



HIGH POINT UNIVERSITY
Stout School of Education



2021-2022
Stout School of Education
Policies and Procedures

Table of Contents

Stout School of Education Faculty _____	2
General Information _____	5
Programs of Study _____	6
Knowledge Base and Conceptual Framework _____	8
Matrix of Undergraduate Course Competencies _____	13
A Commitment to Diversity, Equity and Inclusion _____	19
Faculty Responsibilities _____	20
Division of Administrative Responsibilities _____	24
Stout School of Education Governance _____	36
Course Compensation, Planning and Delivery _____	42
Progression in the Educator Preparation Program _____	49
Assessment Gateways _____	67
Teacher Education Student Awards and Honors _____	100
Student Organizations _____	101
Licensure Renewal Documentation _____	103

Stout School of Education Faculty

General Information and Contacts

Main Office	237 School of Education
Main Office Telephone	(336) 841-9188
Mailing Address	School of Education High Point University One University Parkway High Point, NC 27268
University Website	www.highpoint.edu
School of Education Website	http://highpoint.edu/education

Stout School of Education Faculty

Name	Phone Number (336)	Email
Dr. Amy Holcombe Dean, Stout School of Education	841-9575	aholcomb@highpoint.edu
Dr. Sarah Vess Associate Dean, Stout School of Education	841-9614	svess@highpoint.edu
Mrs. Heather Slocum Data Manager	841-9690	hslocum@highpoint.edu
Department of Educator Preparation		
Dr. Leslie Cavendish Associate Professor Chair, Department of Educator Preparation	841-9375	lcavendi@highpoint.edu
Ms. Debbie Albert Instructor Field Experiences Coordinator	841-9472	dalbert@highpoint.edu
Dr. Shirley Disseler Associate Professor STEM Education Coordinator	841-9631	sdissele@highpoint.edu
Dr. Claire Lambert Assistant Professor Middle Grades Education Coordinator	841-9188	clambert@highpoint.edu
Dr. Anne Leak Assistant Professor of Education	841-9188	aleak@highpoint.edu

Ms. Teresa Owens Instructor Special Education Coordinator	841-9411	towens@highpoint.edu
Dr. Heidi Summey Assistant Professor	841-9646	hsummey@highpoint.edu
Dr. Tom Albritton Associate Professor Secondary Education Coordinator	841-9284	talbritt@highpoint.edu
Ms. Rosie Tarara Instructor Health and Physical Education Coordinator EDU-Fellows Program Coordinator	841-9647	rtarara@highpoint.edu
Dr. Rick Overstreet Assistant Professor Physical Education Activity Courses Coordinator	841-9273	roverstr@highpoint.edu
Department of Leadership Studies		
Dr. Dustin Johnson Associate Professor Chair, Department of Leadership Studies	841-9450	djohnson@highpoint.edu
Dr. Tawannah Allen Associate Professor	841-9311	tallen@highpoint.edu
Dr. Steve Bingham Professor	841-9188	cbingham@highpoint.edu
Dr. Allie Blosser Assistant Professor Education Studies Program Coordinator	841-9222	ablosser@highpoint.edu
Dr. Kristy Davis Assistant Professor	841-9188	davis912@highpoint.edu

Adjunct Faculty

Adjunct Faculty	Responsibility	Contact Info
Dr. Kent Reichert	Student Teaching Supervision	kreicher@highpoint.edu
Ms. Melanie Crowder	Student Teaching Supervision	mcrowder@highpoint.edu
Ms. Wendy Klutz	Student Teaching Supervision	klutzw09@highpoint.edu
Dr. Jane Bowser	Technology	jbowser@highpoint.edu
Ms. Cathi Smith	Secondary Education	csmith0@highpoint.edu
Ms. Joane Mapas	American Sign Language-I/II	jmapas@highpoint.edu
Ms. Libby Scandale	Visual Art/Elementary Education	scandal@highpoint.edu
Ms. Linda Hinkle	Health/Physical Education	lhinkle@highpoint.edu
Ms. Monda Griggs	Elementary Education	mgriggs@highpoint.edu
Ms. Tina Mashburn	Using Data for P-12 Improvement	tmashbur@highpoint.edu
Dr. Barbara Zwadyk	HPU Leadership Academy	bzwadyk@highpoint.edu
Dr. Tina Johnson	HPU Leadership Academy	johns011@highpoint.edu
Dr. Anthony Jackson	Educational Leadership	ajackso4@highpoint.edu
Dr. James Leak	Educational Leadership	jleak@highpoint.edu
Dr. Jonathan Bowers	Educational Leadership	jbowers@highpoint.edu
Dr. Melissa Nixon	Educational Leadership	mnixon@highpoint.edu
Dr. Sam Basden	Educational Leadership	sbasden@highpoint.edu
Dr. Sandy Sikes	Educational Leadership	ssikes@highpoint.edu
Dr. Tina Johnson	Educational Leadership	johns011@highpoint.edu
Dr. Trent Vernon	Educational Leadership	tvernon@highpoint.edu

