



EDUCATOR PREPARATION PROGRAMS HANDBOOK

North Carolina A&T State University

College of Education

Rev. Fall 2019
Pending Approval

TABLE OF CONTENTS

| | |
|--|----|
| WELCOME LETTER..... | 1 |
| INTRODUCTION TO EDUCATOR PREPARATION PROGRAM..... | 2 |
| Accreditation..... | 2 |
| Council of Educator Preparation Program..... | 2 |
| Educator Preparation Program..... | 2 |
| Conceptual Framework..... | 2 |
| Core Guiding Principles..... | 3 |
| Core Values..... | 3 |
| Program Goals..... | 4 |
| Programs..... | 4 |
| Undergraduate..... | 4 |
| Graduate..... | 5 |
| Graduate Advanced..... | 5 |
| COUNCIL OF EDUCATOR PREPARATION PROGRAM, POLICIES, AND PROCEDURES-Admissions, Policy, and Procedures..... | 6 |
| Undergraduate Admissions..... | 7 |
| Taskstream Account..... | 7 |
| Application to Educator Preparation Program..... | 8 |
| Disposition Assessment..... | 8 |
| Minimum GPA..... | 8 |
| Praxis Core..... | 8 |
| Criminal Background Check..... | 10 |
| Notification of Admission to Educator Preparation Program..... | 10 |
| Graduate Admissions..... | 10 |
| Taskstream Account..... | 12 |
| Application to Educator Preparation Program..... | 13 |
| Disposition Assessment..... | 13 |
| Minimum GPA..... | 13 |
| Criminal Background Check..... | 13 |
| Notification of Admission to Educator Preparation Program..... | 13 |
| TRANSFER AND LATERAL ENTRY..... | 14 |
| Undergraduate Transfer Students..... | 14 |
| Residency License/Lateral Entry..... | 14 |
| Notification of Admission to Educator Preparation Program..... | 14 |
| MATRICULULATION POLICY..... | 14 |
| Continuance Standards..... | 14 |
| Student Conduct Policy..... | 14 |
| Appealing Educator Preparation Program Dismissal..... | 15 |
| Readmission..... | 15 |
| LICENSURE..... | 15 |
| Required Licensure Exams..... | 15 |
| ETS Student Reports..... | 16 |
| Pearson Testing..... | 16 |
| Additional License..... | 16 |
| LICENSURE EXAM PER SPECIALITY..... | 17 |
| Elementary Education..... | 17 |

| | |
|---|----|
| Special Education..... | 17 |
| EdTPA: Educative Teacher Performance Assessment..... | 20 |
| FIELD EXPERIENCES AND CLINICAL PRACTICE..... | 22 |
| Field Experience..... | 22 |
| Clinical Practice..... | 22 |
| PROGRAM COMPLETION..... | 22 |
| OBTAINING LICENSURE..... | 23 |
| Licensing Procedure for Candidates Who Recently Completed the Licensure Program..... | 23 |
| Licensing Procedure for Candidates Who Do Not Apply for Licensure at the Time of Program Completion..... | 23 |
| Applying for License..... | 24 |

Dear Candidate,

Welcome to the Educator Preparation Program at North Carolina Agricultural and Technical State University (NC A&T). We are pleased to see that you have considered pursuing an educational program that satisfies requirements for licensure and accreditation. Whether you are currently a professional working in the field looking to obtain licensure, a professional looking to advance your training, a professional seeking to become dually licensed, or just beginning in the education field, we are glad to have your time and consideration.

This handbook will provide you with an overview of the Council of Educator Preparation Program's (CEPP) role in working with all education licensure programs across the campus of NC A&T as well as the programs offered within the Educator Preparation Program (EPP). The handbook will guide you through the progression as a prospective candidate, help you understand the programs mission, values, conceptual framework, policy and requirements to retain admissions, matriculate through the EPP and become a licensed educator.

Please be reminded that education is a highly regulated and accredited program of study, which requires many detailed check and balances along the way. With this in mind, our program is clinically based, and we consider ourselves guests in the public-school classrooms during clinical experiences. It is important that you take the time to read your Student Handbook thoroughly and refer to it often along with the North Carolina Educators Code of Ethics (located in Appendix A). Teaching is a privilege, and we hold our candidates to the highest moral, ethical, and legal standards at all times.

Welcome to the Educator Preparation Program and we look forward to working with you as you begin this journey.

Sincerely,

Council of Educator Preparation Program

INTRODUCTION TO EDUCATOR PREPARATION PROGRAM

Accreditation

North Carolina A&T's Educator Preparation Programs were accredited initially in 1976 by the Council for the Accreditation of Educator Preparation (formerly the National Council for the Accreditation of Teacher Education). This national accreditation was reaffirmed in 2015. Our counseling programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (reaffirmed in 2009) and the Council on Rehabilitation Education (reaffirmed in 2010). Additionally, our Advanced Social Work program has been accredited by the Council on Social Work Education since 2000 and was reaffirmed in 2012.

Council of Educator Preparation Program

The Council of Educator Preparation (CEPP or the Council) is the governing body for all professional education licensure programs on the campus of North Carolina Agricultural and Technical State University (NC A&T). The Council is charged with ensuring the quality of professional education programs through development and implementation of policies that are aligned with state and national standards and regulations. Council Members of the Educator Preparation Program are appointed annually by the Chancellor of the University with representation from the College of Arts Humanities and Social Sciences, College of Agriculture and Environmental Sciences, College of Business and Economics, College of Education, College of Science and Technology, and the Graduate College. Students who are seeking an education degree and anticipate licensure, should contact the Chair of Council, found on the Council landing page, with any questions or concerns regarding process, policy, procedures, and concerns.

Educator Preparation Program

The Educator Preparation Program (EPP) at NC A&T aims to produce 21st Century Professional Educators, who are committed to teaching and learning in a pluralistic global society by creating responsive learning environments that challenge students to think critically, collaborate, communicate, and serve mankind. The EPP offers a variety of undergraduate and graduate degree programs that prepare students to become well-qualified, highly knowledgeable PreK-12 educational professionals. Faculty provide high quality programs through research of effective teaching, supervised field experiences, internships, and ongoing formative assessments.

Conceptual Framework

The overarching theme our programs mission strives to meet is "21st Century Professional Educators: Catalysts for Learning." The initial and advanced Educator Preparation Programs and the advanced program in educational leadership focus on the development of knowledge, skills, and professional dispositions to ensure that all candidates are well prepared and meet all institutional, state, and professional standards at the completion of their programs. This conceptual framework describes the shared vision with the College of Education (CED) to teach, enlighten, and prepare

teachers and school leaders. This foundation supports the CEEd's mission in preparing educational and human service leaders who create, use, and share knowledge grounded in equity, access, and advocacy in the local, national, and global communities. We rely on an inquiry approach to teaching and learning, where candidates use critical thinking skills to work collaboratively with stakeholder. The Professional Education Program emphasizes the merging of theoretical and practical knowledge to develop educators who engage, inspire, and encourage learners to explore, discover, and become advocated for lifelong learning and service to humankind.

