

North Carolina's Public Liberal Arts University

Clinical Practice Handbook: Procedures for Clinical Practice

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DEPARTMENT OF EDUCATION

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INTRODUCTION

This handbook has been prepared for a two-fold purpose: (1) to describe the Clinical Practice requirements at the University of North Carolina Asheville in the context of the Department of Education's Teacher Education Program, and (2) to provide some guidelines which will help to make for a successful Clinical Practice experience. It should be noted that some sections of the handbook contain examples of assignments and requirements. In addition, each student is responsible for the specific requirements of his/her individual Supervisor.

The University of North Carolina Asheville

Department of Education

Educating Effective Teachers through the Liberal Arts with a Focus on Content, Pedagogy and Professionalism

The Department of Education is an academic department within the University of North Carolina Asheville, offering a teacher education program resulting in a North Carolina Standard Professional I teaching license in the following areas:

- **Elementary Education (K-6)**
- **Middle School Education (6-9) in: Language Arts, Social Studies, Mathematics, and Science**
- **Secondary Education (9-12) in Biology, Chemistry, Comprehensive Science, Earth Science, English, Latin, Mathematics, Physics, and Social Studies**
- **Art (K-12)**
- **French, German, Spanish (K-12)**
- **Theatre Arts (K-12)**

Policies of the Department of Education

The policies of the Department of Education are published in the Policies and Procedures Manual. The Department is governed by the policies of the University of North Carolina Asheville as outlined in the UNC Asheville Faculty Handbook, the UNC Asheville Catalog, the UNC Asheville Student Guide, and other documents.

The Teacher Education Program

The Teacher Education program is offered at the baccalaureate level for undergraduate and post baccalaureate students. In addition to the appropriate education program, undergraduates must complete the general education requirements of the University and the requirements of a major department in the University. Postgraduates with a baccalaureate degree and a grade point average of 2.50 from an accredited college or university need to complete the appropriate education program and also any requirements for a major appropriate to their own area of specialization that were lacking in their prior academic experience.

Mission of the Department of Education

University of North Carolina Asheville

The mission of the Department of Education is to prepare candidates for a North Carolina Standard Professional I Teaching license with a liberal arts foundation. The Department of Education prepares highly qualified teachers who will contribute to the teaching profession and who will positively impact students in the public school system. Our program completers are teachers who have broad perspective, who think critically, reflectively and creatively; who are humane and committed to meeting the learning needs of all students; and who guide students using active inquiry to become effective and productive citizens in the 21st century.

Linkage to UNC ASHEVILLE Mission

The faculty of the Department of Education at UNC Asheville believes that a liberal arts education with a major in an academic discipline combined with training in skillful pedagogy and development of professional dispositions is the best program to prepare undergraduate candidates to become teachers. We believe that through attainment of discipline-specific knowledge, understanding of interdisciplinary linkages, concentrated study of pedagogy, and training in a professional approach to teaching, our candidates develop into teachers who are prepared to meet the multifaceted needs of young people. The ultimate goal of the Department of Education at UNC Asheville is to provide highly qualified teachers who will positively impact the children in the public school system and the profession in general. These goals match the Mission Statement of UNC Asheville as well as its Strategic Plan which calls for undergraduate education to set the standard of excellence and to provide accomplished thinkers and problem solvers for the schools of North Carolina and the nation. The goals are aligned with UNC Asheville's Quality Enhancement Plan, *Inquiry ARC: Inquire-Apply-Reflect-Communicate*, and with the University's Student Learning Outcomes as described below.

Teacher Education Program Goals

Overarching Goals for the Unit (the Teacher Education Program)

Meet national standards for the Unit.

Ensure the excellence of all licensure programs in the Unit.

Respond to the needs of the regional and state-wide teaching community.

Goals for Licensure Programs

Meet state and national standards relevant to various programs.

Meet the Unit goals for candidates through various programs.

Unit Candidate Goals Correlated with UNC Asheville Student Learning Outcomes

Candidates demonstrate knowledge of the depth, breadth, and interdisciplinary connections inherent in the specialty area discipline studied.

UNC Asheville Student Learning Outcome: Students develop mastery of a specific major and an understanding of the connections among disciplines.

Candidates apply state and national standards, research-verified best practices, critical thinking, clear and thoughtful communication, creative expression, and honest open inquiry in designing, implementing, differentiating, assessing, and reflecting on effective pedagogy.

UNC Asheville Student Learning Outcome: Students develop skills in critical thinking, clear and thoughtful communication, creative expression, and honest open inquiry.

Candidates demonstrate professional dispositions in varied educational settings with regard to a diversity of students and all members of the school community.

UNC Asheville Student Learning Outcome: Students develop respect for the differences among people and ideas, and learn to clarify and articulate their own values.

The Professional Year

Professional preparation to teach takes place during two semesters, and includes capstone methods courses, professional development courses, field experience, seminars, and Clinical Practice. Field Placement normally continues with the same P-12 clinical faculty during both semesters of the professional year.

First Semester

Capstone Methods Courses - During the final semester of university classes, students enroll in one of the following capstone methods courses:

EDUC 380 - Methods and Management of Teaching, 6-12;
EDUC 382-Methods and Management of Teaching Science, 6-12;
EDUC 383 - Methods and Management of Teaching Mathematics, 6-12;
EDUC 385 –Methods and Management of Teaching Foreign Languages, K-12;
EDUC 388-Reading and Literacy Methods, K-12; or
DRAMA 380-Methods and Management in Teaching Theatre Arts, 6-12.

