



WESTERN CAROLINA UNIVERSITY

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Office of Field Experiences | College of Education and Allied Professions

# Clinical Experiences Handbook

2024-2025

# Office of Field Experiences

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## About the Office of Field Experiences

The Office of Field Experience is part of Suite 201 Student Support Center in the College of Education & Allied Professions. We collaborate with school partners to arrange placement opportunities for WCU teacher education candidates to complete course assignments, field experiences, and internships in public schools. We seek to support our students through their application processes, administer criminal background check reporting, oversee time requirement documentation, and ensure that all students have diverse experiences. Our office also provides supervision and mentoring to our candidates during their internship, and if needed, we work with WCU and P-12 faculty and administrators to resolve placement issues.

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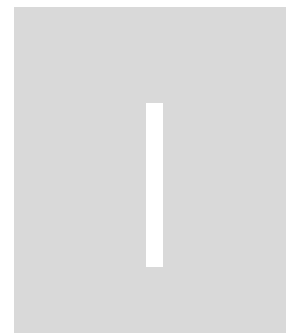
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## GENERAL INFORMATION

*Part I of this Handbook is designed to provide information to all teacher education candidates about clinical practice experiences while pursuing a degree program (undergraduate or graduate) that leads to initial teacher licensure. Teacher education candidates are required to complete multiple clinical practice experiences as a requirement for specific courses in addition to the internship as part of their program/licensure requirements.*

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### **BACKGROUND CHECK AND UNIVERSITY SANCTION POLICIES**

In order to participate in any clinical experience, all licensure candidates must complete and pay for a criminal background check through WCU's approved company [Certiphi](#). Certiphi will search through each candidate's credentials, the Sex Offenders Registry, State Criminal (Felony, Misdemeanor, and Other Offenses), Federal Criminal (Felony, Misdemeanor, and Other Offenses), & OIG & GSA Excluded Parties.

Additionally, all licensure candidates seeking participation in any clinical experience and admission to Teacher Education must undergo a conduct history review. This review will be conducted by the Director of the Office of Field Experiences, who will obtain conduct history records from student records supplied by a designated university official within WCU's Division of Student Affairs.

### **SELF-DISCLOSURE AGREEMENT**

Candidates are responsible for self-disclosure of **any** charges or university sanctions accumulated **after** their initial background check. New charges should be reported to the Director of Field Experiences **within 72 hours** of the incident, or students risk losing the clinical practice placement.

\*Any new charge(s) not on the student's original background check may require the candidate to get a new one at their own expense.

### **BACKGROUND CHECK ISSUES**

Candidates that do not receive a *clear* background check will be contacted by OFE and required to submit a statement of explanation. The explanation form will require you to list all charges on your

background check results, including the incident's date(s), explanation, and outcome. This statement will be required for charges, dismissals, prayer for judgment, no contest, and guilty or not guilty pleas (*including minor traffic violations*). Explanations will be kept on file and may be shared with school partners as needed for placement purposes. Serious charges or failure to disclose criminal history may result in a candidate's inability to be placed for their field experience and/or removed from the Teacher Education Program (TEP).

**List of Charges Flagged by OFE:**

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- Petty Theft or Shoplifting
  - Assault (any type)
  - Anything involving children/minors (endangerment, neglect, etc.)
  - Larceny – Theft, robbery, burglary, stealing, etc.
  - DUI
  - Drug possession
  - Fraud – Bribery, embezzlement, money laundering, tax evasion, forgery, etc.)
  - More than three charges of any offense
- 

Reports that indicate that candidates have any of the charges listed above, or have three of any charge, will be requested to submit an explanation for each charge. The Teacher Education Background Review Committee will review these explanations. This committee evaluates the severity of the offenses, the number of incidences, and the recentness of the crimes committed. The committee will determine whether they believe the candidate is eligible to continue in the Teacher Education Program or be placed for field experiences. Candidates who clear the committee's review will receive notification that although the committee has cleared them, they are at the discretion of the school districts as to whether or not placements will be accepted. OFE will attempt to place a candidate three times, and if no district accepts them after that point due to the charges or sanctions, they will not receive a placement for the course/experience and could be advised to withdraw from the program.

**UNIVERSITY SANCTION ISSUES**

To adhere to the principles of academic integrity and professional conduct, all licensure candidates must maintain a clean disciplinary record. Certain university violations or an accumulation of violations may necessitate submitting a detailed explanation of the event resulting in the violation to the Director of the Office of Field Experiences. Additionally, such cases will undergo a thorough review by the Teacher Education Background Review Committee. This process aims to assess the candidate's character and suitability for clinical experiences and admission to Teacher Education, ensuring the preservation of a safe, respectful, and conducive learning environment for all stakeholders involved.

**INITIAL BACKGROUND & BACKGROUND RECHECKS**

Below is an overview of when each program should complete the initial background and rechecks:

Student Population	Initial Background Check Requirement \$18.90	Recheck Requirement \$11.50
Undergraduate Residential TEP	With Early Field Experience Application (EDCI 201, SPED 240, or TEP Admission)	With Internship Application
Birth-Kindergarten (All Tracks)	With Online Orientation or BK250	With Action Research/ Internship Application*
SPED MAT and Graduate Certification	With Online Orientation	With Internship Application*
MAT (Art, English, STEM, Social Sciences, & TESOL)	TEP Admission (required during the first semester of enrollment)	With Internship Application*

\*Students in these programs employed by the school system in which they will be completing their internship **DO NOT** have to complete the background *recheck* requirement.

*NOTE: Letters from school personnel offices, background checks through a local courthouse, other school districts, and background checks from work **are not acceptable.***

## TK20 REQUIREMENTS

Teacher education programs use an electronic portfolio system to collect required artifacts for admission, state licensure, and graduation. Tk20, our portfolio system, is used by CEAP to electronically store evidence of candidates’ completion of specific tasks, including applications, résumés, edTPA portfolios, professional development plans, and records of assessments.

*Note: Tk20 is a part of the company called Watermark. You may find references to Tk20 and Watermark on our pages, though both refer to the same software platform.*

### PURCHASING TK20 SUBSCRIPTION

Every candidate must purchase a Tk20 account. You can purchase a Tk20 subscription code from the [WCU Bookstore](#) or purchase your account online via a credit card or PayPal. [Follow these directions to purchase your account online.](#)

### TK20 SUPPORT

Instructions for using Tk20 at WCU can be found at [edportfolio.wcu.edu](http://edportfolio.wcu.edu). For technical assistance with Tk20, contact Misty Colton, the Instructional Technology Support Associate, at 828-227-2747, or email our WCU Tk20/Watermark support at [tk20watermark@wcu.edu](mailto:tk20watermark@wcu.edu).



## FIELD & SITE-BASED ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

Students with disabilities who require accommodations for field experiences or internships must contact the Office of Accessibility Resources (OAR) to identify themselves as having a disability, provide current documentation, and discuss their need for accommodations. For additional information, visit [accessibility.wcu.edu](https://accessibility.wcu.edu) or call 828-227-3886. If you fail to arrange your field or site-based accommodations through the OAR, the Office of Field Experiences may be unable to meet your accommodation needs. NOTE: This process is separate from receiving academic accommodations in your courses.

*Western Carolina University is committed to ensuring equal educational opportunities for students with disabilities and supports their civil rights as provided by the Americans with Disabilities Act of 1990 (ADA), its amendments (ADAAA), and Section 504 of the Rehabilitation Act of 1973.*

## FIELD EXPERIENCE REQUIREMENTS

Per North Carolina General Statute [§ 115C-269.25](#), to the extent practicable, EPPs shall require, in all programs leading to initial professional licensure, the following:

- (1) Field experiences in every semester that include organized and sequenced engagement of students in settings that provide them with opportunities to observe, practice, and demonstrate knowledge and skills. The experiences shall be systematically designed and sequenced to increase the complexity and levels of engagement with which students apply, reflect upon, and expand their knowledge and skills, and to increase in each semester prior to the student's internship the number of hours spent in field experiences.
- (2) A minimum of two hours of field experience in the first semester of the program and a cumulative total of at least 12 hours of field experiences prior to the student's internship.
- (3) At least one field experience in a low-performing school.

## CANDIDATE CONSENTS & DISCLOSURES

During several of the application processes, candidates will be asked to review and consent and/or decline the following consents and disclosures:

### **COLLEGE OF EDUCATION & ALLIED PROFESSIONS - STUDENT INFORMATION RELEASE AUTHORIZATION**

#### *SECTION A: OVERVIEW*

In compliance with FERPA and the University's Policy on Access to Student Education Records, the University is prohibited from providing certain information from your student records to a third party, including academic records, test scores, program status, and license application information.

In order for the College of Education and Allied Professions to release information for the purpose of employment and/or teacher licensure, you must indicate your acceptance below on your application within your Teacher Education Admission or Internship application.

#### *SECTION B: THIRD-PARTIES RECEIVING INFORMATION*

- Prospective employer;
- North Carolina State Department of Public Instruction; and/or
- Other entities (i.e., EESLPD).
- *NOTE: For the third-party designees named on this form, this release overrides all FERPA directory suppression information that you have set up in your student record.*

#### *SECTION C: PURPOSE*

Employment and/or teacher licensure.

#### *SECTION D: RECORDS TO BE DISCLOSED*

- Academic Records;
- Test Scores;
- Program Status; and/or
- License Application Information.

*This authorization shall be considered as a waiver of any and all of my rights and/or privileges as provided under the Family Rights and Privacy Act of 1974, as amended. \**

Candidates will select either 1) Yes, I authorize the College of Education and Allied Professions to disclose and discuss confidential information from my education record with the above third parties, named in Section B, for the purpose of employment and/or teacher licensure; or 2) No, I DO NOT authorize the College of Education and Allied Professions to disclose and discuss confidential information from my education record with the above third parties, named in Section B, for the purpose of employment and/or teacher licensure.

## **CANDIDATE PHOTOGRAPH AND VIDEO RELEASE AGREEMENT**

During the application process, candidates will be asked to consent or decline CEAP's request to use their video recordings and/or photographs of themselves while in their university or field settings.

*By selecting yes below, I hereby consent to the photographing/videoing of myself and the recording of my voice and the use of these photographs and/or recordings singularly or in conjunction with other photographs and/or recordings for clinical supervision purposes. I understand that the term "photograph" as used herein encompasses both still photographs and motion picture footage. I hereby release the College of Education and Allied Professions at Western Carolina University and any of its associated or affiliated faculty or staff from all claims of every kind on account of such use. I further agree to use photography/video only for purposes of clinical supervision and teacher development. I will not post or share video, audio, or pictures, under any circumstances, in any forum or context, except among myself, the field supervisor, cooperating teacher, and other middle level program faculty. I understand that candidate to candidate sharing of video, audio, or pictures may only occur in training or professional settings arranged by the College of Education and Allied Professions. I understand that the video, audio, or pictures can only be stored on password protected sites such as Dropbox or Google Drive for the purpose of sharing with aforementioned university personnel. I further understand that YouTube, Vimeo, and similar sites are NOT acceptable venues for storage and sharing of media files, regardless of privacy settings.*

## **CONSENT TO USE EDTPA MATERIALS**

During your final internship semester, you will complete the edTPA evaluation, which includes a portfolio demonstrating your ability to plan lessons, teach, and assess your students. During the internship application process, you will be asked to consent or decline WCU's ability to use your edTPA portfolio materials.