Core Guiding Values

The Professional Education Program has adopted the theme “Learn to Lead. Lead to Transform: Equity, Access, and Advocacy” as its core belief to produce “Aggie Educators” (candidates) who work with learners of all ages with varying experiences and approaches to learning. Relying on an inquiry approach to teaching and learning where candidates use critical thinking skills to work collaboratively with stakeholders, the Professional Education Program emphasizes the merging of theoretical and practical knowledge to develop educators who engage, inspire, and encourage learners to explore, discover, and become advocates for lifelong learning and service to humankind. Throughout the Professional Education Program, the development of professional educators at NC A&T is interwoven into the core principles of the “Aggie Educator.” Aggie Educators are:

Assessment Leaders
Global Thinkers
Galvanizing Visionaries
Inclusive Agents of Change
Equitable Educators and Advocates
Transformative Scholars

Core Principles

Infused throughout the Professional Education Program are seven key principles necessary for the growth and development of an effective 21st Century Professional Educator. These principles are listed and defined below.

- Content Mastery:** The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, supports and/or leads. Using this knowledge, the candidate has the ability to integrate other disciplines into the primary content area.
- Pedagogical Knowledge:** The candidate understands how learners develop and differ in their approaches to teaching and learning, striving to create equitable instructional opportunities that encourage critical thinking, problem solving, and collaboration.
- Professionalism:** The candidate practices ethical and caring behavior within and outside the classroom and engages in continuous professional development to accomplish self-directed growth.

- Leadership:** The candidate responds to diverse populations by constructing and articulating a shared vision within the classroom that aligns with and expands the goals of the school, community, and professional organizations served.
- Equity:** The candidate seeks to learn more about each learner as a means to create fair learning environments that present various perspectives and counteract stereotypes.
- Global Awareness:** The candidate seeks opportunities to learn about various cultures, beliefs, and ways of learning and deliberately integrates this information into planning, instruction, and assessment.
- Inquiry:** The candidate designs investigations to collect and analyze data to test hypotheses and beliefs that will transform future practice and decision making through reflective dialogue with students, colleagues, and community partners.

Program Goals

The Educator Preparation Program strives to accomplish the following goals:

1. To provide candidates with a quality educational program at the Bachelor's and Master's level that satisfied requirements for licensure and accreditation
2. To prepare candidates to think critically, to express themselves effectively, to collect data and draw appropriate conclusions, and to utilize their proficiencies to become a catalyst for learning.
3. To recruit quality candidates from diverse backgrounds to retain them through quality programming and supportive resources, and to graduate them with the proficiencies required to function successfully in the 21st Century learning environments.
4. To recruit, retain, and promote quality faculty, staff, and administrators.

Programs

The EPP at NC A&T offers a variety of undergraduate and graduate degree programs that prepare students to become well-qualified, highly knowledgeable PK-12 educational professionals. Degrees include:

Undergraduate

- Agricultural Education
- Birth through Kindergarten
- Elementary Education
- Secondary Education
 - Art Education
 - Biology Education
 - Chemistry Education
 - Comprehensive Social Studies
 - English Education
 - Mathematics Education
 - Music Education

- Physics Education
- *Special education (General curriculum) available as an add-on endorsement*

Graduate (MAT INITIAL)

- Master of Art in Teaching (MAT)
 - Biology Education
 - Birth through Kindergarten
 - Chemistry Education
 - Comprehensive Social Studies (History Education)
 - Elementary Education
 - English Education
 - Family & Consumer Sciences
 - Health & Physical Education
 - Mathematics Education
 - Special Education
 - Technology Education

Graduate Advanced Ed (MS, MAED, MSA, MSW)

- Master of Science (MS)
 - Agricultural Education
 - Instructional Technology/Media Specialist*
 - School Counseling*
- Master of Art in Education (MAED)
 - Elementary Education*
 - Reading Education*
- Master of School Administration (MSA)*
- Master of Social Work (MSW)*

*Information regarding these programs are available in departments. Please see the corresponding program coordinator.

COUNCIL OF EDUCATOR PREPARATION PROGRAM POLICIES AND PROCEDURES

Admissions, Policy, and Procedures

Admissions Policy

Students enrolled in degree programs that anticipate a license to teach must gain admissions to the Educator Preparation Program in accordance with the policies and procedures set forth. In order to be recommended for licensure, all candidates are required to be admitted to the EPP. Admission to the EPP is a procedural step for students interested matriculating through undergraduate and graduate Educator Preparation Programs. The requirements for undergraduate and graduate admission to Educator Preparation are detailed in the following sections. After successfully completing the Educator Preparation requirements, a student is eligible for admission to the EPP. Admissions policy applies to those seeking initial (MAT) licensure only. Students seeking graduate advanced programs are not required to seek formal admissions to the EPP. The only exception applies to students enrolled in MS

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

UNDERGRADUATE ADMISSIONS

To be admitted to EPP, undergraduate students must complete the application process, which includes each of the following bulleted items. These bulleted items are further described below. All candidates who are recommended for licensure must be admitted to the Educator Preparation Licensure Program. Undergraduate candidates are expected to be admitted to the Educator Preparation Licensure Program during their Sophomore year. Failure to be formally admitted to Educator Preparation will limit candidates' progress in completing the Professional Education core (see section on Enrollment in Advanced Courses). The application for admission includes:

- Purchase and create a ***Taskstream* account**
 - **Application for Admission** to Educator Preparation Program
 - **Disposition Assessment**
- **Minimum overall GPA of 2.8** in supporting Degree Program
- ***Praxis Core**** (requirements per education specialty)
- **Criminal Background Check**

It is the candidate's responsibility to ensure the application for admission and proof of basic skills competency are provided to the Office of the Dean of the School of Education.

