



Clinical Experience Handbook

2017 – 2018

The College of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.

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INTRODUCTION

Congratulations! You are about to begin the capstone clinical experience of your teacher education program at Fayetteville State University. The purpose of the *Clinical Experience Handbook* is to serve as a guide to the successful completion of the teacher education program. During this semester, you will apply what you have learned throughout your program at FSU. This experience will be intense. Prepare yourself to devote all of your energy and passion to this important endeavor.

In addition to serving as a guide for the candidate, the *Clinical Experience Handbook* will be shared and used by the clinical educators. The clinical experience is of great consequence to your future as a professional educator. Not only is your final evaluation a reflection of your overall performance, but it is also necessary for you to be recommended for licensure.

It is important that you follow the procedures and policies outlined in this document. **YOU ARE RESPONSIBLE** for meeting the requirements associated with the clinical experience.

Note:

The Council for the Accreditation of Educator Preparation (CAEP) standards have been fully implemented. The National Council for Accreditation of Teacher Education (NCATE) standards are no longer used for accreditation. Therefore, this handbook uses terminology reflecting the CAEP Standards.

Former Terminology	CAEP (Current) Terminology
Student Teaching/Internship	Clinical Experience
Student Teacher	Candidate
Student	Pre-candidate (if before admission to Teacher Education)
Student	Candidate (if admitted to Teacher Education)
Cooperating Teacher	Clinical Educator (P-12)
University Supervisor	Clinical Educator (Educator preparation provider - EPP)

College of Education Vision Statement and Mission Statement:

Vision Statement:

The College of Education will build upon its proud legacy of strong undergraduate and graduate academic programs designed to prepare effective and high quality teachers and other educational leaders and professionals to positively impact the lives of 21st Century children, local educational agencies, communities, and organizations for global competitiveness.

Mission Statement:

The College of Education prepares knowledgeable, reflective, and caring professionals in the fields of education, research, and service. Completers, prepared by highly qualified faculty and through participation in prescribed activities, cutting edge instructional practices offered through multiple modes of delivery, on-going assessments, and field-based internships, have the knowledge, skills, and dispositions to support student learning within a framework of family and community and are able to participate in a diverse, technological, and global society. The SOE proudly prepares transformational educators and leaders through licensure only options and degrees at the bachelor's, master's, and doctoral levels for the southeastern region of the state, nation, and the global community.

2014-2015 Strategic Priorities:

Priority 1: Ensure Academic Quality: To prepare candidates as teachers, leaders, or other school professionals for licensure and program completion, resulting in high quality professionals who promote academic growth for a diverse and global student population; the process is monitored through an assessment system that ensures all program completers meet program learning outcomes at an acceptable or proficient level

Priority 2: Increase Degree Attainment: To provide leadership and resources, including personnel and facilities, resulting in increased enrollment and persistence rate (retention and graduation) across all programs; to increase enrollment numbers, retention, and graduation rates

Priority 3: Increase Educational Support: To deliver instruction and provide academic support, including intensive advisement, tutoring, research guidance and supervision, and effective field experiences and clinical practice necessary to enable teacher candidates, educational leaders, and other school professionals to develop and demonstrate the knowledge, skills, and professional dispositions necessary to enhance student learning and success

Priority 4: Increase Research and Professional Development: To strengthen research activities and productivity for SOE professionals, including cross-disciplinary collaborations, resulting in best practices in scholarship, service, and teaching that includes self-assessment of teaching effectiveness as measured by the quality and rate of candidate and completer performance

Priority 5: Enhance Community Engagement: To increase the delivery of educational services to P-12 children, parents, and educators - primarily in the southeastern region of the

state - so as to enhance student learning, teaching quality, school leadership, and the lives of the people of North Carolina, the United States, and the global community

Priority 6: Ensure Continuous Improvement: To promote continuous improvement in academic programs, instruction, academic support, research, and community outreach through effective planning, assessment, and use of assessment results for improvement.

OVERVIEW OF TEACHER EDUCATION

Undergraduate and graduate teacher education programs at Fayetteville State University are approved by the North Carolina State Department of Public Instruction (NCDPI). Additionally, the University is accredited by the Southern Association of Colleges and Schools (SACS) and the College of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE). All programs are designed to prepare education professionals as *Facilitators of Learning*. Teacher preparation programs are housed in the College of Education and the College of Arts and Sciences.

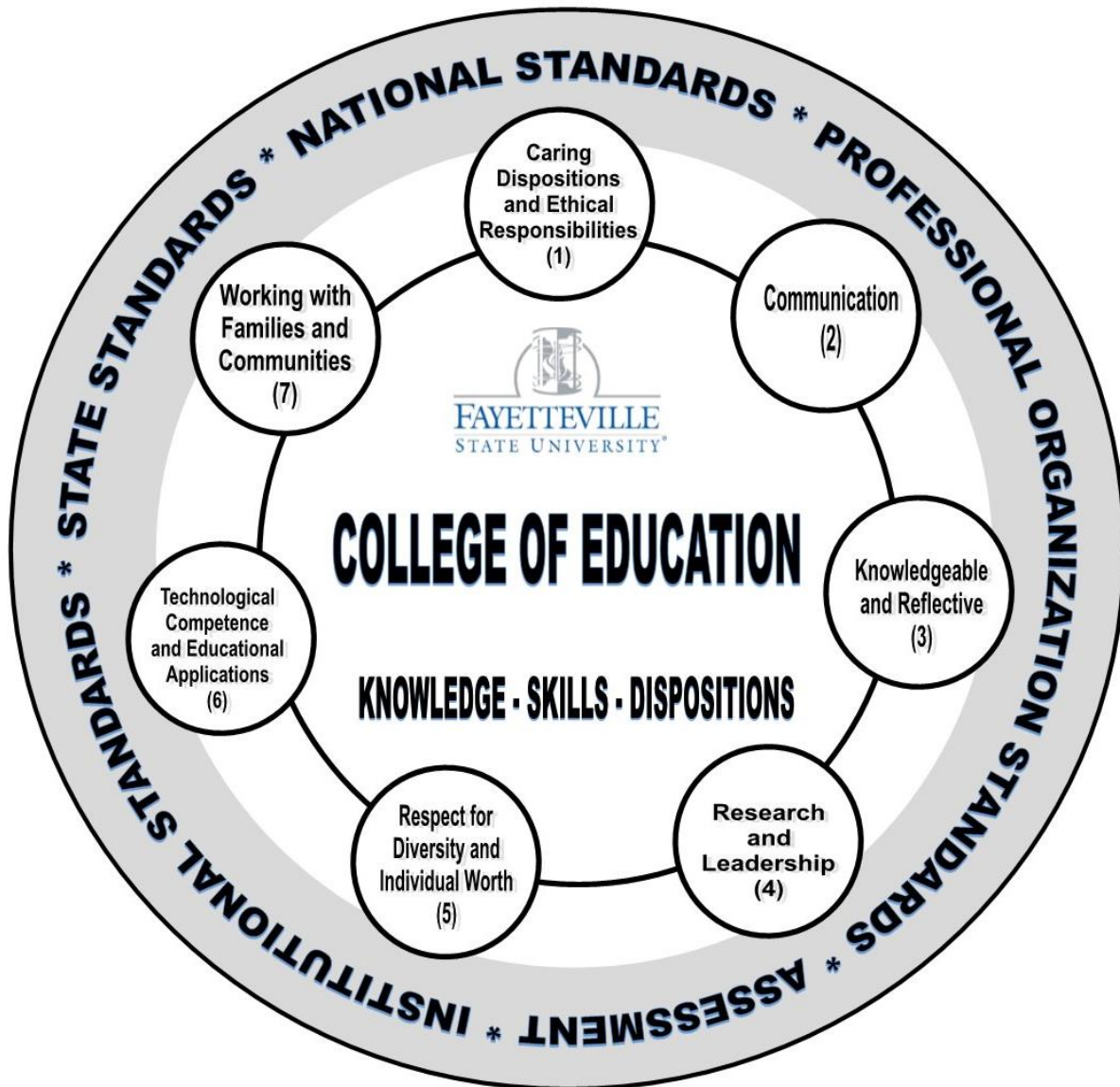
Teacher education programs are offered in elementary education (K- 6); middle grades (6-9); secondary education (9-12); and special subjects (K-12). Secondary education programs include English, mathematics, and biology. Special subjects (K-12) are physical education, music, and art. The middle grades program requires a concentration in two of six areas: language arts, social studies, science, mathematics, special education, and reading. In addition to the teacher education requirements, each secondary subject area has specialty program requirements in the College of Arts and Sciences. Licensure levels for teachers are K-6, 6-9, 9-12, and K-12.

