2012-2013
TEACHER EDUCATION HANDBOOK
GARDNER-WEBB UNIVERSITY
AND
GARDNER-WEBB UNIVERSITY AT STATESVILLE

MISSION STATEMENT

The mission of the School of Education is to facilitate within a Christian context undergraduate and graduate candidates’ development of the knowledge, skills, and dispositions needed in order to assume instructional and leadership roles in our nation’s schools to ensure the success of all students.

GOALS

The school of Education strives to accomplish its mission through its commitment to:

1. preparing undergraduate and graduate candidates for professional roles and responsibilities within school settings;
2. providing rigorous programs of study which will facilitate reflective practice within a learning environment based up Christian principles and values;
3. hiring faculty who fill the role of caring, patient mentors while they model life-long learning that reflects inquiry- and problem-based decision-making; and
4. fostering partnerships with and providing service to public schools and other organizations through collaborative activities such as consultations, research, and staff development.
# TEACHER EDUCATION HANDBOOK

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OVERVIEW OF TEACHER EDUCATION PROGRAMS

Within the framework of the liberal arts and sciences curriculum, the School of Education offers **Majors** in

- Elementary Education (K-6)
- Middle Grades Education (6-9)

The **Professional Education Minor** is required for students seeking licensure at the secondary level (9-12) in the areas of

- English
- Mathematics
- Social Studies

The **Professional Education Minor** is also required for students seeking licensure at the K-12 level in the special subject areas of

- Art
- French
- Music
- Physical Education
- Spanish
- English as a Second Language
- American Sign Language*

Successful completion of these undergraduate programs fulfills the requirements for the North Carolina Standard Professional I Class A Teaching License.

Gardner-Webb University also offers a **Master of Arts in Education** degree in the areas of

- Elementary Education K-6 (Class M)
- English Education 9-12 (Class M)
- Middle Grades Education 6-9 (Class M)
- School Counseling K-12 (Class M)
- School Administration K-12 (Class P)

Successful completion of these programs fulfills the requirements for the North Carolina Class M or Class P Teaching License, as indicated above.

Gardner-Webb University also offers a **Doctor of Education** degree in the areas of Educational Leadership and curriculum and Instruction. Successful Completion of this program fulfills the requirements for the North Carolina DS License.

Additional information about the undergraduate programs can be obtained by contacting the School of Education Office, (704) 406-4406.
Additional information about the graduate programs can be obtained by contacting the Graduate School Office, 704-406-4723.

Goals of the Teacher Education Program

The courses offered in the Teacher Education Program are designed to foster in students:

1. knowledge of and skills in the subject matter in the area of specialization;
2. the ability to use the scientific method;
3. attitudes and skills to excite learners' interest in and involvement with subject matter;
4. knowledge of the nature of the learner and the learning process;
5. knowledge of the role of the school in a democratic society;
6. knowledge of the philosophical, social, historical, and legal contexts in which professional educators operate;
7. knowledge of various teaching strategies, materials, instructional technologies, and methods of classroom organization;
8. knowledge and skills to maintain a classroom environment conducive to learning;
9. knowledge of various learning styles and the skills to vary instruction to meet learner needs;
10. knowledge of elements of cultural diversity and their influence upon the learner;
11. the skills to evaluate learning;
12. the skills to locate and integrate classic and contemporary scholarship pertaining to student achievement and teacher effectiveness;
13. the ability to use effective communication skills in classroom interaction and in consultative and collaborative relationships;
14. an understanding of the impact of family dynamics on learning readiness;
15. knowledge of the nature of a range of exceptionalities and the skills to begin to design and deliver appropriate instruction;
16. an understanding of the necessity for life-long professional learning.
Goals for Elementary Education

Elementary Education (31 Hours)

Student Learning Outcomes

Students who graduate from the Elementary Education program will demonstrate proficiency in the North Carolina Professional Teaching Standards (NCPTS) as follows:

I. Teachers demonstrate leadership.
II. Teachers establish a respectful environment for a diverse population of students.
III. Teachers know the content they teach.
IV. Teachers facilitate learning for their students.
V. Teachers reflect on their practice.

Proficiencies will be met as students exhibit competency in the following areas:

1. knowledge across all content areas included in the breadth of the Gardner-Webb core curriculum and enhanced by the specialty area of the curriculum. The beginning teacher will be broadly and liberally educated and have full command of the content that that he or she will teach (NCPTS III);
2. knowledge of characteristics of developmental stages of children ages 5-12 (NCPTS IV);
3. understanding of the unique learning characteristics of children from diverse populations including socioeconomic, linguistic, and cultural backgrounds as well as adapting for the needs of exceptional students (NCPTS II);
4. the ability to plan, adapt, reflect on curriculum theory, and teaching strategies to meet the needs of the K-6 learner (NCPTS III, IV, and V);
5. the ability to organize classroom environments conducive to facilitating and stimulating the life-long intellectual growth of all children (NCPTS IV);
6. interpersonal skills for the purpose of establishing effective communication in the classroom, in the school, between the home and school, and among the school community (NCPTS I, V);
7. the ability to effectively assess and evaluate student learning and to use results to establish an effective instructional program (NCPTS IV, V);
8. understanding of the teacher’s role as a change agent and the relevance of current issues related to teaching as a profession and to schooling in a complex society (NCPTS I, II, IV);
9. knowledge about schools, teaching, and children that increases through carefully planned and supervised field experiences (NCPTS II, IV); and
10. a commitment to service within the school and global community (NCPTS I, V).

Goals for Undergraduate Middle Grades Education Program

STUDENT LEARNING OUTCOMES
Students who graduate from the Middle Grades Education program will demonstrate proficiency in the North Carolina Professional Teaching Standards (NCPTS) as follows:

I. Teachers demonstrate leadership.
II. Teachers establish a respectful environment for a diverse population of students.
III. Teachers know the content they teach.
IV. Teachers facilitate learning for their students.
V. Teachers reflect on their practice

Proficiencies will be met as students exhibit competency in the following areas:

1. knowledge across all content areas included in the breadth of the Gardner-Webb core curriculum and enhanced by the specialty area of the curriculum. The beginning teacher will be broadly and liberally educated and have full command of the content that that he or she will teach (NCPTS III);

2. knowledge, skills and dispositions needed to assume the role of teacher as theorist and practitioner, as outlined in the teacher education program’s conceptual model and in adopted state and national standards;

3. knowledge of the characteristics of young adolescents in contemporary society and the impacts these have on curriculum and instruction and the ability to develop developmentally and cognitively responsive learning models (NCPTS IV);

4. knowledge of a specialty area supported by a liberal arts education in one of the following areas language arts, mathematics, social studies and science (NCPTS III); 

5. knowledge of the concept of developmentally responsive models of middle level schooling (NCPTS IV);

6. knowledge of the unique learning characteristics of young adolescents from diverse populations including socioeconomic, linguistic, and cultural backgrounds as well as adapting for the needs of exceptional students and the knowledge to create responsive learning environments (NCPTS II);

7. interpersonal skills for the purpose of establishing effective communication in the classroom, in the school, between the home and school and among the school community (NCPTS I,V);

8. understanding of the teacher’s role as a change agent in middle schools and the relevance of current issues related to teaching as a profession and to schooling in a complex society and understanding the need for life-long professional growth (NCPTS I, II, IV, V);

9. knowledge about schools, teaching, and children that increases through carefully planned and supervised field experiences (NCPTS II, IV, V); and

10. a commitment to service within the school and global community (NCPTS I,V).
Goals for English Education

The teacher training program in English seeks to graduate students who:

1. Have a broad background in literature;

2. Exhibit a command of the English language in both oral and written communication;

3. Possess the skills to formulate objectives, select material, use appropriate teaching strategies, and evaluate learning; and

4. Realize the need for lifelong, professional learning.
Goals for Mathematics Education

The following goals and objectives of the Mathematics specialty studies area complement the goals of the teacher education program at Gardner-Webb by providing application of the teacher-education background to mathematics-specific instruction. These include:

1. Helping the student think so as to reach logical conclusions;

2. Enabling the student to have a more meaningful definition of mathematics as a result of postulational thinking;

3. Assisting the student in recognizing mathematics as the powerful tool for calculation;

4. Preparing those students seeking licensure in public schools for teaching mathematics on the secondary level, and/or for further study;

5. Introducing the student to the computer and its uses.

In meeting goal four, the following objectives are included:

1. Developing communication skills for relaying mathematical concepts;

2. Providing a foundation for creating lessons involving the use of manipulative and activity-oriented learning to develop understanding of concept as well as procedure in mathematics;

3. Aiding in developing the ability to recognize misconceptions and problem areas in students’ mathematics understanding and in planning to correct these areas;

4. Developing critical thinking through proper questioning;

5. Emphasizing the ongoing need to be aware of changes in methodology as new research points the way to better instruction;

6. Providing opportunity and support for analyzing new theories and discussing their impacts on classroom instruction.
Goals for Social Studies Education

The teacher training program seeks to:

1. Assure that the student acquires an understanding of the social, political, geographical, economic, and historical forces operating in society;

2. Provide for in-depth preparation in history and the social sciences plus an intensive study in one or more of the major disciplines;

3. Provide for development of the social studies skills required in formulating objectives, selecting content, using effective teaching strategies and evaluating learning;

4. Instill in the student an awareness of the need for continuing education and professional development. Students seeking secondary social studies licensure must meet requirements for admission and completion of the teacher education program as well as fulfill the specific departmental requirements for the major and for teacher licensure.
Goals for French Education and Spanish Education

The goals of the major in French or Spanish with teacher licensure are to prepare teacher candidates to:

1. Understand all aspects of the French/Spanish language well enough to be able to explain and model the component skills for students;

2. Teach French/Spanish literature so that it is meaningful to students and related to other areas of study such as history and geography;

3. Teach French/Spanish culture in such a way as to help students develop a broadened worldview and an appreciation of the varied cultures of the world;

4. Plan, implement, and evaluate instruction in educationally sound ways;

5. Select and use the appropriate methodologies and materials for students of different ages, interests, and backgrounds.
Goals for English as a Second Language Education

