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INTRODUCTION
The Teacher Education Council (TEC or the Council) is the governance body for all professional education licensure programs on the campus of North Carolina Agricultural and Technical State University (North Carolina A&T). The Council is charged with ensuring the quality of professional education programs through development and implementation of policies that are aligned with state and national standards and regulations. TEC membership is appointed annually by the Chancellor of the University with representation from the School of Education, the College of Arts and Sciences, the School of Business and Economics, the School of Agriculture and Environmental Sciences, the School of Technology, and the Graduate School.

PROGRAMS
The Teacher Education program at North Carolina A&T offers a variety of undergraduate and graduate degree programs that prepare students to become well-qualified, highly knowledgeable preK-12 educational professionals. Degrees include:

UNDERGRADUATE
- Agricultural Education
- Birth through Kindergarten
- Business Education
- Elementary Education
- Family & Consumer Sciences
- Secondary Education
  - Art Education
  - Biology Education
  - Chemistry Education
  - Comprehensive Social Studies
  - English Education
  - Mathematics Education
  - Music Education
  - Physics Education

Graduate (MAT, MAED, MS, MSA)
- MAT
  - Biology Education
  - Birth through Kindergarten
  - Business Education
  - Chemistry Education
  - Comprehensive Social Studies
  - Elementary Education
  - English Education
  - Family & Consumer Sciences
  - Health & Physical Education
  - Mathematics Education
  - Special Education
  - Technology Education
- M.S. Agricultural Education
- M.S. Instructional Technology/Media Specialist
- M.S. School Counseling
- M.A.Ed Elementary Education
- M.A.Ed Reading Education
- Master of School Administration
- Master of Social Work
CONCEPTUAL FRAMEWORK
The overarching theme of the Conceptual Framework for all educator programs is “21st Century Professional Educators: Catalysts for Learning”. The initial and advanced teacher education programs and the advanced program in educational leadership focus on the development of knowledge, skills, and professional dispositions to ensure that all candidates are well prepared and meet all institutional, state, and professional standards at the completion of their programs. The Conceptual Framework describes the shared vision of teaching, learning, and the preparation of teachers and school leaders. The Conceptual Framework reflects commitment to diversity, assessment, reflection, and technology (DART) and provides the theoretical and philosophical undergirding for the preparation of candidates, the development of the assessment system, and the unit’s commitment to excellence in preparing its candidates to teach all children. Relying on an inquiry approach to teaching and learning where candidates use critical thinking skills to work collaboratively with stakeholders, the Professional Education Program emphasizes the merging of theoretical and practical knowledge to develop educators who engage, inspire, and encourage learners to explore, discover, and become advocates for lifelong learning and service to humankind.

PROFESSIONAL EDUCATION CANDIDATE PROFICIENCIES
Four core values interwoven throughout the Professional Education Program guide the development of professional educators at North Carolina A & T. They are: Diversity, Assessment, Reflection and Technology and are described below.

**Diversity.** 21st Century Professional Educators who are catalysts for learning have competence in the nine central tenets of human diversity: (1) race, (2) ethnicity, (3) gender, (4) socioeconomic status, (5) age, (6) sexual preference, (7) religion, (8) exceptionalities, and (9) geographic region (Diller & Moule, 2005). 21st Century Professional Educators are culturally responsive and committed to the ideals of collaboration, trust, equity, advocacy, and the ethical use of power and empowerment. As such, these educators have the ability “to construct pedagogical practices that have relevance and meaning to students’ social and cultural realities” (Howard, 2003, p. 195) and have the ability to use knowledge of the learner’s family, community, culture, aspirations, and values as vehicles for engagement and learning.

**Assessment.** 21st Century Professional Educators “are continuously involved in making decisions about people or in helping people make decisions for and about themselves,” (Thorndike, 2005, p. 7). As such, 21st Century Professional Educators know the importance of systematically collecting, evaluating, and using assessment data to drive their decision making process (McMillan, 2007). These educators create and select appropriate assessments, conduct appropriate evaluation techniques, and make sound educational decisions. They understand fair, reliable, and consistent assessment practices are essential for making decisions regarding curricula, instructional strategies, and program improvement to ensure all learners have the opportunity to experience academic success.

**Reflection.** The 21st Century Professional Educator engages in continuous “deliberate thinking” (Hatton & Smith, 1995) to improve future actions and decision making. These educators utilize an explicit reflective model to engage in a metacognitive process that involves thinking critically, exploring various solutions to problems, and making sound, evidence-based inferences when appropriate data are available. The goal of this type of reflective practice is not simply the improvement of student learning but also the enhancement of the educator’s knowledge, the expansion of the educator’s skills, and the development of the educator’s awareness.

**Technology.** The 21st Century Professional Educator uses technology to gather, manage, and reach logical conclusions about data in the context of the subject area (Partnership for 21st Century Skills, 2007) as a means to bridge the social, cultural, economic, and cognitive gaps between learners. Such an educator knows when and how to use technology to help the learner examine content more critically, solve problems, and establish reliability. Such an educator knows what attributes of technology promote effective learning. The effective use of technology enhances the 21st Century Professional Educator’s ability to engage learners in the exploration of real-world issues, personalize
learning environments to address various learning styles, engage dynamic learner characteristics, provide learners with varied formative and summative assessments, and communicate relevant information and ideas effectively to stakeholders.