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

Table 1: Professional Education Sequence: Curriculum Core

| Course # | Course Name | Credit | Year Taken | Semester Taken |
|-----------------|--|---------------|-------------------|-----------------------|
| EDPR 102 | Into to Teacher Education | 2 | Freshman | First |
| EDPR 110 | Ethics of Teaching | 2 | Freshman | Second |
| SPED250 | Into to Exceptional Children | 3 | Sophomore | First |
| EDPR 215 | Curriculum Design and Instructional Planning | 2 | Sophomore | First |

| | | | | |
|-------------------------------|--|--------|-----------|--------|
| EDPR 310 | Assessment & Technology for P-12 Student Learning | 2 | Sophomore | Second |
| EDPR 210 | Culturally Relevant Pedagogy | 2 | Sophomore | Second |
| EDPR 410 | Differentiated Instruction | 2 | Junior | First |
| EDPR 455 | Ed Psych & Classroom Management | 3 | Junior | First |
| SPED 448 | Diagnostic Assessment and IEP | 3 | Junior | Second |
| SPED 444 -or- EDPR 420 | Diagnostic and Perspective Reading -or- Content Area Literacy | 3 or 3 | Junior | Second |
| EDPR 487 | Clinical Practice I | 3 | Senior | First |
| EDPR 498 | Clinical Practice II | 12 | Senior | Second |
| Total Credit Hours: 39 | | | | |

***Each content area has content specific methods course

Taskstream Account

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

All candidates are required to submit tasks at various points in their teacher training. Courses requiring the use of Taskstream will be identified in their respective syllabi.

NOTE: All candidates enrolled in Educator Preparation must subscribe to Taskstream as a condition of their application to Educator Preparation and maintain their subscription throughout their EPP.

The Undergraduate and Graduate Taskstream policies can be found in Appendix B.

Application to Educator Preparation Program

The application to the Educator Preparation Program can be found within the students personal taskstream account.

Disposition Assessment

The College of Education, in collaboration with the Colleges of College of Arts Humanities and Social Sciences, College of Agriculture and Environmental Sciences, College of Business and Economics, College of Education, College of Science and Technology, and the Graduate College is responsible for preparing candidates who have the required knowledge, skills and dispositions to become effective educators. Therefore, your chosen program of study prepares you to demonstrate knowledge, skills and dispositions expected of excellent professionals. Faculty and/or school personnel will evaluate your demonstration of these dispositions and provide you with feedback about your progress. Professional Dispositions include the attitudes, values, commitments, and ethics expected of professional educators, such as the ideal of fairness and the belief that all students can learn. The Code of Ethics for North Carolina Educators, the North Carolina Code of Academic Integrity, and the College of Educations Conceptual Framework more specifically articulate chrematistics. Expected for all education professionals. Dispositions are assessed indirectly, based upon candidates,' observable behavior in educational settings (CAEP, 2015).

Minimum GPA

Persons applying for the Education Preparation Program from an undergraduate level must have an overall undergraduate GPA of 2.8 or higher based on a 4-point system. Cumulative GPA's can be found on students Aggies Access accounts under academic records. They also can be found on unofficial or official transcripts requested from NC A&T. The candidate's GPA will be verified before admission into the EPP is given.

Praxis Core

The Praxis Academic Skills for Educators (Core) tests measure basic skills in reading, writing, and mathematics and include multiple-choice questions and an essay question on the writing test. The tests are designed to evaluate whether candidates have the academic skills needed to prepare for a career in education. NC A&T State University uses Praxis Core tests to evaluate individuals for entry into EPP's and it is a state requirement for licensure. This test is also a state requirement.

SAT and ACT scores may be used in lieu of or in combination with Praxis Core scores. Students with a score of 1100+ on the SAT or a composite score of 24+ on the ACT will be exempt from Praxis Core. A score of 550+ on the Mathematics part of the SAT or 24+ on the Mathematics part of the ACT exempts a student from the Mathematics section of Praxis Core. A score of 550+ on the Verbal part of the SAT or 24+ on the English part of the ACT exempts a student from the Reading and Writing parts of Praxis Core (the Writing section of the SAT or the Reading section of the ACT do not count in any way). If scores on one or two tests of Praxis Core are less than the minimum, a composite score of 468 may be used.

Deadlines in the Department of Educator Preparation will not be extended, nor will conditional admission to Educator Preparation be made, pending the receipt of scores. It may take several weeks to receive official scores from the testing company; therefore,

students should plan ahead and take tests with plenty of lead time to ensure scores will be received prior to deadlines, as only **official score reports** will be accepted.

Further information regarding Praxis Subject Assessments; who is required to take them, when the exam needs to be taken, and exam licensure requirements can be found in section “Licensure” located further in this handbook. Students should be sure to read this section for clarification on particular program requirements, scores, and procedures.

Table 2. Praxis Core Test Numbers and Minimum Scores

| Test Name | Test # | Minimum Score |
|------------------------------------|--------|---------------|
| Praxis Core – Reading | 5712 | 156 |
| Praxis Core – Writing | 5722 | 162 |
| Praxis Core – Mathematics | 5732 | 150 |
| Combined Praxis Core | 5751 | 468 |
| Composite Score on all three tests | - | 468 |

Table 3. SAT Exemption Requirements

| Test Name | To Be Exempt From... | Minimum Score |
|-----------------|----------------------------|---------------|
| SAT | All three Core tests | 1100 |
| SAT Verbal | Core – Reading and Writing | 550 |
| SAT Mathematics | Core - Mathematics | 550 |

The **writing section** of the SAT is not counted

Table 4. ACT Exemption Requirements

| Test Name | To Be Exempt From... | Minimum Score |
|-----------------|----------------------------|---------------|
| ACT | All three Core tests | 24 |
| ACT English | Core – Reading and Writing | 24 |
| ACT Mathematics | Core - Mathematics | 24 |

The **reading section** of the ACT does not contain any way

Criminal Background Check

Students must complete an online criminal background check to gain admissions to the Educator Preparation Program. The cost for your Criminal Background Check is a flat fee of \$45.50. Direction for completion is as follows and can also be found in Appendix C.

Notification of Admission to Educator Preparation Program

Undergraduate students are notified of admission or denial, in writing, from the Dean on official letterhead that they have or have not met all requirements for formal admission to the Educator Preparation Program. Notifications are emailed to the student's NCA&T email account, uploaded in students Taskstream account.

GRADUATE ADMISSIONS

The Master of Arts in Teaching degree is designed for individuals who possess a baccalaureate degree from a four-year institution of higher education and who desire to attain an initial teaching license in a specific content area. The College of Education will recommend individuals who complete the degree program and licensure requirements successfully to the North Carolina Department of Public Instruction for a teaching certification.

As previously listed, the Master of Art in Teaching offers 12 discipline areas to choose from. Prospective candidates interested in a MAT degree must apply for admission via an application on the website of the Graduate College found in the Graduate Portal: <https://aggiadmissions.ncat.edu/graduateadmissions/>. Formal Admission to the Master of Arts in Teaching (MAT) Program does **NOT** automatically guarantee formal admission to the North Carolina A&T Educator Preparation Program (EPP). The preparation of educator professionals is a multi-faceted process. All MAT students are

required to complete formal admission to the EPP during the *first semester* of enrollment at NC A&T State University. ‘Formal Admissions to Educator Preparation Program Statement’ lists a step by step process in how candidates should seek enrollment and requirements for enrollment into the MAT program and to EPP. This document can be found in Appendix D.