The College of Education also offers the Master of Arts in Teaching degree in Middle Grades (6-9), Special Education: General Curriculum, and Secondary Education (9-12) for individuals seeking licensure after earning a baccalaureate degree. The master's degree in education (M.Ed.) is designed for educators holding an "A" level license. The M. Ed. program consists of a core of education courses with a concentration in one of eight areas. The concentrations are: biology education, 9-12; elementary education, K-6; mathematics education, 9-12; middle grades mathematics, 6-9; middle grades language arts , 6-9; middle grades science, 6-9; reading, K-12; sociology education, 9-12; special education, K-12 with emphasis in behaviorally emotionally disabled, learning disabled, or mentally disabled.

All teacher preparation programs adhere to the policies and procedures outlined by the **Teacher Education Committee**. This committee, which consists of College of Education administrators and faculty as well as representatives from the College of Arts and Sciences, University College, student body, LEAs, among other on campus support offices, approves program and curricular policies and general administrative decisions involving the preparation of teachers. The Director of Teacher Education and the University School Teacher Education Partnership (USTEP)/Professional Development Schools (PDS) Coordinator manages the field experiences placements for all teacher preparation programs with respect to, admission to teacher education, and clinical experience assignments.

Fayetteville State University
College of Education
Conceptual Framework

Model



“The College of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.”

Description of the Conceptual Framework

The vision of the College of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit's vision and mission statements.

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that under grids our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for your knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.

The unit's philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates' proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities. The candidate proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.

The conceptual framework themes help to strengthen the unit's and institution's mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types

of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

Conceptual Framework Themes	College of Education Expectations
Caring Dispositions and Ethical Responsibility (1)	Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.
Communication (2)	Candidates communicate effectively and proficiently with all students, parents, peers, and administrators.
Knowledgeable and Reflective (3)	Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.
Research and Leadership (4)	Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to inform practice and to participate in research to expand their knowledge bases.
Respect for Diversity and Individual Worth (5)	Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.
Technological Competence and Educational Applications (6)	Candidates understand that technology is a tool that supports learning and know how to utilize technology to enhance instruction, learning, research, and data management.
Working with Families and Communities (7)	Candidates understand the contemporary family and communities and use that knowledge to help students learn, achieve, and succeed in life.

TEACHER EDUCATION COMMITTEE

The Teacher Education Committee is the existing body that ensures adherence to standards of state, regional, and national accrediting agencies. Therefore, it assumes the responsibility to facilitate and coordinate program evaluation efforts related to teacher education across all teaching licensure areas. All teacher preparation programs adhere to the policies and procedures outlined by the Teacher Education Committee. The Committee approves curriculum policies and general administrative decisions involving the preparation of teachers.

The Committee believes that a formal, systematic, and continuous evaluation process of teacher education and licensure is critical to maintaining excellence in the preparation of teachers.

Appointments to the Teacher Education Committee are made by the Dean of the College of Education in collaboration with the Office of Teacher Education. The membership consists of university professors from The College of Arts and Sciences and College of Education, education students, public school representatives, central office personnel, University College representatives, and other representatives from various on-campus support offices.

OFFICE OF TEACHER EDUCATION

The mission of the Office of Teacher Education (OTE) is to enhance the goals of the teacher education programs in the College of Education and the College of Arts & Sciences. This office initiates, monitors, and implements policies and practices of the University and ensures compliance with state, regional, and national guidelines and regulations.

To remain accredited, Fayetteville State University carefully responds to the Department of Public Instruction Program (DPI) Approval Standards and the Council for the Accreditation of Education Professional (CAEP) formerly known as National Council for the Accreditation of Teacher Education (NCATE) Unit Standards. Since these requirements may change, our program requirements must also change. Therefore, teacher education candidates are strongly encouraged to have frequent conferences with their advisors and be alert for notices from the Office of Teacher Education or from the College of Education.

The Office of Teacher Education coordinates the preparation programs with respect to field experiences, admission to teacher education, and admission to clinical experience, clinical experience assignments, and licensure.

The Director of Teacher Education reports to the Dean of the College of Education and works with the USTEP/PDS Coordinator. In addition to the Director, the Office of Teacher Education is supported by a licensure processing assistant.

OBJECTIVES OF CLINICAL EXPERIENCE

Clinical experience is a program requirement for candidates seeking recommendation for an initial license through Fayetteville State University. It is during the clinical experience that candidates utilize the skills and methodologies learned in their course work and associated field experiences. Clinical experience is the last major step before the candidate enters the teaching profession.

Clinical experience is a cooperative endeavor between the University and the public schools. The partnership is designed to exchange ideas, to plan cooperatively, and to provide candidates with an appropriate, realistic, and natural setting for a culminating experience.

An effective clinical experience program contributes to facilitating teamwork by providing the candidate with the opportunities to continue to build upon, under supervised guidance, an understanding of teaching learning processes. It also provides an appropriate environment where candidates can demonstrate a mastery of the skills involved in guiding the learning or achievement of children through effective teaching or leadership skills.

Specifically, the clinical experience/ internship experience assists candidates to become an effective facilitator of learning by expecting them to:

- Demonstrate a command of subject matter displayed through persistent preparation of daily lesson planning, preparation of supportive teaching resource materials, and applying skills designed to motivate students and enhance their academic achievement.
- Prepare lesson plans using supportive teaching resource materials and apply skills designed to motivate students to enhance their academic achievement.
- Enhance the abilities involved in planning and delivering teaching learning activities to meet the needs of individual learners, handle routine elements of classroom management, and manage the assessment of student growth and achievement.
- Understand and experience the total organizational structure and function of the public school.
- Develop as professionals through the integration of theory and practice, organizing materials of instruction, and providing for individual needs, interests, and capacities of students.