**Core 21st Century Principles**
Infused throughout the Professional Education Program are seven key principles necessary for the growth and development of an effective 21st Century Professional Educator. These principles, listed and defined below, emerge from and align with the Unit’s core values.

- **Content Mastery:** The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, supports and/or leads. Using this knowledge, the candidate has the ability to integrate other disciplines into the primary content area.
- **Pedagogical Knowledge:** The candidate understands how learners develop and differ in their approaches to teaching and learning, striving to create equitable instructional opportunities that encourage critical thinking, problem solving, and collaboration.
- **Professionalism:** The candidate practices ethical and caring behavior within and outside the classroom and engages in continuous professional development to accomplish self-directed growth.
- **Leadership:** The candidate responds to diverse populations by constructing and articulating a shared vision within the classroom that aligns with and expands the goals of the school, community, and professional organizations served.
- **Equity:** The candidate seeks to learn more about each learner as a means to create fair learning environments that present various perspectives and counteract stereotypes.
- **Global Awareness:** The candidate seeks opportunities to learn about various cultures, beliefs, and ways of learning and deliberately integrates this information into planning, instruction, and assessment.
- **Inquiry:** The candidate designs investigations to collect and analyze data to test hypotheses and beliefs that will transform future practice and decision making through reflective dialogue with students, colleagues, and community partners.

**Admissions**

**Teacher Education Policy on Admissions**
The North Carolina Department of Public Instruction (NCDPI) requires that all candidates be formally admitted to the licensure program at least one full semester before recommendation for licensure. The Teacher Education Program is the arm of the University that recommends licensure for candidates who have completed degrees in education, school counseling, and school social work. It is governed by the TEC and must abide by the policies and procedures set by the TEC.

Students enrolled in degree programs must gain admission to the Teacher Education Program in accordance with the policies and procedures set forth. In order to be recommended for licensure, all candidates are required to be admitted to Teacher Education. One cannot gain admission to the licensure program until after admission to the University. The requirements for undergraduate and graduate admission to Teacher Education are detailed in the following sections.

**Requirements for Undergraduate Admission to Teacher Education**
To be admitted to Teacher Education, undergraduate candidates must complete the application process, which includes each of the following bulleted items.

- Purchase and create a **TaskStream** account
- Complete **Disposition Survey** via **TaskStream**
- Maintain a minimum overall GPA of **2.8**
- Complete the Application for Admission to Teacher Education
- Take and pass **Praxis Core**

* The Praxis Core—Reading is a one-hour test that assesses the ability to understand, analyze and evaluate written messages. The one-hour Praxis Core—Writing is designed to measure the student’s ability to recognize standard
• Complete the **Notification and Acknowledgement of Criminal Background Form**
• Complete **Interview**

Undergraduate candidates who are not formally admitted to Teacher Education are not permitted to take any courses in the professional education sequence numbered 400 and above. The professional education sequence includes the nine courses listed in Table 1.

**Table 1: Professional Education Sequence**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credit</th>
<th>Semester Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUIN 101</td>
<td>Technology for 21st Century Classrooms</td>
<td>1</td>
<td>Spring</td>
</tr>
<tr>
<td>CUIN 110</td>
<td>Ethics of Training</td>
<td>2</td>
<td>Spring</td>
</tr>
<tr>
<td>CUIN 210</td>
<td>Culturally Relevant Pedagogy</td>
<td>2</td>
<td>Fall</td>
</tr>
<tr>
<td>CUIN 310</td>
<td>Assessment for 21st Century Classrooms</td>
<td>2</td>
<td>Spring</td>
</tr>
<tr>
<td>CUIN 410</td>
<td>Differentiated Instruction</td>
<td>2</td>
<td>Fall</td>
</tr>
<tr>
<td>CUIN 520</td>
<td>Content Area Literacy</td>
<td>2</td>
<td>Spring</td>
</tr>
<tr>
<td>CUIN ***</td>
<td>Content-Specific Methods Course</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>CUIN 660</td>
<td>Clinical Practice in Teacher Education</td>
<td>6-9</td>
<td>Spring</td>
</tr>
<tr>
<td>CUIN 670</td>
<td>Capstone Experience in Teacher Education</td>
<td>3</td>
<td>Spring</td>
</tr>
</tbody>
</table>

*** Each content area has a content specific methods course.

**Requirements for Graduate (MAT) Admission to Teacher Education**

Upon unconditional admission to the University, candidates should work with the program coordinator to be admitted to the Teacher Education Program. Graduate candidates must complete the following items.

- Purchase and create a **TaskStream** account
- Complete the **Disposition Survey** via **TaskStream**
- Complete the **Application for Admission to Teacher Education**
- Minimum overall GPA of **2.6**
- Complete the **Notification and Acknowledgement of Criminal Background Form**
- Complete **Interview**

**Requirements for Other Graduate Admission to Teacher Education**

All other graduate candidates (MS, M.A.Ed, and MSA) are formally admitted to the Teacher Education Program upon unconditional admission to the University.