The educational objectives of the English as a Second Language Education program are designed to graduate students who demonstrate:

1. Advanced proficiency in English;

2. High Intermediate proficiency in a language other than English (OPI scale);

3. Understanding in all aspects of the English language well enough to be able to explain and model the component skills for students;

4. Ability to plan, implement, and evaluate instruction in educationally sound ways;

5. Ability to select and use the appropriate methodologies and materials for students of different ages, interests, and backgrounds.
Goals for Music Education Program

The goals and objectives of the Music Education Program are designed to:

1. Provide the music education theorist and practitioner the conceptual framework of learning, methodologies, social context, and professional development needed to teach in a private or public school setting;

2. Instill confidence in the potential music teacher’s ability to perform and utilize musical learning in the classroom and performance arenas;

3. Achieve an appreciation for and a deeper knowledge of the value of music for the public school;

4. Utilize musical and aesthetic experiences, observations, evaluations, practical applications, and conceptual understandings in formulating music educational goals and objectives;

5. Enhance the potential music teacher’s experiences of the intrinsic qualities of music learning, as well as the cognitive skills of creative problem solving, critical and analytical thinking;

6. Provide for each potential music teacher a teaching philosophy that music education instruction is very important in the development of those children who are gifted and talented in music, but that the primary purpose of music instruction in the schools is to improve the quality of life for all children through the development of their capacities to participate fully in their musical culture.
Goals for Physical Education

Students completing the undergraduate teacher preparation program of study in physical education will:

1. Understand historical, cultural, and philosophical perspectives and the implications of each in teaching;

2. Appropriately conduct, analyze, and interpret research and assessment data related to physical education and apply toward student needs, limitations, progress, and achievement;

3. Develop and administer safe, appropriate, well-organized, and thoughtfully planned curricular experiences;

4. Understand and utilize the fundamentals of human growth and development, promote the relationship of physical education to the total school curriculum and foster the health and well-being of students;

5. Apply and synthesize sound interpersonal and effective instructional strategies;

6. Systematically evaluate the impact of their teaching.
Information about specific undergraduate Teacher Education programs/services may be obtained by contacting the following program coordinators.

Dr. Sheila Ingle, Chair, Elementary Education (Boiling Springs Campus) ……ext. 3037
Dr. Lane Wesson, Elementary Education (Statesville Campus) ………………ext. 5021
Dr. Kelly Taylor, Middle Grades Education ………………………………….. ext. 3913
Dr. Shana Woodward, English Education………………………….ext. 4482
Mrs. Tammy Hoyle, Mathematics Education ……………………………..ext. 4431
Dr. David Yelton, Secondary Social Studies Education………………….ext. 4471
Dr. Ken Baker, Physical Education……………………………..ext. 4481
Dr. Tamara Cox, Spanish and French Education; English as a Second Language………………………………………..ext. 4499
Mr. Mark Cole, Music Education……………………………….ext. 4456
Mr. Robert Moore, American Sign Language Education…………………..ext.4472
Mr. Doug Knotts, Art Education…………………………………………ext. 3812

Directors of Field Experiences and Student Teaching

Dr. Sheila Ingle – Boiling Springs Campus…………………………………….ext. 4405
Dr. Faye Rucker – Statesville Campus………………………………………..ext. 5019
CONCEPTUAL FRAMEWORK

Within a Christian environment, the Gardner-Webb University School of Education strives to develop reflective and ethical educators who are knowledgeable in content, respectful of diversity, proficient in technology, and skilled in meeting the needs of all students. Graduates of Gardner-Webb's School of Education should be 21st century leaders in every aspect of their profession, having the instructional, technological and collaborative communication skills to deliver relevant and rigorous content in a forward-thinking context that assures student learning (NC State Board of Education, 2006).

Institutional Mission Statement

Gardner-Webb University, a private, Christian, church-related university, provides outstanding undergraduate and graduate education that is strongly grounded in the liberal arts while offering opportunities to prepare for various professions. Fostering meaningful intellectual thought, critical analysis, and spiritual challenge within a diverse community of learning, Gardner-Webb is dedicated to higher education that integrates scholarship with Christian life. By embracing faith and intellectual freedom, balancing conviction with compassion, and inspiring a love of learning, service, and leadership, Gardner-Webb prepares its graduates to make significant contributions for God and humanity in an ever-changing global community (Gardner-Webb University Catalog, 2011-2012).

School of Education Mission Statement

The mission of the School of Education is to facilitate, within a Christian context, undergraduate and graduate candidates’ development of the knowledge, skills, and dispositions needed in order to assume instructional and leadership roles in our nation’s
schools in a way that ensures the success of all students (Gardner-Webb University Catalog, 2011-2012).

Within the framework of the liberal arts and sciences curriculum, the School of Education at Gardner-Webb University offers undergraduate majors in Elementary and Middle Grades Education. The professional education minor is a required program of study for students seeking licensure at the secondary level (9-12) in the areas of English, Mathematics, and Social Studies. In addition, successful completion of the professional education minor is required for undergraduate students seeking licensure at the K-12 level in the special subject areas of Art, French, Music, Physical Education, Spanish, English as a Second Language, and American Sign Language. Candidates who successfully complete these programs apply for the North Carolina Standard Professional 1 (Class A) Teaching License. Graduate programs at the Master's degree level are offered in Elementary Education (K-6), English Education (9-12), Middle Grades Education (6-9), School Counseling (K-12) and School Administration (K-12). Candidates who successfully complete these programs of study apply for the Class M license, with the exception of School Administration candidates who apply for the Class P license. In addition to the undergraduate and master’s degree program, qualified candidates are offered to study at the doctoral level. Two tracks are offered in the Ed. D. program; educational leadership and curriculum and instruction.

The School of Education strives to accomplish its mission through its commitment to:

1. preparing undergraduate and graduate candidates for professional roles and responsibilities within school settings;
2. providing rigorous programs of study which will facilitate reflective practice within a learning environment based upon Christian principles and values;

3. hiring faculty who fill the role of caring, patient mentors while they model life-long learning that reflects inquiry and problem-based decision making; and

4. fostering partnerships with and providing service to public schools and other organizations through collaborative activities such as consultation, research and staff development (Gardner-Webb University Catalog, 2011-2012).

Central to all licensure programs at Gardner-Webb University is a common conceptual framework that provides not only a philosophical foundation that defines our work, but a model of practice that provides definition to the character and skill of our candidates. Built upon the North Carolina Professional Teaching Standards (NCPTS) and the North Carolina Standards for School Executives, (NCSSE), our conceptual framework places an emphasis on continual learning within the context of the community. Blueprints showing the relationship of our course work to state standards at both the graduate and undergraduate level are on file with the North Carolina Department of Public Instruction. Aligning our beliefs with those of Darling-Hammond (2005), we believe there are three components basic to effective teaching: the learner, knowledge, and assessment.

The Learner

According to Standard II (NCPTS), successful teachers establish a respectful environment for a diverse population of students (NCPTS, 2007). Therefore, effective educators recognize diversity as an asset and understand the relationship of individuality to learning. Not only do they understand human growth and development theory; they also recognize the teaching theory of differentiated instruction relative to the individual needs
and diversity of students in today’s classrooms (Tomlinson, 2001). As the ability of the learner changes, so must the complexity and rigor of the tasks as well as the assessments.

Recognizing that it is the responsibility of the School of Education to respond to teacher candidates’ needs for experiences in a variety of situations and settings, all aspects of a candidate’s education, including classroom instruction, field experience, and student teaching, are planned and aligned to provide opportunities to understand and prepare for the targeted needs of learners from a wide variety of backgrounds and experiences. Candidates’ awareness of student diversity in every area of teaching responsibility, including curriculum and materials selection, lesson planning, assessment, and interaction with students, is an expectation of our institution. Banks et al. contends that while in the past, schools have focused on isolating learners by any number of limiting factors or demographics, today’s teacher must focus on inclusion, recognizing that “educators must seek to eliminate disparities in educational opportunities among all students, especially those students who have been poorly served by our current system” (as cited in Darling-Hammond and Bransford, Eds., 2005, p. 223). It is our belief that educating teachers who are prepared to confront disparity wherever it exists, is a basic responsibility of our role as teacher educators.

The graduate learner focuses on program-long internships emphasizing working with others to facilitate learning environment needs.

Knowledge

Standard III (NCPTS) mandates that candidates know the content they teach. The expectation is that graduates of the School of Education will not only possess content
knowledge, but they will also acquire the pedagogy necessary to convey the connections and relevance within the content, thereby gaining the ability to facilitate learning, which is Standard IV (NCPTS). This in-depth study of pedagogy will also enable graduates to choose appropriate methodology to enhance particular content. As Darling-Hammond asks, “How can we teach what we do not understand ourselves?” (2005, p. 205). In addition to content knowledge, the School of Education has the expectation that candidates possess a high degree of self-knowledge about their own professional dispositions developed through ongoing reflective practice. Whether aspiring teacher leaders or future school executives, candidates are encouraged to ask themselves what they are “best in the world at doing” and what they “are deeply passionate about” (Collins, 2001, p. 95). Candidates should possess dispositions toward excellence in school management and instruction. As Collins reiterates, “People are not your most important asset. The right people are” (p. 13). It is the belief of the School of Education that it is our responsibility to support our PK-12 partners by providing them highly qualified school personnel who have the knowledge, skills and dispositions to lead and teach.

Additionally, the School of Education supports candidates in their journey to be lifelong learners. Standard I (NCPTS) delineates teachers as leaders. In order to be a leader in education, candidates must first understand that learning about their craft does not end at graduation. The understanding that the candidate’s pursuit of knowledge about the art of teaching has only just begun is conveyed by the School of Education through course work, modeling, and opportunities for service and leadership through student organizations such as the Student North Carolina Association of Educators and Kappa Delta Pi, the international honor society in education.
Life-long learning and professional development is further encouraged by the School of Education’s support of The Center for Innovative Leadership Development, which is Gardner-Webb University’s catalyst for developing the skills of local leaders with proven methods that focus on transforming essential community functions and improving the results and quality of life that communities enjoy. The Center (CILD) provides professional development in a variety of settings for school leaders, most significantly, a summer conference, which attracts school leaders from across the state. The Center also houses and facilitates resource projects with local school systems.