ADMISSION TO CLINICAL EXPERIENCE

Applications for clinical experiences must be made the semester before the experience is anticipated. Applications should be completed and submitted to the Department Chair. The Department Chair will present documents to the Office of Teacher Education, which will then be presented to the Teacher Education Committee for review and approval, as appropriate, based on clinical experience admissions requirements.

To be eligible for the clinical experience, candidates must:

- Have been admitted to the Teacher Education Program and have senior classification.
- Have completed, to the satisfaction of the major area, the teaching specialty component requirements that will lead to licensure by the Department of Public Instruction.
- Have achieved a cumulative GPA of 2.7 or higher and a grade of C or higher in all professional education courses.
- Have completed all, or be enrolled in the final, methods courses and major concentrations before being admitted to clinical experience.
- Have earned acceptable scores on the Admission to Clinical Experience Interview.
- Have been recommended to and approved by the Teacher Education Committee through the department chair of the area through which licensure is sought.
- Have a security background check cleared of any improprieties.
- Have been recommended to and approved by the Teacher Education Committee prior to being assigned a site.
- Have participated in an **Information Session** for candidates to become familiar with University expectations prior to reporting to an assigned site.
- Have submitted copy of official audit or CAPP degree evaluation verifying that no courses remain to be taken toward the degree except for clinical experience and seminar (for undergraduate candidates) other than the methods courses in which the candidate is registered.
- Have enrolled in only the clinical experience block courses during the clinical experience semester
- Have earned a grade of C or higher in clinical experience for full licensure as a teacher;

Note: Candidates who have been approved for admission to clinical experience, but who have not maintained the standards for the internship will be subject to review by the Teacher Education Committee before they are allowed to re-enter the program.

ATTENDANCE POLICY

Candidates are required to complete fifteen **consecutive weeks** of full-time supervised teaching at their assigned school site. (Candidates seeking the initial license through a Master of Arts in Teaching (MAT) program are required to complete 10 consecutive weeks of clinical experience.) As transitioning professionals, candidates are expected to report to their assigned school in the same manner as all clinical educators (P-12) of records or other employed school professionals.

In case of an emergency, the candidates must take the following steps:

- Contact Clinical Educator (P-12), as soon as possible
- Notify the Clinical Educator (EPP) and the Office of Teacher Education (leave a voice message, if necessary)
- Complete a *Request for Leave Form* and submit the completed form to your Clinical Educator (EPP) (www.uncfsu.edu/ote)

Absences will be considered on a case-by-case basis. The Clinical Educator (EPP) will determine if absence is excused and submit the form to the Office of Teacher Education. All non-excused absences **must** be made up at the end of the clinical experience, which could result in a grade of Incomplete. **Excessive absences (over five) and /or non-compliance with disposition issues of the overall clinical experience require a meeting with the Director of Teacher Education, a possible conference with the Dean of the College of Education, and may result in removal from the program.**

SUBSTITUTE TEACHING POLICY

A candidate **is not** allowed to serve as a substitute teacher. In the case where a Clinical Educator (P-12) is absent, a person employed with the school system **must** be assigned to the classroom where a candidate is assigned. Functioning as a substitute teacher denies the candidate the supervision necessary to be recommended for a license by the State Department of Public Instruction.

SCHOOL ACTIVITIES POLICY

Candidates are expected to participate in all assigned school activities that are part of their Clinical Educator's (P-12) regular duties. These activities may include, but is not limited to, the following:

- a. Extra-curricular activities, e. g. bus duty, hall duty, cafeteria duty
- b. Parent conferences and special service personnel
- c. Faculty and PTA meetings

UNIVERSITY ACTIVITIES POLICY

University activities, such as financial aid matters, graduation concerns, meeting with faculty/clinical educator (EPP), etc., are to be scheduled after the regular public school day. Candidates must contact the office responsible for the activity and make arrangements to complete the necessary tasks after the public school day ends.

COURSE LOAD POLICY

Candidates are expected to complete **all degree requirements** prior to enrolling in the appropriate clinical experience course. Candidates should only be enrolled in the following courses: ELEM 471, Elementary Clinical Experience; EDMG 470, Clinical Experience in the Middle Grades, EDUC 480, Clinical Experience in the Secondary School/Special Subject or SPED 470 Clinical Experience in Exceptional Education, in addition to ELEM 491 Professional Seminar or EDUC 490 Professional Education Seminar, while completing the full-time clinical experience.

BACKGROUND CHECK POLICY

Effective fall 2012, all candidates who enroll in clinical experience courses will be required to complete a criminal background check prior to beginning the clinical experience. A current, valid criminal background check must be on file with the Local Education Agency in the county where a candidate's clinical experience will take place. The Director of Teacher Education or the Coordinator of USTEP/PDS will notify candidates of the steps they need to take in regards to specific LEA background check requirements. A criminal background check is generally valid for one year. Candidates are financially responsible for meeting these criminal background check requirements if the LEA does not incur the cost.

If a candidate has a criminal history, other than a minor traffic offense, s/he will need to consult with the Director of the Office of Teacher Education (OTE) for assistance in conducting a background check and providing additional documentation, such as a letter to the principal of the placement school, requesting consideration. The nature of the information reported on the background check will be considered in making a decision as to whether a particular field experience or teaching assistance is appropriate. Some schools will not allow anyone with a criminal offense or arrest (other than a traffic ticket) to work in the school and some school districts will also conduct their own criminal background check. While the Director of the OTE and the Coordinator of USTEP/PDS will do their best to assist the candidate with appropriate placement, delays in the completion of the candidate's program of study may occur due to the placement decisions of schools based on the results of the criminal background check. A candidate who is unable to complete all requirements of any teacher education program at FSU will not be able to continue in the program and will be encouraged to find an alternate major. A criminal history will not necessarily preclude a candidate from being admitted to clinical experience. However, failure to complete the background check will result in the candidate being dropped from the clinical experience course.

SCHOOL ASSIGNMENT POLICY

Official school and Clinical Educator (P-12) assignments are issued from the Director of Teacher Education and the Coordinator of the University School Teacher Education Partnership/Professional Development Schools. The College of Education has established partnerships with school districts. School Assignments, determined jointly by LEAs partners and the OTE, are made in accordance with the **Educational Partnership Agreement***signed by superintendents and associate superintendents of Human Resources of our service area schools. **Changes to assignments must come from the Director of Teacher Education.**

The overarching goal of the **Educational Partnership Agreement** is to promote and maintain a collaborative agreement between Local Education Agencies (LEAs) and Fayetteville State University for the benefit of continuous improvement of the highly qualified educators serving the needs of the stakeholders in education. The collaboration between the College of Education and LEAs will be reflected in the:

- Joint determination (by principals, the Curriculum and Instruction team, and FSU COE) of the placement of candidates and advanced programs candidates in a setting that will enhance the experiential learning of the candidates and promote the academic achievements of P-12 students
- Placement of candidates with clinical educators (P-12) or principals who have been designated as outstanding or master teachers and administrators
- Regularly scheduled Partnership Coordinating Council meetings to discuss partnership needs as well as review and evaluate the College of Education's conceptual framework, teacher education program effectiveness and survey data, as well as other program data and identify professional development needs that will serve both parties
- Identification of the need for professional development activities stemming from the results of the needs analysis identified through the Coordinating Council meetings after reviewing results of the needs analysis during these Coordinating Council meetings
- Provision and participation in the identified professional development activities designed to enhance the expertise of candidates and teachers to better support their roles and experiences in the classroom. These professional development activities will be opened to candidates from FSU and other IHEs and teachers.
- Collaboration of clinical educators (P-12) with at least three years of satisfactory/proficient teaching experience or principals who have supervisory experience will participate in a yearly orientation on the goals and expectations of the role, with training alternating from a central school site to the University campus
- New Clinical Educators (P-12) or principals must participate in a supervisor orientation session with Fayetteville State University in order to serve as a clinical educator (P-12) or mentor principal

TERMINATION OF CLINICAL EXPERIENCE POLICY

The candidate, the Director of Teacher Education, or the school site administrators can initiate termination of the clinical experience. Reasons for termination can be personal, attendance, performance, or disposition issues. Documentation detailing the termination will be retained in the candidate's academic/clinical experience file in the Office of Teacher Education.