**Continuation in the Teacher Education Program**

**Teacher Education Policy on Student Conduct**

A student who is suspended or expelled from the University for reasons of student conduct will be dismissed from the Teacher Education Program and notified in writing of their status. Students who are suspended or expelled from the University are ineligible to complete the program or to be recommended for licensure. Students who are placed on probation for student conduct will also be placed on probation within the Teacher Education Program. A review of the circumstances will determine if the student is allowed to continue in the program. Students who are dismissed from the Teacher Education Program have the right to appeal the decision and to reapply for admission. For appeal process, see the section on Appealing Teacher Education Program Dismissal. Students are expected to be aware of their academic standing at all times and are responsible for knowing whether or not they are on academic probation.

**Praxis Core**

written English. The multiple-choice section consists of two types of questions—usage and sentence correction. The remainder of the test consists of writing an essay on an assigned topic. The one-hour Praxis Core-Mathematics measures mathematical skills and concepts that an educated adult might need. The three-part Praxis Core is taken as a prerequisite for formal admission to Teacher Education, if used in lieu of the SAT or ACT. If scores on one or two PRAXIS Core test are less than the minimum, a composite score of 468 may be used. Candidates must also be accepted into Teacher Education in order to complete the program and to be recommended for licensure. Additional information is available on the North Carolina A&T Teacher Education website.
TEACHER EDUCATION POLICIES ON CONTINUANCE IN TEACHER EDUCATION PROGRAM
To remain in the Teacher Education Program, undergraduate candidates must maintain a minimum cumulative GPA of 2.80; graduate candidates must maintain a 3.0 to remain in the Teacher Education Program. If candidates fail to maintain academic or other requirements, they will be suspended from the Teacher Education program and notified of their new status in writing. Candidates who are not readmitted to the Teacher Education Program will not successfully complete the program and will not be recommended for licensure by North Carolina A&T.

REQUIRED LICENSURE EXAMS
Successful completion of licensure exams is required (i.e. Praxis, Foundations of Reading) prior to admission to Clinical Practice for all undergraduate programs, except agricultural education and birth-Kindergarten. Preparing candidates for required licensure exams is the responsibility of the department that houses the candidate’s major. Candidates taking licensure exams are required to pay all fees associated with taking tests. Passing scores must be submitted before the candidate receives a student teaching placement.

APPEALING TEACHER EDUCATION PROGRAM DISMISSAL
Students who are dismissed from the Teacher Education Program have the right to appeal their dismissal. To exercise this right, students should provide a letter to the Dean of the School of Education within fourteen (14) business days of notification of the dismissal that:
1. States their desire to appeal the dismissal;
2. States the reason(s) they believe the dismissal should be overturned; and
3. Provide supporting documentation.

The Dean of the School of Education will provide the appealing student with written notification of the decision regarding the appeal within fourteen (14) business days after receiving the student’s appeal package.

FIELD EXPERIENCES AND CLINICAL PRACTICE

EARLY FIELD EXPERIENCE
Early field experiences are an integral part of the Teacher Education Program at North Carolina A&T. These experiences contribute significantly to each candidate’s developmental growth from pre-service teacher to in-service teacher. Candidates participate in a variety of field experiences, which allow them to apply and reflect on their content, professional and pedagogical knowledge, skills, and dispositions. These experiences are designed to facilitate the candidates’ development as a professional educator.

All teacher education candidates at North Carolina A&T complete a minimum of three (3) field experiences prior to student teaching in at least two (2) different diverse school settings. The field experiences are sequentially planned, supervised, and formal evaluations are completed. Through these sequentially planned field experiences, candidates are given opportunities to (1) observe, (2) monitor, (3) tutor, (4) guide, (5) diagnose, (6) attend meetings, (7) take part in professional conversations with other educators, and (8) implement critical teaching behaviors that enhance the intensity and/or quality of classroom instruction. Therefore, the overall goal is to provide sequentially planned field experiences that will develop professional educators who are catalysts for learning, who reflect on their teaching, and who have the knowledge, skills, and dispositions to become masters in their field.

Goals and Objectives of Field Experience
The purpose of the early field experience program is to provide candidates with significant role-taking opportunities through a series of experiences in the school setting/system that lead to clinical practice. Field experiences are connected to the professional core curriculum and included in each of the four Professional Learning Communities (PLCs). These field experiences seek to provide exposure to the various types of teaching methods, strategies, and techniques employed in a variety of school settings.
Application Process
The application process for early field experiences begins during course registration period (prior semester) and ends the first week of class. Applications for early field experiences are submitted in TaskStream by the specified deadline. As candidates matriculate through their teacher education professional core curriculum a field experience is imbedded in each of the four PLC’s.