The field experience requires middle and high school licensure candidates to spend a full period per week in a particular class with a P-12 clinical faculty, or in the case of the elementary candidates, at least one hour per week in the class of the P-12 clinical faculty. Candidates observe, tutor, team-teach when appropriate and teach three to five of their own planned lessons. The supervisor will observe at least one of these classes.

Requirements Prior to Clinical Practice - All course work in the academic discipline as well as the licensure area must be completed prior to the beginning of Clinical Practice. Undergraduate students who do not have qualifying SAT or ACT scores as determined by NCDPI must have passed Praxis I. Candidates must have been formally admitted to the Teacher Education Program. A completed Clinical Practice application and North Carolina Health Certificate are submitted to the field placement officer, and an online background check is completed, all of which are considered by the Candidate Assessment Committee, and if approved, submitted to the office of the superintendent. **Candidates are required to attend an orientation prior to Clinical Practice.**

Second Semester

Clinical Practice is the culminating experience of the Teacher Education Program at UNC Asheville. Full-time Clinical Practice is that period of time (**at least 12 weeks**) during which the licensure candidate is in the school all day following the schedule of the P-12 clinical faculty. Candidates are fully involved in the work of the school as they assess students, develop curriculum, plan, teach, practice management, assume extra-curricular activities, and observe in a variety of classrooms. Candidates make regularly available to the P-12 clinical faculty the online *Clinical Practice Handbook*. Candidates also meet requirements on campus as outlined below.

EDUC 455 - Clinical Practice and Seminar: As part of the Clinical Practice requirement, students participate in seminars with their supervisor and other Teacher Candidates. They participate in whole-group seminars as scheduled by the Department of Education.

EDUC 456 - The Teacher as a 21st Century Professional: This 15-week on-campus course is based on the premise that to continue to grow as teacher-leaders, teachers must (a) know their own strengths and weaknesses, and develop habits as lifelong professional learners, (b) know their students and the communities served by their schools, (c) know their colleagues and other members of the profession, (d)

utilize the tools of assessment to study and improve student learning. Teacher Candidates in EDUC 456 will create/implement their own professional development plan, engage with their students' families and communities, and interact with peers and colleagues around current educational topics. They will conduct an assessment of student learning, analyze the data, and plan appropriate lessons to ensure that all students learn. To synthesize their learning, they will do extensive reflective writing about the activities in which they are engaged, impact on student learning, the impact of their experiences on their own professional growth, and their plans for continued learning as they contribute to the improvement of schools. Taken concurrently with EDUC 455.

The Clinical Practice Experience

Purposes of Clinical Practice

to plan, teach and assess student achievement under the guidance and supervision of an experienced practitioner;

to develop as professionals who use self evaluation and data to improve teaching;

to link educational theories and practices;

to develop personal teaching philosophy.

Roles and Responsibilities

The Department of Education at UNC Asheville adheres to the philosophy that the interaction of Teacher Candidate, P-12 clinical faculty, and supervisor requires a high level of professionalism. As associates, each has responsibility for the success of the experience. A team approach is established in orientations and other meetings in which all participate. Regular communication throughout the semester is essential and is the responsibility of all three members of the team.

The Teacher Candidate's Role

The Teacher Candidate is required to be in the assigned classroom during the professional semester, to complete assignments as determined by the supervisor, and to come to weekly seminars/classes during the full twelve weeks of Clinical Practice. The Teacher Candidate should take on responsibilities that are commensurate with his/her role as an associate teacher. The number and magnitude of responsibilities should be increased gradually during the semester. The school's calendar (instead of UNC Asheville's calendar) will be followed by the Teacher Candidate. Unless otherwise instructed, the Teacher Candidate reports to the school the first day the P-12 clinical faculty is required to report in August or January. Daily arrival times at and departure times from school should coincide with those required of teachers. If absence from Clinical Practice is necessary, it should be reported in advance to the P-12 clinical faculty, supervisor, and principal. Missed days must be made up by the Teacher Candidate. The supervisor must be kept informed as to the days the school is not in session and about schedule changes that will interfere with a supervisory visit.

The Teacher Candidate must make a conscientious effort to observe the regulations of the school as outlined by the P-12 clinical faculty, the faculty handbook, and the school administration. The Teacher Candidate is a guest in the school and observes the proprieties of courtesy, politeness, appropriate personal hygiene, and neatness in dress and appearance. The Teacher Candidate is expected to attend faculty and PTA/PTO meetings, teacher workdays, workshops, and parent conferences required of other teachers. The Teacher Candidate makes available to the P-12 clinical faculty the online *Clinical Practice Handbook* including all forms necessary for weekly, midterm and final reports.

Insurance Coverage

Students participating in field experiences as part of their education courses are advised that they are not covered by UNC Asheville's major liability insurance policy. Sources of liability coverage might include SNCAE, the student arm of the North Carolina Association of Educators (www.scncae.org), and the NC Association of Insurance Agents. UNC Asheville's Fixed Assets Accountant in the Controller's Office, 251-6560, has information on the NCAIA policy.