If a situation threatens the candidate's quality of education, the candidate's successful completion of clinical experience, or the University ongoing relationship with the public schools, clinical experience will be terminated.

Before the termination occurs, a Corrective Action Plan will be developed. The Plan may include additional observations by other teachers (i.e., lead teachers, team leaders, department head, public school administrators, and/or the Director of Teacher Education). Although the Clinical Educator (EPP) and Director of Teacher Education will work to support the candidate's efforts, the candidate must accept responsibility for his/her professional conduct and make a concerted effort to address all areas of concern in a positive, concrete manner. If the Action Plan does not result in a successful performance, the candidate will be removed from the placement and the clinical experience.

RE-ADMISSION TO PROGRAM POLICY

The Re-Admission Policy applies to a candidate who has withdrawn or was unsuccessful in the clinical experience. The following steps must be followed for re-admission:

The candidate must request in writing to be reinstated to clinical experience. The request must be addressed to the Director of Teacher Education. A rationale for the request should be stated, and if possible, a letter of support from the Clinical Educator (EPP) or Department Head should accompany the request.

The Director of Teacher Education will review the rationale, letter(s) of support, and will make a recommendation, as to whether or not to re-admit and under what conditions the readmission will occur, to the Teacher Education Committee. If the candidate is recommended for readmission, an Action Plan will be developed.

The Director of Teacher Education will communicate the decision, in writing, to the candidate.

LEGAL IMPLICATIONS OF CLINICAL EXPERIENCE
PSL 115C (PUBLIC SCHOOL LAWS)
Issued by the State Board of Education

The following definitions are found in *Public School Laws of North Carolina* and provide the legal context for understanding the role and responsibilities of public school teachers in North Carolina:

Teacher. A person who holds at least a current, not provisional or expired, Class A certificate or a regular, not provisional or expired, vocational certificate issued by the Department to Public Instruction; a person who has been teaching 3 or more years; whose major responsibility is to teach or directly supervises teaching or who is classified by the State Board of Education or is paid as a classroom teacher; and who is employed to fill a full-time, permanent position. (115C-325)

Candidate. Any student enrolled in an institution of higher education approved by the State Board of Education for the preparation of teachers who is jointly assigned by that institution and the local board of education to complete a clinical experience under the direction and supervision of a regularly employed certified teacher. A candidate under the supervision of a certified teacher or principal shall have the same protection of the laws accorded the certified teacher. (115C-309)

Section 115C-307 outlines the duties of the teacher as follows:

1. To maintain order and discipline.
2. To provide for the general well-being of students.
3. To provide some medical care to students.
4. To teach the students.
5. To enter the superintendent's plans for professional development.
6. To discourage nonattendance.
7. To make required reports.
8. To take care of school buildings.

NOTE: PSL 115C-295 – 115C 309 are laws that pertain specifically to public school teachers.

PROFESSIONAL EXPECTATIONS

Clinical experience is considered a full-time commitment; therefore, it is strongly recommended that candidates should have no other major obligations during this period. Personal obligations that unduly influence the candidate's classroom performance may result in the candidate being asked to withdraw from the program until the situation has been dealt with properly.

Dress

Attire of the candidates should reflect the professional nature of the teaching profession. Visible body accessorizing **is not allowed**. Candidates (except Health and Physical Education majors at the appropriate time) are not allowed to wear jeans, capris, sweats, t-shirts, athletic shoes, or flip-flops during clinical experience.

Dispositions

Professional dispositions are behaviors and attitudes that are based on a set of values that our professional education community believes and accepts.

It is the responsibility of the candidate to respect the rights of students, teachers, administrators, and members of the community as demonstrated through behavior that is decent, humane, and just.

Specifically, the candidate is expected to exhibit the following dispositions:

Professional Behaviors: The candidate demonstrates a commitment to the profession.

1. Utilizes time efficiently and manages workload
2. Portrays a professional image in appearance and behavior
3. Meets deadlines for assigned activities and products
4. Demonstrates academic integrity and confidentiality
5. Is enthusiastic to teach and learn

Working with Families and Communities: The candidate understands the contemporary family and communities.

1. Learns from and works collaboratively with diverse individuals
2. Seeks to overcome cultural and economic barriers that impede civic involvement
3. Builds relationships with individuals and groups
4. Is patient and flexible during the learning process
5. Supports and values traditions, artifacts, symbols of the community

Technological Competence/Educational Applications: The candidate exhibits that technology is a tool.

1. Uses technology in the course of attaining and utilizing 21st century skills
2. Evaluates information critically and competently
3. Acts on creative ideas to make a tangible and useful contribution to the field
4. Exhibits practical and critical thinking skills in information media/technology
5. Uses digital technologies appropriately and refrain from social media not directly related to instruction as approved in the curriculum

Caring Disposition and Ethical Responsibility: The candidate is caring and ethically responsible.

1. Demonstrates integrity and ethical behavior
2. Holds in confidence information except in compliance with legal regulations
3. Adheres to federal and state school law, district, and building policies
4. Demonstrates that he/she values equity and fairness
5. Demonstrates compassion toward those experiencing difficulty
6. Refrains from fraternization

Communication: The candidate communicates effectively with all students, parents, peers, and administrators.

1. Articulates thoughts and ideas clearly and effectively
2. Manages & creates effective oral, written, and multimedia communication
3. Collaboratively develops and enforces clear communication
4. Communicates sound judgment; makes complex choices; solves problems
5. Communicates in ways that do not intentionally cause humiliation or ridicule

Knowledgeable and Reflective: The candidate is knowledgeable about their subject matter & the teaching/learning process.

1. Monitors one's own understanding and learning needs
2. Actively seeks resources to expand content and pedagogical knowledge
3. Uses constructive feedback to make modifications for improvement
4. Takes time to think and reflect before responding
5. Seeks help as needed; demonstrates reflective practice in written/verbal form

Research and Leadership: The candidate combines theory and practice; works to improve the profession.

1. Collaborates with colleagues and peers
2. Acts fairly, consistently, and prudently in the exercise of authority
3. Pursues growth and development in the practice of the profession
4. Articulates a vision and implementation strategies for improvements
5. Takes initiative to perform needed tasks and accomplish identified objective

Respect for Diversity and Individual Worth: The candidate develops sensitivity to all types of diversity.

