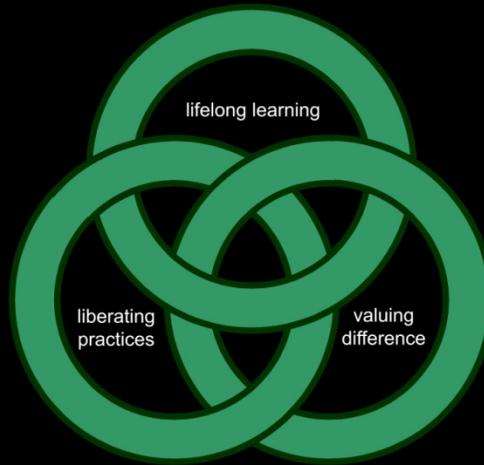


GREENSBORO COLLEGE  
TEACHER EDUCATION



TEACHERS AS  
REFLECTIVE PRACTITIONERS

# Initial Licensure Handbook

*Revised July 2019*

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## INTRODUCTION

The *Initial Licensure Handbook* contains the requirements, procedures, and policies of the Greensboro College Teacher Education Program.

## HISTORY AND FUTURE OF TEACHER EDUCATION PROGRAMS

Professional preparation of teachers is an interdisciplinary process at Greensboro College. Faculty from four of the five schools and departments within those schools work together to prepare new teachers.

Education programs at Greensboro College are approved by the North Carolina State Board of Education and Department of Public Instruction. The Teacher Education Program offers licensure in 17 program areas: Birth through Kindergarten, Elementary (K-6) Middle Grades: Mathematics, Science, Language Arts and Social Studies (6-9), Comprehensive Science (9-12), Comprehensive Social Studies (9-12), English (9-12) Mathematics (9-12), Art (K-12), English as a Second Language (K-12), Health and Physical Education (K-12), Music (K-12), Special Education: Adapted and General Curriculum (K-12), and Theatre (K-12).

The education faculty have a reputation for expertise and innovation. Tenured faculty hold terminal degrees in their field and present regularly at national and state conferences, publish books, prepare grants, and write articles. Faculty are recognized, individually and collectively, for their teaching, research, and service to the Greensboro community.

Our program completers are successful classroom teachers and administrators. Many have been named "teacher of the year" and have achieved national board licensure status in their states and districts. Many serve in leadership roles in professional organizations and schools. Over two-thirds of the teachers licensed through Greensboro College, remain in North Carolina for their first year of teaching. The Greensboro College teacher education program has a proud history and maintains a strong commitment to sound and innovative teacher preparation.

## MISSION OF COLLEGE

Greensboro College provides a liberal arts education grounded in the traditions of the United Methodist Church and fosters the intellectual, social, and spiritual development of all students while supporting their individual needs.

## MISSION OF TEACHER EDUCATION PROGRAM

The Teacher Education Program models active learning, critical reflection and disciplined inquiry. Candidates utilize liberating practices, engage in lifelong learning and value diversity in the process of becoming 21<sup>st</sup> Century Reflective Practitioners.

## DESIGN OF TEACHER EDUCATION PROGRAMS

Greensboro College affords candidates a liberal arts education. Stimulated by the spirit of inquiry, candidates engage in the learning process as a preparation for life in the larger community. Undergraduate instruction is designed to help prospective teachers become more literate, articulate, independent, and professionally competent. In order to do this, candidates explore the achievements of liberal arts, fine arts, and the sciences. The Teacher Education Program models active learning, critical reflection, and disciplined inquiry. The program objectives are intended to cultivate "Reflective Practitioners" who utilize liberating/best practices, who engage in lifelong learning and who value diversity.

It is the objective of the Greensboro College Teacher Education Program to develop candidates for the 21<sup>st</sup> century who:

- Are reflective practitioners, who can evaluate the effects of their choices and actions and who actively seek opportunities to grow professionally.
- Understand the social, historical and philosophical and global issues of education; who recognize the moral and social dimensions of classroom practice; who know school law, educational policy and professional ethics.
- Understand the central concepts, tools of inquiry, technology, and structure of their discipline.
- Understand learning and development and who can provide learning opportunities that support intellectual, moral, social, physical and emotional development in a safe and orderly environment.
- Differentiate instruction for diverse learners.
- Can assess, plan, implement, and evaluate instruction based on subject matter, students, community, and curriculum goals.
- Collaborate with students, teachers, other professionals, and families to monitor student progress in achieving learning goals and use assessment to evaluate long-term student progress.
- Communicate effectively.

Teacher education programs at Greensboro College are coordinated by the Director of Teacher Education. The Director works with faculty in programs which prepare teachers. The Director of Teacher Education is advised by the Teacher Education Committee composed of faculty, candidates, administrators, and public school personnel.

Information about the teacher education program at Greensboro College can be found at the Greensboro College homepage ([www.greensboro.edu](http://www.greensboro.edu)) or in the Greensboro College *Academic Catalog*. More detailed information is available from the Teacher Education Office, located in Proctor Hall East, room 108 or on-line at <https://www.greensboro.edu/teacher-education/>. Additionally, faculty program coordinators can provide detailed information about specific licensure programs.

The following is a list of programs leading to initial teacher licensure at Greensboro College.

#### **School of Arts**

- Department of Art
  - Art Education
- Department of Music
  - Music Education
- Department of Theatre
  - Theatre Education

#### **School of Social Sciences and Education**

- Department of Education
  - Birth through Kindergarten
  - Elementary Education
  - Special Education: Adapted Curriculum, General Curriculum

#### **School of Humanities**

- Department of English Communication and Media Studies
  - English Education
  - English as a Second Language
  - Language Arts – Middle Grades
- Department of History
  - Comprehensive Social Studies
  - Social Studies – Middle Grades

#### **School of Sciences and Mathematics**

- Department of Mathematics and Computer Science
  - Mathematics Education
  - Mathematics – Middle Grades
- Department of Science
  - Comprehensive Science
  - Science – Middle Grades
- Department of Kinesiology
  - Health and Physical Education

#### **ACCREDITATION**

Greensboro College is accredited by the Southern Association of Colleges and Schools, SACS. The Teacher Education Program is approved by the North Carolina State Board of Education and the Department of Public Instruction. To remain accredited and approved, the teacher education requirements may change in order to be aligned with the standards and requirements set by these agencies. Therefore, candidates are strongly encouraged to have frequent conferences with their advisors and remain in contact with the Office of Teacher Education.

#### **CONCEPTUAL FRAMEWORK**

To prepare teachers to be Reflective Practitioners is the conceptual framework of the Greensboro College teacher education program and is included as an appendix to this handbook.

#### **TEACHER EDUCATION AND LICENSURE**

Careful planning and selection of courses are required in order to satisfy College degree and the North Carolina Department of Public Instruction (NCDPI) requirements. The College can assure a satisfactory time frame to complete licensure requirements if the candidate is admitted to the Teacher Education Program no later than the first semester of the junior year.

The Teacher Education Program requires a sequence of fieldwork experiences for each licensure program. Candidates move from observation, to assistance, to participation in various school settings which culminates in a 16-week student teaching or

clinical practicum experience. These fieldwork and clinical experiences constitute a commitment, by Greensboro College, the candidate and the public schools to prepare the best teachers for North Carolina’s P-12 students. Comprehensive and detailed discussion of introductory, early and advanced fieldwork and student teaching and clinical practicum is found in the Clinical Internship Handbook. *The candidate is responsible for arranging and providing his/her own transportation to and from fieldwork assignments.*

Through the courtesy and cooperation of the Guilford County Schools and other public school systems in proximity to Greensboro College, observation, participation, and full student teaching privileges are available in elementary, middle, and secondary classrooms. This arrangement, coupled with successful completion of academic and professional coursework, enables candidates to meet the requirements of NCDPI for initial licensure.

**COORDINATORS OF LICENSURE AREAS**

Director of Teacher Education	Rebecca Blomgren
Assistant Director of Teacher Education	Pamela Bennett
Birth through Kindergarten	Susan Connelly
Elementary Education	Molly Riddle
Middle Grades Education (6-9)	Stuart Davidson/Rebecca Caison, Elena King, Richard Mayes/Marjorie Larkin, and Allison Palmadessa/Daniese Smith
Comprehensive Science (9-12)	Richard Mayes and Marjorie Larkin
English Education (9-12)	Elena King
Mathematics Education (9-12)	Stuart Davidson and Rebecca Caison
Social Studies Education (9-12)	Allison Palmadessa/Daniese Smith
Art Education (K-12)	James Langer and Jared Slack
English as a Second Language (K-12)	Elena King
Music Education (K-12)	Jane McKinney
Health & Physical Education (K-12)	Lance Pickeral
Special Education (K-12)	Natasha Veale
Theatre Education (K-12)	David Schram and Juanita Ray
Alternative Licensure and Clinical Experiences	Rebecca Blomgren

Coordinators are responsible for:

- Attending Teacher Education Meetings.
- Advising licensure candidates. This responsibility can be shared with a colleague. However, the Coordinator is ultimately responsible for advising decisions in that respective discipline.
- Preparing accreditation reports

**CANDIDATE DISPOSITIONS**

The following dispositions strategies are based upon the Greensboro College conceptual framework and knowledge-base themes of valuing diversity, liberating practices, and lifelong learning and the North Carolina Professional Teaching Standards and Interstate New Teaching Assessment and Support Consortium Standards.

*VALUING DIVERSITY*

A candidate who values diversity is one who respects, appreciates, and values the diverse talents and perspectives of all learners. This disposition is assessed by observing the candidate’s communication and relationship with students, evaluating the candidate’s reflective capabilities, and assessing the candidate’s lesson planning with regard to the use of multiple instructional strategies and responses to different learning styles.

*LIBERATING PRACTICES*

A candidate who engages in liberating classroom practices is one who recognizes the importance of flexibility, who cultivates critical thinking and problem solving, who is committed to identifying student strengths, who establishes a positive and motivating environment, and who is concerned about all aspects of the child’s well-being. This disposition is assessed by observing how candidates develop student knowledge and skills.

*LIFELONG LEARNING*

A candidate who demonstrates lifelong learning recognizes that the subject matter is constantly growing and is committed to reflection on learning, growth and development. This disposition is assessed through leadership roles and membership in professional organizations and using knowledge gained at professional conferences to expand P-12 student learning.

## ELECTRONIC ARTIFACTS

The program utilizes the North Carolina Professional Teaching Standards (NCPTS) and 21<sup>st</sup> century knowledge, skills and dispositions to determine candidate competency, eligibility for licensure recommendation and completion of the program. Electronic artifact assignments, demonstrating candidate competency, are aligned with the NCPTS. All candidates complete the edTPA tasks which are also part of the electronic artifacts and used to demonstrate candidate competence. Each program area has identified specific assignments and courses within which electronic artifacts and edTPA requirements are to be completed. See the appendix for specific program artifacts. Rubrics reflecting the NCPTS and edTPA tasks are used to evaluate electronic artifact assignments. All electronic artifact assignments are submitted and assessed using LiveText. All artifact assignments are to be submitted no later than the completion of student teaching or clinical practicum. The Greensboro Teacher Education program cannot recommend a candidate for North Carolina teaching licensure without the successful completion of all artifact requirements.

## TEACHER EDUCATION ADMISSION PROCESS

All teacher education candidates must be admitted to the teacher education program in order to complete licensure programs. The admissions process identifies candidates who are serious about teaching and who have the academic and emotional skills to become leaders in the profession.

Undergraduate Greensboro College candidates are encouraged to make complete application to the Teacher Education Program before the end of the sophomore year. Transfer candidates of junior status should make application at the end of the first semester in attendance. All candidates, including licensure-only, lateral entry or residency, and provisional licensure candidates, should seek admission to the Teacher Education Program prior to entry into 3000-level professional/specialty courses. Admission to the Teacher Education Program is granted to candidates whose: 1) Academic record is indicative of success with a minimum 3.0 gpa, 2) Personal qualifications are consistent with those for teaching, and 3) PRAXIS Core Academic Skills for Educators test scores meet the criteria established by NCDPI.

For transfer candidates, candidates holding degrees from accredited institutions, and candidates who are Greensboro College graduates, admission into the Teacher Education Program requires a thorough review of previous coursework. During this evaluation process, particular attention is directed toward professional and specialty areas. Candidates, whose previous work is ten or more years old, may be required to repeat professional and specialty courses identified by their advisor and the Course Equivalency Subcommittee. The Course Equivalency Subcommittee will document these program adjustments which will be submitted to the Teacher Education Committee for approval.

Admission requirements include:

1. Minimum cumulative Greensboro College grade point average of 3.00.
2. Recommendation from the major advisor.
3. Recommendation from the program coordinator or designee.
4. Recommendation from the Dean of Students-Candidate Admissions Checklist.
5. Minimum PRAXIS Core Academic Skills for Educators scores: Reading (156), Writing (162), and Mathematics (150) with a composite score of 468 OR SAT evidence-based reading-writing section score of 600 and a Math score of 570; or ACT score of 24 as established by NCDPI/NCSBE. Licensure-only candidates who hold degrees from accredited institutions and whose GPAs are below 2.70 are also required to take and pass the PRAXIS Core exams.
6. Membership in a professional organization.
7. Enrollment in or completion of EDU 2100.
8. Completion of program policy documents: Legal Status Statement, Policy Statement, Code of Professional Responsibilities and Conduct Agreement, Educator Preparation Program Policy Statement, and Application Form.

Candidates are admitted to the Teacher Education Program in October and March. In order to have applications processed at these times candidates must submit completed applications (including test scores) to the Teacher Education Office by the following dates: September 30th for October consideration and February 27th for March consideration.