*Do you give our teacher education program permission to use all or a portion of your portfolio in training materials for faculty and as example materials for other students? This will in no way affect your grade in internship or your edTPA score.*

## **CONFIDENTIALITY AGREEMENT**

There are federal and state laws that protect the privacy rights of students and families. In school situations, there are many instances in which confidential information is discussed in order to better understand students and how we can help them.

While working in schools, as a WCU teacher candidate, there may be times when this information is discussed. You must agree that you will not repeat this outside of the school or to anyone within the school who does not have a need to know.

This will ensure the protection of our partner schools' and their students' interests, thus creating a better environment for all.

Additionally, three laws govern confidentiality: FERPA (Family Educational Rights and Privacy Act), IDEA (Individuals with Disabilities Education Improvement Act), and North Carolina Chapter 14

(Confidentiality and Information Sharing). All three bodies of regulations indicate that confidentiality **must be maintained relative to students**.

Therefore, any written or verbal communication with anyone who does not have a right to know is in violation of these laws. In essence, only those who work directly with the student are considered as those with a “need to know”.

If at any time these terms of confidentiality are violated, you will be removed from your field experience, and potentially removed from the WCU Teacher Education program.

*As a WCU teacher candidate, I realize that I am subject to a code of ethics similar to that which binds the professionals in the field that I am pursuing as a career. I will keep confidential matters private. By signing this agreement, I am stating that I will not divulge information about any student or family to any person outside the school setting and will abide by all federal and state laws that protect the privacy rights of students and families.*

## DISPOSITIONS AND PROFESSIONALISM EXPECTATIONS

All WCU teacher education candidates are expected to be knowledgeable and exemplify a high level of professionalism throughout their program. These expectations are aligned with, but not limited to, the [NC Code of Ethics and Standards for Professional Conduct](#), [WCU Academic Integrity Policy](#), [Student Code of Conduct](#), and the [Educator Disposition Assessment](#).

Professional dispositions of the [Educator Disposition Assessment](#) and are expected of all developing professionals in the College of Education and Allied Professions:

1. Demonstrate effective oral communication skills
2. Demonstrate effective written communication skills
3. Demonstrate professionalism
4. Demonstrate a positive and enthusiastic attitude
5. Demonstrate preparedness in teaching and learning
6. Exhibit an appreciation of and value for cultural and academic diversity
7. Collaborate effectively with stakeholders
8. Demonstrate self-regulated learner behaviors/takes initiative
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability

In addition to upholding the aforementioned policies and standards, **WCU candidates should never:**

1. Use corporal punishment or any form of physical aggression (i.e., strike, grab, pull, etc.) on a student.
2. Become romantically or sexually involved with faculty, staff and/or students in the schools in which they are assigned. Failure to comply with this policy may result in dismissal from the internship, removal from the teacher education program at WCU, and non-recommendation for licensure.

3. Criticize, verbally or in writing, and especially on social media sites, the school district, the host school, the clinical educator, the students or student population with which you work, the university or academic supervisor, or the university or the community.
4. Identify by name students, teachers, school personnel, or the school as part of WCU class discussions.

## **PROFESSIONAL DRESS AND CONDUCT**

During the school day and any time candidates attend school-related activities, candidates should appear in appropriate dress. Examples of professional attire include, but are not limited to, collared shirts, dress slacks, dress coordinates, suits, dresses, ties, and sports coats.

### *Items that are not acceptable include the following:*

Attire prohibited by the host school's dress code; jogging/running shorts, cut-off shorts (or any shorts or similar article of clothing shorter than mid-thigh); sunglasses and/or hats (inside the building); rubber shoe thongs (flip-flops) or bedroom slippers; athletic wear, such as jogging suits (*except for physical education teachers*); skirts and dresses shorter than mid-thigh; underwear as outerwear; inappropriately sheer, tight or short clothing; garments that inappropriately bare or expose traditionally private parts of the body, including, but not limited to, the stomach, buttocks, back and breasts (i.e., midriffs, halter tops, backless clothing, tube tops, garments made of fishnet, mesh or similar material, tank tops, muscle cops, etc.).

Also, any clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that 1) contain advertisements, symbols, words, slogans, patches, or pictures that are sexually suggestive, drug, tobacco, or alcohol-related or that are obscene, profane, vulgar, lewd, indecent or offensive; or 2) are in any way disruptive or potentially disruptive to the learning environment; or 3) that pose a threat or potential threat to the safety or welfare of the candidate, students, or any other person.

## **ETHICAL MISCONDUCT**

### **Social Networking**

Facebook, Twitter, Instagram, Snapchat, or any other social media or gaming accounts and Blog/Vlog accounts should always have appropriate, conservative privacy settings to avoid access to students you are teaching. Privacy settings should be adjusted to protect students/parents from viewing any status updates, posts, published pictures, profile pictures, or other content which may be considered offensive by the viewer.

It is **not** appropriate to accept students, regardless of whether they are your students, as “friends” or “followers” on these accounts, as doing so gives them access to all content and information on the employee’s “page.”

Posting status updates or even “liking” a post during the school/workday is not wise and, therefore, prohibited. Additional forms of posts or apps that allow updates (such as Snapchat) should not be utilized during the school day or while participating in a field experience and should never be used to share commentary or pictures regarding students, teachers, or schools.

Identifying yourself as an employee or intern of a school district on a Facebook, Twitter, Blog/Vlog, or any other social media account may be considered misrepresenting the District if offensive or inappropriate material is visible. It is important to remember that material deemed inappropriate, unprofessional, or offensive by others may include derogatory language or disparaging comments about the District, campuses, colleagues, supervisors/administrators, or students. Posting status updates, tweets, or blog/vlog entries about District students or staff members is inappropriate. Content/pictures which have been posted on your “page” or “wall” by “friends” may also be considered unprofessional or offensive to others. You are responsible for all content on your “page” or “wall” when you allow District employees or students to access your page.

### **Cell Phone Use**

Interns may bring personal cell phones or electronic signaling devices to work; however, these devices are not to be in view or turned on at any time when the individual is engaged in the supervision of students or doing the work of a regular employment day.

### **Texting or Messaging Students**

Text messaging or messaging through social media or *gaming* platforms of any type or replying to a text, social media, or gaming-based messages from students for ANY REASON is unwise and may violate the Code of Ethics and the host school’s policies.

### **Transporting Students**

Candidates should NEVER transport students in any fashion. Driving a student in your personal vehicle makes you personally liable for injury to the student or others resulting from an accident in that vehicle.

## **PROCESS FOR REPORTING STUDENT CONCERNS**

The following is the approved process for reporting student concerns or suspicions of abuse, neglect, or sexual assault.

1. A student at your host school approaches you with a direct statement of abuse, neglect, and sexual assault.
2. In conversation with the student or in a conversation overheard between students, they state some suspicious comments that allude to abuse, neglect, or sexual assault.
3. You suspect abuse, neglect, or sexual assault based on physical evidence, or change in the student’s personality, dress, or actions.

**STEP 1:** Immediately or as soon as you can safely do so, email the school principal/administrator and copy the assistant principal/administrator, if applicable.

- In the subject line, state the words **Confidential** student issue.
  - If you feel this is urgent, as the student should not return to their home, class, etc., please put the word **Urgent** in the subject line.
- Document the exact time that you experienced either situation listed above.
- Do not use the student’s name in the email.

**Example Email:**

**From:** WCU Candidate  
**To:** School Administrator  
**Cc:** Assistant Administrator  
**Subject:** Confidential – Student Concern

*Good [morning/afternoon] Mr./Mrs./Ms./Dr. Principal and Assistant Principal, Today at [time], a student in [detail the classroom, grade, etc. and 1) what information was told to you, 2) statement or evidence that caused to you have suspicions of abuse, neglect, or sexual assault].*

**STEP 2:** Inform your clinical educator as soon as possible of the incident and let them know that you have informed the principal(s)/administration.

**STEP 3:** If no one has responded within 12 hours, consult with administration.

### **FOR REPORTING INCIDENTS OUTSIDE OF YOUR PLACEMENT SCHOOL**

*Example: You are walking in the park and see evidence of child abuse/neglect.*

#### **North Carolina Mandatory Reporting Law**

Any person 18 years of age or older who knows or should have reasonably known that a juvenile has been or is the victim of a violent offense, sexual offense, or misdemeanor child abuse under G.S. 14-318.2 shall immediately report the case of that juvenile to the appropriate local law enforcement agency in the county where the juvenile resides or is found.

Definitions under N.C.G.S. 14-318.6 (Reporting to Law Enforcement)

**Serious bodily injury** – As defined in G.S. 14-318.4(d), which defines “serious bodily injury” as bodily injury that creates a substantial risk of death or that causes serious permanent disfigurement, coma, a permanent or protracted condition that causes extreme pain, or permanent or protracted loss or impairment of the function of any bodily member or organ, or that results in prolonged hospitalization.

**Serious physical injury** – As defined in G.S. 14-318.4(d), which defines “serious physical injury” as physical injury that causes great pain and suffering. The term includes serious mental injury.

**Sexually violent offense** – An offense committed against a juvenile that is a sexually violent offense as defined in G.S. 14-208.6(5). This term also includes the following: an attempt, solicitation, or conspiracy to commit any of these offenses; aiding and abetting any of these offenses. The following are “sexually violent offenses” pursuant to G.S. 14-208.6(5) (including the solicitation and aiding and abetting):

- G.S. 14-27.6 - attempted rape or sexual offense;
- G.S. 14-27.21 - first-degree forcible rape;
- G.S. 14-27.22 - second-degree forcible rape;
- G.S. 14-27.23 - statutory rape of a child by an adult;
- G.S. 14-27.24 - first-degree statutory rape;
- G.S. 14-27.25(a) - statutory rape of a person who is 15 years of age or younger (defendant is at least six years older);

- G.S. 14-27.26 - first-degree forcible sexual offense;
- G.S. 14-27.27 - second-degree forcible sexual offense;
- G.S. 14-27.28 - statutory sexual offense with a child by an adult;
- G.S. 14-27.29 - first-degree statutory sexual offense;
- G.S. 14-27.30(a) - statutory sexual offense with a person 15 years of age or younger (defendant is at least six years older);
- G.S. 14-27.31 - sexual activity by a substitute parent or custodian;
- G.S. 14-27.32 - sexual activity with a student;
- G.S. 14-27.33 - sexual battery;
- G.S. 14-43.11 - human trafficking if (i) the offense is committed against a minor who is less than 18 years of age or (ii) the offense is committed against any person with the intent that they be held in sexual servitude;
- G.S. 14-43.13 - subjecting or maintaining a person for sexual servitude;
- G.S. 14-178 - incest between near relatives;
- G.S. 14-190.6 - employing or permitting minor to assist in offenses against public morality and decency;
- G.S. 14-190.9(a1) - felonious indecent exposure;
- G.S. 14-190.16 - first degree sexual exploitation of a minor;
- G.S. 14-190.17A - third degree sexual exploitation of a minor;
- G.S. 14-202.1 - taking indecent liberties with children;
- G.S. 14-202.3 - Solicitation of child by computer or certain other electronic devices to commit an unlawful sex act;
- G.S. 14-202.4(a) - taking indecent liberties with a student;
- G.S. 14-205.2(c) or (d) - patronizing a prostitute (minor or has a mental disability);
- G.S. 14-205.3(b) - promoting prostitution (minor or mental disability);
- G.S. 14-318.4(a1) - parent or caretaker commit or permit act of prostitution with or by a juvenile;
- G.S. 14-318.4(a2) - commission or allowing of sexual act upon a juvenile by parent or guardian.

Violent offense – Any offense that inflicts upon the juvenile serious bodily injury or serious physical injury by other than accidental means. This term also includes the following: an attempt, solicitation, or conspiracy to commit any of these offenses; aiding and abetting any of these offenses.

