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Dear Student Teacher,

Congratulations! After several years of preparation, you have reached your professional semester – the student teaching experience.

The next few months will be busy, challenging, and most of all – rewarding. You will have the opportunity to put into practice the many activities, lesson plans and ideas you've collected and learned about in your course work. You will be part of a school community, where you will work not only with students, but also with colleagues and students' families.

Remember always that we are here to support you on your way to becoming an accomplished teacher. You will work closely with an experienced and capable cooperating teacher; someone who was chosen because they have expertise in your chosen grade level or discipline. You will have the support of your university supervisor, also carefully chosen because of their knowledge and experience. We all want the same thing – to see you become the successful teacher you are meant to be.

In the words of one educator, “Go forth and do good things.” We’re proud of you and look forward to hearing about your accomplishments.

Dr. Sheila G. Ingle  
Director of Field Experiences and Student Teaching  
Gardner-Webb Campus

Dr. Faye Rucker  
Director of Field Experience and Student Teaching  
Gardner-Webb Campus
OVERVIEW OF TEACHER EDUCATION PROGRAMS

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

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

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

English
Mathematics
Social Studies

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

Art
French
Music
Physical Education
Spanish
English as a Second Language

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

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

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

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

Gardner-Webb University also offers a Doctor of Education degree in the area of Educational Leadership and Curriculum and Instruction. Successful completion of the program fulfills the requirements for the North Carolina Class DS License.

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

Information about specific undergraduate Teacher Education programs/services may be obtained by contacting the following at (704) 406-______ (indicated below).

Dr. Sheila Ingle, Director of Field Experiences, Student Teaching and Chair of Elementary Education (Boling Springs Campus) 3037

Dr. Faye Rucker, Director of Field Experiences and Student Teaching (Statesville Campus) 5019

Dr. Lane Wesson, Elementary Education (Statesville Campus) 5021

Chair of Evening Programs

Dr. Ken Baker, Physical Education 4481

Dr. Tamara Cox, Spanish and French Education; English as a Second Language 4499

Ms. Tammy Hoyle, Mathematics Education 4431

Dr. Kelly Taylor, Middle Grades Education 2209

Dr. Doug Eury, Dean, School of Education 3030

Mr. Mark Cole, Music Education 4456

Dr. Shana Hartman, English Education 4482

Dr. David Yelton, Secondary Social Studies Education 4471

Ms. Susan Bell, Art Education 4473

PUBLIC SCHOOL AND STUDENT REPRESENTATIVES

Public School Principal – Dr. Kim Greene
Public School Teacher – Ms. Beverly Owens
Graduate Student Representative – TBA
Undergraduate Student Representative – Sara Plummer
Goals of the Teacher Education Program

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

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

The goals of the Elementary Education Undergraduate Program parallel with the state and national standards for initially licensed teachers. All candidates are strongly grounded in the liberal arts, rigorous intellectual thought, and spiritual challenges within a diverse community of learning. The School of Education prepares its candidates to make significant contributions to God and humanity, to inspire public trust, and to prepare children for a democratic society and an ever-changing global community.

The Elementary Education Program is planned so that candidates will acquire:

1. Knowledge across all subject areas included in the elementary school of curriculum as reflected in the breadth of the Gardner-Webb core curriculum and enhanced by the specialty area (Elementary Education) of the curriculum. [The beginning teacher should be broadly and liberally educated and have full command of the subjects that he or she will teach];

2. Knowledge of characteristics of developmental stages of children from ages five to twelve.

3. Understanding of unique learning characteristics of children from a wide variety of cultural and language backgrounds and of exceptional students;

4. Skills to adapt curriculum and teaching strategies to meet elementary learners’ needs;

5. Skills to organize classroom environment which meets the needs of and stimulates the intellectual growth of children;

6. Interpersonal skills for the purpose of establishing effective communication within the classroom, within the school, and in establishing productive home-school linkages;

7. Skills to effectively evaluate student learning and to use results to establish an effective instructional program;

8. Understanding of contemporary issues related to teaching as a profession and to school in a complex society;

9. Knowledge about schools, teaching, and children that increases through carefully planned and supervised field experiences.
Goals for Undergraduate Middle Grades Education Program

The goals of the Middle Grades Education Undergraduate Program parallel with the state and national standards of initially licensed teachers. All candidates are strongly grounded in the liberal arts, rigorous intellectual thought, and spiritual challenges within a diverse community of learning. The School of Education prepares its candidates to make significant contributions to God and humanity, to inspire public trust, and to prepare children for a democratic society and an ever-changing global community.

The Undergraduate Middle Grades Program is designed for the candidate:

1. To acquire and demonstrate the knowledge and skills needed to assume the role of teacher as theorist & practitioner as outlined in the Teacher Education Program’s conceptual model and in adopted state and national standards;

2. To acquire a broad liberal arts education with emphasis in areas of content specialization (language arts, social studies, science, or mathematics);

3. To understand the unique nature of the contemporary middle school and the unique needs of young adolescents;

4. To understand the influences of characteristics of the young adolescent learner on the curriculum and instructional practice in the middle school;

5. To have a clear working knowledge of the concept of developmentally responsive models of middle level schooling;

6. To demonstrate an understanding of ability to design, adapt, and assess relevant instruction for all young adolescents, including those from diverse populations (socioeconomic, linguistic, cultural, and special needs);

7. To participate in a series of increasingly complex field experiences designed to develop and refine all aspects of the middle grades teacher’s role and to provide experience in designing environments for cognitive-developmental growth;

8. To develop practices for lifelong professional growth through reflecting on experience as a basis for decision-making and action;

9. To develop the ability to communicate effectively and initiate collaborative partnerships with colleagues, family, and community members.
Goals for English Education

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

1. Have a broad background in literature;

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

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

4. Realize the need for lifelong, professional learning.

Goals for Mathematics Education

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

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

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

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

4. Preparing those students seeking licensure in public schools for teaching mathematics on the secondary level;

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

In meeting goal four, the following objectives are included:

1. Developing communication skills for relaying mathematical concepts;

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

3. Aiding in developing the ability to recognize misconceptions and problem areas in students' mathematics understanding and in planning to correct these areas;
4. Developing critical thinking through proper questioning;
5. Emphasizing the ongoing need to be aware of changes in methodology as new research points the way to better instruction;
6. Providing opportunity and support for analyzing new theories and discussing their impacts on classroom instruction.

**Goals for Social Studies Education**

The teacher training program seeks to:

1. Assure that the student acquires an understanding of the social, political, geographical, economic, and historical forces operating in society;
2. Provide for in-depth preparation in history and the social sciences plus an intensive study in one or more of the major disciplines;
3. Provide for development of the social studies skills required in formulating objectives, selecting content, using effective teaching strategies and evaluating learning.
4. Instill in the student an awareness of the need for continuing education and professional development. Students seeking secondary social studies licensure must meet requirements for admission and completion of the teacher education program as well as fulfill the specific departmental requirements for the major and for teacher licensure.

**Goals for French Education and Spanish Education**

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

1. Understand all aspects of the French/Spanish language well enough to be able to explain and model the component skills for students;
2. Teach French/Spanish literature so that it is meaningful to students and related to other areas of study such as history and geography.
3. Teach French/Spanish culture in such a way as to help students develop a broadened worldview and an appreciation of the varied cultures of the world;
4. Plan, implement, and evaluate instruction in educationally sound ways;
5. Select and use the appropriate methodologies and materials for students of different ages, interests, and backgrounds.
Goals for English as a Second Language Education

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

1. Advanced proficiency in English;
2. High Intermediate proficiency in a language other than English (OPI scale);
3. Understanding in all aspects of the English language well enough to be able to explain and model the component skills for students;
4. Ability to plan, implement, and evaluate instruction in educationally sound ways;
5. Ability to select and use the appropriate methodologies and materials for students of different ages, interests, and backgrounds.