Successful completion of the minimum requirements entitles a candidate to have his or her request for admission to the Teacher Education Program submitted to the Teacher Education Committee. The Committee, in exercising its professional judgment, determines admission to this program. Applications can be approved, approved conditionally, or denied. The Standards Subcommittee serves as a forum for discussion and recommendation for conditional admission of candidates to the Teacher Education Committee. **Admission to the Teacher Education Program is a prerequisite for most 3000- and 4000-level professional and specialty education courses—refer to the Greensboro College Academic Catalog for course prerequisites. Admission to the Teacher Education Program is the first step in being eligible for teacher licensure recommendation.**

## ADMISSION TIMETABLE

Traditional Candidates Entering as Freshmen		
Freshman	<i>Fall</i>	<i>Spring</i>
	Greensboro College Seminar, General Education courses	General Education courses
Sophomore	<i>Fall</i>	<i>Spring</i>
	General Education courses	EDU 2100, General Education courses, Apply for Admission to Teacher Education Program
Junior	<i>Fall</i>	<i>Spring</i>
	General Education courses, Professional/Specialty Studies courses*	Professional/Specialty Studies courses*
Senior	<i>Fall</i>	<i>Spring</i>
	Apply for Admission to Student Teaching, Professional/Specialty Studies courses*	Student Teaching Experience, Licensure Exam(s) as specified, Electronic Artifact and edTPA Requirements

Transfer Candidates	
Pre-enrollment	Transcript Analysis
First Semester	EDU 2100, General Education courses, Engage in Course Equivalency process if appropriate, Apply for Admission to Teacher Education
Second Semester	Professional/Specialty Studies courses*, Admission to the Teacher Education Program
x...y Semester(s)	Professional/Specialty Studies, Major, Apply for Admission to Student Teaching
Final Semester	Student Teaching** Experience, Licensure Exam(s) as specified, Electronic Artifact and edTPA Requirements

Licensure-only Candidates	
Pre-enrollment	Transcript Analysis, Identify Course Equivalencies
First Semester	EDU 2100, Begin Professional/Specialty Studies courses, Apply for Admission to Teacher Education***
Second Semester	Admission to the Teacher Education Program
x...y Semester(s)	Professional/Specialty Studies, Major, Apply for Admission to Student Teaching or Clinical Practicum
Final Semester	Student Teaching** or Clinical Practicum** Experience, Licensure Exam(s) as specified, Electronic Artifact and edTPA Requirements

Licensure Plus Candidates	
Pre-enrollment	Transcript Analysis, Identify Course Equivalencies
First Semester	EDU 2100, Begin Professional/Specialty Studies courses, Apply for Admission to Teacher Education***
Second Semester	Admission to the Teacher Education Program, 3000-5000 courses
x...y Semester(s)	Professional/Specialty Studies, Major, Apply for Admission to Student Teaching or Clinical Practicum
Final Semester	Student Teaching** or Clinical Practicum** Experience, Licensure Exam(s) as specified, Electronic Artifact and edTPA Requirements GRE, Apply for admission to M.Ed. Program through the Admissions Office to complete Step 2

\* Candidates may submit a Petition for Exception to Teacher Education Policy to take professional/specialty studies courses without first being admitted to the Teacher Education Program. This exception may be granted for one semester only.

\*\*Effective July 1, 2018, passing licensure exam scores must be on file in order to obtain a grade of “C” or better in the Student Teaching/Clinical Practicum Experience

\*\*\*Candidates holding a bachelor degree from an accredited institution with at least a 2.7 GPA on coursework transferrable to Greensboro College are exempt from PRAXIS Core Academic Skills for Educators exams.

### Explanation of Terms:

*Greensboro College Seminar:* First Year Seminar for education majors.

*General Education:* Liberal education courses required for all degree-seeking candidates—these courses provide the core foundation for specialized study.

*Teacher Education Program:* Requires formal application, 3.00 GPA, passing PRAXIS Core Academic Skills for Educators scores, recommendations, and membership in a professional organization.

*Professional Studies:* Courses taken by all licensure candidates forming the core foundation of educator knowledge, skills and dispositions.

*Specialty Studies:* Courses taken in the major to earn licensure in specialized areas forming content expertise.

## AUDITS

Annual audits are strongly recommended. Audits may be checked using Empower. Program audits should be routinely conducted at advising appointments during the registration process.

## GRADE REQUIREMENTS

All licensure candidates must have a grade of at least "C" or better in all professional/specialty courses. No grades of C- or below or grades of P/F will be accepted. (Please see the *Academic Catalog*.)

## DEGREE-SEEKING CANDIDATES

Candidates seeking a B.A., B.S. or B.M.E. degree and initial teacher licensure must fulfill all major and degree requirements as well as all licensure requirements specified by NCDPI/NCSBE. Birth through kindergarten, elementary and special education majors are required to complete a minor.

## NON-DEGREE, LICENSURE-ONLY PROGRAMS

A non-degree seeking candidate is a person who: (1) has completed a baccalaureate degree at a regionally accredited college or university and is interested in fulfilling requirements to obtain a teaching license; (2) has completed a baccalaureate degree and obtained a teaching license in a particular area and is seeking additional licensure in one or more areas of specialization; or (3) has been hired by a school system as a lateral entry candidate. The Licensure Plus M.Ed. Program is designed for elementary and special education candidates seeking initial licensure and a master's degree and the Licensure Plus M.A.T. Program is designed for English as a second language candidates seeking initial licensure and a master's degree. The Piedmont Alternative Licensure (PAL) program is designed for licensure only candidates seeking licensure in birth through kindergarten, elementary, middle grades, secondary, or K-12.

### LICENSURE-ONLY, PAL AND LICENSURE PLUS

To obtain a licensure recommendation from Greensboro College, a non-degree seeking candidate must successfully complete the following requirements, and fulfill any additional provisions identified by the Teacher Education Committee:

1. Apply for admission to the College through the Admissions Office.
2. Candidates will be admitted to the College through the Admissions Office. Official transcript reviews are conducted by the registrar's office however unofficial transcript evaluations are also conducted by the Director of Teacher Education. The Office of Academic Advising will assign appropriate advisors for the major. See the course equivalency section of this handbook for additional details.
3. Licensure only candidates **with degrees** whose GPAs are below 2.70 will be required to take and pass the PRAXIS Core Academic Skills for Educators: Reading, Writing, and Mathematics exams. Should the candidate not pass the Core exams, the advisor may require additional general education core courses. Candidates **with degrees** whose GPAs are below 3.00 are not eligible for the Licensure Plus Program.
4. Licensure-only candidates who hold degrees from accredited institutions and whose GPAs are above 2.70 will be exempt from the PRAXIS Core exams requirement.
5. Be enrolled in or have completed EDU 2100.
6. Submit two recommendations from the following areas: 1) Advisor, 2) Program area coordinator or designee.
7. Submit Candidate Admissions Checklist for recommendation. Deliver the form to the Dean of Students.
8. Submit proof of membership in a professional organization.
9. Submit program documents: Legal Status Statement, Policy Statement, Code of Professional Responsibilities and conduct Agreement, Educator Preparation Program Policy Statement, and Application Form.
10. Arrange a conference with advisor, preferably during the first semester of coursework. Goals, objectives, and timelines will be discussed at this time.
11. Questions related to experiential credit and equivalency will be submitted to the Course Equivalency Subcommittee and the Teacher Education Committee for final approval. This process serves to ensure comparable programs for traditional and non-traditional candidates.
12. Complete Course Equivalency form documenting course and experience equivalencies. Such programs should be comparable to those of degree-seeking candidates. These programs are reviewed by the Course Equivalency Subcommittee and approved by the Teacher Education Committee.
13. Be admitted to the Teacher Education Program. A letter designating approval or denial will be provided to the applicant by the Director of Teacher Education.
14. Upon completion of required coursework, be admitted to the Student Teaching/Clinical Practicum Program. A letter designating approval or denial will be provided to the applicant by the Director of Teacher Education.
15. Fulfill student teaching requirement through actual clinical experience or clinical practicum (lateral entry and residency candidates). Passing licensure exam and edTPA scores must be on file in order to obtain a grade of "C" or better in the student teaching or clinical practicum experience.
16. Obtain minimum or higher scores on the licensing exam(s) and edTPA as required.

17. Successfully complete all program/licensure requirements. Such requirements are similar to those of traditional candidates.
18. Submit proficient electronic artifact assignments.
19. Licensure plus candidates wanting to complete M.Ed. Requirements should contact the Admissions Office regarding admission procedures. Admission criteria include having a valid teaching license and taking the GRE or MAT.

The Teacher Education Committee will evaluate non-degree-seeking candidate programs in compliance with all Greensboro College criteria for admission to either the Teacher Education Program or the Student Teaching/Clinical Practicum Program. The Committee, in the exercise of its professional judgment, with its sole discretion in applying Greensboro College's criteria, determines admission to the Teacher Education Program and to the Student Teaching/Clinical Program.

### ASSESSMENT SYSTEM CHECKPOINTS

The Teacher Education Program Assessment System Checkpoints diagram is located in the Appendices section of the *Initial Licensure Handbook*.

### TEACHER EDUCATION APPLICATION CHECKLIST

The teacher education application checklist is located on the first page of the application packet. Application packets are available from the teacher education office, Proctor Hall East, room 108 and on the teacher education website.

### FIELDWORK REQUIREMENTS

Recognizing the value of practical and real interaction with P-12 students, teachers and schools, the Teacher Education Program requires extensive fieldwork experiences in a variety of classroom settings. Under the classroom teacher's supervision, the prospective teacher engages in observation, one-to-one tutoring, clerical work, and assistance in preparation, presentation, and evaluation of instructional and recreational activities.

#### *Specific Instructions Concerning Fieldwork*

1. Fieldwork placements will be organized by teacher education faculty teaching courses with clinical components. During the regular registration period, candidates will register for field components, just as they would for any course offered at the College.
2. Initial contacts with school systems and other fieldwork sites are to be made by the supervising faculty member, **NOT by candidates**. Principals, school personnel, and central office staff are **NOT** to be contacted without clearance from the Director of Teacher Education and/or the supervising faculty member.
3. Introductory and early fieldwork placements require a minimum commitment of 25 hours a semester. Candidates should allot at least two hours a week for each of these fieldwork placements. Paid employment, volunteer experience, or other life experience may be accepted as fieldwork experience. The Course Equivalency Subcommittee in consultation with the Teacher Education Committee will have discretion to approve or deny experiential credit for fieldwork components. Advanced fieldwork placements require a minimum of 50 hours during the semester and candidates should be prepared to spend at least 4 hours a week in each placement.
4. Fieldwork is a professional commitment on the part of both the candidate and Greensboro College. Candidates are expected **to be present at each appointed place and to be on time**. Absences should be reported to the clinical educator and the fieldwork faculty supervisor (when appropriate).
5. **The candidate is responsible for arranging his/her own transportation for fieldwork assignments.**
6. The clinical educator and/or supervisor will verify time logs submitted through the LiveText Field Experience Module (FEM).

Further delineation of assignments and responsibilities may be found in the Greensboro College *Clinical Internships Handbook* available from the Director of Teacher Education, the licensure coordinators or the teacher education website.

### STUDENT TEACHING/CLINICAL PRACTICUM PROGRAM

Candidates must be admitted to the Student Teaching/Clinical Practicum Program in order to engage in student teaching or the clinical practicum at Greensboro College. The Student Teaching/Clinical Practicum Application must be submitted either by August 25<sup>th</sup> or January 20<sup>th</sup> on the semester before student teaching or clinical practicum. Since completion of the clinical practicum requires the summative evaluation by the building principal, practicums can only be completed in the spring semester. There are no fall clinical practicum placements. All required professional/specialty courses as well as all fieldwork experiences must be satisfactorily completed prior to student teaching or the clinical practicum. Candidates must obtain special permission from the Teacher Education Committee to take a course or work during the student teaching experience. The College will make housing arrangements for student teachers living on campus when the college is closed for a holiday. **Dormitory student teachers should contact the Student Development Office to continue housing arrangements while student teaching during**

**times the College is closed due to holiday.** Refer to the *Clinical Internships Handbook* and the Greensboro College *Academic Catalog* for further information.

#### *Student Teaching Clinical Practice Admission Requirement Guidelines*

The Teacher Education Committee has approved the following criteria for evaluating a candidate's admission to the Student Teaching/Clinical Practicum Program at Greensboro College.

1. Fulfill all requirements and guidelines identified for initial admission to the Teacher Education Program.
2. Obtain full admission to the Teacher Education *at least one full semester prior* to student teaching or clinical practicum.
3. Obtain favorable recommendations from the Director of Teacher Education and the major advisor.
4. Complete successfully 150-200 hours of observation and fieldwork in settings related to licensure area prior to the student teaching experience for degree-seeking candidates. Licensure only candidates will complete required fieldwork courses related to their licensure prior to student teaching or clinical practicum as appropriate.
5. Complete all required professional/specialty courses prior to the student teaching/clinical practicum experience with at least a "C." Must maintain a GPA of 3.00 or better. If a 3.00 GPA is not maintained, candidates will be placed on probation.
6. The candidate must complete the student teaching/clinical practicum application, register for student teaching and register for the student teaching seminar course. Only candidates employed as "lead teachers" are eligible to complete a practicum. Student Teaching/Clinical Practicum applications are due no later than August 25<sup>th</sup> for candidates planning to student teach or complete a practicum in the spring. Candidates planning to student teach in the fall must complete their student teaching applications prior to January 20<sup>th</sup>. ***Passing licensure exam and edTPA scores must be on file in order to receive a grade of "C" or better in the student teaching or clinical practicum course.***
7. Complete background checks are required for student teaching placements.
8. Complete all professional studies, specialty studies and fieldwork courses prior to student teaching or practicum.