General Information

School of Education Website

All students majoring in teacher education are strongly encouraged to regularly visit the School of Education website which can be accessed directly from the university's main page: www.highpoint.edu in the drop down menu called *Academics*. The School of Education website will allow students to review all current news, programs, and items of interest related to the licensure programs for teacher education. Each respective degree program and licensure area has specific course requirements and a suggested four-year plan of study. Current handbooks, news items, faculty information and scholarship applications as well as the updated SOE calendar also can be accessed through the website.

Facebook Page

Students are encouraged to also "like" use on Facebook at <http://www.facebook.com/HPUEducation>. This will allow all students majoring in Education to stay informed on current news and upcoming events and meetings.

Electronic Evidences and edTPA

The School of Education's electronic evidences to assess candidate proficiency for the N.C. Professional Teaching Standards has been replaced by the state's adoption of a performance-based student teaching portfolio. The School of Education has opted to use the edTPA portfolio and has been working over the last three years to transition our students to this assessment tool. In 2020-2021 all students will prepare an edTPA portfolio during their student teaching internship and these will be sent for external scoring at the end of the spring 2020 semester. The cost of the edTPA portfolio submission for each student is \$300.

Important Note:

Only students pursuing the Licensure-Option are required to complete an edTPA portfolio. Access to the current edTPA Handbook for the student's specific licensure area is available through the *Resources* link in his/her *Foliotek* account which is the School of Education's software program for tracking candidate data and program outcomes. Student subscriptions to *Foliotek* are included in their technology fee. Undergraduate students will be asked to secure a *Foliotek* account in sophomore year at the time they plan to declare their intention to progress in the School of Education as either (1) Licensure-track candidate, (2) Non-Licensure-track candidate, or (3) Education Studies candidate. The School of Education tracks the progress of all education majors through this data and verifies that students are successfully meeting the requirements of their intended program of study

Programs of Study

Program Overview

The Educator Preparation Program at High Point University has long been recognized for its excellence throughout North Carolina and the Eastern United States. It is broadly based within the liberal arts tradition, rigorous, field centered, and highly personalized. All the educator preparation programs at High Point University are approved by the North Carolina Department of Public Instruction (DPI) and the Council for the Accreditation of Educator Preparation (CAEP).

Embedded within the High Point University educator preparation program is many opportunities to become closely involved in local public schools. Collaboration on a variety of research-based projects and partnerships currently exist between High Point University's Stout School of Education and the surrounding public schools. As a result, our candidates are engaged in many pre-professional activities such as literacy and technology tutoring, mentoring, and assisting with small group and whole class instruction beginning in the second semester of freshman year with EDU 1200. All fieldwork experiences are carefully structured and supervised by faculty in the School of Education so that candidates are challenged to grow in their knowledge, skills, and dispositions.

All initial licensure programs offered through the School of Education include the following components:

- Programs of study focus on 21st century skills that include the development of collaboration, technology, assessment, and leadership.
- All methods courses include developing an understanding of integrated curriculum, inquiry-based teaching, growth mindset principles literacy, and fieldwork to promote an understanding of the interconnectedness of content areas/disciplines.
- A strong literacy strand has been woven throughout all programs of study that focuses on reading process, assessment, literacy across content areas and writing.
- Technology is infused throughout the programs of study. In junior year, a technology course called *Technology for Teachers* (EDU 3110) will introduce students to Web 2.0 technologies as well as training in using the SmartBoard and iPad. All candidates will take their final technology course in senior year called *Technology Integration for Middle & Secondary Level Classrooms* (EDU 4008); *Technology Integration for Special Education K-12 Classrooms* (EDU 4009); or *Technology Integration for Elementary K-6 Classrooms* (EDU 4110). Candidates will combine their technological skills with pedagogical and content knowledge to integrate technology effectively into lesson plans and units. Strategies for videotaping the required edTPA instructional lesson plan occurs in EDU 4008/9/10).
- Concurrently with the final internship experience, all candidates will create assessments and conduct data analyses to make informed instructional decisions about the K-12 students to whom they are assigned. Technology integrated evaluation systems such as the Educational Value-Added Assessment System is also addressed.