Goals for Physical Education

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

1. Understand historical, cultural, and philosophical perspectives and the implications of each in teaching;
2. Appropriately conduct, analyze, and interpret research and assessment data related to physical education and apply toward student needs, limitations, progress, and achievement;
3. Develop and administer safe, appropriate, well-organized, and thoughtfully planned curricular experiences;
4. Understand and utilize the fundamentals of human growth and development, promote the relationship of physical education to the total school curriculum and foster the health and well-being of students;
5. Apply and synthesize sound interpersonal and effective instructional strategies;
6. Systematically evaluate the impact of their teaching.
Goals for Music Education Program

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

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

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

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

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

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

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

Goals for Art Education Program

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

1. Develop in students the ability to “read” and understand the formal concepts of art through a knowledge of the elements and principles of design.

2. Educate and expect of our students an understanding of the concept of “content” in works of art and the relationship between content, and formal principles of design.

3. Challenge our students to value and develop artistic skills, techniques and creative expression in themselves and in others.

4. Promote scholarship in the visual arts by educating, and requiring, our students to be able to read and write critically about the visual arts, including their own work.
5. Provide opportunities for our students to be able to express their artistic understanding and develop verbal skills in discussing works of art through studio critiques, art history presentations, and student and professional exhibitions.

6. Provide students extensive and challenging education in art history and in the relationship between art history, studio practice, and art education.

7. Develop in students the ability to contribute to the artistic dialogue from a Christian perspective with enthusiasm for intellectual pursuit in the visual arts and a strong foundation for the advocacy of visual education for all people.

8. Attract, recruit, and retain gifted art students. Contribute to the overall health of the university by recruiting and supporting students of diverse cultural, and economic backgrounds. Support students with excellent classes, facilities, exhibit opportunities, and scholarships.

9. Demonstrate professionalism as art faculty by producing and showing new work and by being involved in regional and national professional organizations.

10. Continue in building an art department that provides technology and equipment appropriate to meet the needs of students, and the requirements of the program.

11. Operate within a budget that maintains resources sufficient to ensure growth, maintenance and development of the art education, studio, and art history programs.

12. Provide opportunities and expectations that faculty and students will work together as advocates of art, arts education and the value of arts in the university and larger community through exhibitions and educational opportunities for all people.
### Fall 2012 Student Teaching Semester Calendar

**GWU Campus**

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<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Event Description</th>
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<tr>
<td>May 3, 2012</td>
<td>Initial Seminar</td>
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<tr>
<td>August 17, 2012</td>
<td>Cleveland County</td>
<td><strong>Student Teaching Experience begins</strong> with the starting date of your assigned school. Confirm the exact date with your cooperating teacher.</td>
</tr>
<tr>
<td>August 20, 2012</td>
<td>Gaston County</td>
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<tr>
<td>August 20, 2012</td>
<td>Rutherford County</td>
<td></td>
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<tr>
<td>Check with the school system, not published at this date.</td>
<td>Catawba County Henderson County</td>
<td></td>
</tr>
<tr>
<td>September 5, 2012</td>
<td></td>
<td><strong>Cooperating Teachers’ Workshop I</strong> – University Commons Building (Clubhouse) 9:00-11:00 a.m. Student teachers do not attend. However, you will cover the class for your teacher. If they would like a substitute, Gardner-Webb will pay for ½ day.</td>
</tr>
<tr>
<td>October 10, 2012</td>
<td>Wednesday</td>
<td><strong>Cooperating Teachers’ Workshop II</strong> - University Commons Building (Clubhouse) 9:00-11:00 a.m. Student teachers do not attend. You will be responsible for the class.</td>
</tr>
<tr>
<td>November 14, 2012</td>
<td>Wednesday</td>
<td><strong>Cooperating Teachers’ Workshop III</strong> - University Commons Building (Clubhouse) 9:00-11:00 a.m. Student teachers do not attend. You will be responsible for the class.</td>
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<tr>
<td>November 29, 2012</td>
<td>Thursday</td>
<td>Last Day of Student Teaching</td>
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<td>November 30-December 6, 2012</td>
<td>Observation Days</td>
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<td>December 17, 2012</td>
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<td>Commencement</td>
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Please note that your university supervisor will be arranging seminar dates with you. They also may ask for called meetings of groups or individuals. These are mandatory.
**Fall 2011 Student Teaching Semester Calendar**  
**GWU at Statesville-11 Weeks and 16 Weeks Schedule**

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<tr>
<th>Date</th>
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<tr>
<td>May 8, 2012</td>
<td>(Tuesday)</td>
<td><strong>Initial Seminar</strong></td>
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<td>Room 120</td>
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<td></td>
<td></td>
<td>5:00 p.m.</td>
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<tr>
<td>August 16</td>
<td>CMS</td>
<td>Student Teaching Experience begins with the starting date of your assigned school</td>
</tr>
<tr>
<td>August 20</td>
<td>Davidson</td>
<td><strong>Confirm exact date with cooperating teacher.</strong></td>
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<tr>
<td>August 20</td>
<td>Iredell-Statesville</td>
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<tr>
<td>August 20</td>
<td>MGSD</td>
<td>McDowell</td>
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<td>August 20</td>
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<td>Wilkes</td>
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<td>August 29</td>
<td>Wednesday</td>
<td><strong>Cooperating Teachers’ Workshop I</strong></td>
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<td></td>
<td></td>
<td>Room 120</td>
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<tr>
<td></td>
<td></td>
<td>9:00 a.m. – 12:00 noon</td>
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<tr>
<td>August 30</td>
<td>Thursday</td>
<td>Seminars will start at 3:30 p.m. in Room 120 and end at 5:30 p.m.</td>
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<tr>
<td>September 27</td>
<td>Thursday</td>
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<td>October 25</td>
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<td>September 26</td>
<td>Wednesday</td>
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<tr>
<td>October 24</td>
<td>Wednesday</td>
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<tr>
<td>October 25 (11 Wks.)</td>
<td>Thursday</td>
<td><strong>Cooperating Teachers’ Workshop II</strong></td>
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<td></td>
<td>Room 120</td>
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<td></td>
<td></td>
<td>9:00 a.m. – 12:00 noon</td>
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<td></td>
<td></td>
<td><strong>Cooperating Teachers’ Workshop III</strong></td>
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<td></td>
<td>Room 120</td>
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<tr>
<td></td>
<td></td>
<td>9:00 a.m. – 12:00 noon</td>
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<td></td>
<td></td>
<td>Appreciation Luncheon</td>
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<td></td>
<td>Final Day of Student Teaching</td>
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<tr>
<td>November 29 (16 Wks.)</td>
<td>Thursday</td>
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<tr>
<td>October 26-31</td>
<td>Fri.-Wed.</td>
<td>Observation Days, Exit Conference Portfolio Team Meeting (University Supervisor, Cooperating Teacher, and Student Teacher )</td>
</tr>
<tr>
<td>Nov. 30 - Dec. 5</td>
<td>Fri-Wed.</td>
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<tr>
<td>November 1</td>
<td>Thursday</td>
<td><strong>Student Teaching Final Seminar</strong></td>
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<tr>
<td>December 6</td>
<td>Thursday</td>
<td>Room 120</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9:00 – 12:00 noon</td>
</tr>
<tr>
<td>December 17</td>
<td>Monday</td>
<td><strong>Commencement</strong></td>
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RESPONSIBILITIES OF THE COOPERATING TEACHER

Cooperating teachers occupy an important position in the preparation of teachers. They are uniquely qualified to assist the student teacher in key areas. The responsibilities of the cooperating teacher include the following:

1. Giving direction to learning in the classroom. A primary responsibility is to provide the best instruction possible for the pupils in the classroom. Not only is the cooperating teacher responsible for discerning and meeting their learning needs, but must also assume responsibility for meeting the learning needs of the student teacher.