Work in the Schools

Teacher Candidates must devote their energies to the teaching-learning process; therefore, **they will not be used as bus drivers, substitutes, or coaches.** Upon successful completion of Phase V with satisfactory evaluations from both the P-12 clinical faculty and supervisor on the Exit Criteria (Appendix II.C) and the LEA form (Appendix II.D), Teacher Candidates may be considered for early employment. A written request by the Teacher Candidate to the Candidate Assessment Committee should include a letter from the school principal outlining the starting and ending dates of the position and its responsibilities. Upon consultation with the Committee, the Chairperson may issue a memo allowing employment or requiring continuation of Clinical Practice.

Outside Work During Clinical Practice

Since Clinical Practice is a full-time job with many out-of-school responsibilities (e.g.: planning, grading papers, attending school functions), the faculty strongly discourages students from working during the Clinical Practice semester. If outside work or participation in UNC Asheville extracurricular activities, including sports or clubs, interferes with Clinical Practice, the student may be asked to withdraw from Clinical Practice.

The P-12 clinical faculty's Role

Accepting the responsibility for being a P-12 clinical faculty presumes an interest in the Teacher Candidate and the desire to help this person become a competent member of the profession. The P-12 clinical faculty should support UNC Asheville's licensure program and procedures. The P-12 clinical faculty is in an excellent position to help the Teacher Candidate identify and develop effective teaching talents and abilities. The P-12 clinical faculty should collaborate with the supervisor in working out specific experiences which will contribute to the development of the Teacher Candidate and the educational program of the school. The Teacher Candidate should be given an opportunity to observe other teachers and to experience a variety of teaching styles. The P-12 clinical faculty should help make arrangements for these visits within the school, including visits to observe teachers working with diverse populations of students.

The Teacher Candidate should have the opportunity to begin teaching in an area of expertise. Early in the Clinical Practice period, the P-12 clinical faculty and student should outline goals (both professional and personal), activities, topics, and teaching assignments for which the student teacher will be responsible. The Teacher Candidate should be encouraged to test his/her own ideas and methods for teaching, trying out a variety of approaches. Feedback from the P-12 clinical faculty is a significant aspect of the student's development as a teacher. Some time each day should be set aside for discussing the work of the Teacher Candidate. The P-12 clinical faculty should fill out a weekly evaluation of dispositions, lesson planning and classroom strategies (Appendix II.A) which is reviewed by the supervisor. The P-12 clinical faculty, in consultation with the Teacher Candidate and the supervisor, should make decisions about the rate of increase of teaching responsibility (i.e., when to begin a new reading group, when to take responsibility for a new class period, etc.). **It is essential that the Teacher Candidate have at least five consecutive weeks of full teaching responsibility.**

An important factor contributing to a spirit of cooperation is free and open communication. An open and dynamic interaction among the members of the Clinical Practice team is encouraged. It may be necessary to contact the supervisor before waiting for the next scheduled visit. During these periods of communication, the Teacher Candidate should have an opportunity to learn about the following:

- objectives to be accomplished
- preparation of teaching materials
- pupil backgrounds, individual difficulties
- situations to be observed

reasons for procedures, and alternative approaches
professional responsibilities and attitudes
standard course of study, pacing guides
personal strengths and limitations
personal reflection and adaptation to the teaching situation

The Teacher Candidate should be left alone some of the time, although the P-12 clinical faculty retains responsibility for the students. Teacher Candidates should have the opportunity to manage discipline problems in order to be prepared to handle them independently during their first year of teaching.

In addition to regular teaching duties, there are activities associated with teaching which the student should have an opportunity to do. The P-12 clinical faculty should help the Teacher Candidate become acquainted with faculty, staff and administration, and with available materials, record-keeping, and grading procedures. The Teacher Candidate should attend faculty and department/grade-level meetings and participate in appropriate community/extracurricular activities with the P-12 clinical faculty.

The University Supervisor and Site-Based Supervisor's Role

Each Teacher Candidate will be assigned a university supervisor or Site-Based Supervisor by the Chair of the Department of Education. Other university faculty members sometimes visit and evaluate the work of the Teacher Candidate. The supervisor meets with the Teacher Candidate prior to the commencement of Clinical Practice for orientation. The supervisor will observe each Teacher Candidate a minimum of four times during the Clinical Practice experience, and when necessary, as often as once per week. In addition to observing and counseling the student, the supervisor will confer with the P-12 clinical faculty and other personnel of the Clinical Practice team from time to time, and meet with the P-12 clinical faculty and the Teacher Candidate for the mid-term and final evaluations (Appendix II.C). It is important that the supervisor have an opportunity to confer with the Teacher Candidate after the observations. The P-12 clinical faculty may be asked to help organize for this conference by standing in for the student on occasion when it is not an imposition to do so.

Planning and Management

Planning is essential to good teaching. In the early stages of the Clinical Practice semester, provisions should be made for both long-range and daily planning. Prior to each lesson, the Teacher Candidate and P-12 clinical faculty should develop detailed lesson plans. As the semester progresses, the Teacher Candidate should develop more independent plans, consulting with the P-12 clinical faculty as necessary. The P-12 clinical faculty should assist the Teacher Candidate in evaluating each lesson during a specified conference time each day.