1. Is open and responsive to diverse perspectives, including cultural viewpoints
2. Maintains high expectations for self and others

3. Pledges to develop a quality education for students with exceptionalities
4. Takes responsibility for student achievement
5. Demonstrates effective collaboration skills

CODE OF PROFESSIONAL ETHICS

Developed by the North Carolina Professional Practice Commission in consultation with North Carolina educators the purpose of the Code of Professional Ethics is to define standards of professional conduct of educators and was adopted by the State Board of Education, June 5, 1997.

<http://www.ncptsc.org>

CLINICAL EXPERIENCE FEES

Candidates enrolled in initial teacher preparation programs are required to complete a capstone clinical experience (student teaching) that will provide practical experiences in the field. These candidates are assigned to master teachers who serve as cooperating teachers. Each cooperating teacher receives a stipend to acknowledge his/her professional role in assisting the College of Education (COE) in preparing effective educators. Therefore, effective fall 2014, each candidate enrolling in the capstone clinical experience (student teaching) course will be assessed a student teaching fee of \$200.00, which will be paid in totality to each cooperating teacher. The courses identified here will trigger the student teaching fee: ELEM 471, EDMG 470, EDUC 480, SPED 470, SPED 641, and EDUC 697. The fee will be assessed every semester that a candidate is enrolled in one of the courses listed above.

Year-long Clinical Experience Schedule

During the **semester(s) prior to clinical experience (methods courses)**, the candidate should engage in the following activities in order to become familiar with the instructional environment:

- Meet principal and clinical educator (P-12)
- Become familiar with school policies, discipline, philosophies, facilities, personnel, etc.
- Expand on any areas relating to operating of schools
- Become more acquainted with classroom routines and procedures
- Observe clinical educator (P-12) and other classrooms
- Assist with individual student or small group
- Carry out other duties as assigned
- Observe and discuss lessons taught by clinical educator (P-12)
- Observe students in the class to identify and understand both the similarities and differences
- Collaborate with clinical educators (P-12) to apply and evaluate appropriate assessment measures, and advance the understanding to use the results to drive instruction
- Practice skills that will enable them to write and speak clearly and effectively, serve the public school community, and work collaboratively with peers
- Teach a lesson(s) that will be evaluated by clinical educators.
- Take the required state licensure exams

During clinical experience, the candidate should engage in the following activities:

- Understand the roles of the clinical educator (P-12), clinical educator (EPP), and the candidate
- Identify the procedures for licensure
- Demonstrate a basic knowledge of computer operations
- Use and understand the role of instructional technology in the classroom
- Understand the school administrator's role in teacher evaluation
- Understand the instruments school administrators use to evaluate teachers
- Develop strategies and techniques in order to facilitate learning for special needs children within the regular education classroom
- Develop a progressive schedule that builds from one class to full-time teaching. The candidate will teach one class for the first five weeks of the semester. At least 6 weeks of the clinical experience must be devoted to full-time teaching with the assistance of the clinical educator (P-12).

Clinical Experience Learning Outcomes:

- A. Candidates will know the content based on the North Carolina Standard Course of Study, State Standards, and CAEP. (**North Carolina Department of Public Instruction (NCDPI) Professional Teaching Standard 3**)
- B. Candidates will know how to teach based on the North Carolina Standard Course of Study, State Standards, and CAEP.
- C. Candidates will implement practices that reflect the cognitive, mental, and physical development of Birth-K, K-6, 6-9, 9-12, and K-12 students.
- D. Candidates will know how to utilize technology to enhance instruction, learning, research, assessment, and data management.
- E. Candidates will demonstrate leadership skills (**North Carolina Department of Public Instruction (NCDPI) Professional Teaching Standard 1**)
- F. Candidates will establish a respectful, safe, orderly, and positive environment for a diverse population of students. (**North Carolina Department of Public Instruction (NCDPI) Professional Teaching Standard 2**)
- G. Candidates will facilitate learning for their students by providing appropriate accommodations and implement teaching strategies for diverse learners. (**North Carolina Department of Public Instruction (NCDPI) Professional Teaching Standards 2 and 4**)
- H. Candidates will reflect on their practice. (**North Carolina Department of Public Instruction (NCDPI) Professional Teaching Standard 5**)
- I. Candidates will integrate 21st century knowledge and skills in instruction
- J. Candidates will be able to communicate effectively and be a reflective practitioner.
- K. Candidates will be able to document the following skills in their edTPA portfolios:
 - identify instructional supports and describe how the instructional supports to help the students achieve the learning objectives.
 - analyze students' learning needs.
 - identify students' personal and cultural assets.
 - explain how the chosen instructional strategies utilize students' personal and cultural assets to achieve the learning objectives.
 - identify students' academic background in relation to the learning objectives.
 - support chosen instructional strategies with research.
 - cite evidence to support claims or conclusions.
 - design assessments aligned to learning objectives.

- design an assessment plan that monitors student progress towards achieving learning objectives throughout a lesson or series of lessons.
- utilize a formative assessment to give students specific feedback on their mastery of learning objectives. *Feedback should specifically address what students have mastered and what they need to improve upon.*
- analyze student learning of learning objectives based on their performance on an assessment. Cite examples from student work to support analysis of student learning.
- adapt assessments to make accommodations for students with IEPs, 504s or other learning needs and explain how these adaptations will help the students in achieving the learning objectives.
- identify groups of learners within a class based on common learning needs and design instructional supports to assist them in achieving the learning objectives.
- design instructional supports for students with IEPs and 504s and explain how these supports assist the students in meeting the learning objectives.
- explain what a language function is.
- explain how vocabulary relates to language function.
- explain what syntax looks like in a specific content area.
- explain how syntax is related to language function.
- explain what discourse looks like in a specific content area.
- explain how discourse is related to language function.
- explain how students will use vocabulary in achieving the identified language function.
- identify and explain how students will use syntax in achieving the identified language function.
- identify and explain how the students will use discourse in achieving the identified language function.
- identify instructional supports designed to help students use vocabulary associated with a language function and explain how the supports will help the students with the language function.
- identify instructional supports designed to help students with syntax and explain how those supports will help students with the language function.
- identify instructional supports designed to help students with discourse and explain how those supports will help the students with the language function.
- explain how students used vocabulary in achieving the identified language function.
- identify and explain how students used syntax in achieving the identified language function.
- identify and explain how the students used discourse in achieving the identified language function.