Field Experience Interns’ Requirements
Field experiences are a major component of the Teacher Education Program. The requirements for interns completing field experiences are:

- Interns must successfully complete all field experience requirements to pass the course.
- Interns enrolled in multiple courses with field experiences will be required to complete the total number of hours for each field experience course.
- Interns are limited to enrollment in two courses with field experiences per semester.
- Interns enrolled in multiple courses with field experiences that require different types of placement may require two school placements.
- Interns enrolled in Professional Learning Communities (PLCs) 3 and 4 courses with field experience must be formally admitted to the teacher education program.
- Interns must have proof of liability insurance.
- Interns placed in Guilford County Schools (GCS) must complete GCS volunteer registration form.
- Interns should be prepared to share with the classroom teacher the days and times they will be in attendance for the field experience and be consistent throughout the semester. If an intern is absent for two consecutive sessions without contacting the teacher, the intern may be dropped from the school placement.

Field experiences are concentrated in professional education and specialty area courses. The candidates begin their field experiences early in their program of study and continues until the clinical practice experience. Early Field Experiences are components of each of four (4) Professional Learning Communities (PLCs). The intern’s primary purpose is described below the identified PLCs.

PLC 1—Introduction to the Profession (Emergent Phase)
The primary purpose of the PLC 1 field experience is observation/participation with the focus on the moral purpose of education. The intern’s responsibility is to build citizenship and envision teachers as good stewards with an obligation that extends beyond the classroom. Candidates are assigned a minimum of twenty (20) hours of observation and participation. The courses in this PLC that include field experiences are shown in Table 2.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUIN 110</td>
<td>Ethics of Teaching</td>
<td>2</td>
</tr>
<tr>
<td>SPED 355</td>
<td>Introduction to Mild Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 455</td>
<td>Teaching Adolescents with Learning and Behavior Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPED 539</td>
<td>Teaching Students with Persistent Reading Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPED 639</td>
<td>Literacy Development Strategies Instruction for Struggling Readers</td>
<td>3</td>
</tr>
</tbody>
</table>

PLC 2—Impact of Diversity on Teaching and Learning (Developing Phase)
The primary purpose of PLC 2 field experiences is engagement. Candidates complete a minimum of thirty (30) hours in an assigned P-12 setting. Intern involvement activities may include assisting the teacher in classroom, tutoring individual students, conducting small group sessions, designing, presenting, and assessing learning that is culturally relevant. The courses in this PLC that have field experiences are shown in Table 3.
Table 3. Courses including Field Experiences in PLC 2

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUIN 210</td>
<td>Culturally Relevant Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>CUIN 302</td>
<td>Field Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

PLC 3—Pedagogical Planning (Developing/Proficient Phase)
The primary purpose of PLC 3 field experiences is engagement. Candidates participate in a minimum of forty (40) hours in an assigned P-12 setting. Intern involvement activities may include assisting the teacher in classroom, tutoring individual students, conducting small group sessions, making instructional materials, assisting with classroom displays and lesson planning, analyzing teaching and management styles, accompanying class on field trips, proctoring tests and becoming familiar with educational terminology. Table 4 lists the courses in PLC 3 that includes field experiences.

Table 4. Courses including Field Experiences in PLC 4

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUIN 410</td>
<td>Differentiated Instruction</td>
<td>2</td>
</tr>
<tr>
<td>SPED 760</td>
<td>Teaching Students with Learning and Behavior Problems</td>
<td>3</td>
</tr>
</tbody>
</table>

PLC 4—Professional Year (Developing/Accomplished Phase)
The primary purpose of PLC 4 field experiences are increased engagement and participation, allowing the candidate to demonstrate planning, delivering, assessing, diagnosing instruction in the specialty area. Candidates complete a minimum of sixty (60) hours in PLC 4 field experience. This is the beginning of the yearlong internship experience during the senior year. The first semester of the yearlong internship the candidate is enrolled in their methods course; in the second semester they are enrolled in clinical practice. Table 5 lists the courses in this PLC that include field experiences.

Table 5. Courses including Field Experiences in PLC 4

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUIN 525</td>
<td>Methods of Teaching Art</td>
<td>3</td>
</tr>
<tr>
<td>CUIN 526</td>
<td>Methods of Teaching English</td>
<td>3</td>
</tr>
<tr>
<td>CUIN 528</td>
<td>Methods of Teaching Home Economics</td>
<td>3</td>
</tr>
<tr>
<td>CUIN 529</td>
<td>Methods of Teaching Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>CUIN 531</td>
<td>Vocal Methods and Materials</td>
<td>3</td>
</tr>
<tr>
<td>CUIN 535</td>
<td>Methods of Teaching Science</td>
<td>3</td>
</tr>
<tr>
<td>CUIN 640</td>
<td>Methods of Teaching 21st Century Class</td>
<td>3</td>
</tr>
<tr>
<td>AGED 501</td>
<td>Materials and Methods of Teaching Agriculture Education</td>
<td>3</td>
</tr>
<tr>
<td>ELED 515</td>
<td>Methods of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>FCS 537</td>
<td>Applied Principles in Preschool-Kindergarten Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>SPED 564</td>
<td>Methods and Materials for Teaching Students with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 764</td>
<td>Methods and Curriculum Program for Students with Exceptional Learning Needs</td>
<td>3</td>
</tr>
<tr>
<td>BUED 675</td>
<td>Instructional Methods of Business Education</td>
<td>3</td>
</tr>
<tr>
<td>TECH 666</td>
<td>Technology Education Teaching Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

Evaluation
The evaluation of the intern is one component of the course requirements. Field experience interns are evaluated by the classroom teacher using the Intern Performance Evaluation via TaskStream. The classroom teacher also approves the intern’s time sheet to document successful completion of required field experience hours. Both the evaluation and the time sheet should be completed on the assigned due dates.