## **VIOLATIONS OF PROFESSIONALISM, DISPOSITIONS, ETHICS, AND CONDUCT**

Suppose a concern or violation of any of the aforementioned expectations occurs in an academic or field setting. In that case, a disposition rating form will be completed to document concerns, an action plan for remediation may be developed, or the candidate may be removed from their field placement and/or the Teacher Education Program. Any pertinent documentation collected during this process will be shared with the candidate and filed in the candidate’s electronic file.

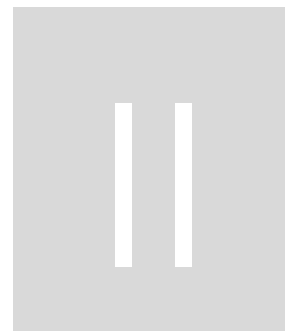


## **ACTION PLAN FOR IMPROVEMENT**

Candidates who do not demonstrate adequate progress in content knowledge, pedagogy and/or professionalism may need additional support and structure to succeed, which can be deemed appropriate at any level once a candidate is admitted into the Teacher Education Program. In these instances, a faculty member, academic advisor, and the field supervisor in collaboration with a clinical educator, academic supervisor (where applicable), and/or Director of Teacher Education of the College of Education and Allied Professions, will formulate an official Action Plan for Improvement that outlines deficiencies and identifies strategies for meeting expectations within a prescribed timeline.

In most cases, candidates improve with the additional support provided and successfully meet the Action Plan goals. However, candidates who fail to meet expectations within the allotted time may fail their course(s), be removed from the Teacher Education Program, and/or be removed from their field experience.

In the case of being removed from an internship experience, the candidate would also not be recommended for teacher licensure by Western Carolina University. A candidate dismissed from an internship experience earns a grade of D, F, or I for their internship at the instructor's discretion in consultation with the program coordinator, Director of Field Experiences, and the Director of Teacher Education. In the case of a graduate candidate, the grade of "F" also results in dismissal from the Graduate School. A second opportunity to complete Internship II is not guaranteed.



## EARLY FIELD EXPERIENCES

*Part II of this Handbook covers the specific expectations and requirements for all teacher candidates' early field experience requirements.*

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Early field experiences are designed to give teacher education candidates opportunities to observe in various P-12 classrooms from the beginning of their professional teacher education coursework. Early and ongoing engagement with public school faculty and students ensures a balance of educational theory and practice. These courses may require placement through the Office of Field Experiences, and the instructor of your course could facilitate others.

### COURSES THAT REQUIRE PLACEMENT THROUGH THE OFFICE OF FIELD EXPERIENCES

UNDERGRADUATE	GRADUATE
BK 250	EDCI 500
BK 315	EDCI 501
EDCI 201	EDCI 609
EDCI 430	EDCI 616
EDMG 411	SPED 562
ELMG 390	SPED 563
HPE 430	
SPED 240	
SPED 430	

Applications for early field experiences open on the first day of classes each semester. Candidates should monitor the Office of Field Experiences (OFE) website to ensure deadlines are not missed. Failure to complete applications by the advertised deadline will be encouraged to withdraw from the field experience course. In order to earn a grade of C or better, all candidates **must successfully complete the required field experience requirements**. Students who do NOT successfully complete the required field experience will earn a C-, D+, D, D- or F, depending upon the remainder of their work in the course.

EDCI201, SPED 240, SPED430/EDCI430/HPE430 and most methods courses **REQUIRE** students to complete field experiences. These courses, **except** EDCI 201 and SPED 240, require that students be admitted into the teacher education program before being permitted to enroll.

EDCI201, SPED 240, SPED430/EDCI430/HPE430, EDCI 500, 501, 609, & 616 **require students to document a required number of hours in the classroom by completing a timesheet and experience evaluation that must be submitted in Tk20 upon completion.** Documentation of field experiences for other courses is at the discretion of the individual course instructor.

## PRACTICUM “BLOCK” EXPERIENCES

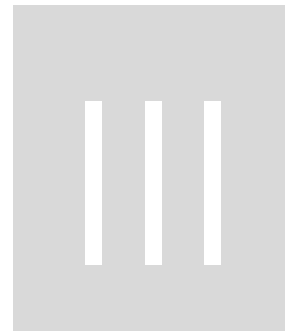
Block/Practicum placements are required for ALL Elementary, Inclusive, and Middle Grades Education majors. This requirement is generally completed the semester before Internship I. Candidates will spend one full “teacher day” in the placement for up to 12 weeks and attend an accompanying Seminar class on campus. Candidates will potentially complete some of the following assignments: formal observations; reflective journals reacting to their experiences and/or seminar readings; planning and teaching lessons and reflecting upon each; gathering student work for assessment analysis. The level of participation of the candidates in the placement is at the discretion of the host teacher. However, candidates are encouraged to participate in-class activities as much as possible.

Candidates will apply for the Block Practicum experience the semester **PRIOR** to enrolling in EDEL 390 or EDMG 411. Practicum “Block” applications generally open midway through the semester (approximately week 8). Candidates should meet with their advisors to ensure they are ready to apply and monitor the Office of Field Experiences website for application timelines.

## APPLYING FOR EARLY FIELD EXPERIENCE & BLOCK PLACEMENTS

1. ***FIRST-TIME APPLICANTS ONLY, BEFORE YOU APPLY IN TK20:***
  - ✓ Complete your Background Check through Certiphi. This process will take 3-5 business days to get your results.
    - *Early Field Experience Applications will not be accepted until your Initial Background Check through Certiphi has been purchased, processed, and results have been evaluated.*
2. Complete your Application for Early Field Experience [Tk20](#).
  - Informational sites have been created within Canvas to assist you in the application process. Please use them to ensure that you have completed all your application requirements:
    - ✓ [Early Field Experiences Canvas Information Site](#)
      - You must log into Canvas to view these resources. If you cannot access these materials, please contact Dr. Tara Campbell at [campbellt@wcu.edu](mailto:campbellt@wcu.edu) to get access.

**NOTE: DO NOT contact schools directly to request placement, as this will decrease or eliminate your chances of receiving that placement.**



# INTERNSHIP

*Part III of this handbook presents the specific expectations and policies related to the internship I experience. Candidates should consult their program advisors for details about the specific requirements of their internship experience.*

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## **BEFORE BEGINNING THE INTERNSHIP, CANDIDATES MUST REVIEW AND BECOME FAMILIAR WITH THE FOLLOWING...**

- The professional dispositions of the [Educator Disposition Assessment](#) are expected of all developing professionals in the College of Education and Allied Professions:
  1. Demonstrate effective oral communication skills
  2. Demonstrate effective written communication skills
  3. Demonstrate professionalism
  4. Demonstrate a positive and enthusiastic attitude
  5. Demonstrate preparedness in teaching and learning
  6. Exhibit an appreciation of and value for cultural and academic diversity
  7. Collaborate effectively with stakeholders
  8. Demonstrate self-regulated learner behaviors/takes initiative
  9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability
- School and school system (LEA) websites and policies.
- The updated WCU Clinical Practice Handbook can be found at [www.ofe.edu](http://www.ofe.edu).
- [North Carolina's accountability requirements](#) for the grade level and subject.
- State curriculum and standards for the specified subject/grade level, including the [North Carolina Standard Course of Study \(NCSCOS\)](#).
- The [North Carolina Professional Teaching Standards](#) adopted by the NC State Board of Education in August 2006.
- The [NC Code of Ethics and Code of Professional Practice and Conduct for NC Educators](#).
- The federal [Family Educational Rights and Privacy Act \(FERPA\)](#) is related to the confidentiality of student information.

## APPLYING FOR INTERNSHIP

Applications for internship opens on the first day of classes each semester. The applications remain open for approximately four weeks. Please visit the Office of Field Experience website to review the application timelines. Due to the variety of programs we offer, the applications vary by program and level.

An informational site has been created within Canvas to assist you in the application process. **Please use this site to ensure that you have completed all your application requirements:**

- ✓ [Internship Experiences Canvas Information Site](#)

You must log into Canvas to view these resources. If you cannot access these materials, please contact Amanda Chapman at [abchapman@wcu.edu](mailto:abchapman@wcu.edu) to get access.

### PLACEMENT ASSISTANCE THROUGH THE OFFICE OF FIELD EXPERIENCES

All students needing placement assistance through the Office of Field Experiences will apply through Tk20. For more information about the applications you must complete, please review the [Internship Experiences Canvas Information Site](#). However, all candidates will need to **complete the following items** prior to applying:

1. **NC Health Certificate & TB Test** (*this form must be completed and signed by a physician in the same semester of the internship application*).
  - Make an appointment for the physical exam and TB test with your personal physician or student health services (227-7640) to complete the NC Health Certificate.
  - Download the form [here](#), fill out the personal information and take the form to the appointment.
  - Return to the physician's office two days later or as instructed to have the TB test site "read" and the form signed.
  - ***A copy of this signed form and your TB results must be uploaded with the internship application.***
  - Please make sure you have a signed copy of the form and the TB results available if your school district asks for a copy on your first visit.
2. Updated and proofed Résumé
  - It is recommended that you have Career Services review your résumé.
3. [3-Minute Introduction Video](#)
4. [Background Re-check through Certiphi](#)

### PROFESSIONAL LIABILITY INSURANCE

School personnel are responsible for ensuring the safety and protection of students at all times. Teacher education candidates completing field experiences and clinical practice are legally viewed as school employees and may be personally charged with negligence if an accident or injury occurs to a student in their care. Neither the State of North Carolina nor Western Carolina University is responsible for providing legal defense for any professional education candidate or paying for any judgment that may be entered against the accused. Therefore, beginning in Fall 2018, the College of Education and Allied Professions requires all professional education candidates to purchase and maintain professional liability insurance before beginning their internship experiences.

*During the internship experience, teacher candidates who are not full-time employees of a school or district will be charged a fee by the WCU Office of Safety and Risk Management at the start of their semester internship. This fee will be listed on your tuition statement.*

The Student Intern Professional Liability coverage is provided through Mercer. This policy provides \$2 million per occurrence and \$4 million aggregate coverage for general and professional liability. It is a yearly policy that costs \$12 and is valid from August to July. Students can receive a Certificate of Insurance (COI) as proof of coverage, which they can present to their internship site if required.

*Note: Candidates who begin their internship during the spring term will be charged twice, once in January and again in August.*

## **INTERNSHIP GATEWAY APPROVAL PROCESS**

Once candidates have submitted their applications, the Director of OFE begins the approval process by creating approval tasks for program coordinators and academic advisors in Tk20. This approval process is called the **Internship Gateway Process**. As part of this process, the academic advisor reviews the candidates' academic progress, including reporting their GPA and course performance and verifying that all prerequisite courses are complete. Then, the program coordinator completes their approval process, including completing the midpoint EDA assessment and verifying their internship eligibility. Based on all this information, program coordinators select one of the following recommendation options, 1) Recommended for Internship, 2) Recommended for Internship and a meeting with the program coordinator to provide and document formative feedback, 3) Recommended for Internship with action plan, or 4) Not recommended for Internship at this time. Program coordinators then have the opportunity to make any placement or supervision suggestions.

This information is collected in Tk20 and then exported and used by the Director of Field Experiences to analyze and initiate placement requests for all recommended candidates with the information provided by the academic advisors and program coordinators.

