soc/Anthro/Pol Sci Elective	3	TA 3182 Theatre History II	3
Natural Sciences	7	TA 3534 Directing I	3
Elective	4	Theatre Technology: choose 3 s.h. from the following	3
Elective	3	TA 2551 Intermediate Stagecraft	
Fine Arts (from 2 different areas)	6	TA 2552 Costume Construction	
*DA 1101 Foundations in Movement	3	TA 2553 Stage Lighting	
*TA 1421 Analysis of Dramatic Literature	3	TA 2554 Sound Production	
Mathematics	4-6	TA 2555 Scene Painting	
Elective	3	TA 2444 Playwriting	3
Elective	3	TA 3361 Theatre Arts Management	3
Foreign Language	0-12	TA 4100 B.A. Capstone Experience (Evidence 2)	3
Elementary I	3	TA 3000 Theatre Arts Teaching Methods	3
Elementary II	3	K-12 SPECIAL SUBJECTS MINOR	18
Intermediate I	3		
Intermediate II	3		
Non-Western Perspective (3 semester hours)	3	EDUC 2000 Introduction to Teaching and Educ. Technology	3
With careful selection, may also fulfill another requirement	3	+EDUC 3100 Theories of Teaching and Learning	3
Fitness and Nutrition	1	+EDUC 3101 Learning Environments & Professional Practice	3
PER 1101 Prescriptive Fitness	1	+EDUC 3108 Multiliteracies in the Content Areas	3
		*PSYCH 2340 or 2350 Child or Adolescent Psychology	3
		PSYCH 3940 Psychology of Exceptionalities	3
		LICENSURE REQUIREMENTS (Applied Practice)	15
<p>ADMISSION TO TEACHER EDUCATION Application on file Passing PRAXIS I scores 2.50 GPA before applying to teacher education 2.50 GPA throughout the program</p> <p>ADMISSION TO STUDENT TEACHING Application on file 2.50 GPA prior to student teaching Licensure Requirements: successful completion of student teaching and professional portfolio; PRAXIS II scores (as applicable)</p> <p>GRADUATION REQUIREMENTS 2.0 cumulative average in major; No more than one D in major 2.0 cumulative average in minor; No more than one D in minor Writing competency</p>		+EDUC 4008 Student Teaching: Theatre Education	12
		+EDUC 4500 Professional Leadership Seminar	3
		*Note: Admission to teacher education required.	
		ELECTIVES: A sufficient number of electives must be taken in order to meet the graduation requirements of 124 hours.	
		Licensure in more than one field requires the completion of all requirements in each field. Applied practice must involve all fields. Requirements for licensure are in addition to degree requirements for a given major. In order to successfully complete a teacher education program, all candidates must have a minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).	

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DEPARTMENT OF TEACHER EDUCATION
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THEATRE ARTS STANDARDS

Prospective teachers who successfully complete the Theatre Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

- Standard 1:** Twenty-first century theatre arts teachers demonstrate practical knowledge of creating theatrical performance.
- Standard 2:** Twenty-first century theatre arts teachers apply creative drama pedagogy that is improvisational, non-exhibitional, reflective, and process-oriented.
- Standard 3:** Twenty-first century theatre arts teachers understand theatre history, literature, dramatic theory and criticism.
- Standard 4:** Twenty-first century theatre arts teachers demonstrate a working knowledge of technical elements of theatre.
- Standard 5:** Twenty-first century theatre arts teachers develop and manage a program inclusive of the goals, values, and purposes of arts education within a diverse community and society.