Requirements for Graduate (MAT) Admission to EPP

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

- Purchase and create a **Taskstream account**
 - **Application** for Admission to Educator Preparation
 - Education **Dispositions Assessment**
- Minimum overall **GPA** of 2.8
- **Criminal Background Check**

It is the candidate’s responsibility to ensure the application for admission and proof of basic skills competency are provided to the Office of the Dean of the School of Education.

Graduate students who are not formally admitted to Educator Preparation during the second semester of enrollment may result in the student’s inability to register for courses in the 3rd semester. The professional education sequence includes the nine courses listed in Table 5 per MAT discipline.

Table 5. MAT Program Concentration(s) Curriculum

| Child Development (Birth-Kind) | Elem. Education | Family and Consumer Sciences | Health and Physical Education | Secondary Education (Biology, Business, Chemistry, English, History, Math) | Special Education | Technology Education |
|--------------------------------|-----------------|------------------------------|-------------------------------|--|-------------------|----------------------|
| EDPR 600 | EDPR600 | EDPR 600 | EDPR 600 | EDPR 600 | EDPR 600 | EDPR 600 |
| SPED 661 | SPED 661 | SPED 661 | SPED 661 | SPED 661 | SPED 661 | SPED 661 |
| EDPR615 | EDPR 615 | EDPR 615 | EDPR 615 | EDPR 615 | EDPR 615 | EDPR 615 |
| FCS 629 | ELED 612 | FCS 702 | EDPR 601 | EDPR 601 | ELED 612 | EDPR 615 |
| FCS 639 | CUIN 612 | FCS 703 | HPED 613 | EDPR 611 | SPED 639 | EDPR 611 |
| FCS659 | CUIN 613 | *FCS Content | HPED 612 | EDPR 612 | SPED 763 | TECH 708 |
| FCS 601 | CUIN 620 | FCS 681 | HPED 610 | EDPR620 | SPED 764 | EDPR 620 |

| | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|
| EDPR 784 | EDPR 784 | EDPR 784 | EDPR 784 | EDPR 784 | EDPR 784 | EDPR 784 |
| EDPR 785 | EDPR 785 | EDPR 785 | EDPR 785 | EDPR 785 | EDPR 785 | EDPR 785 |

Core Courses

Program Specific Content

Clinical Practice

*FCS Content Area Courses:

FCS 682 Advanced Interior Design

FCS683 Consumer Behavior in Fashion

FCS 714 Family Financial Management

FCS 734 Nutrition Education

FCS 701 Individual and Family in a Contemporary Society

FCS 704 Current Issues in Family and Consumer Science

Taskstream Account

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

All candidates are required to submit edTPA tasks at various points in their teacher training. Courses requiring the use of Taskstream will be identified in their respective syllabi.

NOTE: All candidates enrolled in Educator Preparation must subscribe to Taskstream as a condition of their application to Educator Preparation and maintain their subscription throughout their Educator Preparation Program.

The Undergraduate and Graduate Taskstream policies can be found in Appendix B.

Application for Admissions

The application to the EPP can be found within the students personal taskstream account.

Disposition Assessment

The College of Education, in collaboration with the Colleges of College of Arts Humanities and Social Sciences, College of Agriculture and Environmental

Sciences, College of Business and Economics, College of Education, College of Science and Technology, and the Graduate College, is responsible for preparing candidates who have the required knowledge, skills and dispositions to become effective educators. Therefore, your chosen program of study prepares you to demonstrate knowledge, skills and dispositions expected of excellent professionals. Faculty and/or school personnel will evaluate your demonstration of these dispositions and provide you with feedback about your progress. Professional Dispositions include the attitudes, values, commitments, and ethics expected of professional educators, such as the ideal of fairness and the belief that all students can learn. The Code of Ethics for North Carolina Educators, the North Carolina Code of Academic Integrity, and the College of Educations Conceptual Framework more specifically articulate chrematistics. Expected for all education professionals. Dispositions are assessed indirectly, based upon candidates,' observable behavior in educational settings (CAEP, 2015).

Minimum GPA

Persons applying for the Education Preparation Program from an undergraduate level must should have an overall undergraduate GPA of 2.6 or higher based on a 4-point system. Cumulative GPA's can be found on students Aggies Access accounts under academic records. They also can be found on unofficial or official transcripts requested from NC A&T. The candidate's GPA will be verified before admission into the EPPis given.

Criminal Background Check

Students must complete an online criminal background check to gain admissions to the Educator Preparation Program. The cost for your Criminal Background Check is a flat fee of \$45.50. Direction for completion is as follows and can also be found in Appendix C.

Notification of Admission to Educator Preparation Program

Graduate students are notified of admission or denial, in writing, from the Dean on official letterhead that they have or have not met all requirements for formal admission to the Educator Preparation Program. Official notifications are emailed to the student's NC A&T email account and uploaded in students Taskstream account.

TRANSFER AND LATERAL ADMISSIONS

Undergraduate Transfer Students

Undergraduate Transfer students must meet the same requirements and follow the same procedures as all educator preparation candidates. They must successfully complete a minimum of one semester (12 semester hours minimum) at NC A&T with the appropriate grade point average prior to admission to Educator Preparation.

Residency License/Lateral Entry

Residency/Lateral Entry teachers are individuals employed in a North Carolina school system and hold at least a bachelor's degree from a regionally accredited institution in the subject area they are employed to teach. Currently employed Residency/Lateral Entry teachers who affiliate with NC A&T must be enrolled in our Master of Arts in Teaching program.

Notification of Admission to Educator Preparation Program

Undergraduate Transfer and Graduate Lateral students are notified of admission or denial, in writing, from the Dean on official letterhead that they have or have not met all requirements for formal admission to the EPP. Notifications are emailed to the student's NC A&T email account, uploaded in students Taskstream account.

MATRICULATION POLICY IN EDUCATOR PREPARATION PROGRAM

Continuance Standards

To remain in Educator Preparation, candidates must maintain a minimum cumulative academic overall grade point average of 2.80. Students are encouraged to meet with their advisors a minimum of three times per semester to discuss their progress in the program. A candidate who fails to maintain a 2.8 cumulative GPA will be placed on probation for one semester. If the candidate's GPA does not increase to a minimum 2.8 GPA after the semester, the candidate will be dropped from the program. Candidates are notified in writing of their probationary status and/or subsequent removal from the program by the Office of the Dean of the College of Education.