Additional Outcomes

Given the opportunity to plan and implement instruction in the public schools, the candidate should be able to demonstrate effective planning of lessons by utilizing the six-step approach. (Conceptual Framework 1, 3, 6) (NCPTS #3)

Given the opportunity to plan and implement instruction in the public schools, the candidate should be able to plan instructional activities which provide for individual differences and present materials at a level appropriate to the needs, interests, abilities and background of the students. (Conceptual Framework 1, 3, 5, 7) (NCPTS #3, #2)

Given the opportunity to plan and implement instruction in the public schools, the candidate should be able to begin constructing a discipline model that would encourage on-task behavior and discourage off-task behavior. (Conceptual Framework 1, 2, 5) (NCPTS #1, #4)

Given the opportunity to plan and implement instruction in the public schools, candidates should be able to define the classroom rules utilized by his/her clinical educator (P-12) and decide if those classroom rules would be consistent with the candidate's personal discipline model. (NCPTS #2, #5)

Given the opportunity to plan and implement instruction in the public schools, the candidate should be able to evaluate daily teaching lessons and curriculum units. (Conceptual Framework 3, 4) (NCPTS #3)

Given the opportunity to plan and implement instruction in the public schools, the candidate should be able to revise instruction on the basis of student comments, questions, and performances. (Conceptual Framework 1, 2, 4, 3) (NCPTS #2, #3)

Given the opportunity to complete classroom observation in the public school, the candidate will be able to demonstrate his/her understanding of the professional responsibilities of the teacher in the classroom, school, and community. (Conceptual Framework 1, 7) (NCPTS #1, #4)

Given the opportunity to plan and implement instruction in the public schools, the candidate should be able to list and discuss some guidelines for conferencing that would help the clinical educator (P-12) and candidate derive maximum benefit from conferencing. (Conceptual Framework 1, 2, 4) (NCPTS #2, #5)

The **Clinical Experience Schedule**, prepared by the Director of Teacher Education, will suggest an approximate timeframe for the candidate to assume full responsibility for preparing, planning, and teaching lessons. The clinical educator (P-12), the candidate, and the clinical educator (EPP) will make the final decision for assuming responsibility of the teaching load. The Clinical experience Schedule is posted each semester at the OTE website at www.uncfsu/ote.edu.

SUPERVISION AND EVALUATION OF CLINICAL EXPERIENCE

An important element in the clinical experience is the continuous feedback and the evaluations that candidates receive. The evaluation process is maximized by the clinical educator (P-12), the Clinical educator (EPP), and the candidate participating jointly in the process. As an outgrowth of continuous feedback and evaluation, it is expected that the candidate will overcome his/her weaknesses and capitalize on his/her strengths and emerge as an effective facilitator of learning.

The *North Carolina Educator Evaluation System* refers to a comprehensive standards-based, integrated approach to personnel and program evaluation approved by the North Carolina State Board of Education (SBE). The *Teacher Candidate Evaluation Rubric* is a tool used to evaluate both eligibility for licensure of individual candidates and an institutions' teacher education preparation programs against the *North Carolina Professional Teaching Standards (NCPTS)*. Based on this system the evaluation form Observation of Candidate Performance and Guidelines for Evaluations of Teacher Candidates at Fayetteville State University are included in the Appendix.

Interim Evaluations

Central to the clinical experience is continuous feedback and evaluation. The clinical educator (P-12) and Clinical educator (EPP) evaluate the candidate throughout the clinical experience. The clinical educator (P-12) conducts a conference with each individual candidate for each evaluation. The candidates are required to sign the evaluations indicating that a review was held. The clinical educator (P-12) then sends four (4) evaluations using the Observation of Candidate Performance evaluation form in a postage paid, sealed envelope to the Office of Teacher Education, as indicated on the CLINICAL EXPERIENCE SCHEDULE. The Director of Teacher Education reviews each evaluation and retains an excel spreadsheet detailing the date and ratings for each evaluation for each candidate. The Director of Teacher Education notifies clinical educator (EPP)s when a concern is noted by the clinical educator (P-12) on the evaluation.

CLINICAL EDUCATORS (EPP) are expected to make a minimum of five formal visits and observations to the assigned site to include an initial (preliminary) visit, 3 observations (2 face-to-face lessons and 1 videotaped edTPA lesson), and the final evaluation (Exit Criteria and LEA/IHE Certification of Teaching Capacity). These documents will be uploaded into TaskStream as they are completed. The original LEA/IHE Certification of Teaching Capacity Form and Exit Criteria should be submitted to the Office of Teacher Education. The clinical educator (EPP) will also discuss evaluation results/findings with the candidate. The candidates are required to sign the evaluations indicating that a review was held. After conferencing on the evaluations with the candidate, the clinical educator (EPP) enters the evaluation results in TaskStream. Candidates are to receive copies of their evaluations, both from the clinical educator (P-12) and the clinical educator (EPP). The clinical educators (EPP) may refer the candidate to Taskstream.

Summative Evaluation

The LEA/IHE Certification of Teaching Capacity Form and the Exit Criteria must also be completed in collaboration with the clinical educator (EPP) and the clinical educator (P-12). After the LEA/IHE Certification of Teaching Capacity Form has been signed by the principal, clinical educator (P-12), clinical educator (EPP) and candidate, it is submitted to the Office of Teacher Education by the clinical educator (EPP). The Exit Criteria, which is signed by the clinical educator (EPP) and clinical educator (P-12), is also submitted to the Office of Teacher Education by the clinical educator (EPP). These evaluations, in addition to other course requirements, will be used to determine the grade for the course.

OTHER EVALUATIVE MEASURES

Portfolios (edTPA) are submitted during the clinical experience. The submission date will be set and distributed during the Professional Seminar class. Details on the preparation of the edTPA portfolio will be distributed during methods courses and through this class. Portfolios will be assessed through local evaluation or by submission to PEARSON. Successful completion of the edTPA portfolio and submission in TaskStream is required before a candidate is allowed to complete the teaching program. Effective Spring 2019, successful completion of the edTPA portfolio will be required for licensure.

A candidate must earn at least a “proficient” (rating of 3) on all indicators on the Leadership Project Rubric, as well as a rating of “met” for each indicator on the LEA/IHE Certification of Teaching Capacity Form. All assessment measures must be submitted to TaskStream LAT platform and will be used in determining the achievement of Student Learning Outcomes across program and within department. All of these evaluative measures **will drive the final grade, not just observation rubrics.**

Conferences Following Observations

The conference is a most essential activity of clinical experience. It is during the conference that: (1) elements of good teaching are clarified; (2) constructive criticisms are offered; and (3) plans, including a commitment for change, are made. The ultimate goal of the conference is to help the candidate become a self-analyzing, self-evaluating professional. To achieve this objective, each participant must be prepared to learn from others and to contribute freely his or her ideas and perceptions. Following the observation conference completed, after each formal observation, using the Observation of Candidate Performance evaluation form, the clinical educator (EPP) will post evaluation and comments to the candidate’s TaskStream Account. The candidate must also post a reflection on each observation.

Reflection prompts include:

As you reflect, how would you rate the effectiveness of your educational applications, and on what do you base your rating?

How could you continue to improve your technological competence and increase your knowledge and expertise as a professional?

As you reflect, what are the assumptions or risks in working with families and the community?

How have you worked to resolve these conflicts or speculations?

What communication techniques work best for your teaching/leadership style?

Where/how could you improve?

As you reflect, what is the impact/value of diversity in schools?

What evidence do you have that you respect individual worth?

How do you demonstrate strong ethics and a caring attitude?

Why is this important to student achievement?

As you reflect, what have you learned about research, proven strategies related to student achievement, and leadership during your program?

How can you use what you have learned in future planning?

PROFESSIONAL EDUCATION SEMINAR

Candidates are enrolled simultaneously in clinical experience and the Professional Development Seminar. This seminar course provides an opportunity for candidates to discuss teaching strategies and methodologies; share materials and resources; receive feedback on actual experiences observed during clinical experience; and hear from experts in the field.

