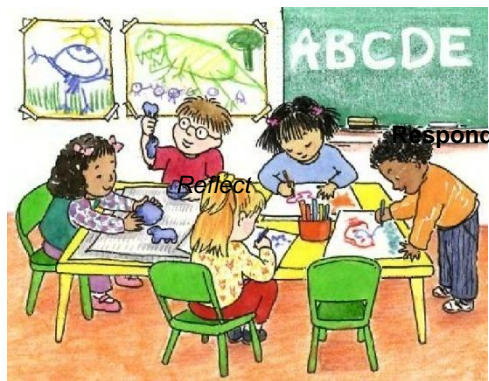
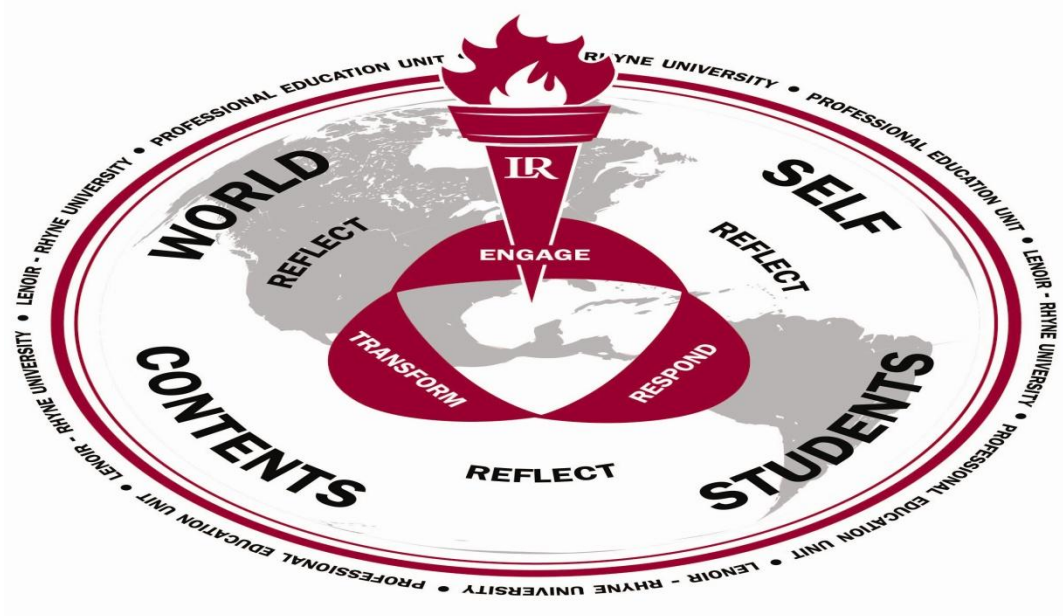


Lenoir-Rhyne University School of Education

Internship Handbook
EDU 430, 431, 432
Fall, 2011



Revised July 2011

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Key Personnel Addressed in this Document:

- Intern/student teacher/candidate -- refers to the teacher candidate who is enrolled in one of the Internship courses during the semesters of practicum.
- Cooperating Classroom Teacher – refers to the public school classroom teacher who is supervising the intern/student teacher in the public school classroom, serving as a role model, and actively teaching in the public school system.
- Lenoir-Rhyne University faculty member/supervisor -- refers to the faculty member from Lenoir-Rhyne University who has the responsibility to oversee and guide the internship experience and has final responsibility for the intern's grade in the internship experience courses.

TEACHER EDUCATION AT LENOIR-RHYNE UNIVERSITY

Philosophy and Purpose of the Senior Year Experience

The senior year fall and spring internship experiences are an integral part of the program of teacher education. This culminating field-based experience provides an opportunity for the prospective teacher to develop his/her own unique style of teaching. A candidate's teaching style develops through his or her own personal characteristics, cultural background, educational philosophy, professional personality, observations and interactions in the field, and application of methods learned in classes. Teaching style is refined during the extended practice of school-based teaching. We recognize that conscientious and capable public school cooperating classroom teachers are essential to the success of the culminating internship experience.

The teacher preparation program at Lenoir-Rhyne recognizes that schools are complex places. In order to prepare future professionals who can function in such schools, it is essential that teacher candidates

- consider the technical nature of teaching,
- analyze outcomes of their professional actions, and
- reflect upon the moral and ethical impact of teaching in today's society.

Reflective teacher candidates at Lenoir-Rhyne will develop a better sense of themselves so they become empowered not just to accept ideas handed to them, but also to think through why an approach is appropriate and to anticipate effects upon students. Teacher education candidates from Lenoir-Rhyne will participate in the school culture as they develop partnerships with students, other teachers, counselors, parents, administrators, and the community.

Upon successful completion of the general liberal arts requirements for all Lenoir-Rhyne students, young men and women enter the specialized curriculum of their major fields. Teacher candidates first complete courses in the education core, then courses in their chosen area of certification, and in the senior year, take specialty studies methods courses as they begin their internship experience that leads to the culminating 15-week experience of student teaching.

Throughout the teacher candidate's experience in the education program at Lenoir-Rhyne, the conceptual framework of the **reflective practitioner** is discussed as candidates plan and deliver mock lessons and oral presentations, and complete field experiences. Effective teaching involves a series of reflections and decisions based upon research, creative and conscientious practice, and ongoing data-based modifications. These decisions involve planning, instruction, classroom management, and meeting diverse student needs.

The intern-practitioner has the opportunity during the senior internship to

- reflect while teaching
- foster student motivation
- modify instruction if students do not comprehend

This internship is an opportunity for candidates to synthesize what they have learned with how they teach and reflect on the experience. The coordination of the fall internship and spring student teaching throughout the senior year in carefully selected settings with experienced mentor teachers allows for collegial dialogue and reflection in a guided professional experience.

The transition from student to teacher should be gradual and individualized. The intern should be given adequate opportunity to assist before being expected to do significant hours of actual teaching. When the student begins to teach, he or she should be given needed guidance and supervision by both the cooperating teacher and the university supervisor. **(For Teacher Education Candidates, lesson plans should be studied and approved by the cooperating classroom teacher, and evaluative conferences should be conducted as frequently as necessary to help interns grow and to reassure them that they are succeeding.)**

We adhere to the belief that the basic purpose of the public school is the best possible education of each child. The intern, given guidance and encouragement, should add to the educational opportunity of public school students by exposing them to different points of view, youthful enthusiasm, and an attitude of discovery toward the teaching-learning process. Interns should never attempt to replace or compete with the cooperating classroom teacher, but should collaborate and apprentice as a professional alongside the mature guidance of the experienced classroom teacher. In those rare instances where the best interests of the students are not being served by the presence of the intern, the Lenoir Rhyne School of Education will act to improve the situation by formulating action plans or, if necessary, remove the intern from the classroom.

What should Lenoir-Rhyne interns know and be able to do?