Long-term planning. When the Teacher Candidate and the P-12 clinical faculty decide on the first subject or course to be taught, plans should be started immediately for the full teaching term. If the Teacher Candidate will be teaching a particular class or unit for an extended period of time, detailed plans should be made to cover this period of teaching. Generally, this plan should include the subject matter to be covered, lesson objectives, special projects and activities, materials to be used, special resource people and agencies, etc. Such a plan should be made for all classes or subjects taught.

Daily lesson planning. A lesson plan is a detailed outline of the work proposed by the teacher for a single class period. It is desirable for the Teacher Candidate to make detailed lesson plans of high quality with careful forethought. These plans may be abbreviated as the Teacher Candidate picks up more classes and demonstrates skill in planning. Lesson plans may be reviewed by the supervisor prior to or during each observation.

Classroom Management

Being able to manage a class requires a working knowledge of a set of guidelines which are philosophically and legally sound, and which can be put to practical use. The Department of Education at UNC Asheville believes the following are essential to effective classroom management:

Teacher Candidates should develop or implement a management plan consistent with the policies and procedures of the P-12 clinical faculty and host school.

The Teacher Candidate should know the names of all pupils before instruction.

Efforts should be made to minimize the amount of time used for managerial tasks such as attendance, lunch/insurance money and administrative matters.

The Teacher Candidate should find out as much as possible about each pupil. This background information may alert the teacher to possible problems and provide understanding for choosing alternative ways of responding to the student.

Classroom procedures should be established with the pupils before teaching begins. They should be positive statements.

An effective classroom management system must include procedures for dealing consistently with infractions and disturbances.

The instructional period should begin with definite, stimulating and interesting tasks. This will often preclude discipline problems. The Teacher Candidate should provide closure to the lesson, summarize, or have students summarize what was learned.

Evaluation of Clinical Practice

Teacher Candidates are evaluated by school and UNC Asheville personnel. Throughout the semester, the P-12 clinical faculty should assess the teacher candidate's work and relative degree of progress. The information from this daily interaction is summarized on a weekly basis and reported to the supervisor via the Report of the P-12 clinical faculty on the Progress of the Teacher Candidate (Appendix II.A).

In addition to daily conferences between the cooperating and teacher candidates, there are two formal report periods. (1) The mid-term evaluation occurs midway through PHASE III of Clinical Practice. Individual forms (Appendix II.C) are completed by the P-12 clinical faculty, the Teacher Candidate, and the supervisor. A conference is held to discuss the evaluation and to establish goals for improvement. (2) The final evaluation (Appendix II.C) is completed by the P-12 clinical faculty and the supervisor at the end of the 12-week period.

The final grade may be discussed by the Clinical Practice team, but the assignment of the grade is the responsibility of the supervisor. UNC-Asheville uses a Satisfactory/Unsatisfactory grading designation for Clinical Practice (EDUC 455). This indicates the Teacher Candidate has or has not met the competencies for an initial license. Those who receive an unsatisfactory evaluation will not be recommended for licensure. Those who fail but show enough promise may repeat Clinical Practice if deemed appropriate by the Candidate Assessment Committee. EDUC 456 carries letter grades.

Phases of Clinical Practice

The **twelve-week Clinical Practice semester** is divided into five phases. Since each placement in Clinical Practice is unique, individuals will differ in the times they spend in the various phases. The specific schedule for each Teacher Candidate should be determined jointly by the P-12 clinical faculty, the supervisor, and the Teacher Candidate.

Phase I - Orientation and Transition Into The School

(1-3 weeks as determined in consultation with P-12 clinical faculty and supervisor.) Teacher Candidates verify with P-12 clinical faculty the first day to report to assigned school, since there is variation from district to district and even from school to school. Teacher Candidates should report on the first work day the P-12 clinical faculty will attend. Several days will be designated by the EDUC 456 instructor for all-day sessions on campus. **Wednesday, January 16 from 9:30 to 4:00 is the first day scheduled for Fall 2013** unless supervisor has established an alternate date.

Clinical Practice Seminars

The Clinical Practice seminar, a required part of EDUC 455, is held in the late afternoon on a day designated by the supervisor. The seminar is a time to discuss teaching strategies and effective classroom management. Teacher Candidates describe lessons they are planning or have implemented, share observations and learn from others' experiences. In addition, specially scheduled seminars on topics of interest are required for all Teacher Candidates.

Required Whole-Group Seminar

A whole-group seminar on Employment and Interviewing Strategies is scheduled for Monday, October 29 at 4:00 in Laurel Forum, Karpen Hall. A panel of representatives from area LEAs will discuss the process of applying for teaching positions.

Possible Assignments During Phase I

(Determined in consultation with the Supervisor.)

Complete interest inventories with students as appropriate.

Observe P-12 clinical faculty and class.

Learn students' names and classroom rules.

Submit paper copy of online Diversity Log and plan (prepared in capstone methods course). Observe other classes as outlined in the plan.

Obtain and review a copy of each textbook to be used in your Clinical Practice.

Meet with P-12 clinical faculty and develop long-range plans for the semester.

Investigate technology resources useful for each class to be taught (be sure to check school library, UNC Asheville, LEA Media Center, Western Regional Education Service Agency, wresa.org).

Observe any diagnostic testing.

Observe any grouping methods used for instruction.

Become familiar with school handbook (policies and procedures, discipline code).

Work on EDUC 456 assignments with the guidance of the course instructor and P-12 clinical faculty.

Take **Praxis II** if required for your licensure area.