Student Conduct Policy

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

Appealing Educator Preparation Program Dismissal

If a candidate is asked to be removed from any field experience placement or Clinical Practice by a school or school system, this may be grounds for dismissal from the NC A&T EPP. This removal can be a result of dispositional, Code of Ethics (Appendix A), and/or performance issue.

Candidates who are dismissed from the EPP have the right to appeal their dismissal. To exercise this right, the candidate should provide a letter to the Dean of the College of Education within fourteen (14) business days of notification of the dismissal that:

- a. states their desire to appeal the dismissal;
- b. states the reason(s) they believe the dismissal should be overturned; and
- c. provide supporting documentation.

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

Readmission

Once a candidate has been dropped from the Educator Preparation Licensure Program for any reason, the following steps must be taken before a student will be readmitted:

- a. The students must file a formal application for re-admittance to the EPP and have a cumulative 2.80 GPA.
- b. The application of the student along with the student's complete profile must be reviewed by the Council of Educator Preparation for action.
- c. The student, program coordinator, department chairperson, and dean of the school involved will be notified in writing of the Council of Educator Preparation's decision on the student's application for readmission to the EPP.

LICENSURE

Required Licensure Exams

Successful completion of licensure exams is required (exams related to specialties found in Table 5) prior to admission to Clinical Practice for all undergraduate programs, except Agricultural Education and Birth-Kindergarten. Preparing candidates for required licensure exams is the responsibility of the department that houses the candidate's major. Candidates taking licensure exams are required to pay all fees associated with taking tests. Passing scores must be submitted before the candidate receives a Clinical Practice placement. Students will take the **PRAXIS SUBJECT ASSESSMENT (PRAXIS II)** based on the program in which they are enrolled in. This test is separate than Praxis Core. However, registration for both exams are the same. Registration information for the Praxis Core & Praxis Subject Assessment exams, as well as information booklets may be downloaded from <http://www.ets.org/praxis/nc/requirements>. Study Companions are available at the ETS website. These publications will help individuals with the structure and content of the tests. Given the need to adhere to both state and national requirements, refer to the information below [licensure testing per specialty] to learn how this change applies to specific licensure areas.

Some program areas' tests are administered by ETS (Educational Testing Service), and some program areas' tests are administered by Pearson. Administration information for both testing services appears below.

ETS Student Reports

Test results should be sent to **North Carolina A&T State University, Code 5003**, when completing the test registration form. Scores received at North Carolina A&T are received electronically for reporting purposes. **Paper copies are not mailed to students or the university. Students must keep electronic copies of all score reports. Plan ahead to ensure scores will be returned in time to meet deadlines. No deadlines will be extended due to pending score reports.**

Student scores can also be sent to up to four institutions/agencies that are selected when students register for their test. Official score reports for students will be available online via their Praxis account, My Praxis account, approximately three to four weeks after the test date. ETS recommends printing a hard copy of the score report, as well as, saving an e-copy of the score report for future reference. Students must keep up with all score reports. Student online scores are downloadable for one calendar year from the score reporting date. After one year, scores will no longer be available, and students will need to request additional score reports from ETS for a **\$50 fee** (per request).

Pearson Testing

The Pearson Education website is www.nc.nesinc.com. Test results of all tests taken by candidates should be sent to **North Carolina A&T State University, Code 5003**. These results are electronic for reporting purposes. **Paper copies are not mailed to students or the university.** Student score reports released on August 30, 2016, or later are available for 2 years in their online account (scores released prior to that date were available for 45 days). Students may select up to three additional eligible states and/or institutions to receive their test results. Additional score reports are available from Pearson for a **\$40 fee** (per request).

Always check the North Carolina test requirements for the latest information. The tests listed in this handbook are accurate at the time of printing

Additional License

Candidates currently enrolled in a program, and wish to add an additional licensure area, should contact the Director of Educator Preparation. Licensed individuals seeking additional licensure do not have to meet Educator Preparation admission requirements. Individuals may add an additional teaching area to an existing teaching license by completing the appropriate Educator Preparation Program and meeting the Highly Qualified definition, either by taking 24 hours of the approved courses or taking less than 24 hours *and* passing the appropriate test(s). Students adding Elementary or Special Education to an existing license must take the appropriate tests regardless of the number of hours taken (see Table 5 for required tests and scores). Individuals may also add an additional teaching area to an existing teaching license with no coursework by passing the appropriate test(s). These individuals must work directly with NCDPI or their local school system.

LICENSURE EXAM PER SPECIALITY

Praxis Subject Assessments (Praxis II) testing requirements for **all licensure areas** except Agricultural Education, Birth-Kindergarten, and Elementary Education.

Candidates recommended for an initial teaching license are not required by the SBE/DPI to pass the required licensure exam(s) prior to being recommended by the IHE, however, North Carolina A&T candidates who DO NOT take or pass the Praxis II exam(s) prior to IHE recommendation are required to take and pass exam(s) **prior to admission to Clinical Practice.**

All tests are computer delivered and are given within specific testing windows. These Praxis tests and testing windows can be found at: www.ets.org/praxis/nc/requirements and http://www.ets.org/praxis/register/centers_dates NOTE: The Agricultural Education and Birth-Kindergarten program areas currently have no required tests either before initial licensure, after initial licensure, or in the first or second year of employment. Birth-Kindergarten candidates who wish to teach in public school kindergarten classrooms are required to take the 5025 Early Childhood Education Praxis exam; however, this is an employment preference not a graduation or initial licensure requirement. All other program areas except Elementary Education should follow the Praxis testing regulation as noted above. See Table 5 for required test names, numbers, and passing scores.

Elementary Education Candidates ONLY

The required tests for Elementary Education initial teaching licensure candidates are the Pearson Foundations of Reading and General Curriculum tests (Multi-Subject and Math). These tests are administered through Pearson Education, Inc. at www.nc.nesinc.com. These Pearson exams are used to meet the federal requirement of highly qualified. The test is computer delivered and is given within specific testing windows. See Table 5 for required test names, numbers, and passing scores.

Elementary Education initial teaching licensure candidates who DO NOT take or pass the Pearson Foundations of Reading and General Curriculum (Multi-Subject and Math) exams prior to IHE recommendation are required to take and pass exam(s) prior to admission to Clinical Practice.

Special Education: General Curriculum Candidates ONLY

The required tests for Special Education: General Curriculum initial teaching licensure candidates come from two different testing services, the Educational Testing Service (ETS) and Pearson Education, Inc. ETS administers the Praxis Subject Assessment 5543 Core Knowledge and Mild to Moderate Applications exam. This Praxis exam is used to meet the federal requirement of highly qualified. The test is computer delivered and is given within specific testing windows. This test and testing windows can be found at: www.ets.org/praxis/nc/requirements and http://www.ets.org/praxis/register/centers_dates. See Table 6 for required test names, numbers, and passing scores.