## **GENERAL INTERNSHIP PROCEDURES**

### **HOUSING & TRANSPORTATION**

According to WCU policy, all costs related to travel and housing for any field experience are the intern's responsibility. Licensure candidates should consider housing and transportation issues before applying for an internship. Placement at the requested schools may not be possible or may have to be changed after initial approval due to a change in the clinical educator's schedule or employment. As a result, candidates must be prepared for up to 90 minutes of travel to the placement location. If candidates need to move into residence halls early, arranging residence hall lodging beyond the WCU calendar is possible. Contact the WCU Office of Residential Living for details and assistance, <http://housing.wcu.edu>.

### **PLACEMENT GUIDELINES**

Final placement decisions are made by the principals and school districts based on their needs. As a result, we cannot accept requests for specific grade levels or subjects, only that the placement be within your licensure area.

Due to legally binding agreements, called Memorandums of Understanding, between WCU and school partners, candidates are **NOT allowed to contact schools to arrange placement** or before receiving placement confirmation from the Office of Field Experiences.

## Residential Programs

Candidates enrolled in a residential program are restricted to our program area for their early field and internship placements. The approved school districts and counties in this region include Asheville City Schools, Buncombe County, Cherokee County, Clay County, Graham County, Haywood County, Henderson County, Jackson County, Macon County, Madison County, McDowell County, Mitchell County, Polk County, Qualla (Cherokee Central Schools), Rutherford County, Swain County, Transylvania County, and Yancey County. Residential program candidates may also request to be placed at charter schools within these districts if a partnership is established between WCU and the requested charter school.

*Note: When applying for internship placements, you may choose the same district for all three selections, but it is not recommended. Please research each school district to view schools and distances before selecting.*

## Distance Programs

Candidates enrolled in a distance education program can have placements outside WCU's regional school partnership district. However, some districts may not have updated Memorandums of Understandings with WCU, which could delay or prohibit you from being placed in certain districts. If you have questions about a district you are requesting, or the district is outside of North Carolina, please contact the Director of the Office of Field Experiences at least a semester before your internship experience to review the requirements and allow time for WCU and the school district or school to make arrangements.

*Note: If the selected district requires additional compensation for the hosting Clinical Educator, the candidate must assume responsibility for any fees above the allotted \$150.00 honorarium given to Clinical Educators during the Intern II experience.*

## Placement Attempts

The Office of Field Experiences will make THREE attempts to place you. You are expected to assist by providing professional application materials, responding to phone calls in a professional manner (including voice mail and ringback tones), and providing a professional interview, if requested. If you have done your part, we will make additional requests if needed as time allows.

## Placement Of Students at Schools with Relatives

Teacher candidates CAN NOT complete the internship/action research experience in a school where any nuclear family member works (any position at the school) and/or attends as a student. Nuclear family members include children/step-children, parents, siblings, and spouses/partners.

## REMOVAL FROM INTERNSHIP

Principals/school systems have the right to **terminate internships** at any time if the intern is not performing well or not displaying professional dispositions and behaviors. Upholding professional standards, meeting all requirements promptly, and maintaining clear communication with the clinical educator and field supervisor can prevent such a situation. In consultation with the clinical educator, the field supervisor also has the authority to remove a candidate from the internship for not meeting expectations and demonstrating professional dispositions. An action plan for improvement may be developed if the candidate is allowed to repeat the experience during the next semester. Please see page seven of this handbook about action plans.

## CO-TEACHING AND INTERNSHIP

WCU fully supports a co-teaching partnership in which the intern and clinical educator plan and implement instruction collaboratively, sharing or alternating the role of the lead teacher as outlined here. The expectation

is that all Intern II candidates will assume full planning and teaching responsibility based on individual program requirements.

No single co-teaching strategy fits every situation, nor is any classroom setting limited to one strategy. The following strategies fit various settings from early field experience through the final Internship II semester.

### **During Internship I**

**Complimentary Teaching:** Clinical Educator (CE) models the organization of lessons and content by identifying skills or strategies needed for groups and individual students. The Intern assists the CE (who typically conducts the formal lesson) by helping individual students after the lesson presentation. This practice is commonly used during the practicum and into Internship I. During Internship I, the intern moves toward varied models, including INDEPENDENT, SHARED, ALTERNATIVE, and STATION teaching.

### **During Internship II**

**Shared Teaching:** CE and Intern plan and teach together to the whole group/class, building on each other's instruction and sharing leadership of the lesson. Relatively common, especially in secondary classrooms.

**Alternative Teaching:** CE and Intern plan together. One leads a formal whole-group/class session. The class is often divided into groups for reteaching, remediation and/or enrichment. CE and Intern each lead groups. This method is beneficial in classrooms with a wide range of abilities because of the flexibility to use alternative methods, techniques, or materials to reteach and/or extend lessons.

**Station Teaching:** CE and Intern plan together with attention to group differences. Each monitors and facilitates a station or stations. This method is responsive to individual needs and is a venue for implementing mini-lessons and/or mastery learning. Relatively common, especially in elementary classrooms.

**Independent Teaching:** Intern collaborates with CE and team while planning units of instruction. The intern performs all activities of a full-time teacher for a period of time. This model is the culmination of the candidate's progress through the teacher education program and provides the opportunity for the intern to demonstrate his/her professional experience.

## **EARLY RELEASE FROM INTERNSHIP II**

### **ACCELERATED EARLY RELEASE FROM INTERNSHIP II**

The **Accelerated Early Release** outlines the process for candidates to request early release as early as their first day of Internship II.

Approval for Accelerated Early Release does not signify the candidate's early graduation from WCU, nor does it imply that the state of North Carolina has issued a teaching license to the candidate. Throughout this process, all interns will uphold their official enrollment status as university students until the final day of the semester. Additionally, field supervision and academic supervision (if relevant) will continue until the conclusion of the University's semester.

**Eligibility Criteria for Candidates Include:**



1. Successful completion of Internship I with a grade of A and ratings of Proficient or Higher in all areas of the CTC/CPAST.
2. No active Action Plan or Formative Feedback

The consideration of Accelerated Early Release from the internship program will be exclusively for full-time teaching employment *within the student's licensure area*. Appointment as a long-term substitute is recommended, but hiring decisions remain at the discretion of the district. Consideration for Accelerated Early Release is contingent upon individual assessment, and the offered position must meet the following specified criteria:

1. The offered position should be located at the designated Internship site, with potential exceptions for BK, HPE, Art, and Music programs.
  - o For residential program candidates, placement will be within the residential placement area.
2. For Elementary and Inclusive candidates, the offered position should match the grade level of the assigned Clinical Educator when practicable. Inclusive Education candidates may also need additional accommodations to meet the program setting and time requirements.
3. The offered position should maintain the same Clinical Educator unless the teacher leaves the school.

**\*\*In the event a candidate approved for Accelerated Early Release does not meet the specified criteria for successful completion of their internship, the candidate may be placed on an Action Plan, receive a grade below a C in internship, and/or receive ratings of less than proficient on the CTC/CPAST. If internship requirements are not successfully met, the candidate may be required to repeat internship (at the discretion of the program) or dismissed from Teacher Education. ANY HIRING/RE-HIRING/EMPLOYMENT DECISIONS ARE AT THE DISCRETION OF THE DISTRICT.\*\***

**\*\*Unforeseen issues or circumstances not outlined in the policy will be dealt with on a case-by-case basis\*\***

If eligible, a meeting (virtual or Face-to-Face) will be held before official approval for Accelerated Early Release to discuss the process and requirements. Required attendees include: Teacher Candidate, Hiring Principal, Clinical Educator, Field Supervisor, Director of OFE OR Director of Teacher and Professional Education (or designee)

To apply for Accelerated Early Release, log into Canvas and all application instructions and requirements can be found in the Internship Resources (CEAP) course shell:

<https://westerncarolina.instructure.com/courses/17954>

## **EARLY RELEASE FROM INTERNSHIP II**

The Early Release Policy for Internship II governs requests for early release from candidates seeking *full-time teaching positions within their area of licensure*. This policy applies to both current hosting schools and schools outside the WCU residential area. Early release requests are considered on a case-by-case basis and will not be granted before two weeks from the end of the semester of the Internship II experience.

Any approved early release from internship does not mean that the candidate has graduated from WCU early or that the state of North Carolina has granted the candidate a teaching license. All interns officially continue to be students of the University until the final day of the University's semester and will continue to be

monitored by the field supervisor and the academic supervisor (when one is assigned) until the end of the University's semester.

**To be eligible for early release, you MUST meet the following:**

- All electronic evidence(s) on Tk20 must have been submitted and rated at least "proficient" by one or more evaluators.
- edTPA successfully submitted and received an overall score of proficient.

**To apply for Early Release, log into Canvas and all application instructions and requirements can be found in the Internship Resources (CEAP) course shell: <https://westerncarolina.instructure.com/courses/17954>**

Upon receipt of the early release request form, the **Director of Field Experiences** will review the requested release and will notify all parties of the decision via email within five working days of the submission of the request.

The appeal of a negative decision must be filed with the **Director of Teacher Education of the College of Education and Allied Professions** within five working days of the date of email notification of a negative decision. The Director of Teacher Education will decide about the appeal and will notify all parties of the decision via email within five working days of the submission of the appeal. Candidates must continue seminar attendance and complete all graduation and licensure requirements if a request is granted. Candidates must **NOT** rush into full-time teaching in anticipation of early release for employment at the end of the semester.

WCU is in no way involved in employment conditions, employment eligibility, or the contractual agreements between the candidate and the LEA. All employment conditions are between the candidate and the LEA.

WCU will submit a recommendation for licensure to the North Carolina Department of Public Instruction once all requirements are met, official transcripts are provided, and passing scores are received on any required tests. The candidate's teaching license comes directly from the NC Department of Public Instruction. Anyone requesting out-of-state licensure must apply through that state's department of education and be responsible for that state's requirements.

# INTERNSHIP I

**Internship I** is the first component of the full-year internship experience. Teacher candidates must start the Internship I experience during the first week of WCU classes each semester, unless advised otherwise. Internship I teacher candidates must follow the guidelines the schools and their programs set. Some schools invite interns to report on the first teacher workday, which is a valuable experience if it can be accomplished without incurring extra housing expenses. In all cases, the intern should coordinate the start date with the clinical educator and field supervisor before the host school's semester begins. The number of internship hours each week varies by program, though in most cases Intern I candidates are in their host classrooms the equivalent of two full days (15 hours) per week. Interns observe the clinical educator, participate in classroom activities, and plan and teach lessons as program-specific guidelines require. Interns follow the WCU's [academic calendar](#) except for initial start dates. Interns are expected to continue in their placements until the final week of classes (not exam week) at WCU.

Internship I Credit Hours to Internship Experience Expectations	
<i>Credit Hour</i>	<i>Required Days at Host School</i>
3 credits	2 days in your internship school
2 credits	1.5 days in your internship school
1 credit	1 day in your internship school

*\*\*If your schedule does not allow full days, you may complete ½ days that combine to the required total.*

## ATTENDANCE EXPECTATIONS FOR INTERN I

1. Interns must keep their timesheet up-to-date and log all “days” in their internship.
2. Regular **DAILY** attendance at the school is mandatory.
3. Intern I candidates are **NOT** permitted to miss school for more than TWO days.
  - a. These two days are allotted for **illness or emergency**.
  - b. *If you need to miss due to personal reasons (wedding, family reunion, etc.), a request must be made to the Director of Field Experiences **in advance** via email for approval.*
4. Patterns of tardiness, early departures, or absences are unacceptable and demonstrate a lack of professionalism.
5. If you exceed your allotted TWO days, you must contact the Director of Field Experiences to make a plan to make up additional time.
6. If the reasons for absences or tardiness are deemed insufficient, you may be placed on an Action Plan or removed from your internship experience.