Assessment

At the heart of effective instruction is the ability to know when learning has been achieved. To this end, candidates should have not only knowledge of a variety of assessments used in their field, but they should also be able to use the data obtained from formative and summative assessments to make informed decisions about content and methodology. Also, in consideration of Standard V (NCPTS), candidates must become reflective practitioners who understand how to analyze this data and determine the effectiveness of their instruction. Such assessment should utilize multiple measures, be continuous and be thoroughly analyzed. It is the analysis of assessment that provides direction to future learning tasks. “Any activity that requires students to reflect on what they are learning and to share their progress both reinforces the learning and helps them develop insight into themselves as learners. These are keys to enhancing student motivation” (Stiggins et al., 2006). Assessment should not be relegated to formalized summative testing, but should drive targeted effective teaching. The needs of learners are important in planning for instruction as well as assessment. Cohen (1994) writes that
assessment promotes “meaningful involvement of students with material that is central to the teaching objectives of a given course. For this meaningful involvement to take place, the goals of the assessment tasks need to reflect the goals of the course, and these goals need to be made clear to the students” (p. 13). Candidates’ utilization and analysis of, and reflection upon data to design lessons are integrated components of Gardner-Webb’s course work, field experiences, and professional practice.
References


Boykin, A.W. & Noguera, P. (2011). *Creating the opportunity to learn: Moving from research to practice to close the achievement gap*. Alexandria, VA: ASCD.


TEACHER EDUCATION PROGRAM REQUIREMENTS

North Carolina State Board of Education Policy

Recently, the North Carolina State Board of Education adopted new teacher standards and required all teacher education programs to be revisioned. All candidates who started their teacher education program with EDUC 250 in the fall of 2010 must complete the new program regardless of the catalogue under which they entered Gardner-Webb University. Candidates who are already in teacher education can choose to complete the current program or the new program.

The requirements and time schedules for entrance and continuation in the Teacher Education Program are outlined below and are also listed in the current University catalog and in the course registration schedule. The student is responsible for meeting the stated deadlines for submitting applications.

In addition to the Applications for Admission to the Program and to student teaching, the candidate will also submit an Application for Graduation. This application is completed in consultation with the advisor. Check the University catalog for application and fee due dates.

Taskstream

All assessments and electronic evidences required by the State Department will be a part of Taskstream.

Admission to Teacher Education Program

To be admitted to the Teacher Education Program, an undergraduate degree-seeking student must meet the following requirements:

1. File declaration of intent to major or minor in Education with the Academic Advising Center.
2. Complete a minimum of 30 cumulative semester hours, with at least 12 hours earned at Gardner-Webb.
3. Have a minimum overall 2.50 grade point average on all college and university work.
4. Complete EDUC 250 with a grade of C or better.
5. Obtain minimum scores currently required by the State Board of Education on the PRAXIS I (PPST) reading, writing, and mathematics assessments. Students have the option of taking the PPST assessments in either paper-pencil format or the computer-based format. Both formats include the reading, writing, and mathematics assessments.
Passing scores on the individual paper-pencil PRAXIS I and the Computer Based Test assessments are:
- Reading – 176
- Writing – 173
- Mathematics – 173

At its meeting on May 3, 2007, the State Board of Education approved the proposal to allow individuals to satisfy the PRAXIS I paper-pencil testing requirements by earning a 522 composite score across the Reading, Writing, and Mathematics.

If individuals choose to score the minimum on individual tests, both formats (paper-pencil/computer-based) may be used. If individuals choose to use the composite score, only one format may be used for all three tests.

In 2006 the State Board of Education approved SAT/ACT equivalents to the PRAXIS I assessments. See Appendix G for that information.

**SAT Equivalents**

Individuals with a combined Reading and Math (Writing not included) SAT score of 1100 are exempt from the PRAXIS I testing requirements for admission into teacher education programs.

Individuals with a total SAT score of less than 1100, but with a score of at least 550 on the Verbal test are exempt from the PRAXIS I Reading and Writing testing requirements for admission into teacher education programs.

Individuals with a total SAT score of less than 1100, but with a score of at least 550 on the Math test are exempt from the PRAXIS I Mathematics testing requirement for admission into teacher education programs.

**ACT Equivalents**

Individuals with a composite ACT score of 24 are exempt from the PRAXIS I testing requirements for admission into teacher education programs.

Individuals with a composite ACT score of less than 24, but with a score of at least 24 on the English test are exempt from the PRAXIS I Reading and Writing testing requirement for admission into teacher education programs.

Individuals with a total ACT score of less than 24, but with a score of at least 24 on the Math test are exempt from the PRAXIS I Mathematics testing requirements for admission into teacher education programs.
These scores are subject to change by the State Board of Education. Applicants must satisfy the score requirements in effect at the time of Admission into the Teacher Education Program.

Additional information, including registration procedures, can be found at the Educational Testing Service web site www.ets.org.

It is the applicant’s responsibility to see that an official copy of his/her PRAXIS I scores is mailed to Gardner-Webb University by ETS. If an applicant has the equivalent SAT/ACT score, it is his/her responsibility to provide the School of Education with an official copy prior to the interview.

6. Complete Background Check following the designated guidelines. (See APPENDIX L)

7. Complete Application for Admission to Teacher Education Program. (See Appendix A). Applications are due the first Monday in October and the first Monday in March. Note: For students who do not meet minimum requirements during the semester in which they apply for admission to the program, the student will need to reapply.

8. Successfully complete Teacher Education Interview (see Appendix B).

9. Obtain formal admission to the Teacher Education Program prior to completing one-half of the major and professional studies sequence (Excluding student teaching/internship).

IMPORTANT!!! The North Carolina State Board of Education has a policy which states that no candidate may complete more than one-half (50%) of his/her professional program, excluding student teaching, without formal admittance into teacher education. To comply with this policy, Gardner-Webb University has identified the courses in each program that may be taken prior to formal admission and courses that may be taken only after formal admission has occurred. Student progress is monitored accordingly by each student’s advisor.

All candidates must be admitted into teacher education at least one full year prior to the semester in which they plan to student teach.
Continuing in Teacher Education

In order to continue in the Teacher Education Program, a student must:

1. Maintain a 2.50 grade point average (the candidate’s advisor will review this at the end of each semester); and
2. Earn a C or better in all major and minor courses.

If a candidate’s cumulative grade point average falls below 2.50, the candidate is no longer in good standing in the teacher education program. At that point, s/he may take no more professional education courses until the grade point average returns to 2.50. Professional education and major courses in which the candidate received a D or an F may be taken as repeats to bring up the grade point average. When the grade point average returns to 2.50, the candidate must re-apply for admission into teacher education and participate in another interview.

Candidates must be re-admitted at least one full year prior to the semester in which they plan to student teach.

Entrance into Professional Semester

Before beginning the professional semester of student teaching, the student must meet the following requirements:

1. Submit completed Application for Student Teaching on or before February 15 for teaching in the fall semester and on or before September 15 for teaching in the spring semester. (See Appendix C.)
2. Maintain a 2.50 cumulative grade point average.
3. Maintain a grade of C or better in all professional education courses, including courses taken during the professional semester.
4. Complete all requirements for the selected major. These requirements are described in the catalog under the appropriate department or school listing.

(Policy Amended April, 2005)

Late Fees

1. A late fee of $25 will be applied to any candidate who misses an Application for Admission to Teacher Education or an Application for Student Teaching deadline.

2. Funds generated by late fees will be applied to Curriculum Lab supplies.
Completion of the Teacher Education Program

Successful completion of the basic course requirements and all major requirements and the Professional Education Minor, including the professional semester, will qualify students for licensure in North Carolina and many other states. To complete the program and be recommended for initial Standard Professional I (Level A) licensure the student must meet the following requirements:

1. Meet state required scores on PRAXIS II: Subject Area Assessment. (Official scores must be on file in the School of Education). The Praxis Series, Professional Assessments for Beginning Teachers, are the standardized tests required for licensing in North Carolina and in most other states. First-time applicants for a North Carolina license must submit scores for the Praxis II Subject Assessments required by the State Board of Education. During the student teaching (professional) semester or, upon completing graduation requirements, elementary and English as a Second Language preservice teachers must take PRAXIS II: Subject Assessments. The PRAXIS II licensing examination is NO LONGER REQUIRED for middle grades, secondary, and K-12 candidates who complete an approved teacher education program with at least 24 semester hours in a content area, and are recommended by their university. Applicants for North Carolina licensure must meet the minimum PRAXIS scores in effect at the time they apply for licensure, regardless of the scores in effect at the time they took the tests.

2. Complete successfully all major requirements and the professional education minor including the professional semester with no grade less than a C and maintaining a 2.50 GPA.

3. Attend all required seminars.

4. Completed the electronic evidences as required by your program of study.

5. Complete Exit Conference with University student teaching supervisors. (See Appendix D.)

6. Complete and submit to the School of Education all necessary forms, transcripts, and fees for licensure application. (Original forms must be submitted to Mrs. Tina Earls, 102A Craig Hall, Boiling Springs campus or Dr. Faye Rucker, GWUS 126, Statesville campus.)

It is the student’s responsibility to see that PRAXIS II scores are mailed to GWU and to the NC Department of Public Instruction by entering correct codes on PRAXIS II application forms and/or answer sheets. Official scores must be on file in the office of the School of Education, GWU Boiling Springs campus.
STUDENT TEACHING POLICIES

Student Teaching Placements

The student teaching experience is the culminating experience of the undergraduate teacher preparation process and it is the goal of the GWU School of Education to provide the best possible student teaching placement for all candidates. In order to ensure this experience, student teachers:

- will not be assigned to their former teachers
- will not be assigned to relatives who are teachers
- will not be assigned to teachers with fewer than three years of full-time teaching experience
- will not be assigned to schools which they attended within the last ten years
- will not be assigned to schools which their children currently attend
- will not be assigned to schools in which they are currently employed as teacher assistants

Appeal letters must be filed with the Director of Field Experiences and Student Teaching when the Application for Student Teaching is filed in order to provide the Teacher Education Committee time to address the appeals.