CLINICAL PRACTICE—STUDENT TEACHING AND MAT INTERNSHIP
The Clinical Practice—Student Teaching and Masters of Art in Teaching (MAT) Internship—is considered
to be possibly the most significant and important phase of the professional preparation for the teacher education candidate. Clinical Practice provides opportunities for the student teacher/intern to obtain, through supervised guidance, an understanding of the teaching-learning process along with a mastery of the skills involved in helping students learn. This phase of the pre-service education program is the segment in which the candidate works full time in a school setting for fifteen (15) consecutive weeks with a competent and experienced cooperating teacher.

The student teacher/intern, through gradual involvement in a classroom or teaching situation, assumes increasing responsibility for teaching during the fifteen week period. During the fifteen week period, the teaching load gradually increases until the student teacher/intern assumes the full teaching load for a minimum period of five weeks. In addition to the fifteen week clinical practice, seminars are conducted at the University to review critical topics related to the experience and to assist candidates in preparing their electronic evidences.

Clinical Practice Application Process
The application process for the clinical practice begins the semester prior to the experience. Applications for student teaching/internship are due in TaskStream on March 30 for fall semester and September 30 for the spring semester experience. Candidates must enroll in one of the student teaching or MAT internship courses shown in Table 6.

Table 6. Student Teaching and MAT Internship Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELED 559</td>
<td>Student Teaching in the Elementary School</td>
</tr>
<tr>
<td>CUIN 660</td>
<td>Clinical Practice in Teacher Education</td>
</tr>
<tr>
<td>HPED 615</td>
<td>Physical Education Teacher Education Internship</td>
</tr>
<tr>
<td>ELED 618</td>
<td>Clinical Practice for 21st Century Elementary Classroom</td>
</tr>
<tr>
<td>SPED 670</td>
<td>Clinical Practice in Special Education</td>
</tr>
<tr>
<td>BUED 699</td>
<td>Internship in Business Teacher Education</td>
</tr>
</tbody>
</table>

Clinical Practice Admission Requirements
In order to be admitted to clinical practice, the candidate must meet the following requirements:

- Formal admission to the Teacher Education Program;
- Approved Student Teaching/MAT Intern Application Form submitted in TaskStream by March 30 for the fall semester and September 30 for the spring semester in the Clinical Practice Folder in TaskStream;
- Cumulative GPA of 2.8 for undergraduate candidates and a 3.0 for graduate candidates;
- Successful completion of all required methods courses and professional education courses;
- Copy of passing scores on Licensure Tests uploaded into TaskStream;
- Approved background checks; and
- Proof of Educator’s liability insurance.

All candidates are required to take CUIN 670 Capstone in Teacher Education in conjunction with their student teaching/internship course. Students enrolled in a student teaching/internship course are permitted to take only one additional 3 credit hour course during the clinical practice semester. The additional course cannot be scheduled during the school day or during the student teaching/internship seminar course. All candidates enrolled in clinical practice are REQUIRED to pay a student teaching/internship fee unless they are employed as a teacher.

Placement, Supervision, and Instruction
When the student teaching/internship application has been approved, the Field Placement Coordinator submits the name of the student teacher or intern to a school administrative unit for placement with an experienced teacher. The Director of Field Experiences and Clinical Practice, Field Placement Coordinator, Program Area Coordinator and School Partners work collaboratively to select an effective qualified teacher who will serve as the cooperating teacher. Student teachers and interns are also
assigned a faculty member that serves as the university supervisor to supervise the student teacher/intern.

**Evaluation**
The Student Teacher/Intern Performance Evaluation is utilized to evaluate the candidate’s performance. This instrument assesses the student teachers'/interns’ performance on the following five Proficient Descriptors:

- Professionalism
- Classroom Climate/Culture
- Instruction
- Evaluation/Assessment
- Impact on Student Learning

Cooperating Teachers and University Supervisors complete three (3) Student Teacher/Intern Performance Evaluation forms in TaskStream on the assigned due date.

**Local Education Agency / Institution of Higher Education (LEA/IHE) Certification of Teaching Capacity Form**
The LEA/IHE Certification of Teaching Capacity form provides the State Board of Education with evidence of proficiency of North Carolina teaching competencies and accompanies the candidate's application for licensure along with the transcript of credit earned. The document must be completed on each candidate and signed by the candidate, cooperating teacher, principal (or designee) and the university supervisor. The candidate must receive a “met” rating on the five (5) stated Proficient Descriptors. It should be submitted to the School of Education Student Services Office upon completion of the Clinical Practice experience.