## Sick Days

In the event of personal illness or extreme emergency, you should notify your Clinical Educator and Field Supervisor (also Academic Supervisor, if applicable) the night before or no later than the beginning of the school day (before 8:00 a.m.).

## Inclement Weather

Interns should follow the inclement weather policy of the school system to which they are assigned. If the school is closed, interns do not report. If it is an optional workday for teachers, the intern is expected to report to the school unless it is unsafe. At no time should an intern put him-/herself in danger during adverse weather conditions. For prior approval, interns should discuss any variation from this policy with their clinical educators and supervisors.

## INTERNSHIP I REQUIREMENTS

For Internship I, each program has created its own Program Specific Requirements, which are updated each semester. Candidates should review these documents as they contain specific information about their teaching requirements, lesson plan formats, journal/reflection expectations, notebook requirements, etc. The Program Specific Requirements can be found on the OFE website under the Internship tab.

In addition to the requirements outlined in each candidate's program-specific requirements, all Intern I (except for SPED 506, 562, 563) candidates will be issued an Internship I Binder. This Binder includes the following tasks that should be completed during the internship I experience:

### Video & Self-Evaluation & Reflection

1. Distribute and collect video recording permission forms from students at the host school.
2. Complete a 15-20 minute video of direct instruction or small group instruction.
  - a. Ensure you adhere to recording guidelines and take necessary precautions to protect student privacy.
3. Review the video and complete the Self-Evaluation and Reflection.
4. Upload the video and self-evaluation, and reflection document into Tk2o.

### Internship I Timesheet

All candidates must complete the appropriate Intern I Timesheet during the internship. Timesheets can be found on the OFE website under the Internship tab.

Timesheets should be uploaded to Tk2o after the last day of their internship I experience.

### Intern Evaluation of Clinical Educator, Field Supervisor, & OFE

At the end of the internship I experience, candidates must complete an evaluation of their clinical educator, field supervisor, and the Office of Field Experience. Data collected from this survey is confidential and will be used to monitor clinical educators, field supervisors, and OFE services.

### SUBSTITUTE TEACHING DURING INTERN I

Intern Is may not substitute teach on the days they are assigned to the school for field experience. If the school/school system allows, they may substitute on days they are not assigned to the classroom and do not have classes at WCU. WCU does not determine an intern's eligibility nor a school system's policies for substitute teaching; each school/school system has requirements and policies regarding substitute teaching that the intern must follow. *Certain districts do not allow interns to substitute during their internships.* Please check with your hosting school district's policies if you are interested.

**NOTE: Due to liability issues, an intern cannot be considered a "substitute" or be given supervision responsibility of the student(s) without being paid as a substitute (employee) of the school district.** School administrators may request exceptions to these policies in extenuating circumstances by submitting the request in writing to the Director of Field Experiences.

# INTERNSHIP II

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**Internship II** is the second component of the full-year internship experience. Internship II is a 16-week experience that requires candidates to report to the host school every day for full-day participation in the school setting. Candidates report to their schools the first day the host teachers report and remain in the schools until the final day of classes (not exams) at WCU. During this experience, candidates take on responsibilities gradually through a phase-in and phase-out process for carrying and giving back teaching responsibility as the lead teachers.

For most of our programs, the minimum full-time independent teaching requirement for interns is six consecutive weeks (unless program requirements mandate more or less). Full-time independent teaching includes serving as the lead teacher for the entire school day, including all instructional and curricular planning, professional activities, and duties.

*\*Full-time teaching may be extended for the candidate to demonstrate competency at the proficient level.*

## ATTENDANCE EXPECTATIONS FOR INTERN II

### Beginning Intern II Experience

Candidates report to their schools the first day the host teachers report and remain in the schools until the final day of classes (not exams) at WCU.

### Daily Attendance

1. Intern IIs must keep their timesheet up-to-date and log all “days” in their internship.
2. Regular **DAILY** attendance at the school is mandatory.
3. Intern II candidates are **NOT** permitted to miss school for more than THREE days.
  - a. These three days are allotted for **illness or emergency**.
  - b. *If you need to miss due to personal reasons (wedding, family reunion, etc.), a request must be made to the Director of Field Experiences **in advance** via email for approval.*
4. Patterns of tardiness, early departures, or absences are unacceptable and demonstrate a lack of professionalism.
5. If you exceed your allotted THREE days, you must contact the Director of Field Experiences to make a plan to make up additional time.
6. If the reasons for absences or tardiness are deemed insufficient, you may be placed on an Action Plan or removed from your internship experience.

### Sick Days

In the event of personal illness or extreme emergency, you should notify your Clinical Educator and Field Supervisor (also Academic Supervisor, if applicable) the night before or no later than the beginning of the school day (before 8:00 a.m.).

### Inclement Weather

Interns should follow the inclement weather policy of the school system to which they are assigned. If the school is closed, interns do not report. If it is an optional workday for teachers, the intern is expected to report to the school unless it is unsafe. At no time should an intern put him-/herself in danger during adverse weather conditions. For prior approval, interns should discuss any variation from this policy with their clinical educators and supervisors.

## INTERNSHIP II REQUIREMENTS

For Internship II, each program has created its own Program Specific Requirements, which are updated each semester. Candidates should review these documents as they contain specific information about their “full-time” teaching requirements, lesson plan formats, journal/reflection expectations, notebook requirements, etc. The Program Specific Requirements are on the OFE website under the Internship tab.

### Professional Development Plan

During the internship II Seminar, candidates will complete a professional development plan. The Professional Development Plan (PDP) mirrors the evaluation of beginning and veteran teachers in the field. Candidates will reflect on their technology skills and develop an action plan to be implemented during Internship II.

In addition to the requirements outlined in each candidate’s program-specific requirements, all Intern II candidates will be issued an Internship II Binder in Tk2o. This digital binder includes the following tasks that should be completed during the internship II experience:

### Internship II Timesheet

During internship II, all candidates must complete the appropriate Intern II Timesheet. Timesheets can be found on the OFE website under the Internship tab.

Timesheets should be uploaded to Tk2o after the last day of their internship II experience.

### Intern Evaluation of Clinical Educator, Field Supervisor, & OFE

At the end of the internship II experience, candidates must complete an evaluation of their clinical educator, field supervisor, and the Office of Field Experience. Data collected from this survey is confidential and will be used to monitor clinical educators, field supervisors, and OFE services.

## SUBSTITUTE TEACHING DURING INTERN II

If the school/school system allows eligible intern IIs to serve as substitute teachers, WCU approves a **maximum of five days**. They are allowed to substitute only for the clinical educator in the classroom where they are placed until the last two weeks of the WCU semester and after completing the required number of days of successful full-load teaching/co-teaching. At this time, they may substitute for other teachers in the host school.

An intern may **not** have any **paid** assignment in the school, such as driving a bus, coaching, or directing a band that interferes with any internship responsibility. Intern II candidates should not accept outside employment during full-time teaching, as clinical practice is a full-time job. If any outside activity is determined to have a negative impact on the internship experience, the teacher candidate may be removed from the internship.

**NOTE: Due to liability issues, an intern cannot be considered a “substitute” or be given supervision responsibility of the student(s) without being paid as a substitute (employee) of the school district.**

School administrators may request exceptions to these policies in extenuating circumstances by submitting the request in writing to the Director of Field Experiences. WCU does not determine an intern’s eligibility for substitute teaching; each school/school system has requirements and policies regarding substitute teaching. *Certain districts do not allow interns to substitute during their internships.* Please check with your hosting school district’s policies if you are interested.

## edTPA REQUIREMENTS

edTPA is a preservice assessment process designed by educators to answer the essential question: “Is a new teacher ready for the job?” It is intended to be used for teacher licensure and to support accreditation. edTPA was developed by the Stanford Center for Assessment, Learning, and Equity. Teacher candidates completing a program that leads to initial teacher licensure are required to complete the edTPA portfolio assessment recommended for teacher licensure. edTPA due dates are announced in the internship course. It is critical that candidates complete and submit their edTPA on time. Candidates can find resources for developing the edTPA portfolio on [WCU’s edTPA Resource site](#).

All candidates pursuing an initial license must submit an edTPA portfolio and meet proficiency by achieving at least the minimum score established by the North Carolina State Board of Education. For more information, including details about scoring requirements and resubmission, please visit [WCU’s edTPA policy](#) website. **Initial licensure candidates must successfully complete an edTPA portfolio as a subject-specific summative assessment (submitted in Tk20).** Clinical Educators, Field Supervisors, and Academic Supervisors are expected to provide appropriate formative support for interns while completing the edTPA portfolio. Guidelines for acceptable support can be found in the Guidelines for Supporting Candidates Completing edTPA document on the [WCU’s edTPA Resource site](#).

## EVALUATION OF CANDIDATES

Evaluation of the Candidate will be based on the *overall performance* and satisfactory completion of all other internship requirements. Clinical Educator feedback is essential, and the Field Supervisor will work with the Clinical Educator to complete a midterm and final Certificate of Teaching Capacity (CTC) or the CFAST document. The Field Supervisor will then complete the grading rubric to determine the course grade, using input from multiple sources (Certification of Teaching Capacity/CFAST, edTPA, dispositions, observations, action plans, etc.). **Refer to the Intern II Grade Rubric and Program-Specific Requirements for additional information.**

- NOTE: Each criterion of the Final CTC must be rated at “3” or above for the Candidate to be recommended for licensure (2.5 is not a valid rating and will be coded as 2).

## GRADUATION

Interns apply for graduation like all other students at WCU. **It is the candidate’s responsibility to apply on time.** Most programs and departments require application the semester prior to graduation. Students completing a licensure-only program do not file for graduation.

## LICENSURE

During the Internship II seminar, the licensure specialist in the College of Education and Allied Professions notifies interns about the process of filing for the North Carolina license. Distance candidates receive notification through Catamount email. It is the intern’s responsibility to meet all testing requirements prior to graduation and to file for licensure on time. Candidates should contact the licensure specialist at (828) 227-3431 to verify the completion of all requirements.



## SUPERVISION OF CANDIDATES

*Part IV of the Handbook provides expectations of all field supervisors, clinical educators, and academic supervisors regarding the supervision of candidates completing Internship I and II.*

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WCU Interns are fortunate to have a **team** of professionals who act as mentors, evaluators, and supervisors. The primary mentor in the public school classroom is the clinical educator with whom the intern spends most of the school day. Each intern is also assigned a field supervisor from the College of Education and Allied Professions (CEAP). Undergraduate candidates in 9-12 secondary education and K-12 special subjects have academic supervisors from their major departments. Other professionals involved in the internship may include the school principal, assistant principal(s), lead teacher, department chair, and the school/LEA liaison to WCU.

### CLINICAL EDUCATORS

The **Clinical Educator** (CE) supervises and mentors the teacher education candidate daily. The clinical educator helps plan an increased instructional role throughout the semester, provides constructive feedback to encourage professional growth, provides input in the evaluation process, and participates in mid-term and final evaluation conferences. The clinical educator helps the intern acclimate to the school, schedule classroom duties, plan and implement lessons, and videotape lessons as required.

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### N.C. REQUIREMENTS FOR CLINICAL EDUCATORS

The North Carolina General Assembly requires by law **2017-189 § 115C-269.25** that an Educator Preparation Program (EPP) shall ensure that clinical educators and clinical mentors who supervise students in internships and residencies meet the following requirements:

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



principal determines that a teacher rated as “proficient” is the most appropriate clinical educator for an intern, the principal shall maintain records of the reasons for that determination.