The other required tests for Special Education: General Curriculum initial teaching licensure candidates are the **Pearson Foundations of Reading and General Curriculum tests (Multi-Subject and Math)**. These tests are administered through Pearson Education, Inc. at www.nc.nesinc.com. See Table 6 for required test names, numbers, and passing scores.

Special Education: General Curriculum initial teaching licensure candidates who DO NOT take or pass the Praxis Subject Assessment 5543 Core Knowledge and Mild to Moderate exam and the Pearson Foundations of Reading and General Curriculum (Multi-Subject and Math) exams prior to IHE recommendation are required to take and pass exam(s) **prior to admission to Clinical Practice.**

Always check North Carolina test requirements for the latest information. The tests listed in this book are accurate at the time of printing

Table 6. Licensure Codes, Tests, and Required Scores

| Area of Licensure | Licensure Code | Required Tests | Required Score(s) |
|--|-----------------------|---|--------------------------|
| Special Service Personnel | | | |
| School Counselor | 005 | 5421 | 156 |
| Media Coordinator | 076 | 5311 | 148 |
| Birth-Kindergarten & Elementary (K-6) | | | |
| Birth-Kindergarten *optional | 014 | 5025 | 156 |
| Elementary (K-6) | 025 | 090 Pearson Foundation of Reading Test 203 Pearson Mathematics Subtest – or- 7813 Elementary Ed CKT Math Subtest | 229 227 –or-150 |
| Secondary (9-12) | | | |
| Biology | 310 | 5235 | 150 |
| | | 5624 | 157 |
| Chemistry | 330 | 5245 | 152 |
| | | 5624 | 157 |
| English | 100 | 5038 | 167 |
| | | 5624 | 157 |
| Mathematics | 200 | 5161 | 160 |
| | | 5624 | 157 |

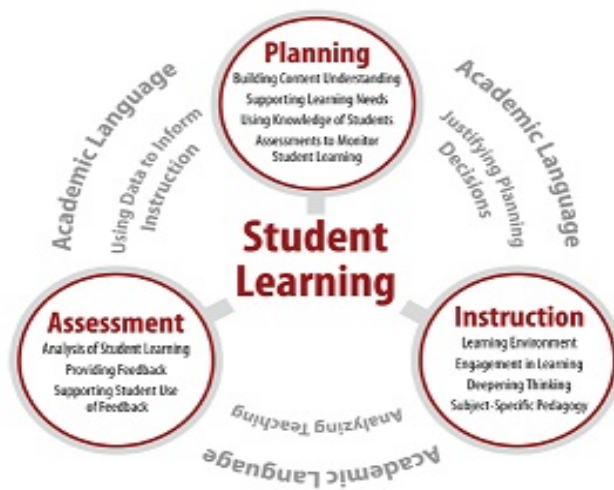
| | | | |
|--|-------|--|-------------------------------|
| Physics | 320 | 5265 | 133 |
| Social Studies (Comprehensive) Anthro.,Econ., Geog., History, Poli. Sci., Socio. | 400 | 5081 5624 | 158 157 |
| Special Subjects (K-12) | | | |
| Art | 810 | 5135 | 161 |
| Health and Physical Education | 095 | 5857 | 160 |
| Music | 800 | 5114 | 162 |
| Reading (graduate) | 190 | 5301 | 164 |
| Exceptional Children (K-12) | | | |
| Special Education: General Curriculum | 88091 | 1580 Praxis II 090 Pearson Foundation of Reading Test 203 Pearson Mathematics Subtest – or- 7813 Praxis Test: Elem Ed CKT Math Subtest | 158 229 227 –or- 150 |
| Career & Technical Education | | | |
| Career-Technical Education Director | 711 | 5412 | 146 |
| Business Education | 760 | 5101 | 154 |
| Family and Consumer Sciences | 710 | 5122 | 153 |

| | | | |
|----------------------|-----|------|-----|
| Technology Education | 820 | 5051 | 159 |
|----------------------|-----|------|-----|

*Test for Birth-Kindergarten is not required for licensure. It is required for B-K licensed individuals to teach Kindergarten.

edTPA: Educative Teacher Performance Assessment

edTPA is a nationally based subject-specific assessment of teacher performance developed by Stanford University. It is completed by teacher candidates to demonstrate their ability to enact the teaching cycle of planning, instruction, and assessment (see graphic below). edTPA is intended to be used as a summative assessment given at the end of an educator preparation program for program completion or teacher licensure. There are three components to the edTPA portfolio; planning for instruction and assessment, instructing and engaging students in learning, and assessing student learning. Candidates use subject-specific rubrics with a five-level progressive scale to complete the portfolio. Beginning September 1, 2019, NC A&T Educator Preparation program completers will be required to completed edTPA and achieve a score of 38 for 15 rubric handbooks in order to graduation and be recommended for a teaching license in NC.



As students at NC A&T matriculate through their Educator Preparation Program of Study, their course work will provide them with the appropriate background knowledge needed to prepare their edTPA. The official edTPA will be completed in conjunction with Clinical Practice II during their final semester in their respective programs. As students enter Clinical Practice II, they will participate in regularly scheduled edTPA Seminars and be granted access to the edTPA Hub in Blackboard. In the edTPA Hub, students will have access to their edTPA content area documents, as well as edTPA support materials. Upon completion of their edTPA, students will submit their edTPA to Pearson via Watermark

(Taskstream), the integrated platform provider. Table 7, below, outlines the NC A&T CED Majors/Licensure Areas with their associated edTPA Assessment Handbooks.

Table 7. CED Majors and Associated edTPA Handbooks

| NC A&T CED Majors/Licensure Areas | Level UG, MAT, MS | Associated ed TPA Assessment Handbook |
|--|------------------------------|--|
| Agriculture Education | UG, MS | Agriculture Education |
| Art Education | UG | Visual Arts |
| Biology Education | UG, MAT | Secondary Science |
| Birth-Kindergarten Education | MAT | Early Childhood Education |
| Business Education | UG, MAT | Business Education |
| Chemistry Education | UG, MAT | Secondary Science |
| Elementary Education | UG, MAT | Elementary Mathematics |
| English Education | UG, MAT | Secondary English Language Arts |
| Family & Consumer Sciences | MAT | Family and Consumer Sciences |
| Health & Physical Education | MAT | Physical Education |
| History Education | UG, MAT | Secondary History/Social Studies |
| Math Education | UG, MAT | Secondary Mathematics |
| Music Education | UG | K-12 Performing Arts |
| Physics Education | MAT | Secondary Science |
| Special Education | MAT | Special Education |
| Technology Education | MAT | Technology and Engineering Education |

*Please note that edTPA assessment Handbooks are updated annually. Updates will impact handbook version number candidates will use during their Clinical Practice II experience.