**Clinical Practice Appeal Process**
Candidates enter the teacher education program with various work experiences, particularly individuals in the Masters of Art in Teaching (MAT) program. These work experiences may include current teaching experience or prior successful teaching experiences in the specialty area. Therefore, these candidates may not be required to complete the normal clinical practice experience. These candidates may request to appeal the clinical practice experience by submitting a portfolio to the Director of Field Experiences and Clinical Practice for review. The Director reviews the portfolio and submits the recommendation to the Director of Teacher Education. The portfolio should include the following:

- Letter requesting to appeal the clinical experience
- Resume
- Letters of support from their principal(s)/supervisors
- Letters of support from their department chairperson and/or program coordinator
- Copies of any temporary teaching license
- Copies of teaching evaluations
- Sample lesson plans and/or unit plans
- Sample special activities implemented

If the appeal is approved, the candidate must still enroll in the required student teaching/internship course(s) and complete all evidences and artifacts required for licensure recommendation but they will not need to complete the normal clinical practice experience.

**Clinical Practice Request for Early Release**
Candidates that receive teaching position during the student teaching/internship semester may request early release to accept the teaching position by submitting the following:

- Letter from the candidate requesting early release from clinical practice
- Letter from the school system requesting early release to accept the teaching position in the area of specialty
- Letters of support from their department chairperson and university supervisor
- Completed Student Teacher/Intern Performance Evaluations
• Completed LEA/IHE Certification of Teaching Capacity Form
• Verification of all Electronic Evidences submitted via Taskstream

These documents will be reviewed by the Director of Clinical Practice and the Director of Teacher Education for final approval. The candidate and the school system will receive notification of the decision. However, the candidate will remain enrolled in student teaching/internship and the university supervisor will complete all observations and evaluations. In addition, the candidate will be responsible for completing all program and licensure requirements including electronic evidences that must be submitted and evaluated in TaskStream.

REMOVAL FROM FIELD EXPERIENCES OR CLINICAL PRACTICE
Participation in early field experiences and clinical practice is a privilege—not a right. Placement sites are established through collaborative relationships between the university and the cooperating school. The school has the right to deny or remove interns or student teachers/interns whenever they deem it necessary. When circumstances arise that prevent the student teacher/intern from completing the field experience/clinical experience, the student teacher/intern, cooperating teacher, university supervisor and director of student teaching/internship may initiate the withdrawal process. Prior to removal from the internship experience, a conference will be held with the intern, university instructor, and the director. Prior to removal from clinical practice, a conference will be held with the student teacher/intern, the university supervisors, department chairperson, and the director of student teaching/internships. At the conference, a plan of action will be developed for the student teacher/intern. A student teacher/intern may be removed from field experience/clinical practice for any of the following reasons:
• Failure to attend seminars and complete required assignments, activities, evaluations, etc.
• Failure to conduct himself/herself in a manner consistent with dispositions of professional educators (in keeping with ethical and moral standards). Student teacher/intern will be dismissed from the student teaching/internship experience and the Teacher Education Program.
• Failure to meet requirements of the student teaching/internship experience.
• Failure to maintain adequate progress during the clinical experience.
• Failure to maintain adequate attendance during the student teaching/internship experience.
• Any other reason that impedes the progress of the student teacher/intern.

LICENSURE
The state of North Carolina requires teacher candidates to obtain a Standard Professional License (SP1), also called “A” licensure. To be issued a SP1 Professional Educator’s License, an individual must:
• Completed a state approved teacher education program from a regionally accredited college or university or;
• Completed another state’s approved alternative route to licensure, met the federal requirements to be designated as “Highly Qualified”, and earned a bachelor’s degree from a regionally accredited college.
For additional information, contact Ms. Rosalie Roberts at (336) 334-7757 or rnrobert@ncat.edu

LICENSENG PROCEDURE FOR CANDIDATES WHO RECENTLY COMPLETED THE LICENSURE PROGRAM
Candidates completing the Teacher Education Program are eligible to apply for a North Carolina Professional Teaching License. The following step by step process for completing the licensure packet should be done upon completing Teacher Education Program Requirements and awarding of degree.
1. Download form and complete appropriate Licensure Data Cover Sheet. Indicate if you are an Alternate/Lateral Entry Student or Traditional Student.
2. Fill out Form A application packet for NC license.
3. Include completed Form S/LEA. (Student Teaching/Internship or Performance Evaluation by NC local education agency).
a. Provide completed official LEA/IHE Certification of Teaching Capacity Form with complete signatures and deliver to Student Services Office, 124 Proctor Hall (Form S/School Counselors only)
4. Provide a copy of the ETS Praxis II Score Report, with passing scores. (if required)
5. Provide a copy of Initial A, provisional, temporary or expired license
6. Provide North Carolina A&T official degree dated transcript. Provide official transcript from other colleges/universities attended. If seeking initial license must include undergraduate transcript.

7. Complete credit card authorization form (Visa/MC) or provide a check or money order made payable to NCDPI in the amount of $55.