Licensure and Non-Licensure Options

Initial Teacher Licensure Degree Programs:

- Elementary Education (K-6)
- Middle Grades Education (6-9), Concentrations: LA, Math, Science, or Social Studies
- Secondary Education (9-12), Concentrations: Biology, Comprehensive Science, English, Social Studies, or Mathematics
- Special Subjects Areas (K-12), Concentrations: Spanish or Health/Physical Education
- Special Education (K-12), Concentrations: General Curriculum or Adapted Curriculum
- Master of Arts in Teaching (MAT) in Elementary Education K-6 (Phase I Completion Required)
- Master of Arts in Teaching (MAT) in Secondary Mathematics 9-12 (Phase I Completion Required)

Non-Licensure Degree Programs:

- Education Studies (liberal studies major)
- Elementary Education (without student teaching and other licensure assessments such as edTPA)
- Special Education (without student teaching and other licensure assessments such as edTPA)
- Health/Physical Education (without student teaching and other licensure assessments such as edTPA)
- Middle Grades Education (without student teaching and other licensure assessments such as edTPA)

Add-On Licensure Programs:

- Academically Gifted
- Add-On License in Exceptional Children's Program Director

Minors:

- Special Education Minor
- Health Education Minor
- Athletic Coaching Minor
- Education Studies Minor

Advanced Licensure Programs:

- MAT Elementary Education K-6 (Phase II Completion is required for Master's Degree)
- MAT in Secondary Mathematics 9-12 (Phase II Completion is required for Master's Degree)
- B.A. to M.Ed. Program in Elementary Education (STEM, Content or Literacy Concentration)
- B.A. to M.Ed. Program in Special Education: Intellectual Disabilities
- B.A. to M.Ed. Program in Educational Leadership
- M.Ed. in Elementary Education (STEM, Content or Literacy Concentration)
- M.Ed. in Secondary Mathematics 9-12
- M.Ed. in Special Education Intellectual Disabilities
- M.Ed. in Educational Leadership
- Ed.D. in Educational Leadership

Knowledge Base and Conceptual Framework

(Approved by Teacher Education Council March 2011)

Background

The knowledge base for an educator preparation program is the body of the research, expert opinion, and professional practice that undergirds and informs that particular program. The knowledge base helps to define what an effective teacher needs to know and be able to do, and it helps to determine the essential knowledge, skills, and dispositions that each candidate in the program will have an opportunity to acquire.

In August 2006, the State Board of Education adopted a new guiding mission for North Carolina Public Schools which ensures that “every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century”. Within this initiative, several goals were outlined to guide professional educators to make the necessary and sweeping changes needed to achieve this mission. Broadly, these goals include a focus on the development of 21st century curriculum that is both rigorous and inclusive with visionary leaders who can use innovative 21st century systems.

In 2006, the State Board of Education charged the North Carolina Professional Teaching Standards Commission with the task of aligning its standards for teachers with this newly adopted mission. Critical to the success of these new initiatives is the recognition that in an increasingly challenging, and ever-changing environment, today’s practicing teachers must effectively possess the knowledge, skills, and dispositions to lead in the real-world environment of 21st century schools. Different demands dictate new roles for teachers in their classrooms and in their schools. An increased focus on the development of teacher leadership skills, collaboration, and delivery of instruction that is integrated with 21st century technologies has become paramount in significance in the newly approved North Carolina Professional Teaching Standards (2008).