2. Becoming well acquainted with the student teacher as a person as a prospective teacher. It is important for the cooperating teacher to establish a comfortable relationship with the student teacher; this can be accomplished as the cooperating teacher seeks to know the student teacher personally and to assess preparation for teaching.

3. Inducting the prospective teacher into the teaching process. This involves close day-by-day guidance and direction and recognition of the student teacher’s readiness to teach and to assume increasingly difficult assignments and responsibilities.

4. Performing the role of a mentor. This professionalism suggests the development of a program that would stimulate the growth and professionalism of the student teacher. Constant effort is required to anticipate the needs, apprehensions, and hopes of the student teacher.

5. Exemplifying a high professional interest and ability. Student teachers should be regarded as professional colleagues. The cooperating teacher should always model proper ethics and professional behavior.

6. Helping the student teacher through planning. The cooperating teacher should demonstrate planning for quality instructional time and should assist the student teacher in planning for instruction.

7. Helping the student teacher with materials and resources. Familiarity and experience with available instructional materials, equipment, and resources will enhance the student teacher’s performance.

8. Helping the student teacher through assessment. The cooperating teacher should model self-evaluation of his/her own performance and should guide the student teacher in assessing personal, professional, and academic progress.

9. Familiarizing the student teacher with the full range of a teacher’s responsibilities. The student teacher experience should include responsibilities such as
classroom instruction and management; bus duty and hall duty; parent conferences and conferences with special service personnel; faculty and PTO meetings; record keeping and reporting; instructional planning and evaluation; and construction, administration, and evaluation of tests.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR(S)

1. Becoming acquainted with the student teacher and cooperating teacher;

2. Becoming acquainted with the school program and the instructional personnel of the host school;

3. Working with school systems to build strong relationships between the university and the local schools;

4. Acting as liaison in acquainting public school personnel with the nature and purposes of the student teaching experience;

5. Conducting orientation and planning conferences for student teachers prior to the beginning of student teaching;

6. Counseling student teachers concerning professional concerns;

7. Providing guidance in locating professional literature;

8. Participating with the student teacher and cooperating teacher in planning the individual student teacher's program and schedule;

9. Visiting and observing the student teacher and holding individual and joint conferences with the student teacher and cooperating teacher;

10. Helping the cooperating teacher guide the student teacher in interpreting experiences according to educational theory and practice.

11. Routinely checking the development of the student teacher's electronic evidences and providing appropriate guidance related to those evidences.

12. Conducting routine seminars to help student teachers to analyze the role of theory and practice in the student teaching experience and assisting the student teacher to make generalizations from the student teaching experience which have an impact on his/her continued participation in the teaching profession.

13. Participating in the final meeting with the student teacher and cooperating teacher, collecting and interpreting evaluation information and determining a final grade for the student teacher.
RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

The school principal has an important role to play in promoting a successful student teaching experience. It is suggested that consideration be given to the following guidelines in preparing to work with a student teacher:

1. Become acquainted with the stipulations of the contract between Gardner-Webb University and the local education agency (LEA) regarding the selection of personnel who will provide student teaching experiences;

2. Welcome the student teacher to the school as soon as possible with an orientation to the building, school policies, and characteristics of the community. Explain what is special or unique about your school and system;

3. Introduce the student teacher at faculty meeting so that he/she feels a part of the professional team. This is especially helpful to the student teacher in making the transition from student to teacher;

4. Observe the student teacher teaching a class, if possible, and make available the results of your evaluation. Do keep in mind that the student teacher is at the beginning of a career and needs encouragement as well as suggestions for improvement;

5. Talk with the cooperating teacher frequently to assess the experience;

6. Help the student teacher to gain an accurate and complete picture of what teaching is, allowing for a variety of experiences while in the school.

GENERAL POLICIES GOVERNING STUDENT TEACHING

The information on the following pages includes policies related to beginning, continuing, and completing student teaching. The responsibilities of various people involved in the student teaching experience are outlined, and specific information is given regarding legal status, substitute teaching, and termination of student teaching. The student is responsible for knowing and abiding by the guidelines provided here. If a question arises about a specific circumstance, the student teacher is encouraged to ask the university supervisor before taking action that may later be deemed inappropriate.

I. Student Teaching Placements

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

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

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

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

II. Student Teachers

A. The student teacher is the guest of the public school to which he/she has been assigned and, therefore, MUST abide by the rules and policies of the public school and its Board of Education. Failure to do so may result in the student teacher being removed from student teaching.

B. Prior to student teaching, the student teacher must have on file with the School of Education at Gardner-Webb University verification that the student teacher is void of active tuberculosis.

C. The student teacher is expected to produce fully developed, written lesson plans, which have been approved by the cooperating teacher. Normally plans are due one week before they are to be taught. These plans are to be available for the inspection of the university supervisor(s) and the cooperating teacher.

D. The student teacher is expected to be present for the full working day of the teacher during the entire student teaching experience. No provisions are made for absences and no personal business is to interfere with student teaching. Should an emergency make it necessary for the student teacher to be absent, it is the student teacher’s responsibility to notify both the cooperating teacher and the university supervisor(s) prior to the absence. If there are more than two days of absence during the student
teaching experience, the Director of Student Teaching, in conjunction with
the university supervisor(s) and the Dean of the School of Education, will
determine the appropriate action to be taken. Generally, an additional
week of student teaching is assigned.

E. The student teacher’s working calendar will follow that of the host school.
Holidays, inclement weather, and other such work schedule changes will
be determined by the host school, not by the University.

III. Problems, Questions, and Expectations

A. The student teacher is expected to initiate necessary discussions with
the cooperating teacher and the university supervisor(s). The student
teacher is expected to be available for meetings with any or all of these
professionals. If problems arise, the student teacher is expected to seek
assistance from the cooperating teacher and/or the university supervisor(s).

B. The student teacher is expected to be present at the host school on teacher
workdays even if the classroom teacher is absent. Workdays are
designed to be used for lesson planning and other preparations.

C. Continuation in student teaching is contingent upon the maintenance of
satisfactory professional conduct and performance. Poor performance in
either area may result in the host school requesting that the student teacher
be withdrawn or the university supervisor(s) advising the student to withdraw.

D. Withdrawal from student teaching is a serious action and may be requested
by the:

a. Dean of the School of Education;
b. University supervisor;
c. Cooperating teacher;
d. School principal;
e. Director of Student Teaching; and
f. The student teacher.

Procedures for withdrawal include the following:

a. Written documentation by cooperating teacher and/or university
   supervisor;
b. A formal conference involving the cooperating teacher, student
   teacher, and university supervisor(s) to address problems/concerns;
c. A written Professional Development Plan for the student teacher, and
   university supervisor(s) to address problems/concerns;
d. A formal conference and documentation involving the student teacher,
   university supervisor(s), Director of Student Teaching, and Dean of the
   School of Education; and
e. A formal letter of withdrawal to be forwarded to the LEA administrator responsible for placement, to the principal, and the cooperating teacher of the host school.

Withdrawal from Student Teaching can occur for the following reasons:
  a. failure to consistently and promptly report to the site;
  b. failure to follow suggestions/recommendations made by the cooperating teacher; university supervisor(s), or principal;
  c. conduct inappropriate for the setting; or
  d. failure to demonstrate adequate competencies in content instruction techniques, and management.