#### **STUDENT TEACHING INFORMATION AND POLICIES**

1. Candidates are expected to student teach in Guilford County.
2. Candidates may not take courses or be employed while student teaching. Candidates may not take courses while completing the clinical practicum. Exceptions may be granted by the Teacher Education Committee. Requests for a Petition for Exception to Teacher Education Policy are to be submitted to the Standards Subcommittee. The form is available in the Teacher Education Office and on the teacher education website.
3. Candidates employed in settings outside of Guilford County will be assessed a \$150 clinical practicum fee.
4. Candidates are responsible for arranging and providing their own ***transportation to and from fieldwork and student teaching assignments.***
5. Dormitory student teachers should contact the Student Development Office to continue housing arrangements while student teaching during times the College is closed due to holiday.
6. In accordance with North Carolina State Board of Education policy TCED-014, teacher assistants employed in an LEA must provide the teacher assistant with the opportunity to complete an internship in the same LEA. LEAs may place the teacher assistant in a different classroom during the internship rather than the one they are assigned to as a teacher assistant. It is possible that the teacher assistant may be assigned to a different school in the same LEA. The LEA must continue to pay the salary and benefits of a TA who is interning in the same LEA where they are employed as a teacher assistant.
7. Greensboro College, in compliance with the standards and requirements of the state of North Carolina, requires a 16-week student teaching placement in order to recommend a candidate for licensure.
8. All student teachers are expected to adhere to the public school calendar during their student teaching placement period.

#### **STUDENT TEACHING/CLINICAL PRACTICUM FEE**

Candidates are required to pay a \$150.00 Student Teaching fee for a student teaching placement. Student teaching and clinical practicum candidates requesting a placement outside of Guilford County will be assessed an additional \$150 fee.

#### **TEACHER ASSISTANT STUDENT TEACHING PLACEMENT REQUESTS**

The teacher education program is willing to work with candidates who are teacher assistants and are completing student teaching at a school within an LEA or at a private school. In addition to going through the normal procedures of applying to student teaching, the candidate will:

1. Obtain a letter from the employing public school system/private school, signed by the principal of the school where the placement will be made. The letter should indicate that:
  - a. the public system /private school has agreed to allow the teacher assistant to student teach at a school within the LEA,
  - b. the public system/private school will place the student teacher with a tenured clinical educator,

- c. the principal, the clinical educator, and the student teacher agree that the teacher assistant duties will not interfere with the responsibilities and obligations related to the successful completion of student teaching. Or arrangements have been made for another employee to assume the teacher assistant duties while the internship is in progress.
2. File a Petition for Exception to Teacher Education Policy Form (attaching the letter) requesting to student teach while being employed as a teacher assistant.
3. Submit the petition with the student teaching application by the deadline.

## LICENSURE PROCESS

Successful program completion and subsequent eligibility for licensure recommendation require the following:

1. Completing student teaching/clinical practicum experience at the “proficient” level. ***Passing licensure exam and edTPA scores must be on file in order to receive a “C” or better in the student teaching or clinical practicum course.***
2. Obtaining passing scores on the specialty area tests and edTPA as required by the licensure area.
3. Submitting electronic artifact assignments including edTPA at the “proficient” level.
4. Completing degree requirements (BA, BS, or BME). Degree completion only.
5. Completing student teaching or clinical practicum experience with a grade of “C” or better.
6. Submitting LEA/IHE Certification of Teaching Capacity. Licensure eligibility requires a “met” rating for all standards/elements for student teachers and clinical practicum candidates.
7. Submitting summative teacher performance appraisal instrument with all ratings at acceptable levels (Clinical practicum candidates only).
8. Reconciling financial obligations to Greensboro College.
9. Completing Application for a North Carolina License as applicable through the online licensure system.
10. Submitting the application and licensure fee through the online licensure system. The application will be routed to Greensboro College for a recommendation and then forwarded to NCDPI for final processing.

## OBTAINING LICENSURE IN OTHER STATES

North Carolina licensure is generally reciprocal with other states. Candidates can obtain a listing of states having reciprocity with North Carolina from the Director of Teacher Education. Candidates should also be advised that states have the authority to determine licensure requirements and can change standards and requirements as they see fit. **CANDIDATES INTENDING TO SEEK RECIPROCITY MUST FIRST OBTAIN OR BE ELIGIBLE TO OBTAIN A NORTH CAROLINA LICENSE.** This means that the candidate must complete all North Carolina license, test, degree, and program requirements.

## PROCEDURES FOR REQUESTING COURSE EQUIVALENCIES

Candidates and advisors will work together to create an official program of study by following the appropriate process.

Education advisors will review the professional/specialty studies courses with the candidate and forward program suggestions to the Course Equivalency Subcommittee. This process includes:

- a. review unofficial transcript evaluation,
- b. identification of course or experiences that are equivalent to Greensboro College courses,
- c. obtain Catalog descriptions of courses identified as equivalent to Greensboro College courses,
- d. completion of the Course Equivalency Form,
- e. submit Course Equivalency Form, course descriptions, and transcript copy for approval by the reviewing faculty member and the Course Equivalency Subcommittee,

Candidates, advisors, and the Registrar’s Office will be notified in writing of decisions. Course equivalency transactions will be shared at monthly Teacher Education Committee meetings. All documents for equivalency consideration should be submitted to the Course Equivalency Subcommittee through the Office of Teacher Education as soon as prior coursework has been identified as potentially equivalent.

## PROCEDURES FOR REQUESTING PETITION FOR EXCEPTION TO TEACHER EDUCATION POLICY

1. Complete Petition for Exception to Teacher Education Policy form which is available outside of PHE 108 and on the teacher education website.
2. Secure advisor’s approval and signature and supervising faculty member’s approval and signature if appropriate.
3. Submit the form to the Director of Teacher Education.
4. Education Standards/Dispositions Subcommittee reviews requests on an on-going basis.
5. Candidate is notified in writing of subcommittee’s decision.

## PROFESSIONAL CONNECTIONS

Greensboro College’s teacher education conceptual framework includes becoming a 21<sup>st</sup> Century Reflective Practitioner who engages in life-long learning. Being involved in professional organizations is one component of life-long professional

development and learning. SNCAE (Student North Carolina Association of Educators) is the student affiliate of NCAE, the largest teacher organization in the state.

### Ways to Get Involved

To get involved in these or volunteer activity call:

Student North Carolina Association of Educators (SNCAE)	Dr. Rebecca Blomgren, ext 5262
Student Council for Exceptional Children (SCEC)	Dr. Natasha Veale, ext. 5355
Music Educators National Conference (NAfME)	Dr. Jane McKinney, ext. 5281
North Carolina (NCAAPERD)	Professor Lance Pickeral, ext. 5269
North Carolina Council for the Social Studies (NCCSS)	Dr. Allison Palmadessa ext. 5306
National Association for the Education of Young Children (NAEYC)	Dr. Susan Connelly, ext. 5414
Kappa Delta Pi	Dr. Susan Connelly, ext. 5414

### TEST INFORMATION

Degree-seeking teacher candidates in all content areas must pass all three *Praxis* Core Academic Skills for Educators (Core) tests (using individual qualifying scores or the composite score). Licensure only candidates whose degree gpa was below 2.70 must also pass the Core exams.

Reading: 156; Writing: 162; Math: 150; Composite: 468

The Core is only delivered via computer format. Test takers with a documented disability may be eligible for a paper-delivered testing format. Information about registering with accommodations is available at <https://www.ets.org/praxis>. When registering, include Greensboro College as a recipient (code **RA 5260**) of the scores.

### TESTING FEES

One test: \$ 90; Two tests: \$180; Three tests: \$270; Combined test delivered as a single testing session: \$150

### RETEST POLICY

Tests that are offered continuously may be taken once every 21 days, not including your initial test date. (**Note:** if you take a combined test, such as the combined Core test, you cannot take an individual Core test until after the 21-day period.) Tests that are offered during testing windows may be taken once per testing window. This applies even if you canceled your scores on a test taken previously. If you violate this restriction, the scores from your retest will not be reported and your test fees will not be refunded.

Study materials may be downloaded at <https://www.ets.org/praxis> and sample tests are available for purchase from ETS or you may purchase them in your local bookstore. Kahn Academy videos and exercises for the math core test are accessible through the ETS website at <https://www.ets.org/praxis/prepare/materials/5732>.

### TEST TAKERS WITH DISABILITIES

The PRAXIS Series Program is committed to serving test takers with disabilities by providing services and reasonable accommodations that are appropriate given the purpose of the test. Nonstandard testing accommodations are available for test takers who meet ETS requirements. More information is available at [https://www.ets.org/praxis/register/disabilities/?WT.ac=praxishome\\_praxisregisterdisabilities\\_180911](https://www.ets.org/praxis/register/disabilities/?WT.ac=praxishome_praxisregisterdisabilities_180911).

### SAT AND ACT SCORE SUBSTITUTION

Candidates required to take the Core who have completed SAT or ACT testing and meet the requirements are exempt from PRAXIS Core testing. *A copy of the official SAT or ACT score report must be submitted to the Teacher Education Office by the candidate.* A minimum score of 600 on the evidence-based reading and writing section test taken after March 2016 will be accepted in lieu of Reading and Writing scores and a redesigned Math score of 570 or better is acceptable for the Mathematics score. A minimum score of 550 on the SAT Comprehensive Reading test taken prior to March 2016 and a Math score of 550 or better taken prior to March 2016 is acceptable for the Mathematics score. A minimum score of 24 on the ACT English will be accepted in lieu of Reading and Writing scores and a 24 ACT Math score is acceptable for the Mathematics score.

**PRAXIS Web Address:** <http://www.ets.org/praxis>

Prometric administers testing for ETS and the Greensboro office is located at 3 Centerview Drive, off of Gate City Boulevard.

**Note:** PRAXIS scores are an important item in your professional file. Your official score report will be available online via your My Praxis account on the score release date and are downloadable for one calendar year from the score reporting date. After that,

copies of your Core/PRAxis II score reports may be obtained for a fee from Educational Testing Service, Princeton, New Jersey. Pearson scores will be emailed to candidates if the service was requested when registering for a test. Score reports are also posted to candidate accounts for 45 days as PDF documents which may be viewed, printed, and saved for records. Candidate accounts also contain a complete testing history, including each test taken and the test date.

### TEACHER EDUCATION COMMITTEE RESPONSIBILITIES

This Committee is appointed by the President in consultation with the Senior Vice President for Academics and Chief Academic Officer. The composition of the committee shall represent faculty from both professional education and appropriate subject matter areas and shall include representatives of local public schools. The committee performs the following functions:

1. formulates policies and programs for the Teacher Education Program;
2. controls admission of candidates to the Teacher Education Program and the Student Teaching/Clinical Practicum Program;
3. oversees the Teacher Education Program;
4. establishes retention and exit criteria;
5. serves as an advisory body to the Director of Teacher Education. The Director is responsible for daily implementation of policies adopted by the Teacher Education Committee.

### TEACHER EDUCATION ADVISORY BOARD

The Greensboro College Teacher Education Advisory Board is composed of public school educators, principals, and administrators who meet twice a year to provide guidance to the teacher education program. Board members are *ex officio* members of task forces and subcommittees. Board members advise the program regarding initiative priorities and on-going partnerships.

### PARTICIPATION IN COMMENCEMENT

Candidates who are enrolled at Greensboro College during a spring semester and lack 8 credit hours or less for graduation at the end of that spring semester may be approved to participate in Commencement ceremonies if the following conditions are met:

- Candidates have notified the Registrar of their intent to participate by April 1.
- Candidates are registered for the 1-8 hours needed to complete their degrees by April 15 in the summer session immediately following Commencement.

Candidates who do not follow each of these steps will not be allowed to participate.

### ACADEMIC ACCESSIBILITY

Greensboro College is committed to providing equal access to College programs to otherwise qualified students with a disability. The College provides reasonable and appropriate accommodations to enrolled students with a disability to ensure equal access to the academic program and College-administered activities. It is the responsibility of the student with a disability to identify himself or herself prior to receiving services by presenting appropriate documentation to the Director of Academic Accessibility. This should be done as early as possible upon acceptance to the College. For more information please contact the Director of Academic Accessibility, Georgieann Bogdan, at [georgieann.bogdan@greensboro.edu](mailto:georgieann.bogdan@greensboro.edu).

### GRIEVANCE PROCEDURES

The ideal academic community is one that is marked by mutual respect and a spirit of collegiality. This goal can be achieved only when all members of the community—candidates, faculty, administrators and staff—commit themselves to act in accordance with these principles. Procedures are outlined in the Greensboro College *Academic Catalog*.

Pursuant to North Carolina General Statute 115C-269.55, the North Carolina State Board of Education (SBE) has the authority to receive reports of allegations of noncompliance regarding specific laws and rules associated with Educator Preparation Program (EPP) requirements. The SBE does not have the authority to receive complaints related to contractual arrangements with an EPP, commercial issues, obtaining a higher grade or credit for training, or seeking reinstatement to an EPP. The complaint process allows students to report allegations of noncompliance with Article 17D of Chapter 115C of the General Statutes. The current SBE process for addressing a formal complaint may be found in the Appendix.

### TITLE IX STATEMENT: NOTICE OF NON-DISCRIMINATION

Greensboro College, in accordance with Federal Title IX regulations and our strategic plan, GC 2020, does not discriminate on the basis of sex or gender in its programs and activities. Members of the Greensboro College community, guests and visitors have the right to be free from gender-based discrimination, sexual harassment and sexual misconduct of any kind expressly including stalking, sexual exploitation, sexual violence, and retaliation. Greensboro College is committed to providing a safe and welcoming campus environment. Questions regarding Title IX may be referred to Greensboro College's Title IX Coordinator or to the U.S. Department of Education Office for Civil Rights.