Mission statement: *We believe that Reflective Practitioners intentionally engage in transformative cycles of learning about themselves, their content, their students, and the world. To that end, individuals who complete the Teacher Education program at Lenoir-Rhyne are respectful and caring teacher/leaders who know the content of their chosen specialization, know how to teach effectively, are successful with a diverse population of learners, and are reflective about the immediate and long-term consequences of their practice.*

Specific Competencies of Lenoir-Rhyne interns/student teachers:

- **know their content:**
 - have a broad knowledge base appropriate for their field
 - apply field-specific concepts and tools to their practice
 - understand ways their field-specific content connects to the broader school curriculum
- **possess professional knowledge and skills:**
 - understand how learning and change take place
 - use a variety of methods to facilitate learning and change
 - plan to meet student needs
 - use a variety of assessment approaches to inform practice appropriately
 - communicate effectively with all constituents
 - enhance practice with appropriate use of technology
 - create a context for learning that is supportive and inclusive
 - promote teamwork, cooperation, and leadership
 - align classroom instruction to the required curriculum in a student-centered manner
 - instill and model a love for life-long learning and development
 - use inquiry to promote critical thinking and problem-solving
- **appreciate diversity:**
 - demonstrate the belief that all students can learn and be successful through accommodating for individual needs in society
 - demonstrate their belief that diversity in the classroom, school, and society is a strength
 - know, respect, and utilize the influence race, ethnicity, gender, religion and other aspects of culture have on a child's development and learning
 - work collaboratively with families, public school personnel, and community resource personnel to enhance student success
- **practice leadership:**
 - advocate for and/or with students, families, and the profession
 - demonstrate high ethical standards of professional practice
 - function effectively within an ever-changing environment
 - demonstrate self-knowledge, self-advocacy, and continued professional and personal development
 - realize there are strengths in diverse types of leaders
- **reflect on their practice:**
 - analyze and evaluate the results of their teaching
 - use research to inform practice
 - conduct research to expand their knowledge base and improve practice
 - construct and articulate rationale for what is done in practice and why
- **demonstrate sincere respect and concern:**
 - show an interest in students' development and life
 - be responsive to students and families
 - promote dignity of students and families
 - express pride in student efforts
 - build self-confidence and a positive self-concept

Purpose of the Fall Semester Courses for Teacher Candidates

EDU 430, 431, and 432 (education internship courses) offer prospective teachers the opportunity of an extended placement in the public school setting. It is expected that the student intern has developed a good self-awareness by this point in the program. Study of the liberal arts core is helpful in developing self-knowledge and should be completed by the senior year. The completed preliminary education courses and the methods courses that are taken along with this internship help the teacher candidate develop a professional knowledge base. Student interns also begin spending time in their student teaching classroom in this fall semester to develop a familiarity with the curriculum, students, policies, and procedures of the host school.

Interns are expected to apply what they are learning in their final courses in the student teaching classroom during this semester. The intern may begin planning for the spring student teaching experience during the fall internship with the guidance of the cooperating classroom teacher and the university supervisor. At the end of the fall internship, the candidate writes an essay on his or her “Readiness for Student Teaching.” This document is shared with the cooperating classroom teacher and provides an opportunity for discussing goals for the student teaching semester. There are also **assignments scheduled in methods courses** that interns are expected to complete during the fall semester. These assignments are geared toward allowing the student to learn the content as well as gain insight into appropriate strategies for teaching in the placement setting. The assignments will directly contribute to the Teacher Work Sample that is the culmination of the student teaching experience.

Upon *successful completion of EDU 430, 431, or 432 during the first semester and EDU 440, 441, or 442 during the second semester*, interns will have spent an entire year working under the direction of experienced cooperating classroom teachers.

Procedure

Elementary, middle grades, Birth through Kindergarten (BK), and other majors enrolled in the methods courses during the first semester of the senior year enroll in EDU 431 or 432 and spend one full day each week in the public school setting. Secondary and selected K-12 special subject interns enroll in EDU 430 and spend one-half day each week in the public school setting. Part-time spring to full-time fall student teaching occurs only rarely by approval on a case-by-case basis.

In each case, the public school setting is scheduled by the university and assigned by the Field Placement Coordinator in collaboration with the school district administration. This same placement, whenever possible, is continued during the second semester for an entire semester of full-time student teaching. Interns with a major in BK, or K-12 special subjects often have two placements both semesters. During the fall internship students divide the time equally between the two placements. During the spring semester dual placement students spend ten weeks as mandated by the state in one placement and 5 weeks in the other. Dual placements are designed to give licensure candidates experience with a broad range of ages and settings appropriate to the specialty area.

General Policies for the Senior Year Experience Placement

- Placement is a joint responsibility of the School of Education at Lenoir-Rhyne and the public school official designated by the superintendent.
- Interns are placed in schools accredited by the NC State Department of Public Instruction.
- Interns are placed within a thirty miles radius from the university unless unique circumstances apply.
- Interns are not ordinarily placed:
 - in schools they have attended during the last 5 years.

- under teachers who have previously taught them.
- in schools where close relatives are faculty, administrative staff, or students.
- Cooperating classroom teachers shall have a minimum of an "A" or initial license and three years teaching experience in their current teaching field. In addition, they should have at least one year in their current teaching position.

Supervision

- The university supervisor shall visit each student under his/her supervision in the fall semester **three times** to communicate with the host teacher and check on the candidate's progress and performance. Interns with dual placements will be visited **twice at each placement**. Routine visits include an orientation visit and a final evaluation conference with the cooperating classroom teacher, the intern, and the principal (or his/her designee). If possible, the intern teacher may prepare and present one or two lessons for observation during the fall semester and participate in pre- and post-observation conferences to scaffold preparation and reflection processes.
- The university supervisor's initial visit in the first semester shall include conferences with the principal, the cooperating classroom teacher, and the intern. Subsequent visits shall include conferences with any or all of the above as needed.
- On campus group or individual conferences with interns may be scheduled at the discretion of the university supervisor.

Evaluation

- Performance assessment by grade for the fall internship and spring student teaching is the responsibility of the university supervisor and is tempered by the written evaluation of the cooperating classroom teacher, other public school officials, and documentation by the student.
- Student teaching program evaluation is the responsibility of all concerned. Written or oral evaluations are welcomed from university supervisors, cooperating classroom teachers, school administrators, and interns.
- Candidates will evaluate the Teacher Education Program at the end of the senior year.
- The cooperating classroom teacher is asked to submit a written evaluation of the fall internship.

Duration

- The **fall internship experience** consists of one full day in the school placement each week of the semester for Elementary Education and Middle Grades Education candidates. Candidates with dual placements (as is frequently desirable in K-12 special subjects and BK Education Programs) also spend one full day per week in the schools but split their time between the two placements by alternating weeks or as otherwise arranged. This placement ensures greater consistency for students in the classroom. Secondary and some K-12 candidates are expected to spend one-half day per week each week of the fall semester in their school placement(s). The day for the candidate to be in the school is scheduled by the university supervisor to ensure appropriate supervision.