E. Legal Status of Student Teaching. From the General Statutes of North Carolina. 115c-309. Student Teachers.

   a. Student Teacher and Student Teacher Defined. –A “student teacher” is 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 a local board of education to student teach under the direction and supervision of regularly employed licensed direction and supervision of a regularly employed licensed teacher. “Student teaching” may include those duties granted to a teacher by G.S> 11C-307 and 115C-390 and any other part of the school program for which either the supervising teacher or the principal is responsible.

   b. Legal Protection. A student teacher under the supervision of a licensed teacher or principal shall have the protection of the laws accorded the licensed teacher.

   c. Assignment of Duties. It shall be the responsibility of a supervising teacher, in cooperating with the principal and the representative of the teacher preparation institution, to assign to the student teacher responsibilities and duties that will provide adequate preparation for teaching. (1969, c.638, s.l.; 1981, c.423, s.l.)

F. In the event of the absence of the cooperating teacher, the student teacher may teach without a paid substitute teacher in the classroom for a maximum of two days if the following conditions are met:
   • Approval of the cooperating teacher and university supervisor;
   • Placement in the classroom to which the student teacher is assigned;
   • Acceptance by the student teacher;
   • Written notification is provided to the Director of Student Teaching by the student teacher;
   • A maximum of two days is not exceeded; and
   • Policies regarding paid substitution for each school district are followed.
In order to be paid, student teachers must meet the requirements regarding substitutes for the school system in which they are student teaching. Student teachers need to check with the individual county in which they are working for policy requirements.

Substituting for more than two days is the exception rather than the norm, and would be decided on an individual basis.

**Student teachers are asked to substitute for their cooperating teachers two half-days as a service with no compensation expected so that their cooperating teachers may come to their Cooperating Teachers’ Workshops.**

G. The student teacher may not **under any circumstances** administer medication to a student. It will be the responsibility of the cooperating teacher to inform the student teacher of the appropriate procedure for the administration of medication in the host school.

**THE PROFESSIONAL SEMESTER**

The professional semester is probably the most rewarding and fulfilling phase of a pre-service teacher’s preparation. During this time the pre-service teacher continues to study the theories and practices that he/she will utilize in the classroom through seminar discussions, lesson planning and reflections. The student teaching experience, which is the major component of the professional semester, provides the opportunity to apply knowledge and understanding in a public school setting. Student teaching is the culminating activity of the pre-service experience, which allows for the transition from student to teacher. Crucial to this experience is the assistance and support of the cooperating teacher and university supervisor(s).

The commitment of the student teacher is also critical in determining the success of the experience. The following objectives define the goals that the student teacher seeks to accomplish. The student teacher will

1. Demonstrate effective communication skills in classroom interaction and in consultative and collaborative relationships (NCPTS 2, 4);

2. Utilize various teaching strategies, materials, instructional technologies, methods of classroom organization, and behavior management (NCPTS 4);

3. Demonstrate an understanding of the teaching/learning environment by producing appropriate teaching plans, implementing those plans, and providing for effective and appropriate evaluation of student learning (NCPTS 2, 3, 4);

4. Demonstrate the ability to teach the communication skills of reading, writing, listening, and speaking, across the curriculum (NCPTS 3, 4);
5. Demonstrate effectiveness in working with students from a variety of socioeconomic and cultural backgrounds and with a variety of different learners (including those with exceptionalities) by adjusting methods, techniques, and strategies as needed (NCPTS 2, 4);

6. Demonstrate knowledge of schools and community by using a variety of resources in the planning and implementation of teaching strategies (NCPTS 1, 2, 4);

7. Develop skills of self-evaluation through thoughtful reflection, discussions with supervisors, and sensitivity to reactions from students (NCPTS 5);

8. Assume the role of a professional educator, with the attendant responsibilities for maturity of behavior and judgment as well as for developing leadership skills (NCPTS 1);

9. Demonstrate an understanding of the different roles and responsibilities of all personnel working within the school (NCPTS 1, 5);

10. Demonstrate an understanding of the necessity for life-long professional learning (NCPTS 1, 5).

The Student Teacher is not a teacher’s assistant. There should be a mutual sharing of professional and non-professional responsibilities between the Cooperating Teacher and the Student Teacher. Under no circumstances is the Student Teacher to perform non-professional duties other than those ordinarily assigned to his/her Cooperating Teacher.

The professional semester is a 16-17 week internship (student teaching) in the public school. Student teachers are expected to begin this experience at the same time their cooperating teachers report to work both in the Fall (August) and Spring (January) semesters. Although cooperating teachers are notified via the Central Office and principal regarding the student teaching experience, it is still the student teacher’s responsibility to contact the cooperating teacher and arrange his/her schedule. Due to the nature of the Fall beginning school experience, it is imperative that student teachers discuss the schedule dates with their cooperating teacher. As the Fall and Spring semesters begin, the student teachers should begin observing/shadowing the cooperating teachers through workdays, staff development (if possible), and other school experiences.

Based on specific criteria, any student who has five or more years of full-time experience as a teaching assistant may request an eleven (11) week student teaching experience in a public school setting. This written request must be submitted with the Student Teaching Application on the published due date for applications. The student should be aware that the School of Education retains the right to develop the
calendar/schedule for this experience each semester and extend the student teaching experience, if necessary, from an eleven week to a full semester based on student progress. The eleven-week schedule will consist of ten weeks in the classroom with a minimum of eight weeks full-time teaching, followed by one week that will include time for observations in other classrooms/schools, portfolio evaluation, and exit conference. The student teacher will be required to attend the same number of seminars as full-semester student teachers, and be formally observed and evaluated the same number of times as the full-semester student teacher. Cooperating teachers will be invited for three workshops and will receive a voucher for a graduate or undergraduate class.

Criteria for the eleven week experience:

1. Students applying must have five or more years of full-time experience as a teaching assistant within a seven year time span in a public school setting;
2. Written request is due at the same time the Student Teaching Application is submitted and must include the following:
   - Verification of experience from the school system’s personnel department; and
   - Written statement from his/her principal(s) indicating that the experience was rated as successful.
3. Student teaching may not be done in the school in which the student has worked as an assistant.

Since Gardner-Webb University’s calendar is different from the public school calendars in that the schedule begins later, visits, formal observations, and supervision should not be expected from Gardner-Webb supervisors until at least three to four weeks into the student teaching experience. Therefore, these beginning weeks should be used for becoming acquainted with school personnel and students, school and classroom procedures and policies, observing the cooperating teacher’s instructional and management methods and techniques, planning, locating materials and resources, questioning, and participating/assisting in the teaching process with individuals and small groups. Student teachers should keep a journal during this time recording cooperating teachers’ functions in the important areas of leadership, instruction, and organization. Regardless of the teachers’ grade levels, subject areas, or types of schools in which they teach, they are expected to perform in these three functions. Student teachers are to record how cooperating teachers provide leadership (planning, motivation, coordination) to a group of students; how they provide instruction to students (which models do they utilize?); and how they work with colleagues, parents, and others to improve classrooms and schools as learning environments. Student teachers should also record any questions to explore at a later date with the university supervisor.

During the professional semester student teachers are required to attend a minimum of five seminars on their respective campuses, GWU or Statesville. Dates for the initial and final seminars are listed on the respective calendars. The dates of the seminars with university supervisors are arranged by the university supervisor.
SUGGESTED SCHEDULES FOR STUDENT TEACHING

During the 16-17 week student teaching experience, the student teacher will follow the calendar for the local school system rather than the Gardner-Webb University calendar. There will be differences in breaks, teacher work days, etc. The student teacher will follow the schedule required of the classroom teachers in the school system, and is expected to attend all school functions required of the cooperating teacher.