If a student teacher wishes to appeal any of the above placement conditions, the following process will be followed:

- a letter must be filed with the Director of Field Experiences and Student Teaching (at the appropriate campus) by the student requesting a change in the process. In the case of a teachers assistant’s placement, a letter must be filed by the principal requesting the appeal. The letter must clearly explain the reason(s) for the appeal request.
- The Director of Field Experiences and Student Teaching will bring the letter(s) to the Teacher Education Committee for consideration.
- The Teacher Education Committee will make the final decision with respect to all student teaching placement appeals decisions.

Approved and effective 11/06/07
**Coursework Policy**

Student Teaching (EDUC 450) is the capstone course in the program of every undergraduate candidate whose minor is professional education. When a candidate registers for student teaching, all other coursework (core, major, minor, and any additional licensure requirements) must have been completed or will be completed during the semester prior to student teaching (including summer).

If there is an exception to this policy, the candidate must request in writing to his/her advisor that the policy be waived. The request must contain all information pertinent to the reason for asking for the waiver. The advisor will then give the request to the specific departmental Teacher Education Committee (TEC) representative, who will bring it to the TEC subcommittee for discussion and action. The subcommittee will always include the candidate’s advisor and at least two members of the Teacher Education Committee. The TEC chair will provide a written copy of the action taken by the TEC subcommittee to the departmental representative, who will share the written information with the candidate’s advisor. The advisor will then provide a copy of the action to the candidate. Any exception to the coursework policy must be approved by the TEC or its subcommittee prior to the candidate’s registering for EDUC 450.

If a candidate wishes to appeal the Teacher Education Committee subcommittee’s decision, s/he may write a letter of appeal to the Chair of the Teacher Education Committee. The Chair will bring the appeal to the full Teacher Education Committee. The TEC Chair will respond in writing to the candidate, advisor, and departmental representative within five (5) working days after the appeal has been heard.

*See Appendix for complete form:

Candidate’s Name_________________    ID#____________________

The Teacher Education Committee took the following action with regard to the Course Waiver Request on the attached Sheet:

**Employment During Student Teaching Policy Statement**

The full-time student teaching semester will require your full-time commitment. During this semester, you may register only for student teaching. Student teachers may not engage in other work (*full-time or part-time*) during the student teaching semester without the prior written consent of the Dean of the School of Education, the Director of Field Experiences and Student Teaching, and the University Supervisor. Prior consent is also required for those who wish to participate in time-consuming extra-curricular activities including, but not limited to, university-sponsored sports, band, clubs, etc. Extra-curricular activities on or off campus must not interfere with student teaching duties, including after-school/*weekend* responsibilities and meetings.
This request is initiated by the candidate and must contain a rationale for the work request and a copy of the work schedule. The consent form must be completed, with all appropriate signatures, and filed with the University Supervisor by the end of exam week of the semester prior to the student teaching semester. A copy of the candidate’s work schedule or extra-curricular activities schedule will be shared with the cooperating teacher. Failure to comply with the above-stated policy or failure to perform student teaching responsibilities at a level acceptable to the cooperating teacher and university supervisor may result in a student teacher being withdrawn or having to withdraw from the student teaching experience. Contact the Director of Field Experiences and Student Teaching for the Request to Work Consent Form or if you have any questions about this guideline.

Withdrawal/Repeating Student Teaching

Student Teaching is the culminating clinical experience in which teacher candidates exhibit the knowledge, skills, and dispositions of pre-professionals who are both theorists and practitioners. For the majority of candidates, student teaching will be a one-semester experience that will begin and end during the same semester. The expectation of Gardner-Webb University is that each candidate will be successful during his/her student teaching experience.

A candidate with a medical or personal emergency* beyond his or her control may withdraw from student teaching when s/he withdraws from the university. The School of Education may withdraw a candidate from student teaching when all possibilities for successful completion of the experience have been exhausted.

A candidate who has withdrawn or has been withdrawn from student teaching may petition the Teacher Education Committee through the Director of Student Teaching for a second student teaching opportunity. The student must submit a letter of request that includes:

- A statement indicating the circumstances that caused the withdrawal from the original placement, and
- A statement outlining why the candidate believes that s/he will be successful in a second placement.

The Teacher Education Committee will review the request and will have the final decision with regard to allowing or not allowing a second student teaching opportunity. The candidate may be asked to be present at the meeting to make a statement and/or answer questions. If the request is granted, a Professional Development Plan (PDP) may be created for the candidate. This plan will be closely monitored by the candidate’s student teaching supervisor and the Director of Student Teaching.

A candidate who must be withdrawn from a second student teaching experience for reasons other than a medical or personal emergency* beyond his or her control may not petition for a third opportunity to student teach. A candidate may petition for a third opportunity to student teach only if a medical or personal emergency forced the candidate
to withdraw a second time. Under these circumstances, the Teacher Education Committee will have to consider the extenuating circumstances outlined in the candidate’s petition and determine if a third student teaching placement is warranted.

Although a candidate may petition for a second or third student teaching opportunity, neither is guaranteed.

*A medical or personal emergency requires that a candidate be under the care of a physician or psychologist at the time of the withdrawal.

Approved by the TEC in May, 2008.
NORTH CAROLINA LICENSURE REQUIREMENTS

To be recommended for Standard Professional I licensure in the state of North Carolina, a candidate must meet the following requirements:

1. Complete an approved program of study.
2. Obtain minimum scores on the PRAXIS II: Subject Area Assessment, if applicable at the time of application.
3. Submit the completed application for licensure to the office of the School of Education (102A Craig Hall).
4. Provide official transcripts for all college and university work completed at other institutions to the office of the School of Education.
5. Remit the processing fee required by the State of North Carolina at the time of application.

TEACHER EDUCATION POLICY FOR LICENSURE-ONLY STUDENTS

Any person holding a baccalaureate degree may enter the university as a licensure-only, non degree-seeking student. The student must meet entrance and exit requirements comparable to those required of a degree-seeking student, as determined by the Dean of the School of Education or his designated chair.

FIELD EXPERIENCE INFORMATION

Through the courtesy and cooperation of Cleveland County, Rutherford County, Iredell-Statesville Schools, and other public school systems in close proximity to Gardner-Webb University, observation, participation, and student teaching are available in elementary, middle grades, and secondary classrooms. Thanks to these schools, teacher education candidates are able to meet the requirements of the Gardner-Webb University Teacher Education Program and the North Carolina State Department of Public Instruction for public school field experiences. The field experiences in the Teacher Education Program are purposefully designed to move the preservice teacher from observation (beginning in EDUC 250), to participation, and to teaching (culminating in EDUC 450) in variety of diverse school settings. The candidate is responsible for arranging and providing his/her own transportation to and from fieldwork assignments.

Field experiences (both pre-student teaching and the student teaching experience) are opportunities for prospective teachers to become acquainted with the world of practice in actual classrooms. The experiences include observation in the school setting, interaction with practicing teachers, assisting teachers in regular activities, and planning and delivering instruction under supervision. These opportunities for observation and participation in the school setting are valuable because they enable the prospective educator.
• To determine whether s/he should continue in the education program in preparation for teaching;

• To determine the appropriate choice of program based on the student’s abilities and interests;

• To integrate theoretical aspects of the profession with practical applications;

• To be exposed to and involved with a variety of school systems/philosophies, grade levels, subject areas, teaching methodologies, and management plans;

• To be exposed to and involved with public school students representing a variety of sociocultural and socioeconomic backgrounds, ability levels, and special needs;

• To have opportunities to demonstrate instructional skills and appropriate supervision; and

• To have opportunities for self-analysis, reflective thought, and discussions with practicing classroom teachers and professors.

The Directors of Field Experiences on the Boiling Springs and Statesville campuses are responsible for all school placement arrangements. Candidates are not to make direct contact with the schools inquiring about field placements or student teaching without clearance from their respective Director of Field Experiences.

Participating in the field experience is a serious commitment on the part of the candidate and Gardner-Webb University. These experiences are designated to provide opportunity for reflective thinking and self-analysis. Commitment to the teaching profession is demonstrated by the candidate’s attitude toward these initial experiences. When placements are assigned, the public school personnel accepting the placements prepare for the candidate’s participation in the classroom. Candidates are expected to be present and on time to each appointed place and to consistently exhibit professionalism in dress, manner, ethics, behavior, and attitude. Failure to meet these requirements could result in a candidate’s failure to satisfy the field experience requirement. Absences due to illness should be conveyed to the classroom teacher with immediate arrangements to reschedule.

The Field Experience Confirmation form must be completed and returned by the professor to the Director of Field Experiences at the closing of the semester. (See Appendix F.)
EXPECTED PROFESSIONALISM DURING FIELD EXPERIENCES

The prospective educator should be aware of the strength of initial impressions and should use the field experiences as a time for establishing the professional image. School principals begin quietly forming opinions and perceptions of prospective teachers during field experiences. First impressions are often lasting impressions and most often begin with appearance. Therefore, the candidate should dress appropriately in order to make a positive impression, meaning that dress should represent more nearly the general dress code of the teachers in the school rather than student dress.

Keep in mind that Gardner-Webb University at Boiling Springs, Gardner-Webb University at Statesville and the public schools in the areas have excellent working relationships. You are preceding other teacher education candidates who will be placed in these same schools, so it is imperative that you do your part to ensure that these relationships remain strong. Ways of accomplishing this include remembering the importance of confidentiality, keeping appointments, being on time, adhering to school policies and procedures, following directions, being courteous and using good manners, and officially withdrawing if it becomes necessary. Shorts, t-shirts, sweats, jeans, caps, baggy clothing, and suggestive clothing (too tight, too thin, too revealing, and too short) are never permissible. In other words, dress neatly and conservatively. Likewise, body art and tattoos must be covered and body piercing must be limited to ears only. Gardner-Webb professors and candidates are guests in the public schools, and our entire Teacher Education Program is often judged by the demeanor of just a few of us.

Teacher education candidates should look for positive aspects of the situation and the school and should refrain from making derogatory statements to their peers or other teachers. Time and effort have been invested in finding the appropriate placements for each candidate. However, if insurmountable difficulties occur, the candidate should contact the professor of the course and the Director of Field Experiences immediately.