(Check <http://www.ets.org/praxis> for registration information.)

Phase II - Phasing Into Teaching

(Individual time frame developed in consultation with P-12 clinical faculty and supervisor.) Teacher Candidates continue to observe, engage in partner-teaching with the P-12 clinical faculty when appropriate, and phase into teaching by adding a class or lesson at a time.

Phase III - Full Teaching Load

(Minimum of 5 weeks.)

Teacher Candidates take on a full load of teaching, planning the lessons, and conferring with their P-12 clinical faculty and supervisor. EDUC 455 seminars and meetings of EDUC 456 at UNC ASHEVILLE continue. Mid-term evaluations and conferences should be completed by the mid-point of Phase III.

Phase IV - Phasing Out of Full-Time Teaching

(Individual time frame developed in consultation with P-12 clinical faculty and Supervisor.)

Teacher Candidates phase out of full time teaching by dropping off a class or subject at a time, though not necessarily in the same order they phased in. They continue to partner-teach with their P-12 clinical faculty.

Phase V - Concluding Assignments

(Individual time frame developed in consultation with P-12 clinical faculty and supervisor to total 12 weeks of Clinical Practice.)

In order to complete requirements for the Diversity Profile, Teacher Candidates visit/observe other teachers, including special needs and ESL classrooms, IEP coordinators, and resource teachers. Teacher Candidates also may visit area schools/classrooms to observe racial and ethnic diversity in school populations. The online Diversity Summary should be completed by the end of Phase V.

EDUC 456 meetings and assignments continue. Full-day sessions for EDUC 456 are scheduled for **Jan 8 (McGlenn only) or Jan 15 (Davis and Ruppert only), Feb 5 (all), Apr 9 (all), Apr 16 (all).**

Employment Seminar: Representatives from surrounding school systems will talk about application processes and hiring strategies. The employment seminar is scheduled for **Wednesday, April 9, 2014 at 4:00pm in the Highsmith Union- HIG 223-224.**

Licensure Program Exit Process: At the end of Phase V, the Department Assistant will meet with the Teacher Candidates during EDUC 456. At this time, the Teacher Candidates will:

- Receive, complete and submit all NCDPI paperwork
- Submit online Diverse Field Experience Summary
- Receive the Exit Interview (hand in at Exit Interview appointment)
- Receive Evaluation of P-12 clinical faculty and Supervisor
- Sign up for Exit Interview appointment with Department Chair

Student Teaching Celebration: UNC Asheville faculty and administrators and P-12 clinical faculty are invited. Certificates of completion are presented to Teacher Candidates. The celebration is scheduled for **Wednesday, April 23, 2014 at 4:30 in the Sherrill Center Mountain View Room- SHE 417.**

Licensure Process

The initial licensure procedure at UNC Asheville has several components: the Professional Assessment for Beginning Teachers (PRAXIS II) test scores, successful completion of the Clinical Practice semester (EDU 455 and EDU 456, the final Exit Criteria evaluation (Appendix II.C) and an Applicant's Statement (see department administrative assistant) with fee.

Professional Assessment for Beginning Teachers -- PRAXIS Series

*Current law requires that, in licensure areas where it is required, the Praxis II specialty exam be taken prior to eligibility for employment. In those areas, the North Carolina State Board of Education requires that a passing score be earned on each test of the PRAXIS series in order to be recommended for a North Carolina teaching license. All scores are reported on the Initial Application for Certification completed by UNC Asheville. These include any specialty area exams.

*PLEASE CONTACT YOUR EDUCATION ADVISOR FOR CHANGES IN PRAXIS II REQUIREMENTS. PRAXIS II WILL BE REQUIRED FOR ALL LICENSURE AREAS STARTING JULY 2014.

Teaching Performance

The final Exit Criteria evaluation (Appendix II.C) is **completed** and signed. All criteria met on the Exit Criteria evaluation are required for licensure. The supervisor collects the forms and submits them to the Department of Education. The Exit Criteria form must be signed by the school principal. **All paperwork from the Teacher Candidate (see Clinical Practice Checklist) is submitted to the supervisor. At end of Clinical Practice, the supervisor then submits the following documents to the Department of Education Assistant:**

4 Formative Observation Instruments (completed by Supervisor)

12 Weekly Clinical Practice Reports

12 P-12 clinical faculty Progress Reports

MidTerm/Final Evaluation Exit Criteria

Application for License

Candidates who have successfully met licensure requirements should contact the Department Assistant regarding the following items:

Verify

Proof of successful passing of Praxis II

Transcripts for all colleges/universities attended other than UNC Asheville

Submit (at time of Exit Interview)

Exit Interview Questionnaire

Evaluation of P-12 clinical faculty and Supervisor

\$55 check or money order (NO CASH) made payable to NCDPI

APPENDIX I

OBSERVATION/REFLECTION INSTRUMENTS

A and B. Teacher Candidate/Teaching Observation Guides

C. Formative Observation Instrument

D. Reflection Record

A. Teacher Candidate/Teaching Observation Guide

PURPOSE: The purpose of this guide is to help the Teacher Candidate gain practice in identifying, through specific observations of teaching, those factors necessary for effective lesson instruction.

DIRECTIONS: As you observe, please take notes that apply, as appropriate, to the components of a complete lesson as outlined here.