When the candidate begins the student teaching experience, the full-time teaching responsibilities should be assumed as follows:

Weeks 1 - 2: Observing the teaching of the classroom teacher, develop a long-range schedule, begin to work with individuals or small groups of students, and assume non-instructional duties.

Weeks 3 – 4: The student should begin planning and teaching lessons, eventually assuming full responsibility for teaching all classes/subjects and all non-instructional duties.

Weeks 5 -14: Student teacher assumes full responsibility for a minimum of ten full weeks.

Weeks 15-17: After the full-time period, the student teacher may gradually return responsibility for teaching to the cooperating teacher.

Following Week 17 and prior to the Final Seminar, the student teacher is required to observe other teachers (plan with GWU supervisor); participate in the team meeting, and participate in the exit conference.
REQUIREMENTS FOR STUDENT TEACHING

1. **Weekly Schedules**
   Each Thursday all student teachers must submit schedules for the following week to their university supervisor(s). Any changes in this schedule must be reported to the university supervisor(s).

2. **Seminars**
   All student teachers are required to attend a minimum of five seminars. These meetings will focus on topics relevant to the group and will be planned by the individual university supervisors. Common issues include planning, evaluation, classroom management, philosophical issues, curriculum development, etc.

3. **Record Keeping**
   All student teachers will endeavor to keep accurate records of attendance and student performance. Student teachers are to keep grade books separate from those of their cooperating teachers.

4. **Student Teacher Electronic Evidences**
   The student teacher, as a component of his/her teacher education program, accepts responsibility for working with the university supervisor to create the electronic evidences for Task Stream as required for their particular program. In general, student teachers are required only to create and post in Task Stream the evidences that are part of the student teaching experience. However, the university supervisor in the student’s subject area will make the final determination of what is required.

   The student teacher, as a component of his/her teacher education program accepts responsibility for:

   A. Creating electronic evidences as required;

   B. Soliciting suggestions and on-going feedback from the cooperating teacher and the University supervisor(s) throughout the process;

   C. Arranging a collaborative meeting of the team near the conclusion of the student teaching experience for the purpose of reflection, evaluation, and final evaluation;

   D. Reflecting on the process of creating the evidences, explaining the correlation of evidence to NCPTS Standards, discussing use of technology and relevance to instruction, and self-evaluating;

   E. Revising the evidences based on the evaluation of the team meeting and if needed, resubmitting for final approval.
5. **Teaching Performance**
   In addition to the NCPTS, student teachers will be required to demonstrate effective teaching behaviors that will include management of instructional time, management of student behavior, effective instructional presentation, effective instructional monitoring and timely instructional feedback.

6. **Special Work Sessions**
   Special work sessions may be held at the discretion of the supervisor(s) or the Director of Student Teaching.

7. **Attendance**
   Attendance is expected each day. No provisions are made for absences. **Any absences may negatively impact the final grade and excessive absences may call for withdrawal procedures.**

8. **Employment During Student Teaching Policy Statement**
   The full-time student teaching semester will require a full-time commitment. During this semester, students may register only for student teaching. Student teachers may not engage in other work (*full-time or part-time*) during the student teaching semester without the prior written consent of the Dean of the School of Education, the Director of Student Teaching and Field Experiences, and the university supervisor. Prior consent is also required for those who wish to participate in time-consuming extra-curricular activities including, but not limited to, university-sponsored sports, band, clubs, etc. Extra-curricular activities on or off campus must not interfere with student teaching duties, including after-school/weekend responsibilities and meetings.

9. **General information**
   Background checks are required. Students must belong to SNCAE or show proof of personal liability coverage. Kappa Delta Pi, the international honor society in education, also offers liability coverage at a reasonable rate.

10. **North Carolina State Requirements: PRAXIS II**
    The Praxis Series, Professional Assessments for Beginning Teachers, are the standardized tests required for licensing in North Carolina and in most other states. First-time applicants for a North Carolina license must submit scores for the Praxis II Subject Assessments.

    During the student teaching (professional) semester or upon completing graduation requirements, elementary pre-service teachers must take PRAXIS II. The PRAXIS II licensing examination is NO LONGER REQUIRED for undergraduate middle grades, secondary, and K-12 students who complete an approved teacher education program and are recommended by the university.
CHECKLIST OF STUDENT TEACHER RESPONSIBILITIES

During this period, the student teacher assumes the responsibilities and expectations of a classroom teacher. Things to remember:

Responsibilities to the School

The Student Teacher is responsible for:

1. Securing from the cooperating teacher copies of necessary textbooks, a school handbook, seating charts, schedules, floor plans of the building, and other helpful materials during the first week of school.

2. a. At the elementary level, carrying a full load for ten (10) weeks, plus participating in non-instructional duties.  
b. At the secondary level (9-12) and Specialty (K-12), carrying a full load for ten (10) weeks, preferably with no more than 3 preparations per day, plus participating in non-instructional responsibilities (e.g., homeroom, planning).

3. Duplicating the cooperating teacher's daily schedule which includes arriving and leaving at the appropriate times; preparing materials, bulletin boards, and handouts related to instruction; and grading papers resulting from assignments, tests, or projects.

4. Planning work on a weekly and daily basis and submitting the plans to the cooperating teacher for approval prior to teaching the class. The plans should be submitted to the university supervisor one week in advance and printed as desk copies accessible to the cooperating teacher and university supervisor.

5. Conferencing with the cooperating teacher at LEAST ONCE A WEEK to discuss strengths, weaknesses, and suggestions for improvement.

6. Placing school duties and responsibilities ahead of personal wishes and willingly accepting all duties assigned.

7. Striving to exemplify the attitudes and actions expected of a teacher rather than those which characterize a student – remembering that there is a fine line between being a teacher and a friend versus being a buddy.

8. Conforming to school regulations and policies and to local standards of behavior.

9. Reporting for all school appointments and duties on schedule; attending faculty meetings, P.T.A. meetings, workdays, and any other functions, which the cooperating teacher is expected to attend.
10. Safeguarding all personal and confidential information concerning pupils and using it only for professional purposes – remembering that much damage can be done to students as a result of inappropriate sharing of information.

11. Refraining from making unfavorable remarks about the students, the cooperating teacher, the school, the staff, the community, and university supervisor.

12. Following the rules of basic courtesy toward school administrators, teachers, pupils, staff, members of the community, and university supervisor.

13. Dressing appropriately and in keeping with faculty (and university) standards.

14. Endeavoring continuously to discover strengths and weaknesses-remembering that student teaching is a growing and learning experience.

15. Attending and taking an active part in the extra-curricular activities of the school.

16. Avoiding all partiality and favoritism toward students.

17. Developing the habit of reading at least one professional journal each week.

18. Notifying the cooperating teacher and the university supervisor in case of emergency absences or absences due to illness.

19. Reporting any absences to the university supervisor, keeping in mind that absences negatively impact the final grade.

20. Getting approval from the university supervisor and the cooperating teacher for all absences other than those due to emergency and/or illness.
ASSESSMENT OF STUDENT TEACHING PERFORMANCE

Assessment is viewed as a continuous process involving the student teacher, the public school cooperating teacher, and the university supervisor. Continuous assessment is facilitated by regular conferences and by open communication among all members of the student teaching team. Emphasis will be placed on how the student teacher responds to suggestions made by the cooperating teacher and upon interpersonal relationships with students and other teachers.