Substitute Teaching

- Under no circumstances shall interns substitute during their regularly assigned time in their fall placements. The focus of the experience should be to observe, assist, and teach in their designated classrooms.

Attendance

- Interns are expected to attend school in their assigned placements each day of the university semester based on the host school calendar. **All absences are to be made up** before the internship experience is completed. The student intern should notify the university supervisor how and when absences will be made up.
- During the internship, interns in a full day placement shall maintain the same schedule as regular classroom teachers (arrival and departure times). Students in half-day placements should arrive well before classes begin and depart after the conclusion of classes.
- Required events (i.e. L-R Job Fair, Opening and Honors Convocation, or designated professional conferences) may be attended without penalty, but interns must give appropriate notice to the cooperating classroom teacher and principal of their cooperating school. **Interns/student teachers are expected to attend the required L-R convocations just like any other day student at Lenoir-Rhyne University. Interns/student teachers may need to plan ahead to meet this requirement. Interns/student teachers may not skip student teaching days to meet the convocation requirement. This requirement may be met by attending evening convocations.**
- In the event interns are going to miss a day of internship, they must:
 - have lesson plans prepared and available for the cooperating teacher prior to the absence, as applicable
 - notify the cooperating classroom teacher in a timely manner
 - notify the university supervisor in a timely manner
 - notify the school principal in a timely manner

TaskStream

Lenoir-Rhyne teacher education candidates compile paperless electronic evidences. Using the specially designed TaskStream system, interns build and maintain these electronic evidences online throughout their professional program of study. Interns enrolled in the Educational Field Experiences EDU 430, 431, 432 during the fall of 2011 and in Student Teaching EDU 440, 441, 442 in the spring of 2011 are expected to add significant evidence of their work and experience to TaskStream. Training and guidance will be provided to support the student in this task.

- **TaskStream is subscription-based and all interns who are student teaching during this academic year must enroll in TaskStream. Students may enroll online using a credit card by going to <http://www.taskstream.com/pub/enroll/>.**

Technology (Personal Electronic Devices)

Lenoir-Rhyne teacher education candidates should follow professional behavior relating to all personal electronic devices. Interns must keep cell phones turned off or on silent mode. Interns may not text message or use any personal electronic device of any kind in a classroom or school. Emergency situations should be discussed with the cooperating classroom teacher.

Background Check

Lenoir-Rhyne Education students working in public school placements must submit electronically a certified background check to the Director of Teacher Education via the organization Certified Background. Com (www.certifiedbackground.org). Use the Package code of EO50. This check must be completed prior to a placement in a school. All background checks must have been completed within 12 months of your placement. Background checks older than 12 months are no longer valid; a new check must be completed.

PRAXIS II

Student teachers in all licensure program areas are required to take the PRAXIS II specialty area examination(s) specified by the University for their Content Area as part of licensure program completion.

Professional Dress Guidelines

- **Guiding principle:** Dress should be professional and provide the viewer with the impression that the teacher-candidate is mature and is learning to present him/herself in a professional manner in the classroom (on and off campus) in interactions with students, parents, colleagues, and the community.
- Class attire and jewelry worn while in Education classes at LRU can be more casual, but should not be revealing or provocative (e.g., cleavage, midsections, underwear showing, objectionable prints, etc.). Students should change clothes before going to a P-12 school site for any reason if their clothing does not meet the guidelines below. **Failure to follow the established guidelines will result in restrictions that ban students from school-site field experiences, thereby negatively impacting course grades.**
- L-R students are guests on school grounds and must comply with any additional dress and conduct guidelines established by individual schools.

General: Clothing should be clean and neat without tears, patches or inappropriate words or pictures.

Women: Dress, suit, skirt and blouse or sweater, top and pants
Short skirts or shorts are not appropriate.
Tops must not be revealing (no cleavage showing).
Tops and bottoms must overlap. (No midsection showing when raising arms, sitting, or bending over; no underwear showing).
No spaghetti straps or strapless tops.
Shoes are required and should be clean and professional. (No flip-flops, bedroom shoes, or beach shoes).
No loungewear or athletic wear *

Men: Shirt and pants
Short shorts or gym shorts are not appropriate
In general, most shirts should be tucked in.
Tops and bottoms must overlap. (No midsection showing when raising arms, sitting, or bending over; no underwear showing).
Shoes are required and should be clean and professional. (No flip-flops, bedroom shoes, or beach shoes).
Either grow a beard or shave.
No loungewear or athletic wear *

Jewelry (men and women) when visiting, tutoring, interning or student teaching at school sites:

Keep it simple. Don't over accessorize.
The only acceptable facial/head jewelry is in the ears.
Women: maximum of 2 per ear
Men: maximum of 1 per ear

Make-up: In good taste, not flashy or heavy. You are not going to a club!

Hair: Clean at all times

Other: Any tattoos must be covered, if possible.

Interns should refrain from wearing blue jeans, shorts, and T-shirts.
Male interns should abide by school policy concerning wearing a tie.

* Physical education teachers may wear attire appropriate for their jobs.

**Alignment of LRU Competencies with the
North Carolina Standards for Professional Educators (2007)**

LENOIR-RHYNE UNIVERSITY INTERN COMPETENCIES	NC PROFESSIONAL STANDARDS
<p><u>KNOW CONTENT</u></p> <p>have broad knowledge base appropriate for field</p> <p>apply field-specific concepts and tools to practice</p> <p>understand ways their field-specific content connects to the broader school curriculum</p>	<p>Standard 3: Teachers know the content they teach</p>
<p><u>POSSESS PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE AND SKILLS</u></p> <p>understand how learning and change take place</p> <p>use a variety of methods to facilitate learning and change</p> <p>plan to meet student needs using a variety of assessment approaches to inform practice appropriately</p> <p>communicate effectively with all constituents</p> <p>enhance practice with appropriate use of technology</p> <p>create a context for learning that is supportive and inclusive</p> <p>promote teamwork, cooperation, and leadership</p> <p>align classroom instruction to the required curriculum in a student-centered manner</p> <p>instill and model a love for life-long learning and development</p> <p>use inquiry to promote critical thinking and problem-solving</p>	<p>Standard 4: Teachers facilitate learning for their students</p>
<p><u>APPRECIATE DIVERSITY</u></p> <p>demonstrate belief that all students can learn and be successful through accommodating for individual needs</p> <p>demonstrate their belief that diversity in the classroom, school and society is a strength</p> <p>work collaboratively with families, public school personnel, and community resource personnel to enhance student success.</p>	<p>Standard 2: Teachers establish a respectful environment for a diverse population of students.</p>