Greensboro College Title IX Coordinator and Special Assistant to the President  
815 West Market Street  
Greensboro, NC 27401  
titleix@greensboro.edu  
336-272-7102, extension 5496  
www.greensboro.edu/sexual-misconduct.php

U.S. Department of Education  
Office of Civil Rights  
400 Maryland Avenue, SW  
Washington, DC 20202-1328  
OCR@ed.gov  
800-421-3481  
www2.ed.gov/about/offices/list/ocr/index.html

### **HISTORY AND DEVELOPMENT OF PAL PROGRAM**

The Piedmont Alternative Licensure (PAL) Program began as a collaborative project between Greensboro College and Bennett College to provide a program option for lateral-entry and residency candidates. The PAL Program provides beginning lateral-entry and residency teachers with an opportunity to complete the professional education sequence necessary for teacher licensure. PAL will also provide a support network that will assist candidates in realizing their teaching goals and encouraging them to retain their commitment to the profession.

The PAL Program is based on the successful Project ACT model coordinated through the alternative licensure program at East Carolina University. The PAL Program was launched in 1999 and was made possible through a grant from the North Carolina Department of Public Instruction. The PAL Program is based on a few essential ideas about education and teaching:

- We are committed to providing qualified, enthusiastic, confident, and dedicated B-K and K-12 teachers for North Carolina's classrooms.
- We value the experiences of adults who engage in lifelong learning and who are seeking to become teachers.
- We believe that the teaching profession rests upon specialized knowledge and skills and that this knowledge and these skills require instruction, guidance, reflection, and practice in order to be adequately developed.

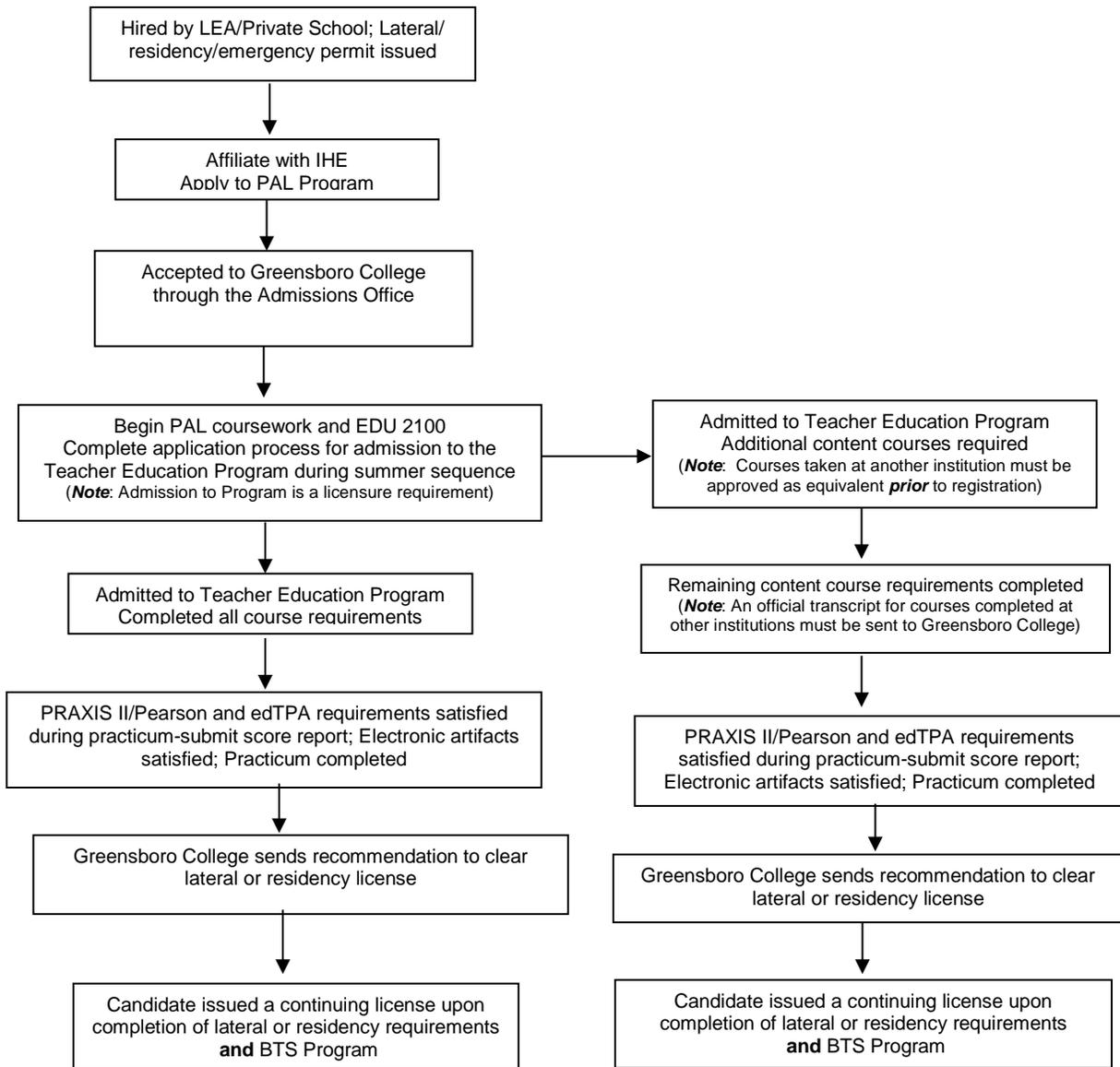
Therefore, we are dedicated to developing a program that addresses a critical need, values partnership, and maintains the integrity of the profession.

All program administration procedures are coordinated through Greensboro College including admission to the program, financial obligations, and licensure completion.

### **PAL LICENSURE**

The PAL Program offers licensure in birth through kindergarten, elementary (K-6), middle grades (6-9), English (9-12), mathematics (9-12), science (9-12), social studies (9-12), and K-12 programs in art, music, health and physical education, special education adapted curriculum, special education general curriculum, and theatre.

A brief overview of the lateral or residency hiring process to having a license cleared at Greensboro College follows.



### PAL ELIGIBILITY REQUIREMENTS

- The candidate must have earned a bachelor’s degree from a regionally accredited college or university and have completed a major or concentration in an area that matches employment or intended employment.
- The candidate must have obtained a 2.700 GPA or better on all college/university work, and/or have met NCDPI lateral-entry, residency or emergency permit employment requirements. Candidates whose gpa is below 2.70 must submit passing PRAXIS I Core reading, writing and math scores or a passing combined score of 468.
- Priority is given to candidates employed as a school teacher in a Piedmont area school system or private school.
- The candidate must be seeking licensure in an area offered by Greensboro College.

- The candidate must submit passing PRAXIS Core Academic Skills for Educators reading, writing, and mathematics scores if required for employment.
- The candidate will demonstrate effective written and oral communication skills and a commitment to teaching.

### **PAL APPLICATION PROCESS**

Prospective candidates may request an application package from the Greensboro College Admissions Office, 815 W. Market Street, Greensboro, NC 27401, Phone 272-7102, extension 5210. Only completed application packages will be considered. A complete package includes:

- completed application
- official transcripts of *all* college coursework
- letter of recommendation
- proof of employment (copy of contract)
- non-refundable application fee.

The complete application package should be submitted to the Greensboro College Admissions Office. There is no closing date on applications; however, each candidate is encouraged to apply as early as possible prior to the PAL Program enrollment period. The director of the teacher education program will verify the applicant's teaching employment. The admissions office will notify applicants of acceptance to the program. The director of the teacher education program will evaluate applicant transcripts and outline program requirements.

### **PAL MODEL SCHEDULE, AND REGISTRATION**

The model is a twelve-month developmental experience:

- A five-week intensive preservice training experience focusing on
  - Institution of School (3 hours)\*
  - The Nature of the Learner (3 hours)\*
  - Classroom Management and Instruction (3 hours)\*
  - Teaching Students with Special Needs in the Regular Classroom (3 hours)\*
  - Literacy in the Content Area (3 hours)\*
 \*Meets Regional Alternative Licensure Center competency requirements
- B-K PAL: A five-week intensive summer preservice training experience focusing on
  - Infants and Toddler Development, Planning and Methods (3)\*
  - Social and Emotional Development and Guidance of Behavior in Young Children (3 hours)\*
  - Language and Literacy Development in Young Children (3 hours)\*
  - Serving Young Children with Disabilities (3 hours)\*
  - Technology and Assessment in Early Childhood (3 hours)\*
 \*Meets Regional Alternative Licensure Center competency requirements
- Special Education: Adapted PAL: A five-week intensive summer preservice training experience focusing on
  - Individuals the Low-Incidence Disabilities (3)\*
  - Educational assessment and Behavioral Interventions for Students with Low-Incidence Disabilities (3 hours)\*
  - Medical and Health Management of Students with Low-Incidence Disabilities (3 hours)\*
  - Assistive Technology in Special Education (3 hours)\*
  - Transitions, Life Skills and Career Options (3 hours)\*
 \*Meets Regional Alternative Licensure Center competency requirements
- A semester-long clinical experience in the candidate's classroom
  - PAL 4980 Clinical Practicum (2 hours)-offered every spring semester
  - PAL 4935 (2 hours) - offered every spring semester

In addition to the PAL sequence, candidates complete the following NCDPI requirements

- Fall semester: Pedagogy and concurrent requisite fieldwork and technology courses in the candidate's specific content area (for example, K-12 Art, 9-12 English, etc.) (4 or more hours; varies by licensure area)
- EDU 2100, 2-hour course-offered every fall, spring and summer
- PAL 4970 History and Organization of Middle Grades Education (2 hours) for middle grades candidates-offered every spring semester
- Candidates who are not lateral entry or residency teachers are required to take:
  - PAL 4440 Literacy Project (1 hour)-offered every fall semester

- EDU 3100 (4 hours) - offered every semester
- EDU 4940 (10 hours) - Student Teaching
- EDU 4930 (2 hours) - Student Teaching Seminar
- Additional content course requirements outlined by licensure area located in the Academic Catalog
- Complete the NCDPI Electronic Artifact and edTPA requirements for licensure
- Pass PRAXIS II and/or Pearson and edTPA exams to earn a C or better in student teaching

PAL participants form a close-knit cadre during the intensive summer experiences. During the following teaching year; participants have access to a professional liaison.

Candidates receive a tentative course schedule when admitted to the College. Registration for the pedagogy and fieldwork courses will occur at the beginning of the fall semester. Procedures for withdrawing from courses are outlined under the “Withdrawal” section of Academic Catalog. Candidates not following withdrawal procedures will be responsible for all financial obligations incurred. Attendance is expected at all classes in the PAL sequence. PAL candidates are expected to make arrangements in advance if missing a class is unavoidable.

### **PAL COURSE SEQUENCE**

Elementary, middle grades, secondary and K-12 programs complete the following courses: PAL 4000, PAL 4100, PAL 4200, PAL 4300, PAL 4400; middle grades will also complete PAL 4970 in the spring semester.

The birth through kindergarten program includes the following courses: PAL 4500, PAL 4600, PAL 4700, PAL 4800, PAL 4900.

The special education: adapted curriculum program includes the following courses: PAL 3000, PAL 3100, PAL 3200, PAL 3300, PAL 3400.

PAL 4980 Clinical Practicum and PAL 4935 Practicum Seminar are the final courses in the sequence and completed in the spring semester.

### **PRIOR APPROVAL FOR COURSEWORK AT OTHER INSTITUTIONS**

Greensboro College candidates wishing to enroll in a course or courses at another institution and transfer the credit to Greensboro College should receive approval before taking the course or courses. Prior Approval forms may be obtained in the Registrar’s Office. Credits are accepted from regionally accredited institutions. (See Also Transfer Credit from Non-regionally Accredited Institutions in the *College Catalog*) Transfer credit is awarded for courses in which a student earns a grade of C or better. As with other transfer credit, the credit hours are added to the candidate’s record, but the grade point average is not affected. Candidates who enroll elsewhere without obtaining Prior Approval first do so at their own risk and cannot be guaranteed that credit will be awarded. Candidates cannot remove themselves from academic probation by attending summer school at an institution other than Greensboro College, nor can they replace a Greensboro College course grade by repeating that course at another institution.

### **DUAL ENROLLMENT**

If the candidate is enrolled in another institution while also taking courses at Greensboro College, the candidate must comply with the Dual Enrollment process. The candidate must submit a “Petition for Exception to Academic Policy” to the Registrar’s Office. The petition must list the name of the specific institution, the name of the course, and the reason why such a request is necessary. The candidate’s faculty advisor and the chief academic officer at the other institution must approve the request in order for it to be considered by the Senior Vice President for Academic Affairs and Chief Academic Officer at Greensboro College. When the dual enrollment semester has ended, the candidate must request that an official transcript be sent to the Greensboro College’s Registrar’s Office. The official transcript must be received by the end of the following semester (not including summer terms), or the candidate will not be allowed to register for subsequent semesters. Candidates must make a C or better in order to receive credit for the course to comply with NCDPI grade requirements. Candidates who enroll in courses at other institutions without following proper dual enrollment procedures as outlined will not receive credit for those courses.