In preparation for the experience, candidates are encouraged to consider meaningful questions to ask, specific features of the classroom they wish to observe, and methods of instruction that will be utilized. Candidates are encouraged to make notes during the experience and to reflect upon the observations made.
POLICY ON LIABILITY INSURANCE FOR LICENSURE STUDENTS

All students enrolled in courses that include field experiences (e.g. EDUC 250, PHED 300, 402, EDUC 325) are strongly encouraged to purchase professional liability insurance prior to starting any field experiences, practica, internships, or student teaching. Professional liability insurance should be in effect for each course that requires a field experience as well as during the student teaching experience. In instances where a candidate causes damage or injury during the field experience or student teaching, neither Gardner-Webb University nor the State of North Carolina will be responsible for providing legal defense for that candidate, or for paying for any judgment that may be entered against the candidate. Student teachers are otherwise provided the same protection as professional teachers under State Guidelines.

Student rates for liability insurance are available from the following:

SNCAE/SNEA - Student North Carolina Association of Educators
For information, please see Dr. Danielle Robertson in Craig Hall.

KAPPA DELA PI – KDP, the International Honor Society in education offers liability coverage at a moderate price. Members of KDP may find information on this coverage on the kdp.org website.
Please sign the following and submit one copy to your EDUC 250 professor who will then submit it to the Director of Field Experiences. Retain one copy for your files.

I have read the above policy with regard to liability coverage and have noted that neither Gardner-Webb University nor the State of North Carolina will be responsible for providing legal defense should a judgment be brought against me.

Signature___________________________________ Date____________

I have paid my dues and am a member of SNCAE/SNEA or have obtained coverage through KDP or another liability carrier.

Signature___________________________________ Date____________
Phone Number ______________________ Email_____________________

Please sign the following and submit to your EDUC 250 professor who will then submit it to the Director of Field Experiences.

I have read the above policy with regard to liability coverage and have noted that neither Gardner-Webb University nor the State of North Carolina will be responsible for providing legal defense should a judgment be brought against me.

Signature___________________________________ Date____________

I have paid my dues and am a member of SNCAE/SNEA or have obtained coverage through KDP or another liability carrier.

Signature___________________________________ Date____________
Phone Number ______________________ Email_____________________
REQUIREMENTS DURING STUDENT TEACHING

The North Carolina Department of Public Instruction requires technology skills assessment for preservice teachers. The purpose of the assessment is to ensure that exiting students from teacher education programs who are intending to apply for a teaching license with the State of North Carolina have the necessary basic and advanced technology knowledge and skills.

In addition, Department of Public Instruction requires the submission of electronic evidences in order for candidates to demonstrate teaching competency. To that end, the student teacher, as a component of his/her teacher education program, accepts responsibility for working with the university supervisor to create the electronic evidences for Task Stream as required for their particular program.

Although the evidences are not fully completed until the end of the Professional Semester, candidates begin their preparation as early as Education 250 (Teaching in the 21st Century) by establishing their Task Stream account and developing the required evidences.
POLICY FOR CANDIDATE APPEALS

Reason for Appeal

Candidates may appeal to the Teacher Education Committee (TEC) for the following reasons:

a. Advising errors
b. Special problems related to licensure-only candidates
c. Extraordinary personal circumstances
d. Grade point average below an overall/cumulative 2.50

Appeals Process

1. The candidate who is filing the appeal must write a letter fully explain the grounds for the appeal.

2. The candidate submits the letter to his/her advisor for the advisor's written comments. IF the candidate is appealing the 2.50 requirement, the advisor must include all information indicating when the candidate will achieve the 2.50.

   a. Appeals will only be heard if the applicant can mathematically achieve the 2.50 in order to be admitted into teacher education at least one full semester prior to the student teaching semester.

   b. A 2.50 and admission into teacher education must be achieved prior to being admitted into the student teaching semester. (This requirement cannot be appealed.)

3. The candidate sends the letter and advisor’s comments to the Dean of the School of Education, who will present it to the Appeals Committee for Teacher Education Committee. The findings of the Appeals Committee will be reported to the TEC. (See Appendix E.)

Approved by the TEC 2/5/08
EDUCATION PROFESSIONAL ASSOCIATIONS

**Student North Carolina Association of Educators** is a professional organization for all candidates who are majoring or minoring in professional education programs. This organization builds collegiality among those pursuing careers in education by providing opportunities for professional growth, opportunities for service in the educational community, opportunities for fellowship and fun activities, as well as providing for professional liability insurance and attendance at state conferences. Members of SNCAE are eligible for NEA gold credit cards and discounts through NEA benefits including a reduction of $10.00 times years of SNCAE membership toward the first year of career membership fees. For membership application and meeting times contact Dr. Sydney Brown, SNCAE Sponsor, in Craig 106 F.

**Kappa Delta Pi** is an international Honor Society in Education committed to recognizing excellence and fostering mutual cooperation, support, and professional growth for educational professionals, both pre-service and in-service. As part of its ongoing dedication to educators, the Society offers workshops and conferences; scholarships and grants; community service projects; employment resources; professional development; books, journals, and other publications; and other resources. For additional information please contact Dr. Sheila Ingle, KDP sponsor, in Craig 102B.

OTHER ORGANIZATIONS

In addition to SNCAE and KDP, there are additional clubs/organizations available for preservice teachers. Students are encouraged to become involved. Check with advisors or program coordinators for information.

SERVICE OPPORTUNITIES

There are ample opportunities within the public schools and the surrounding community for tutoring and various other forms of participation and involvement. Please contact the School of Education office for additional information.
TEACHER EDUCATION PROGRAM REQUIREMENT CHECKLIST

Use the following checklist to record your completion of each requirement for the Teacher Education Program. Keep this checklist in your files and refer to it throughout your program.

DATE

1. ________ PRAXIS I: PPST scores are on file in the School of Education

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPST Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPST Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPST Math</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. ________ “C” or better in EDUC 250

3. ________ Application for Admission to the Teacher Education Program completed and submitted to School of Education (note deadlines)

4. ________ Teacher Education Interview

5. ________ Application for Admission approved/Official letter of acceptance received from School of Education

6. ________ TB test clearance (to be submitted with student teaching application complete with negative test result, date, and official health professional’s signature directly on application)

7. ________ Background Check

8. ________ Application for Student Teaching completed and submitted to School of Education Administrative Assistant (note deadlines)

9. ________ Application for Student Teaching approved/Official letter of placement received from Director of Student Teaching

10. ________ Application for Graduation filed with Registrar’s Office (note deadlines)

11. ________ PRAXIS II: Subject Assessments, if applicable, are on file in the school of Education

<table>
<thead>
<tr>
<th>Subject Assessment</th>
<th>Score</th>
<th>Date</th>
</tr>
</thead>
</table>
12. Official transcripts from all colleges and universities from which course work has been transferred are on file in the School of Education (candidates are responsible for requesting that these be sent)

13. Resume completed/Copies ready for inclusion in portfolio and Spring Job Fair

14. Portfolio completed and approved by faculty team (IHE/LEA)

15. Student teaching successfully completed

16. Exit conference with GWU student teacher supervisor completed

17. Licensure forms completed and submitted to the School of Education Administrative Assistant with fees (all forms, fees, and transcripts due by Final Seminar)
FIELD EXPERIENCES RECORD FOR FUTURE REFERENCE

Throughout your program of study, you will be required to participate in a number of field experiences. This page is intended as a space for you to record each field experience each semester. Since you are asked to record this information on the Student Teaching Application, please keep it current.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>School(s)</th>
<th>Grade Level</th>
<th>Teacher(s)</th>
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</table>
APPENDICES
APPENDIX A
APPLICATION FOR ADMISSION TO TEACHER EDUCATION

Return to: School of Education, 102A Craig Hall

Date:__________

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<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle</th>
<th>SS#</th>
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<table>
<thead>
<tr>
<th>Campus Address Box #</th>
<th>Room #</th>
<th>Phone #</th>
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</table>

Home Street Address

<table>
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<tr>
<th>Home Address</th>
<th>City</th>
<th>State/Zip</th>
<th>Phone #</th>
</tr>
</thead>
</table>

Indicate which education curriculum you wish to complete:

_____ Elementary Education (K-6)

_____ Middle Grades (6-9) Areas __________________________

_____ Secondary Education (9-12)

Teaching Area(s) __________________________

_____ Special Subjects (K-12) Area(s) __________________________

Semester and year you expect to student teach __________________________

Advisor __________________________

---

PRAXIS Series – Professional

Assessments for Beginning Teachers

_____ Pre-Professional Skills Test

<table>
<thead>
<tr>
<th>PPST Reading</th>
<th>CBT Reading</th>
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<tbody>
<tr>
<td>HRS ATT</td>
<td>HRS CREDIT</td>
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</table>

GWU  Transfer

<table>
<thead>
<tr>
<th>CBT Writing</th>
<th>CBT Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRS CREDIT</td>
<td>QPR</td>
</tr>
</tbody>
</table>

Do Not Write Below This Line

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GWU

Transfer
EDUC 250  Grade:
In your own handwriting, explain in a paragraph of 150-200 words WHY you want to become a teacher.
Crime Statements:
Have you ever had a certificate or license revoked or suspended by any state or other governing body? If yes, attach a statement giving full details and official documentation of the action taken.

Yes_______
No_______

Have you ever been convicted of a crime (excluding minor traffic violations)? If yes, please attach a letter of explanation and certified copy of the court proceedings.

Yes_______
No_______

Signature:________________________________________
Date________________________________________
APPENDIX B
Rationale for Interview

To help assure that persons admitted to the Teacher Education Program possess the intellectual, motivational, and attitudinal attributes considered necessary to function as a member of the teaching profession.