<p><u>BECOME TEACHER-LEADERS</u></p> <p>advocate for and/or with students, families, and the profession</p> <p>demonstrate high ethical standards of professional practice</p> <p>function effectively within an ever changing environment</p> <p>demonstrate self-knowledge, self-advocacy, and continued professional and personal development</p> <p>realize there are strengths in diverse types of leaders</p>	<p>Standards 1: Teachers demonstrate leadership.</p>
<p><u>BECOME REFLECTIVE</u></p> <p>analyze and evaluate the results of their practice</p> <p>use research to inform practice</p> <p>conduct research to expand knowledge base and improve practice</p> <p>construct and articulate rationale for what is done in practice and why</p>	<p>Standard 5: Teachers reflect on their practice.</p>
<p><u>BECOME RESPECTFUL AND CARING</u></p> <p>show an interest in students' development and life</p> <p>be responsive to students and families</p> <p>promote dignity of students and families</p> <p>express pride in student efforts</p> <p>build self-confidence and a positive self-concept in students</p>	<p>Standards: 1 (demonstrate leadership), 2 (establish a respectful environment), 4 (facilitate learning), 5 (reflect on practice).</p>

ASSESSMENT OF INTERNSHIP EXPERIENCES

To fulfill course requirements, interns are expected (a) to have substantial contact with school-related activities and participate in a variety of activities, (b) to reflect on these activities, and (c) to provide evidence of growth as a teacher while participating in these activities. The Lenoir-Rhyne University faculty member, in collaboration with the cooperating teacher, will consider these three aspects when determining the course grade. The following activities must be completed in order for the student to continue into the 2nd semester of full-time student teaching.

FORMATIVE ASSESSMENT is ongoing and occurs through conferences with the university supervisor and cooperating teacher regarding professional dispositions and interactions with students as well as through conferences supporting lesson planning and presentation.

- **Observations**

University supervisors conduct a minimum of three formal observations using instruments modeled on those used to evaluate beginning teachers. For students that have dual placements, at least one observation should be completed during the shorter fall placement, and two observations should be completed during the longer placement. Interns receive a midpoint evaluation from their cooperating teacher and university supervisor to provide formative feedback and dialogue.

CONCURRENT ASSIGNMENTS are also ongoing throughout the semester and include school-based observations and interviews listed on the following page. In addition, there will be assignments from methods classes taken during this semester fulfilled partially by experiences and observations in the context of the internship placement.

END-OF-SEMESTER SUMMATIVE ASSESSMENT

- **Evaluations**

Interns complete a Self-Evaluation to reflect on and evaluate the quality of the internship experience (See [Intern Self-Evaluation Form](#)). Interns are also evaluated by the cooperating classroom teacher with regard to the *variety* of school-related activities and *degree* of involvement in activities. (See [Cooperating Classroom Teacher Evaluation Form](#).) The Lenoir-Rhyne University faculty member will evaluate the intern's reflection on various activities and observations through the written assignments. The Lenoir-Rhyne University faculty member, in collaboration with the cooperating classroom teacher, considers quality, quantity, and variety of experience in determining the course grade.

- **Philosophy of Teaching Summative Assessment Project**

The purpose of this assessment project is for the intern to reflect on his/her readiness for student teaching. This essay must be read and signed by the cooperating classroom teacher. This assignment is the LR Assessment Project for EDU 430, 431, or 432 and must be submitted online via TaskStream for feedback and evaluation.

Summary of Assignments Elementary and Birth to Kindergarten

These assignments will be completed during the part-time internship semester. They should be turned in to your university supervisor as directed (some may want them turned in as they are completed and others in one packet at the end). BK licensure candidates should reflect on their placement setting and collaborate with their mentors to choose an appropriate focus for observations and professionals for interviews. Use this form to record due dates and keep track of assignments you have completed.

All assignments are due to Prof. Huffman on Wednesday, December 2, 2011.

Observations/Reflections: (See guidelines on the following pages) **Due Dates**

_____ #1 Classroom routines and procedures	_____
_____ #2 Teaching and Learning (or second #1 for dual placement)	_____
_____ #3 Teaching and Learning	_____
_____ #4 School Climate	_____
_____ #5 Extra-Curricular	_____

Interviews/Reflections: (See guidelines on the following pages)

_____ #1 Cooperating Teacher	_____
_____ #2 Resource/Enhancement Teacher	_____
_____ # 3 School Administrator	_____

Lesson Planning/Implementation/Reflections: (See guidelines provided by supervisor)

_____ #1 _____	_____
_____ #2 _____	_____
_____ #3 _____	_____

Summary of Assignments Middle Grade and High School

These assignments will be completed during the part-time internship semester. They should be turned in to your university supervisor as directed (some may want them turned in as they are completed and others in one packet at the end). Candidates should reflect on their placement setting and collaborate with their mentors to choose an appropriate focus for observations and professionals for interviews. Use this form to record due dates and keep track of assignments you have completed.

All assignments are due to Prof. Huffman on Wednesday, December 2, 2011.

Observations/Reflections: (See guidelines on the following pages) **Due Dates**

_____ #1 Classroom routines and procedures	_____
_____ #2 Teaching and Learning (or second #1 for dual placement)	_____
_____ #3 Teaching and Learning	_____
_____ #4 School Climate	_____
_____ #5 Extra-Curricular	_____

Interviews/Reflections: (See guidelines on the following pages)

_____ #1 Cooperating Teacher	_____
_____ #2 Resource/Enhancement Teacher	_____
_____ # 3 School Administrator	_____

Lesson Planning/Implementation/Reflections: (See guidelines provided by supervisor)

_____ #1 _____	_____
_____ #2 _____	_____
_____ #3 _____	_____

Weekly Fieldnotes: (See guidelines provided by supervisor; mark when weekly field notes are complete)

<u>#1</u>	<u>#2</u>	<u>#3</u>	<u>#4</u>	<u>#5</u>
<u>#6</u>	<u>#7</u>	<u>#8</u>	<u>#9</u>	<u>#10</u>
<u>#11</u>	<u>#12</u>	<u>#13</u>	<u>#14</u>	<u>#15</u>

Observation #1**Classroom Routines and Procedures**

*This observation should be done in the classroom where you will be student teaching. Spend not less than one hour carefully observing and collecting information about your assigned classroom. Take specific and detailed notes as you observe with these focus questions in mind, and then submit a one to two narrative description and reflection of the observation **and** a copy of your notes.*

Your name: _____ Date/ Time(s) of observation: _____

Name of teacher: _____ Grade/subject(s) observed: _____

1. Who are the students in this classroom? (Consider: gender, ethnicity, special needs, ability etc.)
2. How is the classroom arranged/organized for learning? (Consider: desk/table arrangement, board placement, quiet/noisy areas, teacher/student areas, supply organization and storage etc.)
3. How do the students know what to do? (Consider: posted rules, teacher talk, routines, bells, intercom announcements, teaching assistants, written instructions etc.)
4. What movement patterns are present? (Consider: teachers, students, assistants, volunteers etc.)
5. How is time managed in this classroom? (Consider: clocks, calendars, schedules, timers, bells...)
6. How is behavior managed in this classroom? (Consider: stickers, names on board, detention slips, teacher talk, charts, praise, rewards, punishment etc.)
7. What types of communication do you observe? Is the communication productive and constructive or disruptive? (Consider: verbal, nonverbal, written, intercom, telephone, teacher-to-student, student-to-teacher, student-to-student, teacher-to- teacher, etc.)
8. How are light, temperature, color, design, furniture, etc. used to create a positive or less than positive environment for learning?
9. What instructional strategies are used? (Consider: textbooks, videos, games, lecture, group work.)
10. What is the general climate in the room? (Consider: facial expression, body language, verbal and nonverbal clues, student engagement and interaction etc.)