### **CLEARING A PAL LICENSE**

Upon program completion, the Greensboro College Director of Teacher Education will submit a licensure recommendation to the North Carolina Department of Public Instruction to clear a candidate’s lateral or residency license. Program completion includes:

- Completion of all PAL courses with a “C” or better,
- Completion of any additionally prescribed content courses with a “C” or better,
- Admission to the Greensboro College Teacher Education Program,

- Admission to the Student Teaching/Clinical Practicum Program
- Completion of electronic artifacts and edTPA at proficient-level
- Documentation of successful classroom teaching experience,
  - Candidate will submit an acceptable Summative Evaluation and other documentation as appropriate.
  - If the candidate is unable to document success in the classroom, he/she will need to complete the student teaching experience before a license can be cleared or applied for.
- Completion of all PRAXIS II/Pearson specialty area and edTPA test requirements, and
- Fulfillment of all financial obligations to Greensboro College.

## **ADDENDUM**

***Greensboro College reserves the right to alter the programs and courses described in this handbook.***

## **APPENDICES**

Assessment System Checkpoints

Conceptual Framework

Artifacts

Code of Ethics for North Carolina Educators

Code of Professional Practice and Conduct for North Carolina Educators

Disposition Rubric

North Carolina Professional Teaching Standards

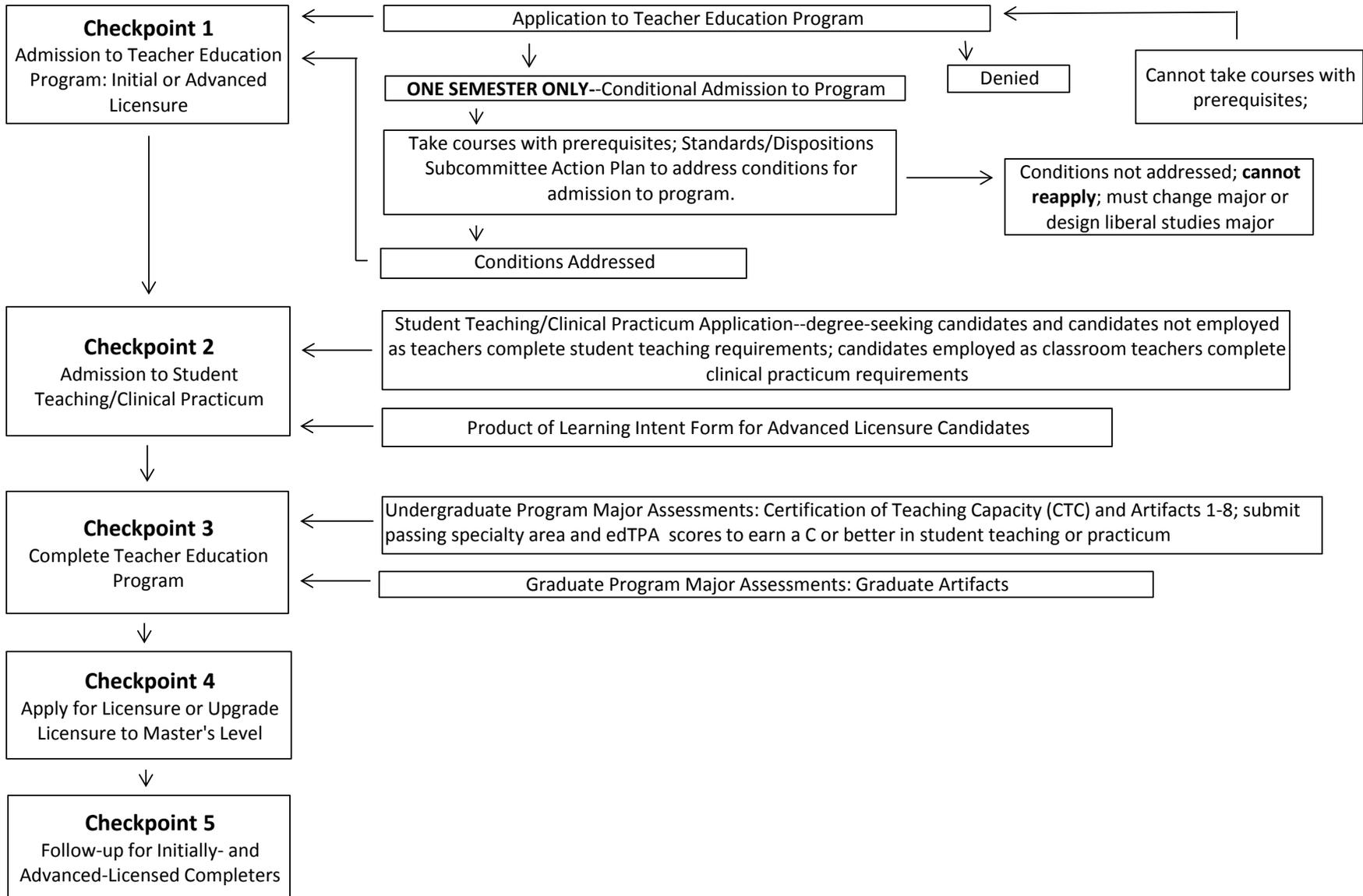
Reflective Cycle/Reflection Cycle Questions

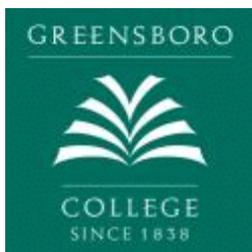
Critical Elements for 21<sup>st</sup> Century Learning

Framework for 21<sup>st</sup> Century Learning

Educator Preparation Program Complainant Process

## Greensboro College Assessment System Checkpoints





## 21<sup>ST</sup> CENTURY CONCEPTUAL FRAMEWORK EXECUTIVE SUMMARY

The model of “Teachers as Reflective Practitioners” guides the curriculum, objectives, planning, assessment, and practices of the Greensboro College Teacher Education Program. This model rests upon three comprehensive dispositions. Reflective practitioners are teachers who use liberating or best practices, engage in lifelong learning/inquiry and value diversity. Teachers who exhibit these dispositions are those who use reflection to make appropriate instructional decisions, to solve the problems of daily life in the classroom, to respond compassionately to students and their families, to select meaningful professional activities, and to engage in examined assessment and research. Liberating practices, lifelong learning and valuing difference rest in the knowledge bases of the progressive and constructivist traditions of Dewey, Friere, Giroux, Greene, Noddings, Perrone, Purpel, Whitehead and many others.

In 1990 the unit and the institution embraced the model of “Teachers as Reflective Practitioners” as the conceptual framework which best articulates the shared values and beliefs of the program and the community it serves. Reflective practice is evident in three primary ways: through liberating practice, lifelong inquiry, and valuing of diversity. The model and its three components were used to identify knowledge, skills and dispositions relevant to the teacher who functions as a reflective practitioner. The three components of the conceptual framework were correlated to the INTASC Standards, which are widely accepted as a clear, concise framework of standards for assessing new teachers. The model (teacher as reflective practitioner), its three comprehensive components, and the INTASC Standards were also used to develop the structure of the Teaching Portfolio (a requirement for all candidates for initial licensure) and the Greensboro College Clinical Evaluation Instrument (GCCEI) - the summative evaluation for candidates completing either student teaching or the clinical practicum. Though not presented in detail in this executive summary, a correspondence was also established among the Teacher as Reflective Practitioner Model, the INTASC Standards, and four sets of standards adopted by the North Carolina Department of Public Instruction.

The conceptual framework has served the College well as the program has responded to the ever-changing demands challenging teacher preparation. Guided by “Teachers as Reflective Practitioners”, the Teacher Education Program has been flexible and responsive to needs of the community and the profession while at the same time it has remained grounded and purposeful in its action.

Knowledge Bases: Theories, research, wisdom of practice, education policies, philosophy, purpose, dispositions, state and national standards, and professional commitment of the unit

### *LIBERATING PRACTICES*

Liberating practices are linked to the traditions of social reconstruction, critical theory, the sociology of knowledge, constructivism and reflective teaching. They embrace the theories and practices of such philosophers and educators as Dewey, Counts, Freire, Giroux, Greene, Perrone, Vygotsky and others who have expressed and continue to articulate the social and political nature of education as well as its transformative and emancipatory possibilities. Grounded in democracy, ethics, and justice, liberating practices exhibit the values of self-reflection and transformative social action as they culminate, for both teachers and students, in the development of moral vision and civic courage.

Liberating practices thus assume that transformation is vital to the generation of experience, knowledge, and life; that participation is central to the cultivation of commitment, responsibility, and decision-making capabilities; and that reflection is linked to personal freedom and to the development of moral and ethical consciousness. Liberating practices require actions that stimulate reflection, motivate participation, and affirm transformation. At Greensboro College the faculty, candidates and members of the educational community which we serve share the belief that liberating practices establish the foundation for cultivating reflective practitioners. It is the hope of the faculty that candidates who exit the program have developed these habits of reflection:

### *LEARNING AS A LIFELONG PROCESS*

Approximately one-third of the student body at Greensboro College is over the age of twenty-five and enrolled through the School Professional and Graduate Studies. Greensboro College, conceives learning as a lifelong process as articulated, for example, by Malcom Knowles:

Clearly ‘lifelong education,’ which until the early seventies had been used as a synonym for continuing or adult education, [has taken] on a educational enterprise as one continual process from birth to death....There will no longer be early childhood education, youth educators, and adult educators. There will only be facilitators and resource persons of self-directing lifelong learners (Knowles, 1977, p. 349).

Learning is a lifelong engagement and young and old alike are involved in the continuous process of facing new challenges, making connections, and forming and re-forming understandings. Learning as a lifelong process transcends the domain of adult education and psychological development to touch on issues fundamental to the nature of our being. It is a quest to know that is not confined to age or developmental period.

At Greensboro College, teacher education candidates are challenged to begin the journey of lifelong learning and professional development by joining a professional educational organization. Student teaching candidates develop Individual Growth Plans based on their teaching strengths and weaknesses. At the end of student teaching, through the development of a teaching portfolio, they reflect on the process of teaching and its connection to their continued growth and development. Reflective Practitioners challenge themselves to grow as they engage in continuous inquiry and lifelong learning.

#### *THE VALUING OF DIVERSITY*

At Greensboro College, as our candidate population changes and as the P-12 student population changes radically over the next two or three decades, we expect not merely to acknowledge and defend diversity on our campus but to embrace and appreciate them so that our candidates will be prepared to teach in the 21<sup>st</sup> century. The Greensboro College teacher education program's definition of diversity adopted in 2008 is broad and dynamic. It is rooted in the Bio-ecological Systems Theory of Bronfenbrenner and Morris (1998). According to this model, a person's uniqueness can be attributed to the influence and impact of race, culture, ethnicity, economics, gender, religion, dispositions, sexual orientation, marital status, developmental and physical abilities, geography, linguistic background, political systems, creed, and finally the time and place in which they live. Thus diversity is a multi-dimensional construct that on one level refers to the uniqueness intrinsic to each person.

In addition to individual uniqueness, however, diversity on a more macro-level refers to the traits a person may have that are shared among members within specific groups to which they belong. For instance, a person may individually have a unique learning style but share traits common to either persons who share ethnicity, gender, etc. This dimension of diversity is important to recognize as it is often these sociological sub-groups to which an individual may belong that dictate the ways in which that individual may be treated by individuals or institutions. It is therefore important to recognize that these shared roles or identities are not chosen by an individual, but sociologically assigned.

As such, the teacher education program and its members are committed, through their programs and policies to foster inclusiveness, understanding, acceptance and respect in a multicultural society. It is our belief that diversity stimulates creativity, promotes the exchange of ideas, and enriches daily life.

What remains before us, as indicated by the shifting demographics, is an increasingly diverse student body within our college as well as within our public schools; thus our educational response can no longer afford to be one of arrogant "sucking difference from difference" (MacCannell, 1989, xiv-xv) but must be one of—as Vito Perrone suggests—"difference sustained with honor." At Greensboro College we remain mindful of the obligation to prepare graduates who will become morally responsible citizens and teachers who value, honor, and appreciate human and cultural difference.

Using guidance from Banks (1993, 1994) who suggests five dimensions of multicultural teaching, Greensboro College candidates and faculty are committed to content integration, knowledge construction, prejudice reduction, equitable pedagogy, and empowering the school culture. Reflective writing assignments, observation and evaluation instruments, clinical field placements, and classroom discussions are designed to guide candidates as they construct classrooms that place democracy, equity, and social justice as the foundation for all interactions. As Gollnick and Chin (2002) suggest, such classrooms are student-centered, promote human rights, respect cultural differences, build on life histories of all students, and adhere to the belief that all students can learn. Such classrooms are modeled and throughout the candidate preparation program.

*CONCLUSION*

It is not surprising that three broad values—liberating practices, lifelong learning, and the valuing of diversity—emerge as the conceptual framework themes that inform instructional practices at Greensboro College. First, a review of the *Academic Catalog* and mission statements affirms the College’s commitment to “liberating practice” in its most freeing and responsible dimensions. Learning as a lifelong process is reflected, not only in the traditions of a liberal arts education, but also in the college’s establishment of the School of Professional and Graduate Studies which promotes the quest for knowledge among older, non-traditional candidates. The presence of many nontraditional candidates adds to the rich diversity of age and experience within the student body.

Current research findings, sound professional practice, and philosophical inquiry have been used to guide the development of the conceptual framework. The core values of this framework - liberating practice, learning as a lifelong process, and valuing diversity - have resulted in discussions of the theories and practices that constitute freeing and generative educational experiences. These conversations have enabled us to articulate the educational model most congruent with the values and practices at Greensboro College, that of **“TEACHERS AS REFLECTIVE PRACTITIONERS”**.

### DESCRIPTION OF MODEL DERIVATION

Guidance from:

Theories & practices of education/psychology Educational and psychological research Teacher Education Committee Experience/history	Public school teachers, administrators, advisory boards NC Department of Public Instruction guidelines and competencies Professional organizations & learned societies Mission statements of Greensboro College
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## SUMMARY OF KEY ARTIFACTS

This section lists a brief description of the 8 artifacts that will be one of multiple measures documenting meeting the standards. The alignment of the NCPTS descriptors with the artifacts is reflected in the template.