I. Purposes: Objectives of Unit or Lesson (Why?)

- A. What is/are the objective(s) of the lesson? (Skills, information, attitudes, values?)
- B. Is/Are the objective(s) shared with the students?
- C. Is/Are the objective(s) worthwhile for these students?
- D. How does/do the objective(s) relate to the long range, overall goals of the course or year?
- E. Is/Are the objective(s) realistic for the abilities of this or group?

II: Content: (What?)

- A. Is the content appropriate to attaining the objective(s)?

III. Teaching Procedures: (How?)

- A. What techniques are used?
- B. Are they appropriate to the objective(s)? (i.e., practice in doing what we want to see the students be able to do)
- C. How are students motivated?
- D. How does the teacher foster a wholesome emotional climate?

IV. Student Activities: (What are the students doing?)

- A. Are students generally interested/involved?
- B. What kinds of behavior do the students display?

V. Physical Factors: (What is the physical environment like?)

- A. What provisions are made for a proper physical environment?
- B. Is the seating arrangement effective?

VI: Evaluation: Teaching-Learning Situations (Results)

- A. Was this the kind of situation in which an evaluation was feasible? If so,
- B. Was it effective in making necessary identifications for next steps and adequate measurement of objectives?

(Suggestions from "Clinical Experiences in Teaching for the Teacher Candidate or Intern"
by Edgar M. Tanruther, Indiana State University.)

B. Observation Guide

Name _____ Date _____

Class and Section Being Observed _____

DIRECTIONS: The purpose of this sheet is to assist you in "seeing" important parts of the learning-teaching experiences during your observations. Observe with these topics in mind, using the examples given, to identify these skills. Under each topic write specific things the teacher did and said to open and close the class.

I. OPENING THE CLASS

A. Establishing routine:

1. Checking attendance
2. Collecting or distributing student work
3. Small talk

B. Evidence of maintaining rapport:

1. Evidence of fairness
2. Evidence of friendliness
3. Evidence of interest
4. Evidence of sincerity and concern

C. Giving attention to the day's lesson:

1. Evidence the teacher is ready to begin the lesson
2. Introduction to the lesson
 - a. Relationship to previous lesson
 - b. Value of lesson
 - c. Objectives of lesson
 - d. Scope of lesson

II. CLOSING THE CLASS

A. Techniques:

1. Reinforcing student's success
2. Summarizing what was done
3. Relaying the knowledge to the next step
4. Making assignments and dismissing students

B. Pitfalls:

1. Racing the clock
2. Early closing
3. Extended discussion
4. Classroom interruptions
5. Lack of student preparation

Notes/Comments:

C. UNC ASHEVILLE Formative Observation Instrument*

Teacher Candidate

School

Observer

Date

Record events that occur during the classroom observation. Code each criteria as follows: appropriate practice (); strong or positive use of practice (+); weak or negative use of practice (-).

***Based on DPI Teacher Performance Appraisal System**

Practice	Time	Comments
<p>CONTENT: Effective teachers are knowledgeable (of content).</p> <p>1.1 Encourages students to use discipline-specific vocabulary 1.2 Communicates content knowledge in a meaningful way 1.3 Plans lessons which meet students' diverse developmental levels, interests, and prior experience 1.4 Plans activities appropriate to the learning objectives 1.5 Uses appropriate materials, media, and technology to support instruction</p> <p>PEDAGOGY: Effective teachers are knowledgeable of pedagogy.</p> <p>1. Management of Instructional Time 1.1 Materials ready 1.2 Class started quickly. 1.3 Time on task for learning</p> <p>2. Management of Student Behavior 2.1 Clear rules and procedures 2.2 Clear rules for verbal participation and talk 2.3 Clear rules that govern student movement 2.4 Frequently monitors behavior 2.5 Stops inappropriate behavior consistently 2.6 Makes adjustments to support learning</p> <p>3. Instructional Presentation 3.1 Links to prior learning 3.2 Understands central concepts; creates meaningful learning activities 3.3 Speaks fluently and precisely 3.4 Provides relevant examples 3.5 Assigns tasks that lead to a high rate of success. 3.6 Maintains brisk pace 3.7 Effective, smooth transitions 3.8 Clear assignments 3.9 Adapts instruction to diverse learners. 3.10 Develops critical thinking, problem solving, and performance skills 3.11 Uses technology to support instruction 3.12 Students engaged and responsible for learning</p> <p>4. Instructional Monitoring 4.1 Maintains standards and due dates</p>		

<p>4.2 Circulates to check students' performances</p> <p>4.3 Uses work products to check student progress</p> <p>4.4 Poses questions clearly and one at a time</p> <p>4.5 Uses student responses to adjust teaching</p> <p>5. Instructional Feedback</p> <p>5.1 Provides feedback on in-class work</p> <p>5.2 Provides prompt feedback on out-of-class work</p> <p>5.3 Affirms correct response quickly</p> <p>5.4 Provides sustaining feedback after incorrect response</p> <p>5.5 Fosters active inquiry and supportive interaction</p> <p>6. Facilitating Instruction</p> <p>6.1 Aligns instructional plans with standards</p> <p>6.2 Uses diagnostic information and assessment</p> <p>6.3 Maintains accurate records</p> <p>6.4 Plans appropriate instructional activities for diverse students</p> <p>Uses available resources to support program</p> <p>PROFESSIONALISM: Effective teachers are professional</p> <p>1. Adhering to Professional Standards of Behavior</p> <p>1.1 Is dependable, on time and prepared</p> <p>1.2 Strives for quality and completeness</p> <p>1.3 Is flexible</p> <p>1.4 Fosters relationships which support students' learning and well-being</p> <p>1.5 Works collaboratively</p> <p>1.6 Responds positively to constructive criticism</p> <p>1.7 Humane, shows respect for differences</p> <p>2. Performing Non-Instructional Duties</p> <p>2.1 Carries out non-instructional duties</p> <p>2.2 Adheres to established rules and regulations</p> <p>2.3 Seeks out opportunities to grow professionally</p> <p>2.4 Continually evaluates the effects of his or her decisions or actions</p>		
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D. Reflection Record