FIELD EXPERIENCES AND CLINICAL PRACTICE

Field Experience

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

Clinical Experience

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

The student teacher/intern, through gradual involvement in a classroom or teaching situation, assumes increasing responsibility for teaching during the fifteen-week period. During the fifteen-week period, the teaching load gradually increases until the student teacher/intern assumes the full teaching load for a minimum period of five (5) weeks. In addition to the fifteen-week Clinical Practice, seminars are conducted at the university to review critical topics related to the experience and to assist candidates in preparing their edTPA portfolio.

PROGRAM COMPLETION

For a degree to be conferred, a candidate must successfully complete all program requirements, which at minimum include:

- Cumulative GPA of 2.8 or above in all professional education classes, including student teaching and field experience and Clinical Practice.
- Recommendation for licensure a grade of 'A' or 'B' in Clinical Practice with recommendation from the clinical educator, school administrator, and university supervisor
- A score of "Proficient" or "Accomplished" on all criteria for state-required edTPA portfolios
- Cumulative GPA of 3.0 or above in all coursework including field experiences and Clinical Practice.
- Recommendation for licensure

NOTE: All North Carolina A&T Educator Preparation Programs require all candidates to complete edTPA portfolios prior to program completion and recommendation for

licensure. Information about the specific evidence requirements can be obtained by visiting <http://www.ncat.edu/ced/cepp/edtpa.html>.

OBTAINING LICENSURE

Licensing Procedure for Candidates Who Recently Completed the Licensure Program

Candidates completing the Educator Preparation Program are eligible to apply for a North Carolina Professional Educator's License. The following information is an outline of the licensure process that should be done upon completing the Educator Preparation Program requirements.

All candidates must submit an application through the NCDPI Online Application System. Candidates must create a profile with NCDPI then complete an application. When completing the application, each candidate must attach a copy of their NC A&T official degree dated transcript and any other transcripts from universities or colleges where they have obtained a degree in addition to other required documents such as:

- LEA/IHE Certification of Teaching Capacity (Appendix E)
- Certificate of Hours Taught (Appendix F)
- Praxis II/Pearson exam score reports
- edTPA Score Report
- Form S (Student Teaching/Internship Performance Evaluation) (Appendix G)

For specific information about your program, please contact the College of Education Dean's Office or visit <http://www.ncat.edu/ced/cepp/Licensure.html>. NOTE: NCDPI procedures are subject to change. For additional information, contact the College of Education Dean's Office at (336) 334-7757.

Licensing Procedure for Candidates Who Do Not Apply for Licensure at the Time of Program Completion

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

- Additional Coursework
- Clinical Practice
- Licensure Exam (i.e. Praxis Subject Assessment, Pearson Exam, etc.)
- edTPA Portfolio

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

IMPORTANT NOTE: NC A&T is NOT authorized for middle grades licensure recommendations.

Applying for License

The state of North Carolina requires teacher candidates to obtain a Standard Professional License (SP1), also called “A” licensure. To be issued a SP1 Professional Educator's License, an individual must have:

- completed a state approved Educator Preparation Program from a regionally accredited college or university or;
- completed another state's approved alternative route to licensure, met the federal requirements to be designated as "Highly Qualified", and earned a bachelor's degree from a regionally accredited college.

APPENDIX A

NORTH CAROLINA STATE BOARD OF EDUCATION Policy Manual

Policy Identification

Priority: Quality Teachers, Administrators, and Staff

Category: Qualifications and Evaluations

Policy ID Number: QP-C-014

Policy Title: 16 NCAC 6C .0601 and 16 NCAC 6C .0602 Policy regarding the Code of Ethics for North Carolina Educators

Current Policy Date: 02/05/1998

Other Historical Information: Previous board dates: 06/05/1997

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6C .0601 and .0602

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

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

To uphold these commitments, the educator:

- I. Commitment to the Student.
 - A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
 - B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.
 - C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.
 - D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.
 - E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
 - F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.
- II. Commitment to the School and School System
 - A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.
 - B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
 - C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.

- D. Participates actively in professional decision-making processes and supports the expression of professional opinions and judgments by colleagues in decision-making processes or due process proceedings.
- E. When acting in an administrative capacity:
 - 1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
 - 2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
 - 3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
 - 4. Recommend persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.
- III. Commitment to the Profession
 - A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.
 - B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.
 - C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

Adopted by the State Board of Education June 5, 1997.

.0601 PURPOSE AND APPLICABILITY

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

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

Eff. April 1, 1998.

.0602 STANDARDS OF PROFESSIONAL CONDUCT

- (a) The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.
- (b) Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.
 - (1) Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.
 - (2) Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.

- (3) Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:
- (A) statement of professional qualifications;
 - (B) application or recommendation for professional employment, promotion, or licensure;
 - (C) application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
 - (D) representation of completion of college or staff development credit;
 - (E) evaluation or grading of students or personnel;
 - (F) submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
 - (G) submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and
 - (H) submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.
- (4) Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.
- (5) Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
- (A) any use of language that is considered profane, vulgar, or demeaning;
 - (B) any sexual act;
 - (C) any solicitation of a sexual act, whether written, verbal, or physical;
 - (D) any act of child abuse, as defined by law;
 - (E) any act of sexual harassment, as defined by law; and
 - (F) any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.
- (6) Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.

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

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

Eff. May 1, 1998.

APPENDIX B Undergraduate and Graduate Taskstream Policy

Undergraduate Taskstream Policy

All students enrolled in Educator Preparation majors must subscribe to Taskstream via Watermark as a condition of their application to the Educator Preparation Program and maintain their subscription throughout their educator preparation program. All students are required to create and maintain an electronic portfolio using Taskstream during their professional education course sequence.

All undergraduate Educator Preparation Program students/candidates must submit required assignments through Taskstream/Watermark to include the following:

- Application to Educator Preparation Program
- Disposition Statement
- Educator Disposition Assessment
- Field and Clinical Experience application and evaluation forms

PLEASE NOTE: Assignments that are approved and required to be submitted through Taskstream will be accepted only through Taskstream.

Graduate Taskstream Policy

The College of Education and the Council for Educator Preparation Programs have implemented the following policy regarding the use of Taskstream software for graduate students. The rationale for the policy is improvement of the assessment practices for graduate programs in the College of Education and all related Educator Preparation programs. This policy has been reviewed and approved by the Council for Educator Preparation Program.