Artifact	Name of Artifact	Briefly Describe the Artifact	Descriptors of the Elements of the Standards Addressed by the Artifact
<b>1</b> <b>Content Knowledge:</b> Evidence that demonstrates breadth of content knowledge in the specialty area.	Licensure Exams	Satisfactory Praxis II scores, if applicable, and/or Pearson Exams.	NCPTS: 3b.1
<b>2</b> <b>Content Knowledge:</b> Evidence that demonstrates candidate depth of understanding and application of content knowledge in the specialty area.	Content Knowledge  Adopted 11/2017	Content project determined by licensure area to show depth of knowledge in the specialty area.	NCPTS: 3b.1
<b>3</b> <b>Pedagogical and Professional Knowledge Skills and Dispositions:</b> Evidence that demonstrates effective design of classroom instruction based on research-verified practice.	edTPA  Adopted 4/2017	Context for Learning; Task 1: Planning Commentary; Learning Segment; Task 2: Instruction	NCPTS: 1a.2, 2b.3, 2d.1, 3a.1, 3c.1, 3c.2, 3d.1, 4a.1, 4a.2, 4b.1, 4c.1, 4d.1, 4e.1, 4f.1, 5c.1  DLC: DL1a, DL1e, DL2a, DL2b, DL2d, DL2e, DL3a, DL3c, DL3d, DL4a, DL4d.4
<b>4</b> <b>Pedagogical and Professional Knowledge Skills and Dispositions:</b> Evidence that demonstrates knowledge, skills, and dispositions in practice.	ST/CP Exit Evaluation  Adopted 8/2016  CTC documents public partner program input and agreement with ST/CP performance Adopted 4/2017	Exit evaluation of the candidate completed by the institution, clinical educator/clinical mentor and candidate.  School partners, candidate, and supervisor complete CTC documenting whether or not classroom performance was proficient.	NCPTS: 1a.1, 1a.3, 1a.4, 1d.1, 1e.1, 2a.1, 2b.1, 2b.2, 2c.1, 2d.1, 2d.2, 3a.2, 3b.2, 3d.1, 4c.1, 4d.1, 4e.1, 4f.1, 4g.1, 4g.2, 4h.1, 4h.2, 5a.1  DLC: DL1a, DL2a, DL2b, DL2d, DL2e, DL3a, DL3b, DL3c, DL3d, DL4a, D4c, D4d.4
<b>5</b> <b>Positive Impact on Student Learning:</b> Evidence that demonstrates impact on student learning.	edTPA  Adopted 4/2017	Task 3: Assessment Commentary	NCPTS: 1a.1, 4b.1, 4h.1, 4h.2, 5a.1  DLC: DL3b, DL4a, DL4c, DL4d.4
<b>6</b> <b>Leadership and Collaboration:</b> Evidence that demonstrates leadership and collaboration.	Professional Development  Adopted 9/2017	Participation and reflection on professional development, the impact it had on student learning, development of professional relationships and networks, and meeting PDP goals.	NCPTS: 1b.1, 1c.1, 1c.2, 5b.1  DLC: DL1a, DL1b, DL1c, DL1d
<b>7</b> <b>Leadership and Collaboration:</b> Evidence that demonstrates leadership and collaboration	School Improvement Plan  Adopted 10/2017	Project examines and discusses the school improvement plan and its development, the school report card, working conditions, SIP in relation to licensure area and licensure area literacy, professional development, and community/parent involvement.	NCPTS: 1b.2, 1b.3, 2e.1, 3a.2  DLC: DL2c
<b>8</b> <b>Working with Families:</b> Evidence that demonstrates working collaboratively with the families and significant adults in the lives of students.	Family Collaboration  Adopted 9/2017	Project reflecting on communication and collaboration w/families relating to student learning, strategies for addressing needs, tips for working with families and ideas for improving collaboration and promoting trust and building partnerships	NCPTS: 2e.1  DLC: DL2c

NCPTS: North Carolina Professional Teaching Standards; DLC: Digital Learning Competencies

# **Code of Ethics for North Carolina Educators**

*Developed by the North Carolina Professional Practices Commission in consultation with North Carolina educators. Adopted by the State Board of Education, June 5, 1997*

## **PREAMBLE**

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

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

To uphold these commitments, the educator:

### **I. Commitment to the Student**

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

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

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

### **III. Commitment to the Profession**

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

SECTION .0600-**CODE OF PROFESSIONAL PRACTICE AND  
CONDUCT FOR NORTH CAROLINA EDUCATORS**

**.0601 PURPOSE AND APPLICABILITY**

The purpose of these Rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as "educator" or "professional educator," and the possible consequences of any willful breach shall include license suspension or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.

*History Note: Authority G.S. 115C-295.3;*

*Eff. April 1, 1998.*

**.0602 STANDARDS OF PROFESSIONAL CONDUCT**

- A. The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.
- B. Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.
  1. *Generally recognized professional standards.* The educator shall practice the professional standards of federal, state, and local governing bodies.
  2. *Personal conduct.* The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.
  3. *Honesty.* The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:
    - a. statement of professional qualifications;
    - b. application or recommendation for professional employment, promotion, or licensure;
    - c. application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
    - d. representation of completion of college or staff development credit;
    - e. evaluation or grading of students or personnel;
    - f. submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
    - g. submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and
    - h. submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.
  4. *Proper remunerative conduct.* The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.
  5. *Conduct with students.* The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
    - a. any use of language that is considered profane, vulgar, or demeaning;
    - b. any sexual act;
    - c. any solicitation of a sexual act, whether written, verbal, or physical;
    - d. any act of child abuse, as defined by law;
    - e. any act of sexual harassment, as defined by law; and
    - f. any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.

6. *Confidential information.* The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.
7. *Rights of others.* The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.
8. *Required reports.* The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.
9. *Alcohol or controlled substance abuse.* The educator shall not:
  - a. be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat. § 90-95, the Controlled Substances Act, without a prescription authorizing such use;
  - b. be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or
  - c. furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.
10. *Compliance with criminal laws.* The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.
11. *Public funds and property.* The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
12. *Scope of professional practice.* The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.
13. *Conduct related to ethical violations.* The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system, including but not limited to these Rules.

**STANDARD 2: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS**

	Emergent (0)	Developing (1)	Proficient (2)	Accomplished (3)
<b>A. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</b>				
Demonstrates a positive environment with nurturing relationships (2a)	-Articulates the importance of appropriate and caring learning environments for children.	-Recognizes and can explain aspects of a respectful and effective learning environment.	-Maintains a positive and nurturing learning environment.	-Enhances an inviting, respectful, inclusive, flexible, and supportive learning environment. -Models tolerance and an inclusive community.
	<p>Do You Know It?</p>	<p>Do You Show It?</p>	<p>Is It Visible In the Actions of Your Students?</p>	<p>Is It Visible Beyond the Instructional Space of Your Classroom?</p>

**KNOWLEDGE**

**ACTION**

**INTERACTION**

**EXTENSION**

### Dispositions Worksheet, October 2018

	Emergent (0)	Developing (1)	Proficient (2)	Accomplished (3)
<b>Professionalism</b>				
Demonstrates high ethical standards (1e); complies with laws and policies (InTASC 9)	-Recognizes the need for ethical professional behavior.	-Articulates the importance of ethical behavior as outlined in the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> . -Knows there are laws and policies related to learners' rights and teacher's responsibilities. -Knows there are rules for safe, legal and ethical use of technology.	-Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> . -Complies with laws and policies related to learners' rights and teachers' responsibilities. -Supports others in following the laws and policies related to learners' rights and teacher's responsibilities. -Follows established rules and policies to ensure learners access information and technology in safe, legal and ethical ways.	-Models the tenets of the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> , and encourages others to do the same. -Collaborates with others to evaluate how well laws and policies serve particular learners and advocates for changes in policies that would better meet learner needs. -Advocates for the safe, legal and ethical use of information and technology throughout the school community. -Anticipates how information and technology might be used in unethical or illegal ways and takes steps to prevent the misuse of information and technology.
Collaborates with families and significant others (2e)	-Recognizes factors that can diminish or enhance involvement by parents, guardians, and the community in schools.	-Understands strategies and can explain for enhancing communication between home and school and for engaging parents, guardians, and community members in schools.	-Communicates and collaborates with the home and community for the benefit of students.	-Seeks and implements solutions to overcome obstacles to participation of families and communities.
Communicates effectively (4g)	-Communicates effectively both orally and in writing. -Recognizes a variety of methods for communicating effectively with students.	-Demonstrates the ability to communicate effectively with students. -Provides opportunities for students to articulate thoughts and ideas.	-Uses a variety of methods to communicate effectively with all students. -Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	-Establishes classroom practices that encourage all students to develop effective communication skills.
Understands frames of Reference (bias, fairness, equity) (InTASC 9)	-Acknowledges perceptions and biases exist.	-Knows resources are available to understand cultural, ethnic, gender, and learning difference among learners and their communities.	-Recognizes how identity affects perceptions and biases and reflects on the fairness and equity of his/her decisions. -Uses an understanding of cultural, ethnic, gender and learning differences to reflect on the needs of learners and to design and implement strategies to better meet the needs of learners.	-Assists others in exploring how personal identity can affect perceptions and assists them in reflecting upon their personal biases in order to act more fairly. -Shares resources and strategies with others to help them better understand the cultural, ethnic, gender and learning differences of learners and their communities.
Demonstrates professional qualities		-Grooming and/or attire not always appropriate; accepting constructive criticism sometimes difficult; attempts to learn from mistakes; attendance irregular or arrives late; exhibits inflexibility; sometimes misses deadlines.	-Appropriate grooming and attire; accepts and makes changes based on constructive criticism; positively learns from mistakes and attempts to correct and improve; is punctual; is reliable, truthful and flexible; demonstrates enthusiasm; meets deadlines.	-Professional grooming and attire; accepts constructive criticism and begins to critique themselves; positively learns from mistakes, consistently arrives early to appointments and school assignments; is reliable, truthful and flexible; enthusiasm and a passion for teaching; meets deadlines.
<b>Classroom Climate/Culture</b>				
Demonstrates a positive environment with nurturing relationships (2a)	-Articulates the importance of appropriate and caring learning environments for children.	-Recognizes and can explain aspects of a respectful and effective learning environment.	-Maintains a positive and nurturing learning environment.	-Enhances an inviting, respectful, inclusive, flexible, and supportive learning environment. -Models tolerance and an inclusive community.
Embraces diversity	-Acknowledges that diverse cultures	-Displays knowledge of diverse cultures,	-Appropriately uses materials or lessons that	-Consistently integrates culturally relevant

	Emergent (0)	Developing (1)	Proficient (2)	Accomplished (3)
in the school, community, and the world (2b)	impact the world. -Identifies the range and aspects of diversity of students in the classroom.	their histories, and their roles in shaping global issues. -Recognizes the influence of all aspects of diversity on students' development and attitudes.	counteract stereotypes and acknowledges the contributions of all cultures. -Incorporates different points of view in instruction.	and/or sensitive materials and ideas throughout the curriculum. -Builds on diversity as an asset in the classroom.
Uses assets to design learning experiences to meet high standards (InTASC 2, edTPA 7)	-Acknowledges the importance of linking prior academic learning or personal, cultural, community, or developmental assets with new learning.	-Draws upon understanding of second language acquisition, exceptional needs and/or learners' background knowledge. Observes individual and groups of learners to identify specific needs and responds with individualized support, flexible grouping, and varied learning experiences. -Recognizes how diverse learners process information and develop skills. Begins to incorporate multiple approaches to learning that engage a range of learner preferences.	-Understands the influence of diversity and plans instruction accordingly. -Continuously expands and deepens understanding of differences and their impact on learning, using interactions with learners and data on learner performance to set goals for individual student learning, to monitor learner progress and adjust instruction. -Engages learners in assessing their strengths and learning preferences and identifies various ways to promote each student's growth. -Makes strategic use of learners' primary language to support transfer of language skills and content knowledge. -Consistently incorporates multiple approaches to learning that engage a range of learner preferences.	-Uses a variety of approaches to make concepts clear and provides extensions that engage learners in deepening academic content by connecting it to individual learners' interests, background knowledge, and need for real-world application. -Challenges each learner by adapting, scaffolding, enriching, and accelerating instruction to facilitate higher order thinking such as analysis, inquiry, and creative expression. -Guides learners in taking responsibility for their own learning through individualized goal-setting and progress monitoring.
Includes multiple perspectives in planning that includes each learners personal, family, community, and cultural experiences and norms (InTASC 2)		-Recognizes the importance of incorporating multiple approaches to learning.	-Designs learning experiences that creates opportunities to make family, personal and community connections with the material being taught. -Knows all learners process information and develop skills differently and recognizes the importance of incorporating multiple approaches to learning that engage a range of learner preferences.	-Integrates diverse languages, dialects, and cultures into instructional practice to build on learners' prior knowledge and experiences and promote the value of multilingual and multicultural perspectives. -Promotes an understanding of inter- and intra-group diversity to facilitate learners' development of cultural competence and build respect across communities.
<b>Learning Environment</b>				
Develops a positive learning environment (InTASC 3)		-Recognizes the importance of setting expectations for the learning environment.	-Collaborates with learners in setting expectations for a learning climate that includes openness, mutual respect, support, and inquiry and in sharing those expectations with learners' families. -Promotes positive peer relationships in support of the learning climate. -Guides the development of classroom norms and values related to respectful interaction, full engagement in discussions, and individual responsibility for quality work.	-Facilitates the development of school-wide norms and values related to respectful interaction, rigorous discussions, and individual and group responsibility for quality work. -Promotes celebration of learning by engaging learners in showcasing their learning and interacting with community members about the quality of their work.
Treats students as individuals (2c)		-Articulates the need to treat students as individuals.	-Encourages and values individual student contributions, regardless of background or ability. -Maintains a learning environment that conveys high expectations of every student.	-Enhances a learning environment that meets the needs of individual students.