(To be completed by the Teacher Candidate and submitted weekly to the supervisor.)

Teacher Candidate's Name _____ Date _____

Please select one lesson **each week** upon which you wish to reflect. Use the following reflection cycle format for questions to guide your thinking. Use as much space as you need to respond to each question.

1. **SELECT** and identify a lesson you taught. (Include topic, length, group size, and reason for teaching it:

2. **DESCRIBE** what you did. (Type of lesson and procedure used)

3. **ANALYZE** what worked. Why did it work?

4. **APPRAISE** the problems. Why did they occur? What questions do you have about the lesson? (for example, planning process or instructional methods)

5. **TRANSFORM**: What did you learn about this instructional strategy, about teaching this content, and about this age child that will help in teaching this lesson or a similar lesson in the future?

APPENDIX II

EVALUATION INSTRUMENTS

- A. Report of P-12 clinical faculty on Progress of Teacher Candidate
- B. Weekly Clinical Practice Report and Sample
- C. Midterm and Exit Criteria (Exit also used for Certification of Teaching Capacity)

A. Report of the P-12 clinical faculty on the Progress of the Teacher Candidate

DIRECTIONS: To be completed each week by the P-12 clinical faculty, submitted by the Teacher Candidate to the supervisor, and placed in the Teacher Candidate's file.

Teacher Candidate's Name _____ **Semester/Year** _____

Dates of week being reported: from _____ to _____, 20____

Grades/Subject: _____ **School** _____

1. Activities in which Teacher Candidate engaged:

2. Strong points displayed:

3. Suggested areas for improvement:

4. Impact on student learning

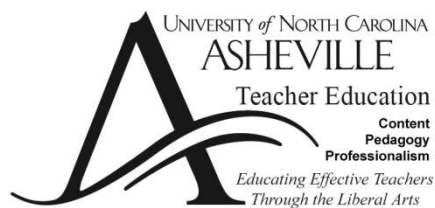
5. Recommendations and comments:

Signature (P-12 clinical faculty)

Date _____

B. Weekly Clinical Practice Report - SAMPLE			
*****SAMPLE*****SAMPLE*****SAMPLE*****			
Teacher Candidate: Student A. Teacher		Student Number: 000-00-0000	
Grade Level/Subject (s): 3/all		School: USA	
P-12 clinical faculty: Ms. Teacher		Supervisor: Dr. University	
Report of Activities for Week: Aug. 27-31, 2014			
Summary of Activities for the Week:			
Assisted w/small reading groups			
Constructed bulletin board display			
Worked individually with students in Math			
Took lunch count daily			
Read story and led discussion each day			
Planned and taught process writing each day			
Attended faculty meeting			
Summary of Hours for the Week	Hours Brought Forward from Previous Week	Hours for Current Week	Sub-Totals (to be forwarded)
1. Hours of Observation of P-12 clinical faculty	6	4	10
2. Hours of Participation in Teaching (team-teaching, circulating/assisting)	16	20	36
3. Hours of Lesson Planning, Preparation, Recordkeeping	8	9	17
4. Hours in School Activities Outside the School Day (in service days, faculty meetings, PTA)	1	1	2
5. Hours in Conference with P-12 clinical faculty and/or Supervisor; attendance at Seminars	6	5	11
6. Hours of Observation in Other Schools/Classrooms	2	1	3
Total Hours:	39	40	79
Hours Absent from Internship This Week	1	0	1

To be completed by Teacher Candidate on weekly basis Required in Teacher Candidate's file
 NOTE: Round off hours to nearest half hour expressed in decimal form (example 1 ½ hours = 1.5 hours)



C. Exit Criteria (For Midterm and Final Evaluation)

Student Name	
Student ID Number	
Local Address	
Permanent Address	
Local Phone Number	()
Permanent Phone Number	()
University Granting Undergraduate Degree	
Graduation Semester/Year	
Teaching Field(s) and/or Grade Levels	
Extent of Time in Clinical Practice	
Date of Clinical Practice	
Cooperating School(s) and Address(es)	
P-12 clinical faculty	
Supervisor	
Major Advisor at UNC ASHEVILLE	

D. LEA/IHE Certification of Teaching Capacity

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.