Observation #2**Teaching and Learning**

This observation should be done in the classroom where you will be student teaching. If you are assigned a dual placement, you should complete this assignment in either classroom unless directed differently by your supervisor. You should spend no less than one hour carefully observing and collecting information. Take specific and detailed notes as you observe and then submit a one to two page narrative description and reflection of the observation and a copy of your notes.

Your name: _____ Date and Time(s) of observation: _____

Name of teacher: _____ Class/course/subject/grade: _____

Number of students present: _____

1. Who are the students in this classroom? (Consider: gender, ethnicity, special needs, ability etc.)
2. What is the topic/content of the instruction you are observing?
3. What are the learning objectives the teacher has for these students during this lesson?
4. How is the instruction presented? (lecture, discussion, games, projects, worksheets, variety of activities, etc.) What does the teacher say and do? What do the students say and do?
5. How do the students know what to do?
6. How do the students respond?
7. Who does the talking during this lesson?
8. Are there questions asked? By the students or teacher? How are they answered?
9. How well do you think the objective(s) of this lesson are accomplished?
10. What assessment strategies did the teacher use to know whether the learning goals were accomplished by students (any or all)?
11. How is student behavior managed during the lesson?

Observation #3**Teaching and Learning**

*This observation should be done in the classroom other than the one where you will be student teaching. It should be done in the same grade or content area if at all possible. Be sure and get permission from the teacher you will be observing in advance. You should spend no less than one hour carefully observing and collecting information. Take specific and detailed notes as you observe and then submit a one to two page narrative description and reflection of the observation **and** a copy of your notes.*

Your name: _____ Date/ Time(s) of observation: _____

Name of teacher: _____ Class/course/subject/grade: _____

Number of students present: _____

1. Who are the students in this classroom? (Consider: gender, ethnicity, special needs, ability etc.)
2. What is the topic/content of the instruction you are observing?
3. What are the learning objectives the teacher has for these students during this lesson?
4. How is the instruction presented? (lecture, discussion, games, projects, worksheets, variety of activities, etc.) What does the teacher say and do? What do the students say and do?
5. How do the students know what to do?
6. How do the students respond?
7. Who does the talking during this lesson?
8. Are there questions asked? By the students or teacher? How are they answered?
9. How well do you think the objective(s) of this lesson are accomplished?
10. What assessment strategies did the teacher use to know whether the learning goals were accomplished by students (any or all)?
11. How is student behavior managed during the lesson?

Observation #4**School Climate**

*This observation should be done in the school where you will be student teaching. You should spend no less than one hour carefully observing and collecting information. Take specific and detailed notes as you observe and then submit a one to two page narrative description and reflection of the observation **and** a copy of your notes.*

Your name: _____ Date of Observation: _____

School: _____

1. What is the structural arrangement of this school? (floor plan, # of buildings, arranged by departments or grade levels, description of grounds and playgrounds etc.)
2. What are the demographics of the student population? (# of students, ethnicity, socioeconomic levels, languages and cultures, special populations etc.)
3. How are visitors to this school greeted? Are they required to wear nametags? How do they find their way around the building? Can other people in the school identify them as visitors? How?
4. What is the first thing a visitor might notice about the school as they arrive through the front door?
5. How do students in the school move through the hallways? Is this by choice or rule?
6. What is the general “mood” of the school? How can you tell?
7. Is there workspace for teachers? What resources seem to be available?
8. What is displayed on the interior hallway walls of this school? What about classroom walls? Cafeteria? Library?
9. Is the building clean?
10. What areas of this building seem to be the most cared for? What evidence do you find that supports your impression?
11. What sounds and smells do you particularly notice? How do they make you feel?

Observation #5

Extra-Curricular Event

*Attend an event held at your school outside of regular school hours. (Possible events include PTA, ballgames, open house, fall festivals, cheerleading tryouts, school board meeting, etc.). This observation should be done in the school where you will be student teaching. If you are assigned a dual placement, you should complete this assignment in either placement unless directed differently by your supervisor. You should spend no less than one hour carefully observing and collecting information. Take specific and detailed notes as you observe and then submit a one to two page narrative description and reflection of the observation **and** a copy of your notes.*

1. What is the nature and purpose of this event?
2. Who is in attendance? (parents, teachers, administrators, students)
3. Are any segments of the school population noticeably absent or present?
4. Are teachers required or expected to attend?
5. How do the people present interact with each other? How do they feel?
6. What could you tell about this school by ONLY attending this event?
7. How, if at all, is this event helpful in accomplishing school goals?
8. How do different cultures become involved in this event? Are they represented in proportion to their incidence in the school population?

Interview #1

Cooperating Classroom Teacher

*This interview should be completed with your cooperating classroom teacher. If you are in a dual placement, you should complete this interview with **each** cooperating teacher unless directed otherwise by your supervisor. Keep specific, detailed notes that reflect their responses. Submit a one to two page narrative that reflects what you learned about your cooperating teacher, the teaching profession, or yourself from this interview **and** your notes.*

Your name: _____ Date of interview: _____

Cooperating classroom teacher's name: _____

1. What do you like most about teaching?
2. What is the most difficult or challenging part of your job?
3. Why do you want to have an intern/student teacher?
4. What advice do you have for me about how to have the most valuable student teaching experience?
5. What different grades, schools, content areas have you taught? For how long? Which were your favorites? Why?
6. What would you say is the overall philosophy that guides your teaching?
7. About how many hours each day/week do you spend on school related things?
8. What is expected of teachers in your school in addition to teaching?
9. What one thing would you like for me to do as a intern/student teacher in your classroom? What one thing would you like for me NOT to do?
10. How do you manage student behavior in your classroom?
11. How would your former students describe you?
12. What classroom rules and procedures do I need to know about?
13. What school rules and procedures do I need to know about?
14. What questions do you have about me?
15. What questions do you have about what I am supposed to do this semester?
16. Who are the people in the school that I need to be sure and get to know? Why?
17. How is your school special and unique?