**LICENSING PROCEDURE FOR CANDIDATES WHO DO NOT APPLY FOR LICENSURE AT THE TIME OF PROGRAM COMPLETION**

Completing a program does not grant candidates the ability to be recommended for licensure in perpetuity. The North Carolina State Board of Education and the North Carolina Department of Public Instruction periodically makes changes to the types of professional education licenses issued and requirements. Though North Carolina A&T has the authority to recommend candidates for licensure in the state of North Carolina, candidates who are recommended must meet the existing requirements at the time of application. Candidates who choose not to apply for a teaching license when requirements have been met risk having to complete additional requirements. These requirements may include but are not limited to the following:

- Additional Coursework
- Clinical Experiences
- Licensure Exam (i.e. Praxis II, MTEL)
- Electronic Portfolio

When a request is received, the Licensure Officer will forward a copy of the transcript to the program coordinator for review and recommendation of additional requirements. If licensure requirements have changed, the candidate will be provided with a list of requirements that must be completed within a specified time frame. The candidate will accept this plan with the intent to follow outlined recommendations within a specified time frame. A signed plan will remain on file in the Office of Teacher Education and with the program coordinator. The candidate should also retain a copy of the document.

**IMPORTANT NOTE: North Carolina A&T does not make recommendations for middle grades licensure.**

**ELECTRONIC EVIDENCES**

The North Carolina A&T Teacher Education Program requires that each candidate seeking licensure submit electronic evidences. There are six (6) evidences leading to initial (A) licensure that meet four (4) broad competency areas of content knowledge, pedagogical knowledge, positive impact on student learning, and leadership. Students who fail to complete evidences during courses as outlined below will not complete the course satisfactorily. The School of Education at North Carolina A&T must present evidence to NCDPI that North Carolina A&T students who complete licensure requirements will be effective teachers, i.e. that they are Future-Ready Educators. Therefore, students who fail to complete evidences at the proficient level will not be recommended for licensure. A description of the electronic evidences may be found in the Teacher Education Electronic Evidences Handbook. Table 7 summarizes these evidences.

The paragraph below should be inserted on all syllabi that require the submission of electronic evidences.

**Syllabus Insert**

Students in this course are required to submit specific assignments via the TaskStream electronic portfolio system. Students will need to purchase a TaskStream subscription and enroll in the appropriate program in order to submit these assignments. **Candidates failing to submit a required assignment via TaskStream will receive an F for that assignment.** More information about purchasing a TaskStream subscription and enrolling into a TaskStream Program is available in the “Office of Student Services” and the School of Education Dean’s office. You may also contact Ms. Saundra Peterson at (peterson@ncat.edu).

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¹ Technology Education has two additional evidences.
Table 7. Description of Evidences

<table>
<thead>
<tr>
<th>Evidence Number</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Praxis II/Transcripts</td>
<td>Praxis II is required for all licensure programs except Agricultural Education and Birth through Kindergarten. For these programs, this evidence is met with a copy of the candidate’s transcripts demonstrating <em>breadth</em> of content knowledge. A list of courses that are required is on file at NCDPI; candidates demonstrate breadth of knowledge through satisfactory completion of those courses. Any change in required courses must be submitted to NCDPI.</td>
</tr>
<tr>
<td>2</td>
<td>Document of Learning</td>
<td>This evidence needs to demonstrate <em>depth</em> of knowledge. It will be met by what is called the Document of Learning, which is program-content specific and must not address pedagogy. This evidence is not addressed in the various professional education courses.</td>
</tr>
<tr>
<td>3</td>
<td>Content Area Instructional Unit Work Sample</td>
<td>The purpose of the Content Area Instructional Unit Work Sample is to illustrate the candidate’s ability to conceptualize, plan, implement, and assess effectively instruction within the content area. This particular instructional unit is centered on a specific theme within the specific content area grounded in research-verified principles of how students learn and pedagogical best practices. The intent of the work sample is to demonstrate the candidate’s ability to manipulate the learning environment, to design instruction that spans a period of time based on the needs of learners, and to collect and analyze student’s work. This evidence should focus on 21st century learning, including technology, and address any appropriate specialty area standards. In general, this evidence will be submitted and graded during the Methods course.</td>
</tr>
<tr>
<td>4</td>
<td>IHE/LEA Certification of Teaching Capacity</td>
<td>The IHE/LEA Certification of Capacity is the student teaching evaluation tool designed by NCDPI and modeled after the professional teacher evaluation tool that is used by the state to evaluate practicing teachers. Candidates must score “Met” on all items in order to be recommended for licensure.</td>
</tr>
<tr>
<td>5</td>
<td>Differentiated Instruction Teacher Work Sample§</td>
<td>This evidence can be integrated as a culminating project; however, candidates should be required to complete the evidence prior to student teaching. There are several reasons for this decision: 1. Student teaching presents significant demands on candidates that traditionally have been considered to be a full-time responsibility. The Teacher Education Program believes that limiting additional TEP-imposed requirements on student teaching is prudent. 2. Candidates may need to complete Evidence 6 while student teaching.</td>
</tr>
<tr>
<td>6</td>
<td>Leadership and Collaboration</td>
<td>This project should, if possible, be started the semester prior to student teaching and continue through the student teaching experience. Candidates will work with the School Improvement Team at a cooperating school. They will examine the data in the plan, along with the goals set by the School Team, and based on those considerations, they will plan an activity or series of activities that will meet the needs of the school, be research-based, and include family/community involvement.</td>
</tr>
</tbody>
</table>