## RESPONSIBILITIES OF CLINICAL EDUCATORS

Clinical educators are selected to host candidates by their administrators/supervisors based on their credentials, level of experience, demonstrated professionalism, and interest in mentoring an intern. Clinical educators are crucial in creating a positive classroom experience for interns.

### During Internship I

1. Complete the online training modules for Intern I.
2. Assist the intern in planning and teaching 5-10 lessons (depending upon program-specific requirements) during the semester.
3. Complete a **minimum of two formal observations** of lessons and provide written feedback to the intern and field supervisor.
  - a. You will upload your formal observations into Tk20. You will receive an email with a link to access this.
4. Assist the intern in securing necessary permissions and in videotaping lessons as required. Review the videotape and provide written feedback to the intern and field supervisor.
5. Assist candidates in meeting expectations/deadlines outlined in the program-specific checklists.
6. Notify the field supervisor (and academic supervisor if applicable) of any concerns/issues related to the intern and work with the supervisor(s) to formulate an action plan when necessary.
 

Any concerns not addressed by the field/academic supervisor(s) should be immediately referred to the Director of Field Experiences at (828) 227-7314.
7. Participate in midterm and final evaluations with the field and academic supervisors as appropriate.

### During Internship II

1. Complete the online training modules for Intern II.
2. Mentor the intern in long-term and lesson planning, implementing and assessing lessons, classroom management, paperwork management, and professionalism.
3. Review weekly plans before the lessons are to be taught and provide feedback.
4. Assist the intern in securing necessary permissions and in videotaping lessons as required.
5. Complete a **minimum of four formal observations** and provide written feedback to the intern and field supervisor.
  - a. You will upload your formal observations into Tk20. You will receive an email with a link to access this. See *appendix for instructions*.
6. Assist candidates in meeting expectations/deadlines outlined in the program-specific checklists.
7. Ensure that the intern carries/shares in co-teaching the full teacher load, including planning, grading, teaching, and extracurricular activities/duties, for the required period of time.
8. Notify the field supervisor immediately of any concerns/issues related to the intern and assist in creating an action plan when necessary. Any concerns not addressed by the field and/or academic supervisor(s) should be immediately referred to the Director of Field Experiences at (828) 227-7314.
9. Participate in midterm and final evaluations with the field supervisor and academic supervisor.

## FIELD SUPERVISORS

The **Field Supervisor** – (FS) (formerly university supervisor) is the liaison between the classroom teacher and Western Carolina University. Field supervisors attend an orientation at the beginning of each semester to receive updates about policies, documentation, and deadlines. They communicate WCU expectations to clinical educators, candidates, and academic supervisors. The field supervisor supports the intern's development by observing, providing written and oral feedback, and maintaining open communication with the intern, clinical educator, academic supervisor, and others as needed. The field supervisor is also the instructor of record for the internship experience course and will evaluate and assign the final grade to the candidate.

Candidates in **designated distance education courses** with placements outside of WCU's service area will be supervised virtually. Observations and meetings will be conducted via the streaming of live video or other technology-mediated instruction from the placement site while the candidate is engaged in teaching. Interactions between the field supervisor and the clinical educator may be accomplished via telephone, email, and/or video conference. The field supervisor will work in consultation with the candidate's program and assigned clinical educator(s) to complete midterm and final evaluations.

### RESPONSIBILITIES OF FIELD SUPERVISORS

The **Field Supervisor** (FS) attends an informational meeting/orientation at the beginning of the semester, contacts the candidate and clinical educator as early as possible, but certainly within the first two weeks of the WCU semester, orients the CE and candidate, and communicates university expectations to the intern and the clinical educator throughout the semester. The field supervisor supports the intern's development by observing, providing written and oral feedback, and maintaining open communication with the intern, clinical educator, academic supervisor, and others as needed. The field supervisor coordinates with the clinical educator and academic supervisor to schedule mid-term and final evaluation conferences. Field supervisors generally visit interns a minimum of three times during Internship I and five times during Internship II. Additional visits may be pre-approved by the Director of Field Experiences when considered necessary. At the end of each semester, final paperwork, including midterm and signed final evaluations (Certification of Teaching Capacity), must be submitted in a timely manner so graduation and licensure procedures can move forward. The following are the primary responsibilities of field supervisors:

#### During Internship I

1. Call/email within the first two weeks of the candidate's arrival in their clinical placement to introduce yourself and schedule the initial visit for the first school meeting. During this meeting, introductions will be made, and the Field Supervisor will review the program's specific requirements, deadlines, and internship requirements.
2. Assist the intern in planning and teaching 5-10 lessons (depending upon program/departamental requirements and in collaboration with the academic supervisor as applicable) during the semester.
3. Complete a minimum of three formal observations and provide written feedback to the intern, clinical educator, and academic supervisor.
4. Assist the intern in securing videotaping equipment and in videotaping a lesson. Review the videotaped lesson and provide written feedback to the intern, clinical educator, and academic supervisor.
5. Collaborating with the clinical educator and academic supervisor, assist interns in meeting expectations/deadlines outlined in the program-specific requirements.
6. Establish and retain documentation of all interventions (in collaboration with the academic supervisor as appropriate). Notify and provide documentation of intervention (i.e., action plan for improvement,

conference) to the Director of Field Experiences and the appropriate program coordinator or department head regarding any concerns/issues related to performance or professionalism. Develop an action plan for remediation when a candidate is not progressing adequately and needs extra support or structure.

7. Coordinate midterm and final evaluation conferences with the clinical educator and academic supervisor where applicable, and complete and submit to Tk20.
8. Post the final grade to MyWCU by the Registrar’s specified deadline.

**During Internship II**

1. Call/email within the first two weeks of the candidate’s arrival in the school to introduce yourself, address concerns, and schedule the initial visit. During this meeting, introductions will be made, and the Field Supervisor will review the program’s specific requirements, deadlines, and internship requirements. Include the academic supervisor in the initial contact.
2. Review lesson plans and provide feedback.
3. Complete a minimum of three formal observations with written feedback to the candidate and clinical educator/academic supervisor as appropriate.
4. In consultation with the academic supervisor, assist candidates in meeting expectations/deadlines outlined in the program-specific guidelines.
5. Ensure that the candidate follows the phase-in process (if applicable) and carries the full teaching load and extracurricular activities/duties for the time required.
6. Complete the candidate’s Final Dispositions evaluation on Tk20.
7. Establish and retain documentation of all interventions. Notify and provide documentation of intervention (i.e., action plan, conference) to the Director of Field Experiences and the appropriate program coordinator or department head regarding any concerns/issues related to the candidate’s performance.
8. Coordinate midterm and final evaluation conferences with the clinical educator and academic supervisor, and submit evaluations to Tk20.
9. Submit all final paperwork (i.e., observations, grading rubrics, midterm/final evaluations) to Tk20 no later than the last day of final exams to ensure that licensure procedures can be carried out in a timely manner.
10. Post the final grade to MyWCU by the Registrar’s specified deadline.

**FIELD SUPERVISOR VISITATION SCHEDULE**

The following chart describes a **typical visitation schedule** for field supervisors of residential programs. Field and academic supervisors are strongly encouraged to supplement these visits with other forms of observation using electronic or technological methods. Academic supervisors may observe at different times than field supervisors, but both should attend mid-term and final conferences.

Intern I	Intern II
Initial Meeting with CE and Intern	Initial Meeting with CE and Intern
Required Observations by FS = 3* <i>*Unless issues are present, then additional visits may be needed.</i>	Required Observations by FS = 3* <i>*Unless issues are present, then additional visits may be needed.</i>
Midterm Conference	Midterm Conference
Final Conference	Final Conference

## ACADEMIC SUPERVISORS

The **Academic Supervisor (AS)** observes undergraduate secondary and specialty area Intern II candidates a minimum of three times during the semester. The academic supervisor also collaborates with the clinical educator and the field supervisor in guiding and evaluating the teacher candidate. Each specific program/department establishes guidelines for academic supervision. Academic supervisors attend an orientation at the beginning of each semester, participate in mid-term and final evaluation conferences with the intern, clinical educator, and field supervisor and evaluate the electronic evidence as required.

### RESPONSIBILITIES OF ACADEMIC SUPERVISORS

The academic supervisor is the content-area specialist for undergraduate secondary or specialty area interns (Art, English, Math, Music, Science, and Social Sciences). Academic supervisors collaborate with field supervisors to provide essential discipline-specific support to teacher candidates and are vital in ensuring a comprehensive, rewarding classroom experience for interns. Academic supervisors attend a supervisor orientation at the beginning of each semester and observe candidates as determined by their programs.

The following are the primary responsibilities of academic supervisors:

#### Internship I

1. Call/email as early as possible, but within the first two weeks of the candidate's arrival in the school placement, to introduce yourself and schedule the initial observation. Include the field supervisor in the initial email.
2. Assist the intern in planning and teaching 5-10 lessons depending upon program/departmental requirements during the semester.
3. Complete **at least one formal observation** and provide written feedback to the intern, clinical educator, and field supervisor.
4. Review one videotaped lesson and provide written feedback to the intern, clinical educator, and field supervisor.
5. In collaboration with the field supervisor, establish documentation of all interventions. Notify the Director of Field Experiences of any concerns.
6. Participate in midterm and final evaluation conferences with the clinical educator and the field supervisor and complete the appropriate midterm and final evaluations.

#### Internship II

1. Call/email as early as possible, but within the first two weeks of the candidate's arrival in the school placement, to introduce yourself and schedule the initial visit for the first observation. Include the field supervisor in the initial contact.
2. Review lesson plans and provide feedback (in collaboration with the field supervisor).
3. Complete two formal observations and provide written feedback to the intern, clinical educator, and field supervisor.
4. Assist candidates in meeting expectations/deadlines of the specific licensure program.
5. Collaborate with the field supervisor in establishing documentation of all interventions (i.e., action plan, conferences, etc.).
6. Participate in midterm and final evaluation conferences with the candidate, clinical educator, and field supervisor and help complete the evaluation documents.



## APPENDICES

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### **Glossary of Terms Used in the WCU Clinical Practice Handbook**

**Academic Supervisor** – A faculty member designated by the major department to co-supervise an intern along with a field supervisor.

**Candidate** – A student in a program preparing to be a licensed teacher.

**CEAP** – The WCU College of Education and Allied Professions.

**Clinical Educator** – (formerly Cooperating Teacher) - An individual employed by a partner school, including a classroom teacher, who assesses, supports, and develops a clinical intern's knowledge, skills, and professional disposition during an internship.

**DPI** – The North Carolina Department of Public Instruction, the state licensing agency.

**EdTPA** – A research-based appraisal system for teacher licensure candidates.

**Electronic evidences** – Documents produced by teacher licensure candidates to demonstrate competencies required for successful teaching.

**FERPA** – The Family Educational Rights and Privacy Act.

**Field Supervisor** – (formerly University Supervisor) - An individual who is employed by a recognized EPP to observe students, monitor their performance, and provide constructive feedback to improve their effectiveness as educators during their clinical internship or residency.

**PDP** – Professional Development Plan that mirrors the evaluation of beginning and veteran teachers in the field. Candidates will reflect on their diversity, leadership, and technology skills, and then develop an action plan to be implemented during Internship II.