Interview #2**Resource/Enhancement Teacher**

This interview should be conducted with a teacher who supports or enhances the instruction of your cooperating teacher (guidance counselors, media specialists, special education teachers, speech/language pathologists, PE, music, art, ESL, behavior specialists, and technology specialists). Regardless of your area of licensure there are always other professionals who support your instruction. Ask your cooperating teacher for suggestions. Keep specific, detailed notes that reflect their responses. Submit a copy of your notes with a one to two page narrative that reflects what you learned from this interview.

1. What is your job and how do you provide support for the students in this school?
2. How do you interact with other teachers in this school in this role?
3. What do you like best about your job?
4. What parts of your job are the most challenging?
5. What preparation is required to do your job?
6. What do I need to know as a new teacher about the work you do with students in this school?
7. How can you help me during my student teaching?

Interview #3

School Administrator

*Ask your cooperating classroom teacher to recommend an administrator. Make an appointment in advance. Keep specific, detailed notes that reflect the responses. Submit a one to two page narrative that reflects what you learned **and** a copy of your notes.*

1. What does a school administrator do?
2. What preparation did you have to become a school administrator?
3. What is the hardest part of your job?
4. What advice do you have for me about how to get the most help from school administrators?
5. From your experience working with new teachers, what is the hardest thing for new teachers to learn how to do?
6. From your experience working with new teachers, what should I learn or practice during my student teaching that will help me be more successful?
7. From your experience working with new teachers, what advice can you give me about how to get along with other teachers and administrators?
8. What do you wish you had known when you were a new educator that you might share with me?

Lesson Cycles of **Teaching/Reflection**
other programs as directed by supervisor)

Elementary Education Students, BK, Students (and

*You are to complete a minimum of **three** planning/teaching/reflection lesson cycles during this semester. Your supervisor may require additional lessons. The following must be included in **each** cycle:*

Planning:

- Select a small group or whole group “mini” or complete lesson to teach with the guidance of your cooperating teacher. What you select will depend on your prior experience and readiness, as well as what is in the best interest of your students and cooperating teacher.
- Use the lesson planning format required by your supervisor
- Submit the lesson plan for review, feedback, and evaluation by your university supervisor and cooperating teacher at least one week prior to teaching it.
- Make necessary revisions and provide a printed final version of your plan for both your cooperating teacher and university supervisor to refer to as they observe you teach.

Teaching:

- Arrange the time for the lesson with your cooperating teacher and your university supervisor so that both may be present to observe your teaching.
- Expect both observers to take notes while you teach so that you may be given specific feedback about the strengths and weaknesses of your lesson

Reflection:

- Write a one page reflection after you teach the lesson including what you think went particularly well and how you might change or improve the lesson if you taught it again.
- Meet with your university supervisor and your cooperating teacher to discuss your reflection and their feedback. This may be done as a three-way conference if a mutually convenient time can be arranged. You are responsible for arranging a time to talk to your cooperating teacher and university supervisor after the observation.
- Your reflection (including any additions you might make after talking to your supervisors) should be submitted to your university supervisor.

Weekly Field Notes
by supervisor)

Elementary Education Students, BK, (and other programs as directed

*Submit a narrative description of your activities electronically to your university supervisor (s) **each** Wednesday by midnight. *** Each submission should follow the following format:*

Your Name:

Date:

Teacher/School/Grade level:

Part I – Describe (in narrative form) how the day went in terms of schedule, activities you observed and/or participated in, lesson/subjects/content taught, etc. In other words you are summarizing the day in specific enough terms for your supervisor to really understand how you spent your time. If you arrived late or left early, you should also document the reason in this section of your narrative.

Part II- Describe (specifically, completely, and in narrative form) and reflect on anything really positive that happened during the day. Particularly include anything that you might describe as an “aha moment!”

Part III- Describe (specifically, completely, and in narrative form) and reflect on anything that upset or concerned you during the day.

Part IV- Note any questions you have about ANYTHING. This is also the place to indicate anything you think you NEED to make this experience more productive and constructive for you, your cooperating teacher, or your students.

*****Failure to submit a journal entry before midnight will result in a 1-point deduction from your final course (EDU 431) grade. Journal entries not submitted after 1 week will result in a 5 point deduction in your final course (EDU 431).**

GUIDELINES FOR LESSON PLANNING

Pre-Planning:

Why am I teaching this lesson? Who might be able to support me in my development of this lesson?
What diverse learning needs/backgrounds exist that I should consider? What should I do to make
sure I am practicing culturally responsive teaching? How might I involve families and/or learners
from diverse backgrounds in an authentic way? What will I need to plan and implement the lesson?

Planning:

Focus and Review: activate prior knowledge

How can I motivate/stimulate thinking and prior knowledge?

How can I support schema building/connecting with students' everyday lives—relevance?

How can I review for prior knowledge?

How can I communicate a compact statement of why what I am about to teach is important?

This is my “best shot” to let students know what it is they are about to learn.

Statement of Objectives: Include conditions, learner behavior, criteria. Competency goals should be converted to full objectives using performance verbs.

Is this objective appropriate for the age group? (Developmentally appropriate)

Have I referenced the NCSCOS or other appropriate national standards?

Does my activity truly coincide with the stated objective?

Do I need different objectives for different learners for this activity?

Teacher Input: Structure the lesson. Make sure to prepare higher order questions.

How will I present this information/directions—how can I use multiple strategies?

What demonstrations/examples can I use so students understand?

How can I adapt for students with different learning needs?

How will I check for understanding, monitor learning and adjust presentation if necessary?

Guided Practice: Plan here to step back a bit and allow/encourage students to be active.

How will I scaffold students' first attempts at learning so they keep trying?

How will I redirect students' efforts at learning when necessary?

How am I going to ensure learners are engaged in critical thinking, and problem solving?

How can I adapt for students with different learning needs?

Independent Practice: Students should now apply what they've learned on their own.

How will I ask students to demonstrate specific content/skill knowledge?

How to ensure learners are engaging in critical thinking and problem solving on their own?

Closure/Assessment: Collect data on student learning to know where to go next.

How can I restate my goal/objective, summarize major concepts?

What evidence of student learning will I collect—how can I assess through various means?

Why have I selected this approach to assessment for this activity?

When I teach this lesson again, what changes might I make and WHY?

Family/Community Connection: Consider how you can keep families informed and involved.

How can I share with families what we have just learned?

How can I involve families and their children meaningfully in an application of what we have just learned?

How can I include minority families' cultural backgrounds in applying this lesson at home?

How can I connect related community resources to the unit?