Criteria

• Interview skills in general (i.e., eye contact, responding to questions asked, posing questions themselves)

• Personal awareness (i.e., knowledge of strengths and weaknesses)

• Professional appearance (i.e., poise, appropriate attire and demeanor)

• Empathy (i.e., recognition of problems facing youth, respect for opinions held by youth, appreciation for individual differences, respect for colleagues at work)

• Educational interests (i.e., volunteer or professional experience, working with age groups, professional goals, knowledge of current events and issues that could impact education)

• Knowledge of Teacher Education Program Conceptual Framework (articulate strands, meaning, application)
APPENDIX C
APPLICATION FOR STUDENT TEACHING

Circle one: Fall or Spring Year_____
Gardner Webb University
Return to: School of Education, Craig Hall 102A, Boiling Springs Campus
Or
GWUS, Statesville Campus
Date Admitted to Teacher Education Program_______________

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First</th>
<th>Middle</th>
<th>Social Security #</th>
<th>ID #</th>
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<th>Home Phone</th>
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<th>Advisor</th>
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Will you need campus housing?   _____Yes   _____No  email:__________________

Identify your major, then indicate your concentration or specialty area:

<table>
<thead>
<tr>
<th></th>
<th>K-6</th>
<th>Middle Grades</th>
<th>9-12</th>
<th>K-12</th>
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<tbody>
<tr>
<td>Preferred Level:</td>
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<td>Primary Level</td>
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<td>Upper (3-5)</td>
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<td>Concentrations:</td>
<td>Speciality Area:</td>
<td>Specialty Area:</td>
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<td>(French, Spanish, ESL</td>
<td>(English, Math, ESL, ASL)</td>
<td>Physical Ed., Music, Social Studies)</td>
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<td>Preferred Level:</td>
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<td>Elementary</td>
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<tr>
<td>Middle Grades</td>
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<tr>
<td>Secondary</td>
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Negative TB results:_____________________________________Date:_____________

Official Signature or stamp from doctor or Health Dept. required. This information should be completed when you submit this application.

Background Check results:________________________________Date:_____________

List any specific interests, strengths, or particular experiences you possess that may benefit your students or the school at large. (I.e. musical or athletic abilities, debate team, languages, etc….)

________________________________________________________________________
List and describe experiences working with children/youth (field experiences, volunteer work, tutoring, teaching assistant, etc.):

<table>
<thead>
<tr>
<th>Dates</th>
<th>School/Other</th>
<th>Grade/Age Level</th>
<th>Description</th>
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Advisor’s signature indicates that:
the advisor and student teaching candidate have agreed on grade level choices;
the advisor has read and discussed the student teaching candidate’s philosophy of teaching; and the advisor has checked and determined that this candidate has completed all courses and meets requirements for student teaching.

Advisor’s Signature __________________________ Date ______________ Applicant’s Signature
Express your PHILOSOPHY OF TEACHING. This can be handwritten or typed. Please limit the philosophy to one page.
Please answer the following questions to aid in your placement:

From which high school did you graduate?  

School Name:_______________________

Graduation Date:___________________  

Location:_________________State:_____

The School of Education places student teachers in the following school systems: County systems of Cleveland, Rutherford, Gaston, Lincoln, and Burke; and Iredell-Statesville.

Have you worked or are you currently working in one of the above school systems (i.e. teaching assistant, coach..)? _____If yes, dates of employment?____________________

Name of school and system:_________________________________________________

Do you have children in one of the above school systems?______________

If yes, name of school and system____________________________________________

Please list your choices of preference of location for student teaching (see school systems above)

<table>
<thead>
<tr>
<th>Select School Systems in order of preference</th>
<th>Specific school preference</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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**NOTE:  Preferences are not guaranteed, but are considered as a factor in determining placement.**
APPENDIX D
EXIT CONFERENCE FOR STUDENT TEACHERS
Teacher Education Program
Gardner-Webb University

Student Teacher__________________________________________________
Placement School______________________________Grade Level________
Cooperating Teacher______________________________________________
Licensure Area:___________________________Concentrations:___________
Date:_______________

The goals that the student teacher seeks to accomplish during the student teaching experience are stated below. Following each goal is a space for comment/explanation regarding achievement of that particular goal. Please complete this form, in consultation with the student teacher, to record the achievement of the stated goals.

The student teacher will:

1. demonstrate effective communication skills in classroom interaction and in consultative and collaborative relationships;

2. utilize various teaching strategies, materials, instructional technologies, and methods of classroom organization;

3. demonstrate an understanding of the teaching/learning environment by making appropriate teaching plans, implementing those plans, and providing for effective and appropriate evaluation of student learning;

4. demonstrate the ability to put research into practice and to undergird practice with research;

5. demonstrate the ability to teach the communication skills of reading, writing, listening, and speaking across the curriculum;
6. demonstrate effectiveness in working with students from a variety of socioeconomic and cultural backgrounds and with a variety of different learners (including those with exceptionalities) by adjusting methods, techniques, and strategies as needed;

7. demonstrate an ability to effectively work with families;

7. demonstrate a knowledge of schools and community resources by using a variety of resources in the planning and implementation of teaching strategies;

8. develop skills of self-evaluation through thoughtful reflection, discussions with supervisors, and sensitivity to reactions from students;

9. assume the role of a professional educator, with the attendant responsibilities for maturity of behavior and judgment as well as for developing leadership skills;

10. demonstrate an understanding of the different roles and responsibilities of all personnel working within the school;

12. demonstrate an understanding of the necessity for life-long professional learning

University Supervisor_________________________ Date ________________

Student Teacher_____________________________ Date ________________
APPENDIX E
APPEALS PROCESS SUMMARY FORM

Directions: Attach this form to your letter of appeal.

Name _________________________________ Date of Appeal ________________

Current GPA ___________________________ Hours this semester ______________

Praxis date _____________________________

Praxis Scores ____________________________________________________________

Next planned Praxis date (if deficient) ___________________________

Professional semester date __________________________

Anticipated graduation date __________________________

Courses needed next term:

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

Student’s signature _______________________________ Advisor’s signature _______________________________
APPENDIX F
Gardner-Webb University

FIELD EXPERIENCE CONFIRMATION
Return to your professor who
Submit this form to Director of Field Experiences

Student Name ____________________________ ID # __________________

Class:  Freshman_______  Sophomore_______  Junior_______  Senior_______

Course # and Name ________________________________________________

Semester:  Fall_______  Spring_______  Summer I_______  Summer II_______  Year_______

Directions: The area below is designed for confirming three (3) field experiences. Upon completion of your assigned number of field experiences with each teacher, complete the information and ask the classroom teacher to sign for confirmation.

Field Experience #1
School ____________________________________________ Grade or Content Area

Teacher’s Name ____________________________ Number of visits _______ Number of clock hrs ______

Type of Experience (Check all that apply)
OBSERVATION_______  PARTICIPATION_______  TEACHING_______

Classroom Teacher’s Signature ________________________________

Field Experience #2
School ____________________________________________ Grade or Content Area

Teacher’s Name ____________________________ Number of visits _______ Number of clock hrs ______

Type of Experience (Check all that apply)
OBSERVATION_______  PARTICIPATION_______  TEACHING_______

Classroom Teacher’s Signature ________________________________

Field Experience #3
School ____________________________________________ Grade or Content Area

Teacher’s Name ____________________________ Number of visits _______ Number of clock hrs ______

Type of Experience (Check all that apply)
OBSERVATION_______  PARTICIPATION_______  TEACHING_______

Classroom Teacher’s Signature ________________________________
PRAXIS INFORMATION/UPDATE

Effective immediately (1/5/2006) The State Board of Education adopted into policy the following substitution for the PRAXIS I Pre-Professional Skills tests for admission into teacher education programs:

**SAT Equivalents**

Individuals with a total SAT score of **1100** are exempt from the PRAXIS I testing requirements for admission into teacher education programs.

Individuals with a total SAT score of **less** than 1100, but with a score of at least **550** on the **Verbal** test are exempt from the PRAXIS I Reading and Writing testing requirements for admission into teacher education programs.

Individuals with a total SAT score of **less** than 1100, but with a score of at least **550** on the **Math** test are exempt from the PRAXIS I Mathematics testing requirement for admission into teacher education programs.

**ACT Equivalents**

Individuals with a composite ACT score of **24** are exempt from the PRAXIS I testing requirements for admission into teacher education programs.

Individuals with a composite ACT score of **less** than 24, but with a score of at least **24** on the English test are exempt from the PRAXIS I Reading and Writing testing requirement for admission into teacher education programs.

Individuals with a total ACT score of **less** than 24, but with a score of at least **24** on the Math test are exempt from the PRAXIS I Mathematics testing requirements for admission into teacher education programs.

Distributed to School of Education 2/3/2006
Candidate Dispositions
The Gardner-Webb University Teacher Education Program is committed to excellence in the preparation of all undergraduate and graduate candidates. The acquisition of dispositions is carefully monitored by university faculty using the **Assessment of Candidate’s Dispositions** form. Disposition items appearing below have been selected based on criteria from the Gardner-Webb University Teacher Education Conceptual Framework.