**Intern** – A WCU teacher education candidate in the final year/semester of a licensure program.

**Intern I** – A WCU teacher education candidate in the next-to-the-last semester of a licensure program.

**Intern II** – A WCU teacher licensure candidate in the second and final semester of a licensure program.

**LEA** – A Local Education Agency, a school system.

**License** – A credential awarded by the state of North Carolina allowing an individual to teach in public schools.

**Licensure candidate/teacher licensure candidate** – An individual preparing to be recommended for a teaching license.

**OFE** – The WCU Office of Field Experiences arranges opportunities for licensure candidates to be placed in public schools to complete course assignments or to complete internships.

**Tk2o** – CEAP data management system for all student data related to all education courses and requirements.

## Code of Ethics for North Carolina Educators

Adopted by the State Board of Education June 5, 1997

### Preamble

The purpose of this Code of Ethics is to define standards of professional conduct.

The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity.

To uphold these commitments, the educator:

### I. Commitment to the Student

- A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
- B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.
- C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.
- D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.
- E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
- F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

### II. Commitment to the School and School System

- A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.
- B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
- C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.
- D. Participates actively in professional decision-making process and supports the expression of professional opinions and judgments by colleagues in decision making processes or due process proceedings.
- E. When acting in an administrative capacity:
  1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
  2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
  3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
  4. Recommends persons for employment, promotion, or transfer per their professional qualifications, the needs, and policies of the LEA, and according to the law.

### III. Commitment to the Profession

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

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

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

### **SECTION .0600 - Code of Professional Practice and Conduct for North Carolina Educators**

#### **16 NCAC 6C.0601 - The Purpose and Applicability of the Rules of Professional Conduct for Educators**

The purpose of these rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as “educator” or “professional educator,” and the possible consequences of any willful breach shall include license suspension or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited. History Note: Authority G.S. 115C-295.3; Eff. April 1, 1998.

#### **16 NCAC 6C.0602 - The Standards of Professional Conduct for NC Educators**

- A. The standards listed in this section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.
- B. Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.
  - 1. Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.
  - 2. Personal conduct. The educator shall serve as a positive role model for students, parents, and the community.
    - a. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall
    - b. demonstrate a high standard of personal character and conduct.
  - 3. Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:
    - a. Statement of professional qualifications;
    - b. Application or recommendation for professional employment, promotion, or licensure;
    - c. Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
    - d. Representation of completion of college or staff development credit;
    - e. Evaluation or grading of students or personnel;
    - f. Submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;

g. Submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and  
 h. Submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.

- Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator’s classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator’s regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator’s employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.
- Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
  - a. Any use of language that is considered profane, vulgar, or demeaning;
  - b. Any sexual act;
  - c. Any solicitation of a sexual act, whether written, verbal, or physical;
  - d. Any act of child abuse, as defined by law;
  - e. Any act of sexual harassment, as defined by law; and
  - f. Any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term “romantic relationship” shall include dating any student.
- Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.
- Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.
- Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.
- Alcohol or controlled substance abuse. The educator shall not:
  - a. Be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat./90-95, the Controlled Substances Act, without a prescription authorizing such use;
  - b. Be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or
  - c. Furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.
  - d. Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.
  - e. Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague’s funds. The educator shall account for funds



collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

- f. Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.
- g. Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system including but not limited to these Rules.
- h. History Note: Authority G.S. 115C-295.3; Eff. May 1, 1998.

## Early Field Experience Permission to Participate in Video Release Form

Dear Parent/Guardian:

I am a teacher education student from Western Carolina University. I am participating in a field experience in your child's class. To complete my program requirements, I need to submit videos of myself teaching and some examples of work that the students have completed. I am asking for your permission to include your child in the video of my teaching and to include your child's class work in my assignments.

The videos and the students' work will be:

- Kept confidential (all names will be removed from the students' work)
- Used to assess my performance as a teacher, not your child's performance
- Viewed in my teacher licensing program courses for feedback to me to improve my teaching
- Submitted to be evaluated through a password protected website
- Possibly selected to train others about the teaching and teacher education
- Destroyed and deleted when they are no longer needed

If you choose to not allow your child's image and work to be used, he or she will still have instructional activities on the same learning goals as all other students. Thank you for this opportunity to learn to teach with your child's teacher and for allowing me to become an effective teacher by closely studying myself teaching.

Sincerely,

\_\_\_\_\_  
(Teacher Education Student Signature and Typed Name)

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### PERMISSION by Parent or Guardian of students under 18 years old:

I am the parent/legal guardian of the child named below. I understand the use of my child's image, voice, and work samples for teacher education as described in the letter above.

\_\_\_\_ I DO give permission to include my child's image and voice on video recordings and my child's regular classroom work for the teacher education purposes.

\_\_\_\_ I DO NOT give permission to video my child or to use my child's classroom work for teacher education purposes.

Student's name: \_\_\_\_\_ Student's School: \_\_\_\_\_

Signature of Parent or Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

## El campo Early Experience Permiso para Participar

Estimado Padre / Tutor:

Soy un estudiante de la formación del profesorado de la Universidad de Western Carolina. Estoy participando en una experiencia de campo en la clase de su hijo. Para completar mis requisitos del programa, tengo que presentar videos de mi enseñanza y algunos ejemplos de trabajos que los alumnos han completado. Yo estoy pidiendo su permiso para incluir a su hijo en el video de mi enseñanza y para incluir el trabajo de clase de su hijo en mis tareas.

Los videos y trabajos de los alumnos serán:

- Se mantuvo confidencial (todos los nombres se eliminarán de trabajo de los estudiantes)
- Se utiliza para evaluar mi desempeño como maestro, no el desempeño de su hijo
- Visto en mis cursos del programa de concesión de licencias de los maestros para la retroalimentación para mí para mejorar mi enseñanza
- Sometido a ser evaluado a través de un sitio web protegido por contraseña
- Posiblemente seleccionado para entrenar a otros acerca de la enseñanza y el maestro de educación
- Destruir y borrado cuando ya no son necesarios

Si opta por no permitir que la imagen de su hijo y el trabajo a utilizar, él o ella todavía tendrá actividades de instrucción en las mismas metas de aprendizaje que los demás estudiantes. Gracias por esta oportunidad de aprender a enseñar con el maestro de su hijo y por permitir que me convierta en un maestro eficaz de estudiar de cerca a mí mismo enseñar a usted.

Atentamente,

\_\_\_\_\_  
(Firma del Estudiante Formación Docente y Typed Nombre)

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**El permiso de padres o tutores de los alumnos menores de 18 años**

Yo soy el padre / tutor legal del niño mencionado a continuación. Entiendo que el uso de la imagen, la voz de mi hijo, y muestras de trabajo para la formación del profesorado como se describe en la carta anterior.

\_\_\_\_ Sí, doy permiso para incluir la imagen de mi hijo y la voz en las grabaciones de vídeo y de trabajo en el aula normal de mi hijo a los efectos de formación de docentes.

\_\_\_\_ NO doy permiso para que mi hijo o de vídeo que utilice el trabajo de clase de mi hijo para fines de formación del profesorado.

Nombre del estudiante: \_\_\_\_\_ Escuela del Estudiante: \_\_\_\_\_

Firma del Padre o Tutor: \_\_\_\_\_ Fecha: \_\_\_\_\_

## **Teacher Performance Assessment (edTPA) Student Consent to Participate**

Dear Parent/Guardian:

I am a Teacher Candidate from Western Carolina University. I am doing my student teaching in your child's class. To complete my teacher licensing program, I need to submit a video of myself teaching and some examples of work that the students have completed as part of the Teacher Performance Assessment. I am asking for your permission to include your child in the video of my teaching and to include your child's class work in my Teacher Performance Assessment.

The video and the students' work will be:

- Kept confidential (all names will be removed from the students' work)
- Used to assess my performance as a teacher, not your child's performance
- Viewed in my teacher licensing program courses for feedback to me to improve my teaching
- Submitted to be scored by trained scorers through a password protected website
- Possibly selected to train others about the Teacher Performance Assessment
- Destroyed and deleted when they are no longer needed for the Teacher Performance Assessment

If you choose to not allow your child's image and work to be included in the Teacher Performance Assessment, he or she will still have instructional activities on the same learning goals as all other students. Thank you for this opportunity to learn to teach with your child's teacher and for allowing me to become an effective teacher by closely studying myself teaching through this performance assessment.

Sincerely,

\_\_\_\_\_  
(Teacher Candidate Signature and Typed Name)

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### **CONSENT by Parent or Guardian of students under 18 years old**

I am the parent/legal guardian of the child named below. I understand the use of my child's image, voice, and work samples for the Teacher Performance Assessment as described in the letter above.

\_\_\_\_ I DO give permission to include my child's image and voice on video recordings and my child's regular classroom work for the Teacher Performance Assessment.

\_\_\_\_ I DO NOT give permission to video my child or to use my child's classroom work for the Teacher Performance Assessment.

Student's name: \_\_\_\_\_ Student's School: \_\_\_\_\_

Signature of Parent or Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

## Evaluación del Desempeño Docente (edTPA) Consentimiento del Estudiante para Participar

Estimado Padre / Tutor:

Soy un candidato a maestro de la Universidad de Western Carolina. Estoy haciendo mi estudiante enseñando en la clase de su hijo. Para completar mi programa de certificación para maestros, necesito presentar un video de mí mismo enseñar y algunos ejemplos de trabajos que los alumnos han completado como parte de la evaluación del desempeño docente. Yo estoy pidiendo su permiso para incluir a su hijo en el video de mi enseñanza y para incluir el trabajo de clase de su hijo en mi evaluación del desempeño docente.

El trabajo de los alumnos de vídeo y serán los siguientes:

- Se mantuvo confidencial (todos los nombres se eliminarán de trabajo de los estudiantes)
- Se utiliza para evaluar mi desempeño como maestro, no el desempeño de su hijo
- Visto en mis cursos del programa de concesión de licencias de los maestros para la retroalimentación para mí para mejorar mi enseñanza
- Sometido a ser anotado por goleadores capacitados a través de un sitio web protegido por contraseña
- Posiblemente seleccionado para entrenar a otros acerca de la evaluación del desempeño docente
- Destruir y borrado cuando ya no son necesarios para la evaluación del desempeño docente

Si opta por no permitir que la imagen de su hijo y trabaja para ser incluido en la evaluación del desempeño docente, él o ella todavía tendrá actividades de instrucción en las mismas metas de aprendizaje que los demás estudiantes. Gracias por esta oportunidad de aprender a enseñar con el maestro de su hijo y por permitir que me convierta en un maestro eficaz, estudiando de cerca a mí mismo a través de la enseñanza de esta evaluación del desempeño ti.

Atentamente,

\_\_\_\_\_  
(Firma del Maestro Candidato y Typed Nombre)

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CONSENTIMIENTO por el Padre o Tutor de los estudiantes menores de 18 años

Yo soy el padre / tutor legal del niño mencionado a continuación. Entiendo que el uso de la imagen, la voz y las muestras de trabajo de mi hijo para la evaluación del desempeño docente tal como se describe en la carta anterior.

\_\_\_\_ Sí, doy permiso para incluir la imagen de mi hijo y la voz en las grabaciones de vídeo y de trabajo en el aula normal de mi hijo para la evaluación del desempeño docente.

\_\_\_\_ NO doy permiso para que mi hijo o de vídeo que utilice el trabajo de clase de mi hijo para la evaluación del desempeño docente.