Lenoir-Rhyne University
Teacher Candidate Dispositions Assessment

Teacher Candidate's Name _____ Date _____
 Program _____ Name of Person Completing the form: (Please Print) _____
 Relationship to the Teacher Candidate: (Please choose one)

- | | |
|---|---|
| <input type="checkbox"/> Self | <input type="checkbox"/> Cooperating/Mentor Teacher |
| <input type="checkbox"/> FYE Instructor | <input type="checkbox"/> University Supervisor |
| <input type="checkbox"/> Instructor | <input type="checkbox"/> Site Administrator |
| <input type="checkbox"/> Education Instructor | |

The purpose of this assessment is to obtain a variety of professional evaluations of the dispositions (behaviors and attitudes) of Lenoir-Rhyne University Teacher Candidates at various points in their pre-service training. These dispositions are based on both the conceptual framework of KSC's pre-service program and research-based educational preparation literature.

Key: (See reverse for further explanation and rubric) D-Developing (occasionally demonstrates this disposition)
 U- Unacceptable (does not demonstrate this) A-Acceptable (consistently demonstrates this disposition)

The above-named Teacher Candidate...

Rating (circle)	Professional Dispositions:	Comments (Rating of U or D requires a comment)
A D U	1. Exhibits clear and accurate communication skills (e.g., listening, writing, speaking)	
A D U	2. works cooperatively and collaboratively and considers multiple perspectives before making decisions	
A D U	3. presents appropriate professional appearance/demeanor	
A D U	4. exhibits enthusiasm, passion for students and teaching and positive attitude	
A D U	5. is committed to lifelong learning and service to the community	
A D U	6. demonstrates clear understanding of legal and moral obligations of the profession	
Rating	Personal Dispositions:	
A D U	1. demonstrates understanding and diverse perspectives and people appreciation of diversity	
A D U	2. demonstrates respect, empathy, caring for others and balanced judgment	
A D U	3. accepts responsibility for own actions	
A D U	4. is present, punctual, and prepared	
A D U	5. demonstrates consistent integrity and honesty	
A D U	6. exhibits willingness to work diligently to achieve success and to accept valid feedback	
A D U	7. ability to handle stressful situations	

Signature of student _____ Signature of person completing form _____

RUBRIC

Professional Dispositions:

Disposition	Unacceptable	Developing	Acceptable
1. exhibits clear and accurate communication skills (e.g., listening, writing, speaking)	Written work contains grammatical, Mechanical and organizational errors; candidate does not participate in class; spoken language contains errors or excessive use of slang; candidate does not pay attention when others speak, interrupts, and/or indicates lack of listening skills.	Candidate accepts feedback and seeks continuous improvement in this area.	Written communication is well organized with good mechanics, including grammar, spelling, and punctuation; candidate participates in class; spoken language is fluent and grammatically correct; candidate demonstrates active listening skills.
2. Works cooperatively and collaboratively and considers multiple perspectives before making decisions.	Candidate does not follow through on commitments in group projects; may dominate group or not participate well with others in the decision-making process; does not appear to value the contributions of others.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate demonstrates excellent interpersonal skills in the professional setting with multiple constituencies (e.g. colleagues, families, students, and supervisors); participates actively in group projects and follows through on commitments, sometimes going beyond the minimal expectations.
3. presents appropriate professional appearance/ demeanor	Candidate does not dress appropriately for the professional role; candidate does not demonstrate appropriate professional behavior.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate is clean and neat and consistently dresses appropriately for the professional role; candidate's words and behaviors reflect respect for the professional setting.
4. exhibits enthusiasm, a passion for students and a positive attitude.	Candidate does not consistently demonstrate enthusiasm in interactions with students and in the teaching role.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate relates positively with students and demonstrates an appropriate level of motivation, enjoyment and energy in interactions and in the teaching role.
5. demonstrates a commitment to lifelong learning and service to the community.	Candidate completes the basics but does not take initiative to learn beyond the minimum or assist in additional ways.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate seeks out learning opportunities and is engaged in related professional experiences (e.g. attends conferences, volunteers for extra activities, studies new content areas, etc).
6. demonstrates clear understanding of legal and moral obligations of the profession	Candidate is unaware of state and national laws and codes of ethics and their application in the professional setting.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate is aware of state and national laws and codes of ethics, and applies this knowledge as appropriate.

Personal Dispositions:

Disposition	Unacceptable	Developing	Acceptable
1. demonstrates understanding and appreciation of diverse perspectives	Candidate has difficulty valuing a wide range of ideas, opinions and diverse perspectives.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate is open to a wide range of ideas, opinions, and diverse perspectives, including those influenced by cultural background, age, ability, learning needs, etc.
2. demonstrates respect, empathy, caring for others and balanced judgment	Candidate does not demonstrate awareness of the needs of others.	Candidate accepts feedback and seeks continuous improvement in this area	Candidate is sensitive to the needs of others and shows compassion for the human condition.
3. accepts responsibility for own actions.	Candidate blames others and /or avoids taking responsibility for actions and events.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate deals directly with the, consequences of actions and events.
4. is present, punctual, and prepared	Candidate is late, misses appointments or events, or is unprepared to participate.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate attends all expected events, arrives on time and is ready to participate.
5. demonstrates consistent integrity and honesty	Candidate does not acknowledge sources of information uses others' ideas without attribution or misrepresents information.	Candidate accepts feedback and seeks continuous improvement in this area..	Candidate acknowledges all sources of information, does own work and demonstrates integrity in all interactions (i.e. tells the truth)
6. exhibits willingness to work diligently to achieve success and to accept valid feedback	Candidate does the basic minimum required, does not use feedback to improve	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate has a positive work ethic, uses feedback to improve, and is willing to revise to achieve quality.
7.ability to handle stressful situations	Candidate has difficulty monitoring emotional responses to stressful situations.	Candidate accepts feedback and seeks continuous improvement in this area.	Candidate perceives challenges and strengths with balanced emotion, makes appropriate plan of action and follow through.

Name _____ Date _____ Grade level (s) _____ School _____

Part I: Please indicate to what extent this intern engaged in activities fulfilling these objectives:

Activities aimed at getting acquainted with students, diverse background and abilities	a great deal _____	_____	_____	_____	_____	nothing
Observation of school activity: board, PTA, faculty meeting, parent conference...	a great deal _____	_____	_____	_____	_____	nothing
Assistance in planning, preparing and carrying out lessons	a great deal _____	_____	_____	_____	_____	nothing
Interaction (or interview) with other teachers, administrative personnel, etc.	a great deal _____	_____	_____	_____	_____	nothing
Interaction with individual students: tutoring or helping, interviewing	a great deal _____	_____	_____	_____	_____	nothing
Supervising or assisting in group activities I.e. class sessions, study hall, playground	a great deal _____	_____	_____	_____	_____	nothing
Discussion with cooperating teacher, diagnosing, planning individual instruction	a great deal _____	_____	_____	_____	_____	nothing
Para-professional activities, administering tests, typing, copying, filing etc.	a great deal _____	_____	_____	_____	_____	nothing
Technology and computers: using computer to augment instruction	a great deal _____	_____	_____	_____	_____	nothing
Dialogue and reflection on field experience including preparing report	a great deal _____	_____	_____	_____	_____	nothing

Evaluation of the Intern’s Performance

Was this intern helpful to you? To what extent did he or she contribute to your program? (*circle*)

Very Much Quite a Bit Some A Little Not At All

Did you see the field experience contribute to this intern’s growth as a reflective practitioner?