Candidate Name:		School:	
P-12 clinical faculty Name:		Grade:	
LEA:		IHE:	UNC-Asheville

Standard/Element	Proficient Descriptor	Rating
Professionalism		
1e. Teachers demonstrate high ethical standards.	1e.1 Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> . (*CF: Professionalism)	<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. (CF: Pedagogy)	<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. (CF: Pedagogy)	<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. (CF: Professionalism)	<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. (CF: Professionalism)	<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. (CF: Pedagogy)	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively. (CF: Pedagogy)	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Candidate initials: _____

Standard/Element	Proficient Descriptor	Rating
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. (CF: Professionalism)	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	2b.2 Incorporates different points of view in instruction. (CF: Pedagogy)	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
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. (CF: Content)	<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. (CF: Content)	<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. (CF: Content)	<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. (CF: Pedagogy)	<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. (CF: Pedagogy)	<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. (CF: Pedagogy)	<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. (CF: Pedagogy)	<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 Course of Study</i> . (CF: Pedagogy)	<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. (CF: Pedagogy)	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions. (CF: Pedagogy)	<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. (CF: Pedagogy)	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Candidate initials: _____

Standard/Element	Proficient Descriptor	Rating
Impact on Student Learning		
1d. Teachers advocate for schools and students.	1d.1 Implements and adheres to policies and practices positively affecting students' learning (CF: Professionalism)	<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. (CF: Professionalism)	<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. (CF: Pedagogy)	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

*CF=Conceptual Framework Tenet to which the Descriptor aligns

Candidate initials: _____

SIGNATURES

Note: The candidate's signature does *not* imply agreement with the ratings. All other signatures verify the accuracy of and agreement with the ratings on each descriptor.

Individual	Printed Name	Signature	Date
Candidate:			
P-12 clinical faculty 1:			
P-12 clinical faculty 2, if applicable:			
Supervisor:			
Principal (or designee):			
<p>Strengths:</p> <p>Areas that need improvement:</p> <p>Additional Comments (Optional):</p>			

Clinical Practice Checklist

Name	_____
Semester	_____
School / Grade / Subject	_____
P-12 clinical faculty(s)	_____ _____ _____
Supervisor	_____

Items to turn in to supervisor – WEEKLY

- Report of P-12 clinical faculty on Progress of Teacher Candidate (formerly Report of the Cooperating Teacher)
- Weekly Clinical Practice Report (formerly Weekly Student Teaching Reports)
- Reflection Record
- Lesson / Unit Plans
- Other, as requested by supervisor

Items for Exit Process - Attend exit meeting to complete exit paperwork

- Receive, complete and submit all NCDPI paperwork
- Submit online Diverse Field Experience Summary
- Receive the Exit Interview (hand in at Exit Interview appointment)
- Receive Evaluation of P-12 clinical faculty and Supervisor
- Sign up for Exit Interview appointment with Department Chair

Procedures prior to interview with Department Chair

- **Verify**
 - Proof of successful passing of Praxis II (K-6 Licensure only)
 - Transcripts for all colleges/universities attended other than UNC Asheville
- **Submit (at time of Exit Interview)**
 - Exit Interview Questionnaire
 - Evaluation of P-12 clinical faculty and Supervisor
 - \$55 check or money order (NO CASH) made payable to NCDPI

UNC ASHEVILLE GUIDE TO FIELD PLACEMENT ETIQUETTE

From the UNC Asheville Department of Education *Policies and Procedures Manual*, Section VIII.C. “Field Experience Procedures; Requirements for Students”:

(Licensure) Candidates are required to carry out their field placements in a professional manner. They are responsible for arranging their own transportation to and from their placement, and must be punctual and adhere to the agreed upon visitation schedule. They may be asked to participate in an orientation meeting with the school principal and must follow check-in and check-out procedures. Appropriate dress, language, and behavior are expected. Candidates are visitors to the school settings and must adhere to the guidelines that are presented in the UNC ASHEVILLE education classroom concerning appropriate behaviors in school settings.

The following are generally considered unacceptable for the professional in the school settings of this area:

- Obscene or sexually suggestive language or behavior
- Visible body-piercings other than ears (including tongue studs)
- Visible tattoos
- Shorts
- Skirts shorter than mid-thigh
- Halter or spaghetti-strap tops
- Backless tops
- Tops that show cleavage
- Visible midriffs
- Form-fitting clothing
- Visible underwear
- Obviously absent underwear
- Bare feet
- Flip-flops
- Body odor
- Excessive perfume
- Clothing with obscene or suggestive language or illustrations
- Clothing with political or religious slogans
- Wildly unnatural hair color
- Activated cell phones
- In some school districts, denim clothing may be unacceptable
- Inappropriate information on social networking sites, email addresses or voicemail messages

REMEMBER that you are the guest of the P-12 clinical faculty, the principal, and the school system. They are gracious and look forward to having you visit them. Please phone immediately to contact the P-12 clinical faculty, arrive on time for all appointments, introduce yourself to the principal or assistant principal, remind him/her where you are from and why you are there, and thank him/her for allowing you to visit. If you wait to make contact, they will worry about you; if you wait too long, they will forget you.

When arranging scheduling with the P-12 clinical faculty, remember that he/she is at work, so the arrangement must suit his/her convenience.

The culture of the school is likely to be more conservative than your peer culture. It is your job to observe and fit in with the professionals at the school. It is not your job to change the culture, the rules or the philosophy of the school.

You field placement has been arranged by UNC Asheville's Field Placement Officer and has been approved by the superintendent of the school system and the principal of the school. You may not take it upon yourself to rearrange the placement. Should you be unable to follow through on your placement please let the following people know immediately: your professors, the Field Placement Officer, and the P-12 clinical faculty.