Student teachers will be evaluated by the university supervisor a minimum of five times during the student teaching period. For candidates majoring in Elementary Education and Middle Grades Education, the evaluations are conducted by the university supervisor from the School of Education. Candidates in the programs of Physical Education, Music Education, Spanish and French Education, English as a Second Language, and English Education are evaluated by the university supervisor from the respective departments. Candidates in the program of Social Science are evaluated a minimum of three times by the university supervisor from the School of Education, who is the supervisor of record, and minimum of two time by the supervisor from the major department.

The NC Teacher Candidate Evaluation Rubric will be used as the formal assessment by both the university supervisor and the cooperating teacher. This rubric can be found in the Appendices.

Cooperating teachers are encouraged to provide regular and specific feedback to the student teacher throughout the experience. Both verbal and written responses are appropriate.

All records will be submitted to the Director of Student Teaching by the Final Seminar.

All students must make a grade of C or higher in EDUC 450, Student Teaching. Final grades are assigned by the university supervisor in consultation with the cooperating teacher.
GRADING POLICY/FINAL ASSESSMENT

Grades will be assigned based on progression of the student teacher experience through the NC Teacher Candidate Evaluation Rubric and the expectations of the university supervisor working in conjunction with the cooperating teacher. Student teachers must score proficient or better on the evaluation instrument in order to receive a North Carolina license.

If a candidate’s performance is below standards stated above; the recommendation for licensure will be withheld. This student may be withdrawn from the school setting prior to the end of student teaching if there is difficulty in making a personal adjustment to the teaching situation. If the candidate elects to remain enrolled, the final grade assignment may be D or F.
QUESTIONS COOPERATING TEACHERS ASK

1. When should I give teaching responsibilities to the student teacher?

   ANSWER: Much depends on the readiness of the student teacher. Allow time for him or her to observe you. Refer to the “Suggested Schedule for Student Teaching.”

2. Should I allow the student teacher to handle a discipline problem?

   ANSWER: The student teacher should have some experience in handling problems that arise while teaching and should be informed of school policies. Some problems will be avoided by letting students know that the teacher is in charge.

3. How much time should I spend in conferences with the student teacher?

   ANSWER: Set aside time for at least one formal weekly conference. Student teachers, like students in your class, need to be helped at “teachable moments” in addition to the weekly conference. Some cooperating teachers may prefer a short conference at the beginning or at the end of each day.

4. What out-of-class functions should the student teacher attend?

   ANSWER: The schedule should be the same as yours: faculty meetings, PTA meetings, teacher workdays, etc. Attendance at in-service meetings would be helpful to student teachers. Physical education student teachers are not required to assist in the coaching responsibilities of the cooperating teacher.

5. What type of lesson plans should I require of the student teacher?

   ANSWER: Because the student teacher is inexperienced, thorough planning will be required. Student teachers should plan a week in advance. Establish the schedule for submitting plans during the orientation period. All plans should include introduction and rationale, goals and objectives, teaching/learning activities, and methods for evaluation.

6. What do I do if problems with the student teacher develop?

   ANSWER: Don’t wait until it is too late to correct a problem before you contact the university supervisor. A suggested sequence is to talk first to the student teacher. Then, if necessary, talk with the university supervisor. In some cases it may be helpful to schedule a joint conference with the student teacher, the university supervisor, and the building principal. The Director of Field Experience and Student Teaching is also available to mediate/meet as needed.
7. When do I evaluate the student teacher?

   ANSWER: Clear feedback after each lesson is advisable. You will be evaluating your student teaching using the Teacher Candidate Evaluation Rubric, provided at the end of this manual.

8. During the time when the student teacher assumes full responsibility for all classes should I leave the room or stay?

   ANSWER: Use your best professional judgment. Student teachers need at least some time alone in order to experience the reality of the classroom. The more time you can give the student alone the more quickly the student teacher will develop independence. Some student teachers may continue to need your supervision. If you find that your student teacher needs an inordinate amount of supervision, please contact their university supervisor.
GUIDELINES FOR COOPERATING TEACHERS

ORIENTATION – DID I:
1. Prepare the class for a “second teacher?”
2. Make him/her feel a part of the school by meeting principal, other teachers, and staff members?
3. Provide him/her with a desk, schedule, school handbook, textbooks, and other instructional materials and services?
4. Acquaint him/her with the school policies regarding discipline, and have an agreement for the handling of situations?
5. Inform the student teachers of school routines including records, reports, special activities, and procedures for emergency situations, support services, and school regulations?
6. Help the student teacher discover the background of each student and make clear the method of evaluation to be followed?
7. Share with him/her the long range planning for the entire semester?

PARTICIPATION – DID I:
1. Accept him/her as a co-teacher and provide a sense of security in the classroom?
2. Gradually lead him/her into full-time teaching by permitting him/her to assume partial and varied roles?
3. Encourage attendance at faculty, in-service, PTA, and other meetings related to the school?
4. Check and go over lesson plans with student teacher?

ACTUAL TEACHING – DID I:
1. Give constructive help and guidance to make appropriate lesson plans?
2. Encourage him/her to recognize special needs and show an interest in the progress of each individual student?
3. Provide opportunities for experiences through participation in extra-class activities?

CONFERENCES – DID I:
1. Provide adequate time for regular conferences?
2. Encourage the student teacher to ask questions?
3. Utilize conferences to help the student teacher analyze teaching behaviors in terms of sound principles of learning?
4. Guide in self-evaluation and help develop ways for improvement?
5. Permit him/her to be a part of parent-teacher conferences?
6. Give sincere praise and recognition when deserved?
CHECKLIST OF COOPERATING TEACHER RESPONSIBILITIES

A. Things to provide and explain when the student teacher arrives:

☐ discipline plan and school rules

☐ copies of your lesson plans to follow while observing your teaching

☐ forms to be used (i.e., discipline, tardy, attendance, etc.)

☐ emergency procedures (i.e., fire, tornado, intruder, etc.)

☐ seating charts so the student teacher can begin learning students’ names immediately

☐ your homework policy

☐ in-school suspension policies (if available)

☐ procedures with dealing with interruptions (i.e., announcements, walk-ins, etc.)

☐ discussion of Student Teaching Manual; review of Cooperating Teacher’s Manual

☐ tour of the school, areas where instructional resources are located

☐ introduction of support personnel

☐ introduction of other school staff (teachers, assistants, secretaries, custodians, etc.)

☐ curriculum guide

☐ faculty handbook/student handbook for your school

☐ publisher's instructional materials (teacher editions, resource notebooks, etc.)

☐ suggestion that the student teacher keep an index card file box or notebook on methods/techniques observed

☐ special needs of particular students – dealing with confidential information

☐ roles of the teacher assistant (if appropriate) and what is to be the working relationship with the student teacher

☐ pre-planning in case of classroom teacher’s illness and student teacher’s role with the substitute
B. Schedules to explain to the student teacher:

- school bell and instructional day schedule
- school calendar
- test days, workdays (these are not optional for the student teacher), inclement weather days, delays, lunch, bus, half days, etc.
- meetings (i.e., faculty departmental/grade level, etc.) and attendance (please introduce the student teacher as soon as possible in a faculty meeting (and opportunities for workshops, conferences, and extra-curricular activities such as clubs, sports, PTO, musicals, etc.) and attendance expectations
- parent conferences and procedures for dealing with them and attendance expectations
- discussion of visits by university supervisor and content supervisor if there is one
- parent conferences and procedures for parent contact
- when and how you will conference
- schedules of specials and support personnel

C. Things to do during the student teaching experience:

- plan phasing-in and phasing-out of student teaching (long range calendar)
- assist student teacher with weekly calendar of times to teach
- assure that the minimum number of 10 weeks of full-time student teaching are provided
- oversee grading system/record keeping
- pre-determine content coverage and pace of long-term instruction
- explain any standardized testing (end-of-course testing, etc.) issues which effect instructional planning
- always be available but plan time for the student teacher to be alone with all classes
- routinely meet with university supervisor(s) to discuss progress
☐ attend three (3) cooperating teachers’ workshops as scheduled

☐ preview and approve the student teacher’s lesson plans and tests prior to use

☐ routinely observe and discuss teaching with the student teacher (i.e., ideas, hints, suggestions, personal experiences, reflection – “Why did you…?”, etc.)