LESSON PLANS

Thorough planning is the best guarantee of effective instruction. Therefore, candidates are expected to thoroughly plan all lessons to be taught. Candidates are required to submit lesson plans to their clinical educators (P-12) at least a week in advance of delivery of the lesson. Candidates are also required to have hardcopies of the lesson plans in the classroom when they are teaching. Methods and Clinical Experience Faculty will provide candidates with specific lesson plan requirements and templates.

LICENSURE PROCESS

After successfully completing the clinical experience and all required coursework for a degree or licensure only program, including submitting an edTPA Portfolio and earning at least a “proficient” (rating of 3) on all indicators on the Leadership Project Rubric, candidates may apply for a North Carolina teaching license.

To apply for a teaching license, candidates must register using the NC DPI Online Licensure System. The URL is: <https://vo.licensure.ncpublicschools.gov>. The licensure fee is currently \$70.00 and must be paid using a credit card through the DPI website. Once their application is submitted, candidates should e-mail Mrs. Jenny Washington at jwashington@uncfsu.edu. Candidates will need to upload PDF versions of their official transcripts listing a degree or program completion date, LEA/IHE CERTIFICATION OF TEACHING CAPACITY Form, licensure test scores (if applicable) as well as any other forms they wish to have reviewed by DPI before submitting the application in order to avoid additional fees. DPI may take up to 12 weeks to process a licensure request.

NOTES: Middle Grades, Secondary, and Special Subjects (music, art, Spanish and physical education) majors must have at least twenty-four (24) hours in their content areas to be eligible for the SP1 license.

Effective July 1, 2014, middle, secondary, and K-12 (with the exception of Special Education: General Curriculum) candidates recommended for an initial teaching license are NOT required by the SBE/DPI to pass the required Praxis II licensure exam(s) prior to being recommended by the IHE. Candidates who do NOT pass the exam(s) prior to IHE recommendation are required: 1) to take the exam(s) at least once during their first year of teaching. 2) to pass the exam(s) in order to convert the initial license to the continuing license. **Effective August 1, 2017, all Middle Grades, Secondary, and Special Subjects (music, art, Spanish and physical education) clinical experience candidates (student teachers) will be encouraged to take the Praxis II licensure exam(s) before graduation or completing a licensure only program. All Middle Grades, Secondary, and Special Subjects (music, art, Spanish and physical education) majors will be encouraged to take the Praxis II licensure exam(s) during their methods semester.**

www.ets.org

Special Education: General Curriculum initial teaching licensure candidates MUST pass the Praxis II 0543/5543 Core Knowledge and Mild to Moderate Applications exam PRIOR to being recommended by the IHE. This exam is used to meet the federal requirement of highly qualified. Special Education: General Curriculum licensure applicants must then meet the remaining licensure exam requirements (Pearson's Foundations of Reading and General Curriculum exams*) in compliance with NC General Statutes. Special Education: General Curriculum candidates who do NOT pass the Pearson Foundations of Reading and General Curriculum exams prior to IHE recommendation are required: 1) to take the exam(s) at least once during their first year of teaching. 2) to pass the exam(s) in order to convert the initial license to the continuing license.

(www.ets.org and <http://www.nc.nesinc.com/>). **Effective August 1, 2017, all Special Education majors will be encouraged to take the Praxis II licensure exam(s) during their methods semester.**

Elementary Education Majors : Effective July 1, 2016, Elementary Education initial teaching licensure candidates must attempt NCSBE required tests (Pearson's Foundations of Reading and the General Curriculum Tests) at least once in the first year of teaching and pass all required exams before or during the second year of teaching. **Effective August 1, 2017, all Elementary clinical experience candidates (student teachers) will be encouraged to take the Foundations of Reading and the General Curriculum Tests before graduation or completing a licensure only program. All Elementary Education majors will be encouraged to take the Foundations of Reading and the General Curriculum Tests during their methods semester.**

<http://www.nc.nesinc.com/>

ROLE OF CANDIDATE

The clinical experience is perhaps the most important part of the candidate's professional preparation. During this period, the candidate assumes the responsibilities and expectations of a classroom teacher.

- Clinical experience is a **full-time job**. It includes being responsible for the entire class in addition to out-of-class responsibilities. **Attendance, punctuality, and preparation** must permeate this entire process.
- Candidates should take part in such out-of-class activities as PTA, faculty and professional meetings, evaluation conferences, routine teaching, and non-teaching tasks, including co-curricular activities. While it may be difficult to balance outside responsibilities, candidates must place their clinical experience responsibilities and activities in a primary position.
- Candidates understand that the ultimate responsibility for the classroom remains with the clinical educator (P-12). A respect for the clinical educator (P-12) as a professional, willing and capable of lending support and guidance, is expected at all times.
- Candidates are required to support school policies and personnel. All school rules and regulations (e.g. daily arrival and departure times for teachers) are to be followed. The *Public School Law of North Carolina* is followed at all times.
- Candidates are to maintain a professional and ethical relationship with all members of the school community. A positive and enthusiastic attitude toward teaching and the subject matter must be exhibited at all times, along with a commitment to provide the best instruction possible.
- Candidates are to maintain accurate records of students' attendance, grades, and progress, carefully safeguarding personal and confidential information. Timely preparation of daily, weekly, and unit plans as directed by the clinical educator (P-12) and the clinical educator (EPP) is expected.
- Candidates are to complete the College of Education survey documenting their level of satisfaction with the overall teacher education preparation, including this capstone experience.
- Candidates are to complete the Graduating Senior Survey as a requirement of their Clinical experience Seminar course.

It is the responsibility of the candidate to respect the rights of students, teachers, administrators, and members of the community as demonstrated through behavior that is decent, humane, and just.

ROLE OF THE CLINICAL EDUCATOR (P-12)

In order to serve as a clinical educator (P-12), the teacher professional must have at least three years of satisfactory/proficient teaching experience documented by a school administrator. The clinical educator (P-12) will participate in an orientation offered by the Director of Teacher Education and other supporting offices in the College of Education to address the clinical educator (P-12) expectations.

An important responsibility of the clinical educator (P-12) is to oversee the progress of the candidate. At the same time, the clinical educator (P-12) should accept the candidate as a professional associate and plan professional experiences that will enhance the candidate's performance as a teacher. In carrying out these responsibilities, the clinical educator (P-12) should plan for the initial orientation of the candidate to the classroom and to the school. The clinical educator (P-12) will:

- **Provide the best instruction possible for students in the classroom.** The clinical educator (P-12) is responsible for discerning and meeting the needs of students under his/her tutorage as well those of the candidate.
- **Help the candidate through orientation.** The candidate should learn as much as possible about the students; about the philosophy, organization, and instructional program of the school; and about the community where clinical experience is occurring. Providing the candidate with the school handbook is expected.
- **Become well acquainted with the candidate.** The clinical educator (P-12) will acquaint him/herself with the candidate as a person and as a prospective teacher. The induction process involves close day-by-day guidance and direction and recognition of the candidate's readiness to teach and to assume more assignments and responsibilities.
- **Perform the role of counselor.** This suggests the development of a program that would stimulate growth and progress of the candidate. Constant effort is required to anticipate needs, apprehensions, and hopes of the candidate.
- **Exemplify a high professional interest and** clinical educator (P-12) should be strong in support of professional organizations, and should encourage the candidate to share in similar experiences. The clinical educator (P-12) should model proper ethics and professional behavior.
- **Help the candidate through planning.** All teaching should be carefully planned. The clinical educator (P-12) should stress the importance of planning and guide/supervise the candidate with daily, weekly, and unit planning. Familiarity and experience with available instructional materials, equipment, and resources will enhance candidate's performance. The clinical educator (P-12) is expected to collect and review the candidate's lesson plans at least 5 days prior to the implementation of those plans. The clinical educator (P-12) should look for alignment to the common core, scope and sequence. The lesson should meet the students' needs.
- **Help the candidate through reflection and evaluation.** The clinical educators will participate in the official evaluation of the candidate's progress and encourage personal,

professional, and academic reflection and self-evaluation. At the end of each day, the clinical educator (P-12) should encourage the candidate to reflect (verbal and written) in his/her teaching learning experiences that day.

The clinical educator (P-12) could use reflection prompts such as:

As you reflect, how would you rate the effectiveness of your educational applications, and on what do you base your rating?

How could you continue to improve your technological competence and increase your knowledge and expertise as a professional?

What communication techniques work best for your teaching/leadership style?

Where/how could you improve?

How can you use what you have learned in future planning?

- The clinical educator (P-12) sends four (4) evaluations to the Office of Teacher Education, as indicated on the **CLINICAL EXPERIENCE SCHEDULE**, after conferencing on the evaluations with the candidate and the clinical educator (EPP). The clinical educator (P-12) should collaboratively complete the LEA/IHE Certification of Teaching Capacity Form and the Exit Criteria with the clinical educator (EPP). After the document has been signed by the principal, clinical educator (P-12), clinical educator (EPP), and candidate, it is submitted to the Office of Teacher Education by the clinical educator (EPP) along with the Exit Criteria which is signed by the clinical educator (EPP) and clinical educator (P-12).
- The clinical educator (P-12) is expected to complete the College of Education survey documenting his/her level of satisfaction with the preparation of the candidate assigned to him/her during this capstone experience.

ROLE OF THE CLINICAL EDUCATOR (EPP)

The Clinical educator (EPP) serves as a liaison between the cooperating public schools and the University. An important function of the Clinical educator (EPP) is to collaborate with the clinical educator (P-12) in improving the performance of the candidate. Preferred criteria for Clinical faculty (higher education) included having P-12 teaching experience, holding or have held a NC Teaching License and a terminal degree.

The Clinical educator (EPP)'s responsibilities are:

- To make a minimum of four visits to the assigned site to include an initial (preliminary) visit, 2 formal observations and the final evaluation (Exit Criteria and LEA/IHE Certification of Teaching Capacity). These documents will be uploaded into Taskstream as they are completed. The original LEA/IHE Certification of Teaching Capacity Form and Exit Criteria should be submitted to the Office of Teacher Education.
- To evaluate 1 videotaped lesson (not included in edTPA Portfolio Submission).
- To discuss the results of each evaluation with the candidate and clinical educator (P-12).
- To consult with clinical educators (P-12) and other professionals in order to analyze the performance of candidates and plan experiences that will lead to their greater understanding and improvement of their teaching.
- To counsel with candidates concerning problems of adjusting to their teaching role.
- To consult with clinical experience school personnel on curricular, instructional, and organizational matters –WHEN REQUESTED.
- To determine a final grade, in conjunction with the clinical educator (P-12).

NOTE: The final grade for clinical experience should be supported by a sufficient number of completed, dated and signed evaluation forms, in addition to earning at least a “proficient” (rating of 3) on all indicators on the Leadership Project Rubric, as well as a rating of “met” for each indicator on the LEA/IHE Certification of Teaching Capacity Form. The candidates should receive a copy of each evaluation form completed by the clinical educator (EPP) and the clinical educator (P-12), after a detailed conference has been completed among all three. The candidate should be informed of the final grade. In cases where the candidate challenges a final grade, s/he will adhere to the grade appeal policy as detailed in the appropriate catalog. At the appropriate time in the process, the Dean of the College of Education will consult with the Director of Teacher Education as the internal point of challenge.

- To establish and maintain good relationships between Fayetteville State University and the clinical experience schools.

ROLE OF SCHOOL ADMINISTRATOR

The school administrator will provide the best possible clinical experience for candidate(s) assigned to his/her school. In order to do this, the school administrator will:

- Provide proper orientation for the candidate(s) assigned to the school.

NOTE: Orientation should include introduction to critical school personnel, essential persons from the education community, and other persons in the community important to operation of the school.

- Works directly with the Clinical Educator (EPP) and Director of Teacher Education in regards to issues involving the candidate.
- Ensures that clinical experience complements the regular instructional program.
- Assists the clinical educator (P-12) in providing a well-balanced learning situation for the candidate.
- Observes and evaluates the overall progress of the candidate on at least one occasion.
- Completes the College of Education survey documenting satisfaction with level of preparation for candidates placed at each school during this capstone experience.
- **Signs the LEA/IHE Certification of Teaching Capacity Form, upon completion of clinical experience.**

ROLE OF DIRECTOR OF TEACHER EDUCATION

The Director of Teacher Education has the responsibility for coordinating and evaluating the activities of the clinical experience program for the university. The Director will work closely with the candidate, the cooperating/clinical educator (P-12), and the Clinical educator (EPP).

Among the responsibilities relating to the clinical experience program are:

- Providing pertinent information concerning the clinical experience program to interested audiences.
- Serving as a liaison between the University and Local Educational Agency.
- Providing orientation to the Teacher Education Program, specifically the clinical experience component, to clinical educators (P-12), school administrators, and Clinical educator (EPP)s.
- Conducting information sessions for candidates before they report to assigned schools.
- Conducting information sessions for clinical educator (P-12)s.
- Advising candidate concerning assigned responsibilities.
- Visiting candidates at least once during the clinical experience , if possible.

- Collecting and reviewing each evaluation completed by the clinical educator (P-12) and the clinical educator (EPP).
- Keeping an excel spreadsheet detailing the date and ratings for each evaluation.
- Notifying clinical educators (EPP) when a concern is noted by the clinical educator (P-12) on the evaluation or by any other means.
- Assisting with the development of a Corrective Action Plan to remove an incomplete grade, when necessary.
- Processing compensation and or renewal credit paperwork for cooperating/clinical educators (P-12).
- Submitting completed documents to the Department of Public Instruction for issuance of an initial license at the successful conclusion of clinical experience.

ROLE OF THE COLLEGE OF EDUCATION/UNIVERSITY

- Revising and establishing Educational Partnership Agreements with the school districts.
- Assisting in securing school assignments, determined jointly by LEAs partners and the OTE, are made in accordance with the Educational Partnership Agreements signed by superintendents and/or associate superintendents of our service area schools.
- Securing funding for the compensation of clinical educator (P-12)s.
- Tracking student data for assessments.

* Educational Partnership Agreement on file in Dean's Office

Appendix

All forms are available at

<http://www.uncfsu.edu/ote/forms>