1. Students in the Master of Arts in Teaching (MAT).

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

2. Students in the Master of Education (MAEd), Master of Science (MS), and Master of School Administration (MSA).

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

3. Students in other courses or other programs.

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



AGGIES EDUCATE



North Carolina A&T State University College of Education

Educator Preparation Programs Student Online Criminal Background Check

The cost for your Criminal Background Check is a flat fee of \$45.50

Directions for completion:

- You must complete and submit information using a computer (desktop or laptop).
 - You may **NOT** use a tablet or cellphone.
- a. Go to: www.usinfogroup.com
 - b. Click on the Student Access button.
 - c. Enter the following USERID and Password.
School User ID: NCA&T
School Password: student
 - d. Click on “Secured Login”
 - e. Follow the instructions to request your criminal background: **Please note you must have an active email address to complete the ordering process.**
 - f. Your Criminal Background Check will be processed upon successful processing of your credit/debit card.
 - g. Upon completion of your Criminal Background Check, you will receive an email from USInfoGroup notifying you of the completed request(s).
 - h. To view your completed request(s), follow the steps above for a, b, c and d. Follow the instructions for *returning* students.
 - i. Upon completion of your request, an electronic copy will be forwarded to NC A&T State University (College of Education).

If you do not have access to a computer, please call (919) 570-9861 and one of our customer service representatives will be available to assist you.

*AGGIES***DO**



Global Criminal Background Screening

APPENDIX D

Formal Admission to Educator Preparation Program Statement

The preparation of educator professionals is a multi-faceted process. Formal Admission to the Master of Arts in Teaching (MAT) Program does **NOT** automatically guarantee formal admission to the NCA&T Educator Preparation Program. All MAT students are required to complete formal admission during the *first semester* of enrollment at North Carolina A&T State University.

STEP 1: Apply to Graduate College: MAT Program

<https://aggiadmissions.ncat.edu/graduateadmissions/>

- Bachelor's degree from accredited university-Official Transcripts
- 24 hours of content (except Elementary and Special Ed)
- Minimum 2.8 GPA
- 3 Letters of Reference
- Personal Statement

STEP 2: Admission/Orientation to Graduate College: MAT Program

- Attend Mandatory Orientation
- Enroll in courses
- Sign Plan of Study
- Educator Dispositions Assessment (EDA)

STEP 3: Semester 1: Apply for Formal Admission to the NC A&T Educator Preparation Program

- Purchase a Taskstream Account
- Complete Application for Admission to NCA&T Educator Preparation Program
- Purchase Criminal Background Check
- EDA Evaluation

Failure to complete/meet the Formal Admission requirements during the second semester of enrollment may result in the student's inability to register for courses in the third (3rd) semester.

- Have you ever had a teaching license certificate or license revoked or suspended by a state or other governing body? Yes No *If yes, submit a written statement to the College of Education Dean's Office (380 Proctor Hall) providing details and official documentation of the action. Contact Number: (336) 334-7757*
- Have you ever been charged with a crime (excluding minor traffic violations)? Yes No *If yes, submit a written statement to the College of Education Dean's Office (380 Proctor Hall) providing details and official documentation of the action. Contact Number: (336) 334-7757*

By signing below, the applicant acknowledges understanding of the content of this document, consequences of violations, and responsibilities to seek formal admission to Educator Preparation Programs.

Applicant's Signature: _____ Date _____

Applicant's Full Name (Printed) _____

APPENDIX E

LEA/IHE Certification of Teaching Capacity

Candidate Name:

School:

Cooperating Teacher Name:

Grade:

LEA:

IHE:

In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.

| Standard/Element | Proficient Descriptor | Rating |
|--|--|---|
| Professionalism | | |
| 1e. Teachers demonstrate high standards. <i>Educators</i> and | 1e.1 Upholds the <i>Code of Ethics for North Carolina</i> ethical the <i>Standards for Professional Conduct</i> . | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| Classroom Climate/Culture | | |
| 1a. Teachers lead in their classrooms. | 1a.3 Maintains a safe and orderly classroom that facilitates student learning. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| | 1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| 2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. | 2a.1 Maintains a positive and nurturing learning environment. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| 2c. Teachers treat students as individuals. | 2c.1 Maintains a learning environment that conveys high expectations of every student. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| 4g. Teachers communicate effectively. | 4g.1 Uses a variety of methods to communicate effectively with all students. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| | 4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| Instruction | | |
| 2b. Teachers embrace diversity in the school community and in the world. | 2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| | 2b.2 Incorporates different points of view in instruction. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |

Candidate initials: _____

| Standard/Element | Proficient Descriptor | Rating |
|--|--|---|
| 3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> . | 3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| 3b. Teachers know the content appropriate to their teaching specialty. | 3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| 3d. Teachers make instruction relevant to students. | 3d.1 Integrates 21st century skills and content in instruction. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| 4c. Teachers use a variety of instructional methods. | 4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| 4d. Teachers integrate and utilize technology in their instruction. | 4d.1 Integrates technology with instruction to maximize students' learning. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| 4e. Teachers help students develop critical-thinking and problem-solving skills. | 4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| 4f. Teachers help students to work in teams and develop leadership qualities. | 4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| Evaluation/Assessment | | |
| 1a. Teachers lead in their classrooms. | 1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard</i> | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| 4h. Teachers use a variety of methods to assess what each student has learned. | 4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| | 4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| 5a. Teachers analyze student learning. | 5a.1 Uses data to provide ideas about what can be done to improve students' learning. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| Impact on Student Learning | | |
| 1d. Teachers advocate for schools and students. | 1d.1 Implements and adheres to policies and practices positively affecting students' learning | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| 2d. Teachers adapt their teaching for the benefit of students with special needs. | 2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |
| | 2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |

APPENDIX G

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY
COLLEGE OF EDUCATION
Center for Student Success & Engagement

CERTIFICATE OF HOURS TAUGHT

Semester _____

Date _____

This is to certify that _____ did
his/her

OBSERVATION AND DIRECTED TEACHING IN THE

_____ (Elementary, Middle, and High) School located in

_____ I have the following report to make regarding
his/her work:

1. Subject(s) Taught

2. Trainee did his/her work in
grade(s) _____

3. Conference held with student teacher _____ Hours

4. Observation _____ Hours

5. Actual Teaching _____ Hours

Total Hours: _____

Name (print): (Mr.) (Mrs.) (Ms.) (Dr.) _____

Signature: _____

Clinical Educator / Official Title or Position

PLEASE RETURN ALL COPIES WITH FINAL REPORTS TO:
Associate Dean – Center for Student Success & Engagement
North Carolina Agricultural and Technical State University
College of Education
Proctor Hall – Room 124
Greensboro, North Carolina 27411

Revised 8/2019