☐ serve as team member in electronic evidence evaluation

☐ complete evaluation/recommend grade

☐ complete licensure form(s)
Gardner-Webb University
Assessment of Candidate’s Dispositions

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

<table>
<thead>
<tr>
<th>Criteria Indicators</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Developing</th>
<th>Emerging</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates respect for the abilities of all students.</td>
<td>Candidate shows enthusiasm for teaching all students, regardless of culture, ethnicity, handicapping condition, or socioeconomic status.</td>
<td>Candidate works more easily and consistently with some children than with others.</td>
<td>Candidate demonstrates basic competence while working with students who are unwilling or unable to work up to candidate’s expectations.</td>
<td>Candidate has not had opportunities to assess their respect for the abilities of all students.</td>
</tr>
<tr>
<td>2. Treats all students fairly.</td>
<td>Candidate demonstrates behaviors consistent with the belief that all students deserve unbiased teachers who provide the best educational opportunity.</td>
<td>Candidate attempts to treat all students fairly.</td>
<td>Candidate demonstrates preferential treatment of some students.</td>
<td>Candidate has not had the opportunity to assess bias towards certain students.</td>
</tr>
<tr>
<td>3. Demonstrates respect for diverse student views and opinions.</td>
<td>Candidate acknowledges and is respectful of diverse student views based on ethnicity, culture, and/or learning style.</td>
<td>Candidate appears to acknowledge that students may be different in their views, based on ethnicity, culture, and/or learning style.</td>
<td>Candidate is not responsive to opinions that differ from his or her own.</td>
<td>Candidate has not had the opportunity to work with students who have any opinion other than their own.</td>
</tr>
<tr>
<td>4. Models an ethic of care for all students.</td>
<td>Candidate teaches and models a caring attitude and provides a nurturing environment where students feel prized.</td>
<td>Candidate attempts to pay attention to students and promote a caring environment.</td>
<td>Candidate is not responsive to student needs and does not model an appreciation of the affective domain.</td>
<td>Candidate has not had the opportunity to be responsive to student needs.</td>
</tr>
</tbody>
</table>
I believe that all students deserve the most appropriate instruction.

<table>
<thead>
<tr>
<th>Criteria Indicators</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Developing</th>
<th>Emerging</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicates clear expectations in effective manner to diverse students.</td>
<td>Candidate varies approach to communication in order to most effectively relay expectations to diverse students.</td>
<td>Candidate communicates expectations but does not work to create directions that all students can follow.</td>
<td>Candidate poorly communicates expectations once and expects students to follow.</td>
<td>Candidate has not had the opportunity to communicate expectations to students.</td>
</tr>
<tr>
<td>2. Demonstrates an understanding of the necessity to vary instruction to meet diverse student needs.</td>
<td>Candidate recognizes and transforms instruction in order to meet the needs of all students.</td>
<td>Candidate sometimes varies instructional methods but does not consider the needs of students when planning instructional models.</td>
<td>Candidate uses limited instructional style and expects students to adapt.</td>
<td>Candidate has not had the opportunity to apply various instructional styles in a classroom.</td>
</tr>
<tr>
<td>3. Speaks with clarity, fluency, and appropriate grammar.</td>
<td>Candidate demonstrates a strong grasp of effective oral communication skills and models those skills for students.</td>
<td>Candidate uses appropriate grammar most of the time but is often unclear and tentative.</td>
<td>Candidate is ambiguous and imprecise, and uses incorrect grammar in the public school classroom.</td>
<td>Candidate is ambiguous and imprecise, and uses incorrect grammar in the University classroom.</td>
</tr>
<tr>
<td>4. Demonstrates flexibility in the planning and execution of instruction.</td>
<td>Candidate shows a willingness to amend planning, change direction, and adapt instruction in order to be accommodating to all students.</td>
<td>Candidate does not easily adjust to necessary changes in instruction and dislikes revising or altering plans.</td>
<td>Candidate is unwilling to revise plans or modify lessons in order to effectively execute instruction.</td>
<td>Candidate has not had the opportunity to revise plans or modify lessons.</td>
</tr>
</tbody>
</table>

I believe that teachers and educational leaders must collaborate with colleagues, parents, and the community to provide the best educational experiences for all students.

<table>
<thead>
<tr>
<th>Criteria Indicators</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Developing</th>
<th>Emerging</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Functions effectively in a variety of leadership and collaborative roles.</td>
<td>Candidate demonstrates leadership and collaboration through class, university, and community activities.</td>
<td>Candidate participates in activities but has yet to assume leadership roles.</td>
<td>Candidate is unable to demonstrate or participate in leadership and collaborative activities.</td>
<td>Candidate has not had the opportunity to demonstrate or participate in leadership and collaborative activities.</td>
</tr>
<tr>
<td>2. Demonstrates integrity when</td>
<td>Candidate demonstrates a strong work ethic is largely</td>
<td>Candidate demonstrates poor</td>
<td>Candidate demonstrates poor</td>
<td>Candidate demonstrates poor</td>
</tr>
</tbody>
</table>
**3. Communicates effectively with a variety of constituents.**

<table>
<thead>
<tr>
<th>Indicates</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Developing</th>
<th>Emerging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate corresponds with colleagues, parents, and the community in a way that makes them feel acknowledged and involved.</td>
<td>Candidate does not always identify the need to change communication style according to the audience being addressed, and can be inappropriately pretentious or unprofessional.</td>
<td>Candidate has difficulty communicating at different levels and is unclear or unprofessional when conversing with constituents.</td>
<td>Candidate has not had the opportunity to communicate at different levels or with constituents.</td>
<td></td>
</tr>
</tbody>
</table>

**4. Assesses the effect of actions on students and others.**

<table>
<thead>
<tr>
<th>Indicates</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Developing</th>
<th>Emerging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate understands that all actions have consequences and takes into consideration how certain actions will affect students and others.</td>
<td>Candidate does not always consider the effects of actions and creates situations that may negatively affect others.</td>
<td>Candidate behaves in a way that demonstrates a lack of understanding of the effect actions will have on others.</td>
<td>Candidate behaves in a way that demonstrates an unawareness of the effect actions will have on others.</td>
<td></td>
</tr>
</tbody>
</table>

---

*I believe that the teaching-learning process is continuous and that teachers and educational leaders must be professional students.*