<table>
<thead>
<tr>
<th>Candidate’s Name:</th>
<th>Date:</th>
<th>Year of Completion:</th>
</tr>
</thead>
</table>

**I believe that all students can learn.**

<table>
<thead>
<tr>
<th>Criteria Indicators</th>
<th>Developed 1</th>
<th>Emerging 2</th>
<th>Undeveloped 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates respect for the abilities of all students.</td>
<td>Candidate shows enthusiasm for teaching all students, regardless of culture, ethnicity, handicapping condition, or socioeconomic status.</td>
<td>Candidate works more easily and consistently with some children than with others.</td>
<td>Candidate demonstrates frustration at students who are unwilling or unable to work up to candidate’s expectations.</td>
</tr>
<tr>
<td>2. Treats all students fairly.</td>
<td>Candidate demonstrates behaviors consistent with the belief that all students deserve unbiased teachers who provide the best educational opportunity.</td>
<td>Candidate attempts to treat all students fairly.</td>
<td>Candidate demonstrates preferential treatment of some students.</td>
</tr>
<tr>
<td>3. Demonstrates respect for diverse student views and opinions.</td>
<td>Candidate acknowledges and is respectful of diverse student views based on ethnicity, culture, and/or learning style.</td>
<td>Candidate appears to acknowledge that students may be different in their views, based on ethnicity, culture, and/or learning style.</td>
<td>Candidate is judgmental and demonstrates little tolerance for opinions that differ from his or hers.</td>
</tr>
<tr>
<td>4. Models an ethic of care for all students</td>
<td>Candidate teaches and models a caring attitude and provides a nurturing environment where students feel prized.</td>
<td>Candidate attempts to pay attention to students and promote a caring environment.</td>
<td>Candidate is indifferent toward student needs and does not model an appreciation of students as emotional beings.</td>
</tr>
</tbody>
</table>
I believe that all students deserve the most appropriate instruction.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Developed</th>
<th>Emerging</th>
<th>Undeveloped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>1. Communicates clear expectations in effective manner to diverse students.</td>
<td>Candidate varies approach to communication in order to most effectively relay expectations to diverse students.</td>
<td>Candidate communicates expectations but does not work to create directions that all students can follow.</td>
<td>Candidate poorly communicates expectations once and expects students to follow.</td>
</tr>
<tr>
<td>2. Demonstrates an understanding of the necessity to vary instruction to meet diverse student needs.</td>
<td>Candidate recognizes and transforms instruction in order to meet the needs of all students.</td>
<td>Candidate sometimes varies instructional methods but does not consider the needs of students when planning instructional models.</td>
<td>Candidate uses on instructional style and expects students to adapt.</td>
</tr>
<tr>
<td>3. Speaks with clarity, fluency, and appropriate grammar.</td>
<td>Candidate demonstrates a strong grasp of effective oral communication skills and models those skills for students.</td>
<td>Candidate uses appropriate grammar most of the time but is often unclear and tentative.</td>
<td>Candidate rambles, is ambiguous and imprecise, and uses incorrect grammar in the classroom.</td>
</tr>
<tr>
<td>4. Demonstrates flexibility in the planning and execution of instruction.</td>
<td>Candidate shows a willingness to amend planning, change direction, and adapt instruction in order to be accommodating to all students.</td>
<td>Candidate does not easily adjust to necessary changes in instruction and dislikes revising or altering plans.</td>
<td>Candidate is unwilling to revise plans or modify lessons in order to effectively execute instruction.</td>
</tr>
</tbody>
</table>
I believe that teachers and educational leaders must collaborate with colleagues, parents, and the community to provide the best educational experiences for all students.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Developed</th>
<th>Emerging</th>
<th>Undeveloped</th>
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</thead>
<tbody>
<tr>
<td><strong>Indicators</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Functions effectively in a variety of leadership and collaborative roles.</td>
<td>Candidate demonstrates leadership and collaboration through class, university, and community activities.</td>
<td>Candidate participates in activities but has yet to assume leadership roles.</td>
<td>Candidate is unable to demonstrate or articulate leadership and collaborative activities.</td>
</tr>
<tr>
<td>2. Demonstrates integrity when interacting with university faculty, teachers, students, parents, and peers.</td>
<td>Candidate demonstrates a strong work ethic which is self-directed; candidate sets high standards for his/her performance and is an excellent role model for those whom s/he is in contact.</td>
<td>Candidate’s work ethic is largely governed by rules and standards of behavior set by others.</td>
<td>Candidate demonstrates poor judgment in making choices either in class-related behavior or behavior unrelated to class; candidate may have violations of University codes of conduct.</td>
</tr>
<tr>
<td>3. Communicates effectively with a variety of constituents.</td>
<td>Candidate corresponds with colleagues, parents, and the community in a way that makes them feel acknowledged and involved.</td>
<td>Candidate does not always identify the need to change communication style according to the audience being addressed, and can be inappropriately pretentious or unprofessional.</td>
<td>Candidate is unable to communicate at different levels and is unprofessional and unclear when conversing with constituents.</td>
</tr>
<tr>
<td>4. Assesses the effect of actions on students and others.</td>
<td>Candidate understands that all actions have consequences and takes into consideration how certain actions will affect students and others.</td>
<td>Candidate does not always consider the effects of actions and creates situations that may negatively affect others.</td>
<td>Candidate acts in a way that demonstrates a lack of concern for the effect actions will have on others.</td>
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</table>
I believe that the teaching-learning process is continuous and that teachers and educational leaders must be professional students.

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<thead>
<tr>
<th>Criteria</th>
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<th>Undeveloped</th>
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<tbody>
<tr>
<td>Indicators</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>1. Shows understanding of the need for continuing education and professional growth.</td>
<td>Candidate has participated in conferences, meetings; has affiliated with professional organization(s) (e.g. SNCAE, KDP) and participates in activities on a regular basis.</td>
<td>Candidate participates in some professional activities, usually to satisfy course requirements.</td>
<td>Candidate has not participated in conferences, meetings; generally shows no awareness of the need to engage in professional activities.</td>
</tr>
<tr>
<td>2. Shows insight into the challenges that face public education.</td>
<td>Candidate is insightful about educational issues; comments reflect an understanding of the long-term implication of these issues and challenges on America’s public education system.</td>
<td>Candidate is able to name some current issues and challenges facing public education but cannot articulate.</td>
<td>Candidate does not demonstrate an awareness of important issues impacting public education.</td>
</tr>
<tr>
<td>3. Demonstrates commitment to the profession.</td>
<td>Candidate is able to articulate a philosophy of education consistent with his/her awareness of how teachers impact the lives of students; consistently demonstrates career choice satisfaction.</td>
<td>Candidate demonstrates, both in university classes and field work, behavior consistent with career choice satisfaction.</td>
<td>Candidate appears ambivalent toward his/her choice of profession.</td>
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<td>4. Responds constructively to evaluations from supervisory personnel.</td>
<td>Candidate responds positively to evaluations from supervisors and professors; makes changes in behavior based upon evaluations.</td>
<td>Candidate sees and is able to articulate the relationship between evaluations and personal choices/behaviors.</td>
<td>Candidate agrees with positive evaluations and disregards negative evaluations; credits others, not self, with negative evaluations.</td>
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<tr>
<td>Undergraduate Benchmarks</td>
<td>Graduate Benchmarks</td>
<td>Doctoral Benchmarks</td>
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<tr>
<td>Admission into Teacher Education</td>
<td>Program Midpoint</td>
<td>Program Midpoint</td>
<td></td>
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<tr>
<td>Admission into Student Teaching</td>
<td>Comprehensive Examination</td>
<td>Dissertation</td>
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<tr>
<td>Completion of Student Teaching</td>
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North Carolina Professional Teaching Standards

The North Carolina State Board of Education has adopted new teacher standards and required all teacher education programs to be revisioned. All candidates starting their teacher education program with EDUC 250 in the fall of 2010 must complete the new program regardless of the catalogue under which they entered Gardner-Webb University. Candidates who are already in teacher education can choose to complete the current program or the new program.

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

Why are these Standards important to you? The North Carolina Professional Teaching Standards are the basis for teacher preparation, teacher evaluation, and professional development. Colleges and universities are changing their programs; a new teacher evaluation instrument is being created; and professional development is taking on a new look based on these Standards. Each of these will include the skills and knowledge needed for the 21st Century teaching and learning. The document is provided in this format so that it may be kept in a plan book to guide instruction as we move forward in the 21st Century.

A NEW VISION OF TEACHING

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

- Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of work of the school. Teachers are valued for the contributions they make to their classroom and the school.
- Teachers make the content they teach engaging, relevant, and meaningful to students’ lives.
- Teachers can no longer cover material; they, along with their students, uncover solutions. They teach existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy.
- In their classrooms, teachers facilitate instruction encouraging all students to use 21st Century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- The 21st Century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.
Subjects and related projects are integrated among disciplines and involve relationships with the home and community.

Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.

Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

**STANDARD I: Teachers Demonstrate Leadership**

**Teachers lead in their classrooms.**

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st Century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

- Take responsibility for all students' learning
- Communicate vision to students
- Use data to organize, plan, and set goals
- Use a variety of assessment data throughout the year to evaluate progress
- Establish a safe and orderly environment
- Empower students

**Teachers demonstrate leadership in the school.**

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

- Work collaboratively with all school personnel to create a professional learning community
- Analyze data
- Develop goals and strategies through the school improvement plan
- Assist in determining school budget and professional development
- Participate in hiring process
- Collaborate with colleagues to mentor and support teachers to improve effectiveness

*Teachers lead the teaching profession.*

Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

- Strive to improve the profession
- Contribute to the establishment of positive working conditions
- Participate in decision-making structures
- Promote professional growth

*Teachers advocate for schools and students.*

Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

- Advocate for positive change in policies and practices affecting student learning
- Participate in the implementation of initiatives to improve education

*Teachers demonstrate high ethical standards.*

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998. ([www.ncptsc.org](http://www.ncptsc.org))

- Demonstrate ethical principles
- Uphold the Code of Ethics and Standards for the Professional Conduct

**STANDARD II: Teachers Establish a Respectful Environment for a Diverse Population of Students**

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

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

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.
Teachers embrace diversity in the school community and in the world.

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures.

Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student’s development and personality.

Teachers strive to understand how a student’s culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

- Demonstrate knowledge of diverse cultures
- Select materials and develop lessons that counteract stereotypes and incorporate contributions.
- Recognize the influences on a child’s development, personality, and performance
- Consider and incorporate different points of view

Teachers treat students as individuals.

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

- Maintain high expectations for all students
- Appreciate differences and value contributions by building positive, appropriate relationships

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

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

- Collaborate with specialists
- Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice

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

Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust
and understanding and build partnerships with all segments of the school community involvement in the education of their students.

- Improve communication and collaboration between the school and the home and community
- Promote trust and understanding and build partnerships with school community
- Seek solutions to overcome obstacles that prevent family and community involvement

**STANDARD III: Teachers Know the Content They Teach**

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

In order to enhance the *North Carolina Standard Course of Study*, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills.

Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

- Teach the *North Carolina Standard Course of Study*
- Develop and apply strategies to make the curriculum rigorous and relevant
- Develop literacy skills appropriate to specialty area

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

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

- Know the subject beyond the content they teach
- Direct students’ curiosity into an interest in learning

*Teachers recognize the interconnectedness of content areas/disciplines.*

Teachers know the links and vertical alignment of the grade or subject they teach and the *North Carolina Standard Course of Study*. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach.
Know links between grad/subject and the North Carolina Standard Course of Study
- Relate content to other disciplines
- Promote global awareness and its relevance

Teachers make instruction relevant to students.