	Emergent (0)	Developing (1)	Proficient (2)	Accomplished (3)
Demonstrates respect (InTASC 3)		-Communicates respectfully in the classroom.	-Models respectful interaction, verbally and nonverbally, and is responsive to the cultural backgrounds and differing perspectives learners bring to the learning environment.	-Collaborates with learners, families, and colleagues in building a safe, positive learning climate. Engages learners, families, and colleagues in expressing mutual expectations for openness, respect, support, and inquiry.
<b>Planning/Instruction</b>				
Selects, creates, and sequences learning experiences and performance tasks that support learners in reaching curriculum goals (InTASC 7)	-Recognizes the importance of identifying learning experiences to support student progress.	-Creates learning objectives based on an understanding of student learning progressions.	-Refines learning objectives based on an understanding of student learning progressions and the students' development. -Anticipates specific needs or misconceptions and addresses them by planning scaffolds and/or differentiated instruction.	-Collaborates with learners in identifying personalized learning objectives to reach long term goals. -Works with learners to identify pathways to goal achievement using a range of resources, learning experiences, and ways of demonstrating progress toward the learning goal. -Plans ways to support learners in taking responsibility for identifying learning challenges and using resources to support their progress.
Uses technology (4d, InTASC 8)	-Recognizes technology is a useful tool for instruction.	-Assesses effective types of technology to use for instruction.	-Integrates technology tools to access, interpret and apply knowledge that promotes learners understanding of the objectives.	-Incorporates technology in a variety of innovative ways in planning (e.g., managing learner records, expanding options for learner choice, and documenting performance).
Collaborates with specialists for the benefit of students (2d)	-Recognizes that students have individual learning needs.	-Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students.	-Cooperates with specialists and uses resources to support the special learning needs of all students. -Uses research-verified strategies to provide effective learning activities for students with special needs.	-Coordinates and collaborates with the full range of support specialists and resources to help meet the needs of all students. -Effectively engages special needs students in learning activities and ensures their unique learning needs are met.
Collaborates with colleagues and uses a variety of data sources to plan instruction (4b)	-Recognizes data sources important to planning instruction.	-Understands a variety of data is used for planning instruction.	-Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs. -Uses a variety of data for short- and long-range planning of instruction. -Monitors and modifies instructional plans to enhance student learning.	-Works collaboratively with other school staff to develop or maintain a culturally and developmentally supportive school environment.
<b>Assessment</b>				
Implements assessments to enable learners to display their learning (InTASC 6)	-Knows assessment terminology	-Recognizes the importance of using formal and informal assessment in planning. -Acknowledges learners with disabilities and language learning needs require accommodations in assessments and testing conditions.	-Modifies classroom assessments and testing conditions appropriately to enable all learners, especially learners with disabilities, language learning needs, and/or gifts and talents to demonstrate their knowledge and skills. -Identifies learners potentially needing modifications or adaptations to be able to demonstrate their learning.	-Uses multiple assessment methods/modes to scaffold individual learner development and demonstrate their understanding in a variety of ways. -Works with others to minimize bias in assessment practices to ensure that all learners have a variety of opportunities to demonstrate their learning. -Identifies and advocates for learners potentially needing modifications or adaptations to be able to demonstrate their learning.

	Emergent (0)	Developing (1)	Proficient (2)	Accomplished (3)
<b>Impact on Student Learning</b>				
Documents, monitors and supports learner progress (InTASC 6)		-Recognizes formal and informal assessments are used to monitor learner progress.	-Uses data from multiple types of assessments to draw conclusions about learner progress. -Analyzes data to guide instruction to meet learner needs. -Maintains digital and/or other records are kept to support the analysis and reporting of learner progress.	-Provides learners with multiple ways to demonstrate performance using contemporary tools and resources. -Uses formative classroom assessments to maximize the development of knowledge, critical thinking and problem solving skills embedded in learning objectives.
Collaborates with families to establish connections for learner growth (InTASC 10)		-Knows the importance of communicating with families and significant others.	-Elicits information about learners and their experiences from families and communities and uses this ongoing communication to support learner development and growth.	-Works with families to develop mutual expectations for learner performance and growth and how to support it. -Connects families with community resources that enhance student learning and family well-being.
<b>Reflection</b>				
Reflects on analysis of student learning and adapts practice based on research and data (5a, InTASC 9)	-Recognizes multiple sources of information on students' learning and performance.	-Identifies data sources to improve students' learning.	-Uses data to provide ideas about what can be done to improve students' learning. -Seeks and reflects upon feedback from colleagues and others to evaluate the effects of his/her actions on learners, colleagues and community members and applies it to improve practice.	-Based upon data, selects or develops instructional approaches that are intentionally tailored to students' learning needs. -Supports and assists others to extend and refine their instructional practices and other professional behaviors to meet the needs of each learner.
Links professional development to professional goals through reflection (5b)	-Acknowledges the importance of ongoing professional development.	-Attends required or expected activities for professional growth.	-Participates in recommended activities for professional learning and development.	-Seeks and engages in opportunities to expand professional knowledge and build professional skills.
Considers new ideas to improve teaching and learning through reflection (5c)	-Acknowledges the importance of using research-verified approaches to teaching and learning.	-Understands knowledge of current research-verified approaches to teaching and learning.	-Uses a variety of research-verified approaches to improve teaching and learning.	-Investigates and implements innovative, research-verified approaches to improve teaching and learning.

### Scoring:

Emerging ≤ 17

Developing 18 – 39

Proficient 40 – 61

Accomplished 62 – 66

With a lower rating on 4 descriptors it is possible to still maintain a total score in the higher performance level. (Ex. A rating of developing on 4 descriptors + a rating of proficient on the 18 remaining descriptors = still obtaining a total score in the proficient range.)

## NORTH CAROLINA TEACHER STANDARDS

### 1. TEACHERS DEMONSTRATE LEADERSHIP

#### a. Teachers lead in their classrooms.

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

#### b. Teachers demonstrate leadership in the school.

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

#### c. Teachers lead the teaching profession.

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

#### d. Teachers advocate for schools and students.

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

#### e. Teachers demonstrate high ethical standards

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

### 2. TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

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

1. Maintains a positive and nurturing learning environment.

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

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

#### c. Teachers treat students as individuals.

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

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

1. Cooperates with specialists and uses resources to support the special learning needs of all students.
2. Uses research-verified strategies to provide effective learning activities for students with special needs.

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

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

### 3. TEACHERS KNOW THE CONTENT THEY TEACH

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

1. Develops and applies lessons based on the *North Carolina Standard Course of Study*.
2. Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.

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

1. Demonstrates an appropriate level of content knowledge in the teaching specialty.
2. Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.

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

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

#### d. Teachers make instruction relevant to students.

1. Integrates 21<sup>st</sup> century skills and content in instruction.

### 4. TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

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

## NORTH CAROLINA TEACHER STANDARDS

1. Identifies developmental levels of individual students and plans instruction accordingly.
2. Assess and uses resources needed to address strengths and weaknesses of students.

**b. Teachers plan instruction appropriate for their students.**

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

**c. Teachers use a variety of instructional methods.**

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

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

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

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

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

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

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

**g. Teachers communicate effectively.**

1. Uses a variety of methods to communicate effectively with all students.
2. Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.

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

1. Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.
2. Provides evidence that students attain 21<sup>st</sup> century knowledge, skills and dispositions.

## **5. TEACHERS REFLECT ON THEIR PRACTICE**

**a. Teachers analyze student learning.**

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

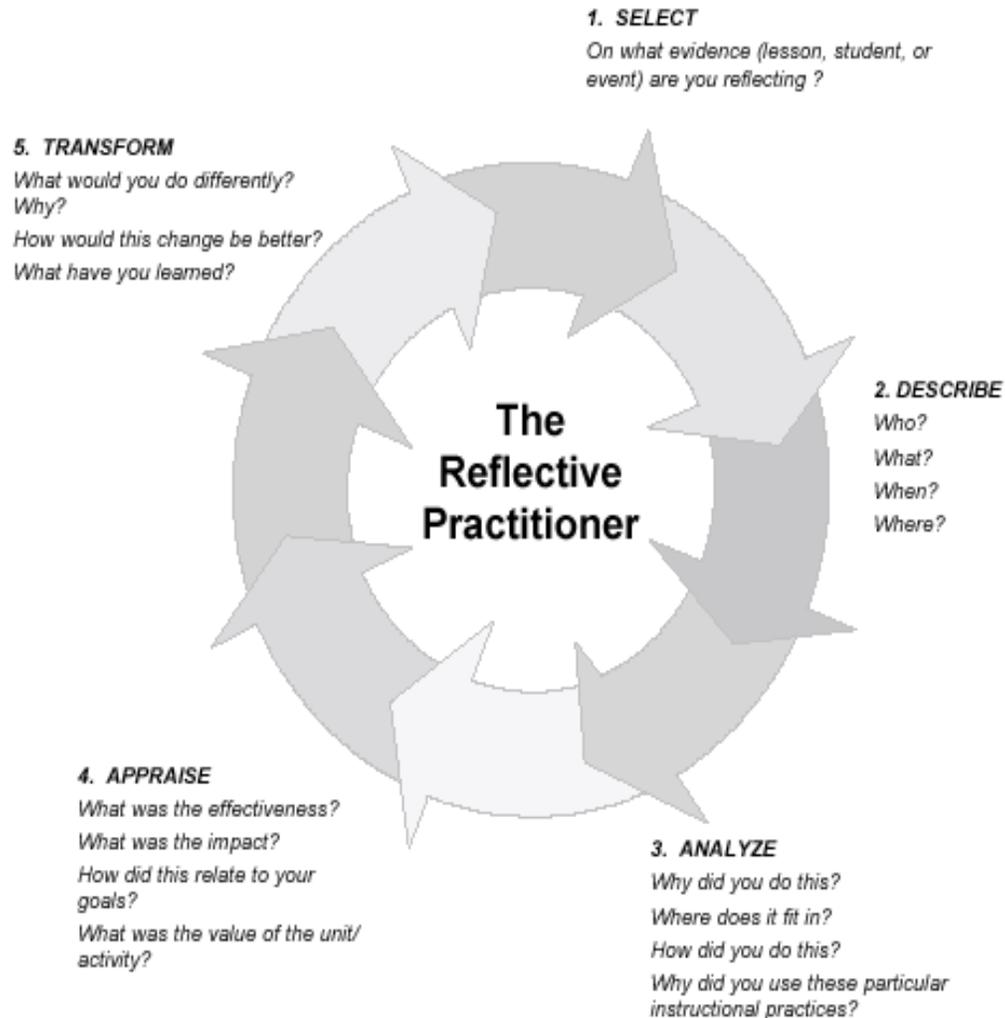
**b. Teachers link professional growth to their professional goals.**

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

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

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

# The Reflection Cycle\*



\* Adapted from the Administrator Appraisal Systems Institute

# Practice Reflection Cycle Questions about a Lesson

Becoming a reflective practitioner requires time, practice, and an environment supportive of the development and organization of the reflective process.

## Select

- What lesson did you teach?
- Why have you selected this lesson?

## Describe

- To which class/group did you teach this lesson?
- What are the demographics of this group (race, gender, age, etc.)?
- What was the content of the lesson?
- When did you teach the lesson — time of day?
- Where does the lesson fit in your curriculum? Unit plan?
- What did you teach before this lesson? After?
- What were your expected outcomes?
- What did you and your students do during the lesson/roles you all played?
- What kinds of questions did you ask?

## Analyze

- How did you present the material?
- How were students engaged in meaningful learning?
- Did students react to one another as well as to you?
- How did things go? What was your overall feeling?
- How did you measure what students learned?
- Did you relate this to previous learning or students' shared experiences?
- How did you account for diversity in the lesson?

## Appraise

- What was effective/ineffective about your teaching techniques in this lesson?
- Did you achieve desired outcomes?
- Were there outcomes achieved that you did not expect or plan for?
- How did students react to the materials you chose or the methods you used?
- Did the lesson achieve or help achieve a class or school goal?
- How does this lesson relate to your philosophy of education?
- Describe the environment. Did it allow for intellectual comfort/risk-taking?

## Transform

- What techniques/materials from this lesson will you continue to use? Which ones will you stop using or modify? Why?
- Based on how well the students learned the material, what will you do next?
- How will you continue to develop your personal teaching techniques based on the internal/external feedback from this lesson?
- What did you learn from your students?

# Critical Elements for Creating 21<sup>st</sup> Century Skills

There are six key elements for fostering 21<sup>st</sup> century learning:

1. Emphasize core subjects. Knowledge and skills for the 21<sup>st</sup> century must be built on core subjects. No Child Left Behind identifies these as English, reading or language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography. Further the focus on core subjects must expand beyond basic competency to the understanding of core academic content at must higher levels.
2. Emphasize learning skills. As much as students need knowledge in core subjects, they also need to know how to keep learning continually throughout their lives. Learning skills comprise three broad categories of skills:
  - Information and communication skills;
  - Thinking and problem-solving skills, and
  - Interpersonal and self-directional skills.
3. Use 21<sup>st</sup> century tools to develop learning skills. In a digital world, students need to learn to use the tools that are essential to everyday life and workplace productivity.

Skilled 21<sup>st</sup> century citizens should be proficient in ICT (information and communication technologies) literacy, defined by the Programme for International Student Assessment (PISA) as “the interest, attitude and ability of individuals to appropriately use digital technology and communication tools to access, manage, integrate and evaluate information, construct new knowledge, and communicate with others in order to participate effectively in society.”