**Criteria**

<p>| 1. Shows understanding of the need for continuing education and professional growth. | Candidate has participated in conferences, meetings; has affiliated with professional organization(s) (e.g. SNCAE) and participates in activities on a regular basis. | Candidate participates in some professional activities, usually to satisfy course requirements. | Candidate has chosen not to participate in conferences, meetings; generally shows no awareness of the need to engage in professional activities. | Candidate has not had the opportunity to participate in conferences or meetings. |
| 2. Shows insight into the challenges that face public education. | Candidate is insightful about educational issues; comments reflect an understanding of the long-term implication of these issues and challenges on America’s public education. | Candidate is able to name some current issues and challenges facing public education but cannot articulate an awareness of important issues impacting public education. | Candidate does not demonstrate an awareness of important issues impacting public education. | Candidate has not had the opportunity to demonstrate an awareness of important issues impacting public education. |</p>
<table>
<thead>
<tr>
<th>Education System.</th>
<th>Demonstrates Commitment to the Profession.</th>
<th>Responds Constructively to Evaluations from Supervisory Personnel.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate is able to articulate a philosophy of education consistent with his/her awareness of how teachers impact the lives of students; consistently demonstrates career choice satisfaction.</td>
<td>Candidate demonstrates, both in university classes and field work, behavior consistent with career choice satisfaction.</td>
<td>Candidate appears ambivalent toward his/her choice of profession.</td>
</tr>
<tr>
<td>Candidate appears ambivalent toward his/her choice of profession.</td>
<td>Candidate has not had the opportunity to demonstrate a commitment to the profession.</td>
<td></td>
</tr>
<tr>
<td>Candidate responds positively to evaluations from supervisors and professors; makes changes in behavior based upon evaluations.</td>
<td>Candidate sees and is able to articulate the relationship between evaluations and personal choices/behaviors.</td>
<td>Candidate agrees with positive evaluations and disregards negative evaluations; credits others, not self, with negative evaluations.</td>
</tr>
<tr>
<td>Candidate has received no evaluations from supervisory personnel.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Gardner-Webb University
Assessment of Candidate’s Dispositions

Candidate’s name

Assessment date ___________ Expected graduation date ___________

Assessor’s name

Point of assessment (course or benchmark completed)

Belief that all students can learn.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates respect for the abilities of all students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treats all students fairly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates respect for diverse student views and opinions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Models an ethic of care for all students.</td>
<td></td>
<td></td>
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Belief that all students deserve the most appropriate instruction.

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<td>Demonstrates flexibility in the planning and execution of instruction.</td>
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Belief that teachers and educational leaders must collaborate with colleagues, parents, and the community to provide the best educational experiences for all children.

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<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functions effectively in a variety of leadership and collaborative roles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates integrity when interacting with university faculty, teachers, students, parents, and peers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates effectively with a variety of constituents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assesses the effect of actions on students and others.</td>
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Belief that the teaching-learning process is continuous and that teachers and educational leaders must be professional students.

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<th>Score</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Shows understanding of the need for continuing education and professional growth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows insight into the challenges that face public education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates commitment to the profession.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responds constructively to evaluations from supervisory personnel.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REMUNERATION FOR COOPERATING TEACHERS

The following represents the “package of appreciation and recognition” for cooperating school personnel of Gardner-Webb University. The remuneration for cooperating teachers will include:

1. **An ID Card.** A Gardner-Webb University identification card for Dover Library privileges as well as personal access to University sporting events and specific cultural events will be issued;

2. **A Voucher.** For each student teacher supervised, the appropriate cooperating teacher will receive a voucher for a single, 3-hour undergraduate or graduate Gardner-Webb course of their choice. The voucher is to be used within two years from the completion of the specific service to the University;

3. **A Letter.** A letter of appreciation to be placed in the individual’s personnel file will be mailed to each individual and to the Director of Personnel. The letters will originate with the Director of Student Teaching and Field Experience.

4. **A Luncheon.** Cooperating teachers will be honored at a luncheon. This event is sponsored by the School of Education; and

5. **Staff Development Credit.** Access to the student teaching workshop with appropriate teacher renewal credit for cooperating teachers will be offered. Individual cooperating teachers’ LEA’s will be responsible for determining CEU credit based on workshop attendance.
### GARDNER-WEBB UNIVERSITY
#### STUDENT TEACHER INFORMATION

**PLEASE PRINT CLEARLY**

<table>
<thead>
<tr>
<th>First Name</th>
<th>Maiden/Middle</th>
<th>Last</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School Where You Student Taught</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School Address</th>
<th>(City)</th>
<th>(State)</th>
<th>(Zip)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School Phone Number</th>
<th>Home Phone Number</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date of Birth</th>
<th>Social Security Number</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grade Level Taught</th>
<th>Subject Area (if applicable)</th>
</tr>
</thead>
</table>
STUDENT TEACHING/INTERNING PERFORMANCE: EVALUATION BY NORTH CAROLINA LOCAL EDUCATION AGENCY

The superintendent (or designee) of the LEA in which the applicant completed student teaching or interning must fill out and sign this form. Send the completed form to the student's college or university to be included with his or her application for a North Carolina license. The student must have a successful student teaching experience to qualify for a North Carolina licensure.

The student performed his or her teaching or interning assignment at

________________________________________
name of school

________________________________________
school unit

The assignment began ______________ and ended ______________
month/day/year month, day, year

The individual taught __________________ in grade__________
or interned in __________________

name of program

We have reviewed the evaluation of this student's performance. The evaluation was systematic and continuous during the student teaching or interning assignment. Based on the evaluation and recommendations from professional staff, we certify that

☐ The student’s performance has been successful.

☐ The student’s performance has not been successful.

Comments (optional):

________________________________________

Signatures:

LEA Supervisor

________________________________________

Date:

Superintendent or Designee

________________________________________

Date:
EXIT CONFERENCE FOR STUDENT TEACHERS  
Teacher Education Program  
Gardner-Webb University

Student Teacher

Placement School

Grade Level

Cooperating Teacher

Licensure Area:

Concentrations:

Date:

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

The student teacher will:

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

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

3. demonstrate an understanding of the teaching/learning environment by making appropriate teaching plans, implementing those plans, and providing for effective and appropriate evaluation of student learning;
4. demonstrate the ability to put research into practice and to undergird practice with research;

5. demonstrate the ability to teach the communication skills of reading, writing, listening, and speaking across the curriculum;

6. demonstrate effectiveness in working with students from a variety of socioeconomic and cultural backgrounds and with a variety of different learners (including those with exceptionalities) by adjusting methods, techniques, and strategies as needed;

7. demonstrate an ability to effectively work with families;

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

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

10. assume the role of a professional educator, with the attendant responsibilities for maturity of behavior and judgment as well as for developing leadership skills;
11. demonstrate an understanding of the different roles and responsibilities of all personnel working within the school;

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

University Supervisor

Date

Student Teacher

Date
APPENDIX C
**Withdrawal/Repeating Student Teaching**

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

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

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

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

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

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

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

*A medical or personal emergency requires that a candidate be under the care of a physician or psychologist at the time of the withdrawal.
Approved by the TEC in May, 2008.

APPENDIX D
CODE OF ETHICS FOR NORTH CAROLINA EDUCATORS

Adopted by the North Carolina State Board of Education
June 5, 1997

Preamble

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

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

To uphold these commitments, the educator:

I. COMMITMENT TO THE STUDENT

A. Protects student 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 view 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 the law.
   4. Recommends persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to 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.
.0601 PURPOSE AND APPLICABILITY

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

.0602 STANDARDS OF PROFESSIONAL CONDUCT

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

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

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

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

3. Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:
   A. statement of professional qualifications;
   B. application or recommendation for professional employment, promotion, or licensure;
   C. application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
   D. representation of completion of college or staff development credit;
   E. evaluation or grading of students or personnel;
F. submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;

G. submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts or 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 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 the 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 other.

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 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 M.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;
   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 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 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 suspected violation of any law regulating the duties of persons serving the public school system, including but not limited to these Rules.
RACIALLY NONDISCRIMINATORY POLICY

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

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

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

“Gardner-Webb University admits students of any race, color, and national or ethnic origin.”
APPENDIX F

See Candidate Evaluation Instrument at:

http://soe.unc.edu/academics/elem/evaluation_rubric.pdf