Teachers incorporate 21st Century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the North Carolina Standard Course of Study and 21st Century context which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

- Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility
- Demonstrate the relationship between the core content and 21st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness

STANDARD IV: Teachers Facilitate Learning for Their Students

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

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

- Know how students think and learn
- Understand the influences on student learning and differentiate instruction
- Keep abreast of evolving research
- Adapt resources to address the strengths and weaknesses of students

Teachers plan instruction appropriate for their students.

Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be constantly monitored and
modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

- Collaborate with colleagues
- Use data for short and long range planning
- Engage students in the learning process
- Monitor and modify plans to enhance student learning
- Respond to cultural diversity and learning needs of students

_Teachers use a variety of instructional methods_

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

- Choose methods and materials as they strive to eliminate achievement gaps
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

_Teachers integrate and utilize technology in their instruction._

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

- Know appropriate use
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate

_Teachers help students develop critical thinking and problem-solving skills._

Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze and solve problems.

- Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions
- Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems
Teachers help students work in teams and develop leadership qualities.

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

- Teach the importance of cooperation and collaboration
- Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities

Teachers communicate effectively.

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

- Communicate clearly with students in a variety of ways
- Assist students in articulating thoughts and ideas clearly and effectively

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

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, and feedback, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of students’ 21st Century knowledge, skills, performance, and dispositions.

- Use multiple indicators, both formative and summative, to evaluate student progress
- Provide opportunities for self-assessment
- Use assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions

STANDARD V: Teachers Reflect on Their Practice

Teachers analyze student learning.

Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.
Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement

Collect and analyze student performance data to improve effectiveness

*Teachers link professional growth to their professional goals.*

Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st Century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

- Participate in continued, high quality professional development

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

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

- Actively investigate and consider new ideas that improve teaching and learning
- Adapt practice based on data

*North Carolina Professional Teaching Standards Commission Members, 2006-2008*

Carolyn Williams, Commission Chair – Wake County
David Corsetti, Commission Vice Chair – Wake County
Dianne Jackson, Secretary-Treasurer – Chapel Hill/Carrboro City
Brian Freeman, Member at Large – Robeson County
Diana Beasley – Hickory City
Sheree Covey – Dare County
Eddie Davis III – NCAE
Felicia Eybl – Charlotte-Mecklenburg
Jack Hoke – Alexander County
Sarah Holden – Moore County
Tammy Jordan – Bladen County
Allison Ormond – Rockingham County
Dr. Delores Parker – NC Community Colleges
Dr. Donna Simmons – Gardner-Webb University
Meg Turner – Buncombe County
Ruth Wormald – Wake County
Carolyn McKinney – Executive Director
Connie Barbour – Program Assistant
APPENDIX J
The INTASC Standards

The Performance-Based Licensure product uses the ten standards articulated by the Interstate New Teacher Assessment and Support Consortium (INTASC). These standards reflect the professional consensus of what beginning teachers should know and be able to do. The standards and the key indicators associated with them follow. They provide the framework for the rubrics used to assess the products.

**Standard 1: Content Pedagogy**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

*Key Indicators*

The Candidate:

1.1 demonstrates an understanding of the central concepts of his or her discipline

1.2 uses explanations and representations that link curriculum to prior learning.

1.3 evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery.

1.4 engages students in interpreting ideas from a variety of perspectives.

1.5 uses interdisciplinary approaches to teaching and learning.

1.6 uses methods of inquiry that are central to the discipline.

**Standard 2: Student Development**

The teacher understands how children learn and develop, and can provide learning opportunities that support a child’s intellectual, social, and personal development.

*Key Indicators*

The Candidate:

2.1 evaluates student performance to design instruction appropriate for social cognitive, and emotional development.
2.2 creates relevance for students by linking with their prior experiences.
2.3 provides opportunities for students to assume responsibility for and be actively engaged in their learning

2.4 encourages student reflection on prior knowledge and its connection to new information.

2.5 accesses student thinking as a basis for instructional activities through group/individual interaction and written work (listening, encouraging discussion, eliciting samples of student thinking orally and in writing).

**Standard 3: Diverse Learners**

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

*Key Indicators*

The Candidate:

3.1 designs instruction appropriate to students; stages of development, learning styles, strengths and needs.

3.2 selects approaches that provide opportunities for different performance modes.

3.3 accesses appropriate services or resources to meet exceptional learning needs when needed.

3.4 adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes).

3.5 uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments.

3.6 creates a learning community that respects individual differences.

**Standard 4: Multiple Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

*Key Indicators*

The Candidate:
4.1 selects and uses multiple teaching and learning strategies (a variety of presentations/explanations) to encourage students in critical thinking and problem solving.

4.2 encourages students to assume responsibility for identifying and using learning resources.

4.3 assumes different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.

**Standard 5: Motivation and Management**

The teacher uses an understanding of individual and group motivation and create a learning environment that encourages positive social interaction, engagement in learning, and self motivation.

*Key Indicators*

The Candidate:

5.1 encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engage in purposeful learning activities.

5.2 engages students by relating lessons to students’ personal interests, allowing students to have choices in their learning, and leading students to ask questions and solve problems that are meaningful to them.

5.3 organizes, allocates, and manages time, space and activities in a way that is conducive to learning.

5.4 organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

5.5 analyzes classroom environment and interactions and makes adjustments to enhance social relationships, student motivation/engagement and productive work.

**Standard 6: Communication and Technology**

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

*Key Indicators*

The Candidate:
6.1 models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to nonverbal cues both given and received).

6.2 provides support for learner expression in speaking, writing, and other media.

6.3 demonstrates that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of the responsiveness to different modes of communication and participation.

6.4 uses a variety of media communication tools to enrich learning opportunities.

**Standard 7: Planning**

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

*Key Indicators*

The Candidate:

7.1 plans lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration.

7.2 develops plans that are appropriate for curriculum goals and are based on effective instruction.

7.3 adjusts plans to respond to unanticipated sources of input and/or student needs.

7.4 develops short and long-range plans.

**Standard 8: Assessment**

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

*Key Indicators*

The Candidate:

8.1 selects, constructs, and uses assessment strategies appropriate to the learning outcomes.
8.2 uses a variety of informal and formal strategies to inform choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio, and teacher made tests).

8.3 uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

8.4 evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work.

8.5 maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly.

8.6 solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students.

**Standard 9: Reflective Practice: Professional Development**

The teacher is a reflective practitioner who continually evaluates the effects of choices and actions on others and who actively seeks out opportunities professionally.

*Key Indicators*

The Candidate:

9.1 uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

9.2 uses professional literature, colleagues, and other resources to support self-development as a learner and as a teacher.

9.3 consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences, and seeking and giving feedback.

**Standard 10: School and Community Involvement**

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

*Key Indicators*

The Candidate:
10.1 participates in collegial activities designed to make the entire school a productive learning environment.

10.2 links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students’ learning and well-being.

10.3 seeks to establish cooperative partnerships with parents/guardians to support student learning.

10.4 advocates for students.
APPENDIX K
Racially NonDiscriminatory Policy

Gardner-Webb University includes a statement of its racially nondiscriminatory policy as to students in all its brochures, catalogs, and advertising dealing with student admissions, programs and scholarships. The following statement or one substantially similar should be used.

“Gardner-Webb admits students of any race, color, national and ethnic origin to all rights privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs and athletic and other school-administered programs.”

Further, Gardner-Webb University includes a reference to its nondiscriminatory policy in other written advertising that it uses as a means of informing prospective students of its programs. The following statement would be acceptable.

“Gardner-Webb University admits students of any race, color, and national or ethnic origin.”
APPENDIX L
Gardner-Webb University  
School of Education  
Memorandum of Understanding

Student name: _____________________________        ID # ____________________________

Program: _________________________________

The purpose of this document and the meeting in which it is provided is to help you become fully aware of certain State, Local Education Agency, and School of Education policies pertaining to criminal convictions so that you make an informed decision about proceeding with coursework in teacher education.

The State of North Carolina and Local Education Agencies are now scrutinizing the backgrounds of teacher education candidates in relationship to various criminal charges and convictions. A result of some of these convictions is that some individuals are not permitted to enter teacher education programs.

Others with convictions such as yours have been deemed admissible to the teacher education program by the School of Education Ethics Panel. However, you may still encounter three specific barriers beyond the authority of the School of Education or Gardner-Webb University.

1. **Field Placement:** Local Education Agencies have different standards for accepting interns and student teachers who have any kind of criminal record. School systems vary in their decisions after examining criminal records; the School of Education cannot overrule a school system’s negative decision.

2. **Teaching License:** Upon completion of the teacher education program, most teacher candidates apply for a North Carolina teaching license. The Ethics Committee of the State Board of Education reviews all teacher education applications when the candidate has any criminal background history. The committee will render one of three decisions: 1) approval of the professional license, 2) denial of the professional license, 3) suspension of judgment pending an interview with the licensure candidate. Licensure authority rests solely with the State Board of Education.

3. **Employment:** If the Ethics Committee of the State Board of Education clears a teacher education program graduate for licensure, it is still possible that some Local Education Agencies will not hire a person because of their local policies regarding background history. Most LEA’s make decisions that consider the nature and number of offenses as well as the length of time between the offenses and the application for employment. Employment decisions belong solely to the school systems, not to the School of Education.
My signature below indicates I have been informed about the possible barriers to student teaching or internship placement, licensure, and employment because of my criminal record. I understand and acknowledge that my progress toward the degree, teacher licensure, and employment may be negatively impacted by my background history. I choose to enroll or continue in the teacher education program despite these barriers.

Student signature: ____________________________________________

Date: ________________________________

Conference held with the Department Chair, the Dean of the School of Education and the Director for Student Teaching and Field Experiences:

Department Chair signature: ________________________ Date: ____________

Dean of the School of Education signature: ________________ Date: _______

DSTFE signature: __________________________ Date: ____________