4. Teach and learn in a 21<sup>st</sup> century context. Students need to learn academic content through real-world examples, applications, and experiences both inside and outside of school. Students understand and retain more when their learning is relevant, engaging and meaningful to their lives. In the global, networked environment of the 21<sup>st</sup> century, student learning also can expand beyond the four classroom walls. Schools must reach out to their communities, employers, community members and, of course, parents to reduce the boundaries that divide school from the real world.
5. Teach and learn 21<sup>st</sup> century content. Education and business leaders identified three significant, emerging content areas that are critical to success in communities and workplaces:
  - Global awareness;
  - Financial, economic and business literacy; and
  - Civic literacy.

Much of this content is not captured in existing curricula or taught consistently with any depth in schools today. An effective way to incorporate this content is to infuse knowledge and skills from these areas into the curriculum.

6. Use 21<sup>st</sup> century assessments that measure 21<sup>st</sup> century skills. States and districts need high-quality standardized tests that measure students’ performance of the elements of a 21<sup>st</sup> century education.

However, standardized tests alone can measure only a few of the important skills and knowledge we hope our students will learn. A balance of assessments—that is, high-quality standardized testing for accountability purposes and classroom assessments for improved teaching and learning in the classroom—offers students a powerful way to master the content and skills central to success in the 21<sup>st</sup> century. To be effective, sustainable and affordable, sophisticated assessment at all levels must use new information technologies to increase efficiency and timeliness.

## P21 Framework Definitions

To help practitioners integrate skills into the teaching of core academic subjects, the Partnership has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. This Framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.

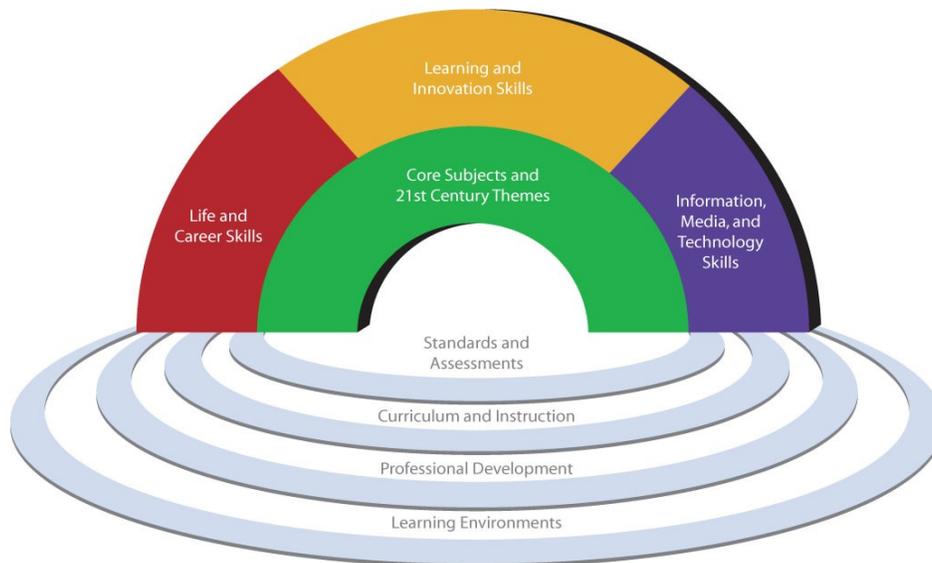
Every 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge.

Within the context of core knowledge instruction, **students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.**

When a school or district builds on this foundation, combining the entire Framework with the necessary support systems—standards, assessments, curriculum and instruction, professional development and learning environments—students are more engaged in the learning process and graduate better prepared to thrive in today's global economy.

**While the graphic represents each element distinctly for descriptive purposes, the Partnership views all the components as fully interconnected in the process of 21st century teaching and learning.**

21st Century Student Outcomes and Support Systems



### 21st CENTURY STUDENT OUTCOMES

The elements described in this section as “21st century student outcomes” (represented by the rainbow) are the knowledge, skills and expertise students should master to succeed in work and life in the 21st century.

#### **CORE SUBJECTS AND 21st CENTURY THEMES**

Mastery of **core subjects and 21st century themes** is essential for all students in the 21st century.

Core subjects include:

- English, reading or language arts
- World languages
- Arts

- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

In addition to these subjects, we believe schools must move to include not only a focus on mastery of core subjects, but also promote understanding of academic content at much higher levels by weaving **21st century interdisciplinary themes** into core subjects:

#### **Global Awareness**

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures, including the use of non-English languages

#### **Financial, Economic, Business and Entrepreneurial Literacy**

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy in society
- Using entrepreneurial skills to enhance workplace productivity and career options

#### **Civic Literacy**

- Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
- Exercising the rights and obligations of citizenship at local, state, national and global levels
- Understanding the local and global implications of civic decisions

#### **Health Literacy**

- Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
- Using available information to make appropriate health-related decisions
- Establishing and monitoring personal and family health goals
- Understanding national and international public health and safety issues

#### **Environmental Literacy**

- Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
- Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
- Investigate and analyze environmental issues, and make accurate conclusions about effective solutions
- Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)

### **LEARNING AND INNOVATION SKILLS**

Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

#### **CREATIVITY AND INNOVATION**

##### ***Think Creatively***

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)

- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

#### ***Work Creatively with Others***

- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

#### ***Implement Innovations***

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

### **CRITICAL THINKING AND PROBLEM SOLVING**

#### ***Reason Effectively***

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

#### ***Use Systems Thinking***

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

#### ***Make Judgments and Decisions***

- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

#### ***Solve Problems***

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

### **COMMUNICATION AND COLLABORATION *Communicate Clearly***

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priority as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

#### ***Collaborate with Others***

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

### **INFORMATION, MEDIA AND TECHNOLOGY SKILLS**

People in the 21st century live in a technology and media-suffused environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.

## **INFORMATION LITERACY**

### ***Access and Evaluate Information***

- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

### ***Use and Manage Information***

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

## **MEDIA LITERACY**

### ***Analyze Media***

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

### ***Create Media Products***

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

## **ICT (Information, Communications and Technology) LITERACY**

### ***Apply Technology Effectively***

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

## **LIFE AND CAREER SKILLS**

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

## **FLEXIBILITY AND ADAPTABILITY**

### ***Adapt to Change***

- Adapt to varied roles, jobs responsibilities, schedules and contexts
- Work effectively in a climate of ambiguity and changing priorities

### ***Be Flexible***

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

## **INITIATIVE AND SELF-DIRECTION**

### ***Manage Goals and Time***

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals

- Utilize time and manage workload efficiently

***Work Independently***

- Monitor, define, prioritize and complete tasks without direct oversight

***Be Self-directed Learners***

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

**SOCIAL AND CROSS-CULTURAL SKILLS*****Interact Effectively with Others***

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

***Work Effectively in Diverse Teams***

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

**PRODUCTIVITY AND ACCOUNTABILITY*****Manage Projects***

- Set and meet goals, even in the face of obstacles and competing pressures
- Prioritize, plan and manage work to achieve the intended result

***Produce Results***

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

**LEADERSHIP AND RESPONSIBILITY*****Guide and Lead Others***

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

***Be Responsible to Others***

- Act responsibly with the interests of the larger community in mind

**21st CENTURY SUPPORT SYSTEMS**

The elements described below are the critical systems necessary to ensure student mastery of 21st century skills. 21st century standards, assessments, curriculum, instruction, professional development and learning environments must be aligned to produce a support system that produces 21st century outcomes for today's students.

### **21st Century Standards**

- Focus on 21st century skills, content knowledge and expertise
- Build understanding across and among core subjects as well as 21st century interdisciplinary themes
- Emphasize deep understanding rather than shallow knowledge
- Engage students with the real world data, tools and experts they will encounter in college, on the job, and in life; students learn best when actively engaged in solving meaningful problems
- Allow for multiple measures of mastery

### **Assessment of 21st Century Skills**

- Supports a balance of assessments, including high-quality standardized testing along with effective formative and summative classroom assessments
- Emphasizes useful feedback on student performance that is embedded into everyday learning
- Requires a balance of technology-enhanced, formative and summative assessments that measure student mastery of 21st century skills
- Enables development of portfolios of student work that demonstrate mastery of 21st century skills to educators and prospective employers
- Enables a balanced portfolio of measures to assess the educational system's effectiveness in reaching high levels of student competency in 21st century skills

### **21st Century Curriculum and Instruction**

- Teaches 21st century skills discretely in the context of core subjects and 21st century interdisciplinary themes
- Focuses on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning
- Enables innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills
- Encourages the integration of community resources beyond school walls

### **21st Century Professional Development**

- Highlights ways teachers can seize opportunities for integrating 21st century skills, tools and teaching strategies into their classroom practice—and help them identify what activities they can replace/de-emphasize
- Balances direct instruction with project-oriented teaching methods
- Illustrates how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills
- Enables 21st century professional learning communities for teachers that model the kinds of classroom learning that best promotes 21st century skills for students
- Cultivates teachers' ability to identify students' particular learning styles, intelligences, strengths and weaknesses
- Helps teachers develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning
- Supports the continuous evaluation of students' 21st century skills development
- Encourages knowledge sharing among communities of practitioners, using face-to-face, virtual and blended communications
- Uses a scalable and sustainable model of professional development

### **21st Century Learning Environments**

- Create learning practices, human support and physical environments that will support the teaching and learning of 21st century skill outcomes
- Support professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practice
- Enable students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work)
- Allow equitable access to quality learning tools, technologies and resources
- Provide 21st century architectural and interior designs for group, team and individual learning
- Support expanded community and international involvement in learning, both face-to-face and online

### About the Partnership for 21st Century Skills

The Partnership for 21st Century Skills is a national organization that advocates for the integration of skills such as critical thinking, problem solving and communication into the teaching of core academic subjects such as English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

The Partnership and our member organizations provide tools and resources that help facilitate and drive this necessary change.

Learn more and get involved at <http://www.21stcenturyskills.org>.

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# PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Mark Johnson, *Superintendent of Public Instruction*

WWW.NCPUBLICSCHOOLS.ORG

## Education Preparation Provider Complainant Process

Pursuant to North Carolina General Statute 115C-269.55, the North Carolina State Board of Education (SBE) has the authority to receive reports of allegations of noncompliance regarding specific laws and rules associated with Educator Preparation Program (EPP) requirements. The SBE does not have the authority to receive complaints related to contractual arrangements with an EPP, commercial issues, obtaining a higher grade or credit for training, or seeking reinstatement to an EPP. The complaint process allows students to report allegations of noncompliance with Article 17D of Chapter 115C of the General Statutes.

The following is the current SBE process for addressing a formal complaint:

1. Students may submit the formal complaint form below to [Thomas.Tomberlin@dpi.nc.gov](mailto:Thomas.Tomberlin@dpi.nc.gov)
2. SBE staff will send confirmation of receipt within 30 days of receiving the submission.
3. SBE staff will forward all complaints to the North Carolina Department of Public Instruction's (NCDPI) division responsible for educator preparation for further action, including assessing the complaint, providing a severity status and prioritizing the complaint accordingly, and determining jurisdiction.
  - a. If staff determine that the complaint is not within the State Board of Education's jurisdiction, staff shall notify the complainant that the complaint will be closed without further action.
  - b. If staff determine the complainant knew or should have known about the events giving rise to a complaint more than three years before the earliest date the complainant filed a complaint with either NCDPI staff or the EPP, NCDPI staff will notify the complainant that the complaint will be closed without further action.
  - c. If a complainant has not exhausted all applicable complaint and appeal procedures that the EPP has established to address complaints, NCDPI staff may delay initiating an investigation until the EPP's complaint and appeal process is complete.
4. If NCDPI staff determine that the complaint falls within the jurisdiction of the SBE, staff will notify the EPP of the alleged complaint.
  - a. The EPP will have 30 days to submit a response and artifacts to dispute the complaint.
5. Upon completion of its review, NCDPI staff will notify both the individual and the EPP in writing of the findings of the review.
  - a. If NCDPI staff find that a violation occurred, the notice will specify the statute and/or rule that was alleged to have been violated.
6. Each party will have ten business days from date of notification to present additional information or to dispute the findings of the review.
  - a. After reviewing any additional information, if NCDPI staff find that no violation has occurred, the complaint will be closed and NCDPI staff will notify both parties in writing.
  - b. After reviewing any additional information, if NCDPI staff find that the EPP has violated SBE rules and/or state law, additional actions may be taken against the EPP.
7. The State Board of Education shall retain a copy of all alleged violations for use in EPP risk assessment.

**Complainant Contact Information**

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

Name: \_\_\_\_\_  
*Last* *First* *M.I.*

Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
\_\_\_\_\_

Additional Contact Information: \_\_\_\_\_  
\_\_\_\_\_

Educator Preparation Program: \_\_\_\_\_

Licensure Area: \_\_\_\_\_

## Complaint Description

Certain information is necessary to review a complaint. Please fill out this form carefully and as completely as possible. The North Carolina Department of Public Instruction (NCDPI) can only accept complaints that allege a violation of a federal or state education law or regulation over which the NCDPI has the jurisdiction, or authority, to regulate. The violation that is alleged must have occurred not more than three years prior to the date the complaint is received by the NCDPI.

Describe the alleged violation (describe the nature of the problem). Summarize the complaint within the space provided:

Describe the facts on which the allegation is based. Please be specific.

What are significant dates and events related to the allegation? Please be specific.

Describe the documents that support the described facts.

Describe your efforts to resolve the complaint in other ways, such as the district or charter school's local complaints process.