Very Much Quite a Bit Some A Little Not At All

What changes or growth, did you observe in this intern? Was this person responsible? Punctual? Cooperative? How did the intern complete assigned tasks?

What is your overall evaluation of this intern’s performance? A B C D F

Please comment on this person’s potential as a teacher

Cooperating Classroom Teacher’s Signature _____ Date _____

Due to Prof. Huffman Dec. 2, 2011

CODE OF ETHICS FOR NORTH CAROLINA EDUCATORS

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

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

To uphold these commitments, the educator:

I. Commitment to the Student.

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

II. Commitment to the School and School System

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

III. Commitment to the Profession

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

Adopted by the State Board of Education June 5, 1997

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR NORTH CAROLINA EDUCATORS

PURPOSE AND APPLICABILITY

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

History Note: Authority G.S. 115C-295.3; Eff. April 1, 1998.

STANDARDS OF PROFESSIONAL CONDUCT

(a) The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.

(b) Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.

(1) Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.

(2) Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.

(3) Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:

(A) statement of professional qualifications;

(B) application or recommendation for professional employment, promotion, or licensure;

(C) application or recommendation for university or university admission, scholarship, grant, academic award, or similar benefit;

(D) representation of completion of university or staff development credit;

(E) evaluation or grading of students or personnel;

(F) submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;

(G) submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and

(H) submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.

(4) Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.

(5) Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:

- (A) any use of language that is considered profane, vulgar, or demeaning;
- (B) any sexual act;
- (C) any solicitation of a sexual act, whether written, verbal, or physical;
- (D) any act of child abuse, as defined by law;
- (E) any act of sexual harassment, as defined by law; and
- (F) any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.

(6) Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.

(7) Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.

(8) Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.

(9) Alcohol or controlled substance abuse. The educator shall not:

- (A) be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat. § 90-95, the Controlled Substances Act, without a prescription authorizing such use;
- (B) be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or
- (C) furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.

(10) Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.

(11) Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(12) Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.

(13) Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system, including but not limited to these Rules.

History Note: Authority G.S. 115C-295.3;
Eff. May 1, 1998.

COEHS Policy on Candidate Background Check

This policy is implemented in order to clarify the requirement for, and conditions that may arise from, a criminal check as applies to internships and student teaching assignments made by Lenoir-Rhyne University's College of Education and Human Services (COEHS).

1. The Criminal History Check

- A. All students of Lenoir-Rhyne University requiring placements for field study arranged for by the COEHS (candidates) are required to obtain a background check as a requirement. Field study includes any field experience or other work tied to a course, lab, or service requirement of a program of the COEHS in which candidates may come in contact with students in schools, or with other individuals who are clients of agencies.
- B. This may exclude candidates who are already licensed professionals serving in a role with the school or agency with which the field placement will be made. To be excluded from this policy, a candidate must have been serving continuously with a school or agency entity that conducted a criminal history check.
- C. For all candidates not excluded from this policy, the background check will be conducted according to all sections of the following schedule that applies:
 1. At the point of entry into teacher education or a counseling program.
 2. Immediately previous to service in the schools in an internship or field-based course or experience and/or student teaching such that the background check is in hand before the student enters the school or agency facility.
 3. Immediately previous to any service in either schools or an agency as a counseling intern or other human services role such that the background check is in hand before the student enters the school or agency facility.
 4. Renewal of the background check is also required if the background check is older than one calendar year from the date printed on the background check.
- D. In order for a candidate to begin their field placement, the background check must be "clear," that is show neither a criminal history nor history of inappropriate behavior with or toward children or potential agency clients. The Chair of the School appropriate to the field placement will notify the candidate that their placement is canceled when a background check is received that is other than "clear."
- E. A "clear" background check is defined as a report that shows no criminal charge (misdemeanor or felony), serious summary charge that is entered into a criminal history, or report from a governmental agency regarding inappropriate behavior with or toward children or potential agency clients. This background check will be conducted to examine the North Carolina, Federal, or other state records.

- F. A record other than “clear” may show evidence of the following, but is not limited to the following examples:
1. Any history indicating a conviction, no contest or other similar plea that suggests that the candidate a) poses a threat to the physical safety of school students, agency clients or personnel, or b) behaves in a way that the integrity or honesty of the candidate interferes with their performance in their professional role. This includes, but is not limited to, inappropriate behavior involving drugs and alcohol.
 2. Any history with “no decision” or “pending” will also be considered as other than “clear” until such time that official evidence of disposition is presented that would show that charges are dismissed or withdrawn.
 3. A more complete list of examples of offenses that may result in a criminal history are presented in North Carolina Law, §115C-238.
- G. An outside vendor approved by the COEHS will complete the background check. The candidate will bear the financial responsibility for the background check. Applications are available from the Field Placement Coordinator who is also the person to whom the background check report should be directed. Reports that are other than “clear” will be referred to the appropriate School Chair for action.
- H. Ordinarily, a copy of the background check is maintained by the COEHS for that period of time a candidate remains a student at Lenoir-Rhyne University. Should it be the explicit policy of a school district or agency, a copy of the “clear” background check will be supplied to the entity with which the candidate will do their field experience. Assurance from any entity receiving such documentation will guarantee the security of the private and confidential information that may be part of the background check.

II. The Appeal Process

- A. In the event a candidate has other than a “clear” background check, the candidate can appeal the decision of the Chair to block the placement of the candidate into a field setting.
- B. Any appeal of a denial of field placement based on the background check may be filed within fourteen (14) calendar days from the date of notification of such denial.
- C. An appeal shall utilize the following procedure:
1. In the event that the candidate is a student in the School of Education, the appeal shall go to the Teacher Education Council through its Chair. Their recommendation would be via written request of the candidate, and a personal appearance in front of the committee is available at the election of the candidate.
 2. In the event that the candidate is a student in the School of Counseling and Human Services, the appeal shall go to the Graduate Student Council.
 3. The recommendation of the appellate committee will be forward with all pertinent documents to the Dean of the COEHS. A decision of the Dean of COEHS, which may involve appropriate consultation with legal counsel of the University or of the NC-DPI, will be made and the decision will be communicated to the candidate in writing.
 4. Should the candidate desire to appeal the decision of the Dean, such appeal should be in writing within 14 (fourteen) days of notification and will be directed to the Provost of the University. The Provost will render the final decision in this process.

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Fall 2011
Lenoir-Rhyne University School of Education

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