‡ Technology Education has two additional evidences EE 7, Technological Literacy, taught in TECH 719, 720, 721, or 722, and EE 8, Laboratory Management, taught in TECH 669.
§ Undergraduates start this evidence during enrollment in CUIN 410 in conjunction with a required field experience. The course instructor introduces the concept and provides an initial evaluation with the understanding that students’ work will be evaluated by the content area instructor during enrollment in CUIN 670. This evidence can be seen as a culminating project; however, candidates should be required to complete the evidence prior to student teaching.
PROGRAM COMPLETION
For a degree to be conferred, a student must successfully complete all program requirements, which at a minimum include:

- Cumulative GPA of 2.8 or above in all professional education classes, including student teaching and field experience.
- Recommendation for licensure A grade of A or B in student teaching with recommendation from the cooperating teacher, school administrator, and university supervisor
- A score of “Proficient” or “Accomplished” on all criteria for state-required electronic evidences
- Cumulative GPA of 3.0 or above in all coursework including student teaching and internships.
- Recommendation for licensure
- A grade of A or B in student teaching with recommendation from the cooperating teacher, school administrator, and university supervisor
- A score of “Proficient” or “Accomplished” on all criteria for state-required electronic evidences
- Note: All Teacher Education Programs require students to complete electronic evidences (required by NCDPI). In order to be recommended for licensure, candidates must successfully complete the required electronic evidences in their respective programs. Information about the specific evidence requirements can be obtained in the program’s home department.

TASKSTREAM
Taskstream is an electronic assessment and management system used by North Carolina A&T to collect and document candidate performance in all Teacher Education Programs. Recent state and national accreditation requirements for academic programs now make the use of this type of electronic management and reporting system necessary for standards-based accountability purposes at all levels. TaskStream enables faculty and administrators to assess individual candidate progress and overall program performance across Teacher Education Programs. Constantly reviewing and improving the quality of these programs is essential to prepare highly qualified teacher education candidates’ ability to positively impact P-12 student learning.

All teacher candidates are required to submit electronic evidences at various points in their teacher training. Courses requiring the use of Taskstream will be identified in their respective syllabi. It is the responsibility of the student to purchase a Taskstream subscription and to have that subscription activated throughout their matriculation throughout their respective degree.

UNDERGRADUATE TASKSTREAM POLICY
All students enrolled in Teacher Education majors must subscribe to Taskstream as a condition of their application to Teacher Education and maintain their subscription throughout their Teacher Education program.

All students enrolled in CUIN 110 are required to create and maintain an electronic portfolio using Taskstream during their professional education course sequence. All undergraduate Teacher Education students/candidates must submit required assignments via Taskstream to include the following:

- Comprehensive TE Profile
- Dispositions Survey
- Philosophy of Teaching Statement
- Common assignments in Professional Education Sequence courses as developed
- Field and Clinical Experience application and evaluation forms
- Electronic Evidences
- Other assignments that may be developed and approved by the Teacher Education Council

PLEASE NOTE: Assignments that are approved and required to be submitted through Taskstream will be accepted only through Taskstream. All students enrolled in the following courses, whether or not they are enrolled in Teacher Education, must subscribe to Taskstream and submit all required Taskstream assignments:

- CUIN 110
For information on the software requirement or program integration, please contact your undergraduate program coordinator or any of the persons listed below:

Dr. Muktha Jost, Interim Director, Digital Learning Planning & Assessment (mjost@ncat.edu) 336-334-7757

GRADUATE TASK STREAM POLICY
The School of Education and the Teacher Education Council have implemented the following policy regarding the use of Taskstream software for graduate students. The rationale for the policy is improvement of the assessment practices for graduate programs in the School of Education and all related Teacher Education programs. This policy has been reviewed and approved by the Teacher Education Council and School of Education/Teacher Education Assessment Committee.

1. **Students in the Master of Arts in Teaching (MAT).**
   All students in the MAT program are required to maintain a current subscription to Taskstream and enrollment in any applicable NC A&T folios. Students will be required to submit selected course assignments and other requirements including the Electronic Evidences through Taskstream. Course assignments used for accreditation and other requirements, including Electronic Evidences, will be accepted only through Taskstream, not by other means (such as email or Blackboard).

2. **Students in the Master of Education (MAEd), Master of Science (MS), and Master of School Administration (MSA).**
   All students enrolled in the MAEd, MS, MSA programs are required to maintain a current subscription to Taskstream and be enrolled in any applicable NC A&T folios. Students will be required to submit selected course assignments and other requirements including Electronic Evidences through Taskstream. Selected course assignments and other requirements including the Electronic Evidences for submission through Taskstream will not be accepted through other means (such as email or Blackboard).

3. **Students in other courses or other programs.**
   Programs within the School of Education may designate assignments in other courses and other requirements that must be submitted through Taskstream. When programs designate courses that have assignments that must be submitted through Taskstream or other requirements that must be submitted through Taskstream, the program is responsible for communicating the requirements to students.

For information on the software requirement or program integration, please contact your graduate program coordinator or any of the persons listed below:

Dr. Muktha Jost, Interim Director, Digital Learning Planning & Assessment (mjost@ncat.edu) 336-334-7757