Nombre del estudiante: \_\_\_\_\_ Escuela del Estudiante: \_\_\_\_\_

Firma del Padre o Tutor: \_\_\_\_\_ Fecha: \_\_\_\_\_

# North Carolina Teacher Candidate Evaluation Rubric

**Final**

Candidate:		School:	
Clinical Educator 1:		Grade:	
Clinical Educator 2:		Grade:	
LEA:		IHE:	Western Carolina University

*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.*

Standards Met: 4 = Accomplished 3 = Proficient	Standards Not Met: 2 = Developing 1 = Emerging
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## Professionalism

<b>1e.1 Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i>.</b>				
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
1e. Teachers demonstrate high ethical standards.	Models the tenets of the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct, and encourages others to do the same.	Upholds the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	Articulates the importance of ethical behavior as outlined in the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	Recognizes the need for ethical professional behavior.
Comments (optional) unless Developing or Emerging:				

## Classroom Climate/Culture

<b>1a.3 Maintains a safe and orderly classroom that facilitates student learning.</b>				
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
1a. Teachers lead in their classrooms.	Maintains or supports a classroom culture that empowers students to collaborate and become lifelong learners.	Maintains a safe and orderly classroom that facilitates student learning.	Describes the characteristics and importance of a safe and orderly classroom environment.	Acknowledges the importance of high school graduation for students.
Comments (optional) unless Developing or Emerging:				

1a. Teachers lead in their classrooms. (Continued...)	<b>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.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Maintains or supports a classroom culture that empowers students to collaborate and become lifelong learners.	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.	Understands positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint.	Acknowledges the importance of high school graduation for students.
	Comments (optional) unless Developing or Emerging:			
2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	<b>2a.1 Maintains a positive and nurturing learning environment.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Enhances an inviting, respectful, inclusive, flexible, and supportive learning environment.	Maintains a positive and nurturing learning environment.	Recognizes and can explain aspects of a respectful and effective learning environment.	Articulates the importance of appropriate and caring learning environments for children.
	Comments (optional) unless Developing or Emerging:			
2c. Teachers treat students as individuals.	<b>2c.1 Maintains a learning environment that conveys high expectations of every student.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Enhances a learning environment that meets the needs of individual students.	Maintains a learning environment that conveys high expectations of every student.	Encourages and values individual student contributions, regardless of background or ability.	Articulates the need to treat students as individuals.
	Comments (optional) unless Developing or Emerging:			

4g. Teachers communicate effectively.	<b>4g.1 Uses a variety of methods to communicate effectively with all students.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Establishes classroom practices that encourage all students to develop effective communication skills.	Uses a variety of methods to communicate effectively with all students.	Demonstrates the ability to communicate effectively with students.	Communicates effectively both orally and in writing.
	Comments (optional) unless Developing or Emerging:			
	<b>4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Establishes classroom practices that encourage all students to develop effective communication skills.	Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	Provides opportunities for students to articulate thoughts and ideas.	Recognizes a variety of methods for communicating effectively with students.
Comments (optional) unless Developing or Emerging:				

**Instruction**

2b. Teachers embrace diversity in the school community and in the world.	<b>2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Consistently integrates culturally relevant and/or sensitive materials and ideas throughout the curriculum.	Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.	Acknowledges that diverse cultures impact the world.
	Comments (optional) unless Developing or Emerging:			



2b. Teachers embrace diversity in the school community and in the world. (Continued...)	<b>2b.2 Incorporates different points of view in instruction.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Builds on diversity as an asset in the classroom.	Incorporates different points of view in instruction.  Understands the influence of diversity and plans instruction accordingly.	Acknowledges the influence of all aspects of diversity on students' development and attitudes.	Identifies the range and aspects of diversity of students in the classroom.
	Comments (optional) unless Developing or Emerging:			
3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> .	<b>3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Evaluates and reflects upon the effectiveness of literacy instruction within and across content areas.	Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	Integrates literacy instruction in individual lessons and in particular subject areas.	Understands the importance of literacy instruction across all subjects, grades and ages.
	Comments (optional) unless Developing or Emerging:			
3b. Teachers know the content appropriate to their teaching specialty.	<b>3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Prompts students' curiosity for learning beyond the required coursework.	Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	Demonstrates a basic level of content knowledge in the teaching specialty.	Successfully completes general education coursework across the required range of disciplines.
	Comments (optional) unless Developing or Emerging:			

3d. Teachers make instruction relevant to students.	<b>3d.1 Integrates 21<sup>st</sup> century skills and content into instruction.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Consistently integrates 21st century skills and content throughout classroom instruction and assessment.	Integrates 21st century skills and content in instruction.	Identifies relationships between the North Carolina Standard Course of Study and life in the 21st century. Demonstrates understanding of 21st century skills and content as specified in the Framework for 21st Century Learning and Critical Elements for 21st Century Skills.	Recognizes the relationship between the North Carolina Standard Course of Study and life in the 21st century.  Identifies 21st century skills and content as specified in the Framework for 21st Century Learning and Critical Elements for 21st Century Skills.
	Comments (optional) unless Developing or Emerging:			
4c. Teachers use a variety of instructional methods.	<b>4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Consistently enables the success of all students through the selection and use of appropriate methods and materials.	Uses a variety of appropriate methods and materials to meet the needs of all students.	Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	Understands a range of methods and materials that can be applied in the classroom.
	Comments (optional) unless Developing or Emerging:			
4d. Teachers integrate and utilize technology in their instruction.	<b>4d.1 Integrates technology with instruction to maximize students' learning.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Engages students in higher level thinking through the integration of technology.	Integrates technology with instruction to maximize students' learning.	Assesses effective types of technology to use for instruction.	Demonstrates knowledge of methods for utilizing technology in instruction.
	Comments (optional) unless Developing or Emerging:			

4e. Teachers help students develop critical-thinking and problem-solving skills.	<b>4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Creates or maintains instruction that consistently engages students in the processes of critical thinking and problem solving in meaningful contexts.	Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	Demonstrates knowledge of processes needed to support students in acquiring critical thinking and problem-solving skills.	Demonstrates an understanding of the importance of developing students' critical-thinking and problem-solving skills.
	Comments (optional) unless Developing or Emerging:			

4f. Teachers help students to work in teams and develop leadership qualities.	<b>4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Encourages students to create and manage learning teams.	Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	Demonstrates awareness of multiple approaches or strategies for developing and supporting student learning teams.	Recognizes the need to encourage the development of cooperation, collaboration, and student leadership.
	Comments (optional) unless Developing or Emerging:			

**Evaluation/Assessment**

1a. Teachers lead in their classrooms.	<b>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>.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Takes responsibility for student progress toward high school graduation by aligning instruction and assessment with the North Carolina Standard Course of Study.	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.	Demonstrates how teachers contribute to students' progress toward high school graduation by following the North Carolina Standard Course of Study.	Acknowledges the importance of high school graduation for students.
	Comments (optional) unless Developing or Emerging:			

4h. Teachers use a variety of methods to assess what each student has learned.	<b>4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Uses information gained from assessment activities to improve teaching practice and students' learning.	Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	Interprets data on student progress accurately and can draw appropriate conclusions.	Demonstrates awareness of multiple indicators or measures of student progress.
	Comments (optional) unless Developing or Emerging:			
4h. Teachers use a variety of methods to assess what each student has learned. (Cont'd)	<b>4h.2 Provides evidence that students attain 21<sup>st</sup> century knowledge, skills and dispositions.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Provides opportunities for students to assess themselves and others.	Provides evidence that students attain 21st century knowledge, skills and dispositions.	Interprets data on student progress accurately and can draw appropriate conclusions.	Demonstrates awareness of multiple indicators or measures of student progress.
	Comments (optional) unless Developing or Emerging:			
5a. Teachers analyze student learning.	<b>5a.1 Uses data to provide ideas about what can be done to improve students' learning.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Based upon data, selects or develops instructional approaches that are intentionally tailored to students' learning needs.	Uses data to provide ideas about what can be done to improve students' learning.	Identifies data sources to improve students' learning.	Recognizes multiple sources of information on students' learning and performance.
	Comments (optional) unless Developing or Emerging:			

## Impact on Student Learning

1d. Teachers advocate for schools and students.	<b>1d.1 Implements and adheres to policies and practices positively affecting students' learning.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Works with others to develop and/or revise policies and practices to improve students' learning.	Implements and adheres to policies and practices positively affecting students' learning.	Identifies the policies and practices affecting students' learning.	Demonstrates awareness of school practices and policies.
	Comments (optional) unless Developing or Emerging:			
2d. Teachers adapt their teaching for the benefit of students with special needs.	<b>2d.1 Cooperates with specialists and uses resources to support the special needs of all students.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Coordinates and collaborates with the full range of support specialists and resources to help meet the special needs of all students.	Cooperates with specialists and uses resources to support the special learning needs of all students.	Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students.	Recognizes that students have individual learning needs.
	Comments (optional) unless Developing or Emerging:			
	<b>2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	Uses research-verified strategies to provide effective learning activities for students with special needs.	Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students.	Recognizes that students have individual learning needs.	
Comments (optional) unless Developing or Emerging:				

Overall			
Overall performance on all North Carolina Professional Teaching Standards.	Provide a rating of overall performance of the candidate considering all NCPTS standards and sub-standards indicated in the above document. The overall performance rating is related to but does not dictate a particular course grade.	4 <input type="checkbox"/> Accomplished	3 <input type="checkbox"/> Proficient
		2 <input type="checkbox"/> Developing	1 <input type="checkbox"/> Emerging

*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			____/____/____
Clinical Educator (1)			____/____/____
Clinical Educator (2)			____/____/____
Field Supervisor			____/____/____
Academic Supervisor (if applicable)			____/____/____

Comments (optional) unless Developing or Emerging:

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## Teacher Education Internship Participation Agreement

Please review the statements below, indicating that you understand and agree to each.

In consideration of my participation in the teacher education internship experience at the **PARTNER HOSTING SCHOOL** or any other site where I may participate in such a program (hereinafter referred to as the "HOST SCHOOL"), I indicate my agreement by initialing the following statements:

- I understand that I have right of refusal for my assigned internship experience, and that this may delay my matriculation in the WCU Teacher Education Program.
- I acknowledge that my in-person presence at the internship site places me at a risk of exposure to COVID-19.
- I understand that my internship experience may be cancelled, shortened or rescheduled, and that this may delay my matriculation in the WCU Teacher Education Program.
- I will follow the policies, standards and practices of the HOST SCHOOL when in the facility, including the HOST SCHOOL'S specific infection control procedures.
- I understand that I may be required to undergo a health examination as necessary to meet program requirements, including testing to determine infectious or contagious diseases. Also, I may be required to provide evidence of immunity, as may be appropriate and to meet program requirements.
- I understand and agree that I may be immediately withdrawn from the HOST SCHOOL or dismissed, suspended or expelled based upon my failure to comply with the rules and policies of the UNIVERSITY or HOST SCHOOL, if I pose a direct threat to the health or safety of others or, for any other reason the UNIVERSITY or the HOST SCHOOL reasonably believes that it is not in the best interest of the HOST SCHOOL's students and faculty.
- I understand that potential risks of this internship experience include, but are not limited to, exposure to infectious diseases, including but not limited to COVID-19.
- I will complete any additional safety training related to infectious disease or other health risks as required by the HOST SCHOOL/DISTRICT and WCU.
- I will provide the necessary and appropriate personal protective equipment (PPE) required where not provided by the HOST SCHOOL..
- I understand that all medical or healthcare (emergency or otherwise) that I receive during my internship experience will be my sole responsibility and expense.
- I have read the above statements and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, and that I have freely and voluntarily signed this Agreement.

Please choose one of the options below:

- I elect to continue with my assigned internship experience.
- I do not elect to continue with my assigned internship experience.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name (please print): \_\_\_\_\_

92#: \_\_\_\_\_

Document Created on 7/8/2020; WCU Legal Review on 7/16/2020