Research on Effective Teaching for the 21st Century

Clearly, the vision for today’s 21st century teachers not only embrace the need for reflective decision-making but also addresses the need for educators to be effective leaders, and collaborators. Professional development opportunities which enhance problem-solving and exposure to problem-based learning designed to stimulate inquiry, reflection, and to challenge perspectives regarding key issues, values and needs has become the focus of structured leadership training (Rowley, 1999). It is imperative that teachers develop a strong knowledge base and expertise in their craft to assume the role of teacher leader in a rapidly changing setting that must increasingly value individual and cultural diversity, while striving toward higher standards for academic achievement (Grant & Gillette, 2006). It is no longer enough to know what and how to teach, but in the 21st century, it is incumbent upon teachers to develop the skills base to guide students in becoming caring, competent, collaborative individuals. Danielson (2006) notes that a learning environment which is conducive to enabling students to acquire 21st century skills must not only exist for the students but also for the educators tasked with preparing the students, as they themselves must be well versed in and practicing these skills as professionals. According to the 2001 Report of the Task Force on Teacher Leadership, “No single principle of school reform is more valid or durable than the maxim that student learning depends first, last, and always on the quality of the teachers. Experts may disagree about how the system functions, or whether it is adequately funded, but no list of educational priorities fails to place teacher quality at or very near the top” (School Leadership for the 21st Century, 2001).

Leadership in the “Global” 21st Century Classroom

For today’s students to be prepared to navigate the 21st century world, they must become proficient in 21st century literacies, including media, information and cyber literacies. Twenty-first century curriculum has certain critical attributes in that it should be interdisciplinary, project-based, and research-driven. Multiple literacies such as higher order thinking skills, multiple intelligences, and 21st century technologies should be emphasized. The classroom must be expanded to include the greater community and service learning should become the focus of many critical long-term projects. The curriculum and instruction should be designed to challenge all students and provide for differentiation. There is substantial research supporting the effectiveness of 21st century instructional methodologies which include technology-assisted and inquiry-based learning activities. When these instructional strategies are used in a cooperative learning environment, students are seen to learn more and retain knowledge better (Moursund, 2004; President’s Committee of Advisors on Science and Technology, 2001). Teaching through “inquiry” involves engaging students in the process of researching and collecting data with teacher support and coaching. The inquiry-process emphasizes web research and critical thinking skills through active teacher coaching to model effective inquiry and to promote reflection (Roy, D.; Kustra, E; & Borin P., 2003). Because this approach to teaching and learning is significantly different from the "stand and deliver" approach used by many teachers, it tends to require a significant amount of ongoing and sustained professional development for its effective implementation (Sandholtz et al. 2000). Although the incorporation of technology is central to the types inquiry-based instruction found in a 21st century classroom, research suggests that most teachers have difficulty incorporating these tools into daily instruction (Comeau, 2008). In many countries today’s students are referred to as “digital natives”, and today’s educators as “digital immigrants” (Wesch, 2008)).

Teacher Leadership in the School

The vision for 21st century schools emphasizes that today’s teachers are empowered to expand their leadership by working collaboratively with all school personnel on important issues such as curriculum design and school improvement. Darling-Hammond (1996) cited shared decision making as a factor in curriculum reform and the transformation of teaching roles in some schools. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning. This process, in turn, leads to higher levels of teacher commitment and subsequent student achievement (Maxwell, 2005). Despite compelling evidence indicating that working collaboratively represents best practice, teachers in many schools continue to work in isolation. Even in schools that endorse the idea of collaboration, the willingness to collaborate often equates with congeniality or developing consensus on operational procedures, and committees to oversee different facets of the school's operation, such as discipline, technology, and social climate. Although each of these activities can serve a useful purpose, none represents the kind of professional dialogue that can transform a school into a professional learning community. The development of professional learning communities requires training, structure, and support for this expanded professional role for today’s teacher leaders. As an organizational arrangement, the professional learning community is seen as a powerful staff development approach and a potent strategy for school change and improvement (Dufour, 2004). Professionally, teachers who have participated in professional learning communities have reported benefits such as a reduction in feelings of isolation, increased commitment to the mission and goals of the school, and increased feelings of professional renewal, morale, and desire to inspire students (Hord, 1997).

The Educator Preparation Programs at High Point University

The conceptual framework, "The teacher as leader for learners in a global world," reflects an intention to create a learning environment in which teacher candidates become reflective practitioners who collaborate and lead in their classrooms and schools for the purpose of preparing students to meet the challenges of a global society.

With the beginning of the 21st century and the explosion of digital technologies, the classroom has become the world. The learner must now navigate the world with 21st century literacies. The teacher facilitating the development of the learner must not only be a reflective decision-maker, continue to have a strong knowledge base and understanding of the learner, but also to be an effective leader and collaborator.

The professional development of the effective teacher is portrayed in the triangle which showcases the characteristics of reflection, collaboration, and leadership. The effective teacher must be able to reflect to make informed decisions and develop the skills needed to collaborate with colleagues, parents, and the community to improve the ability of the learner to succeed in the P-12 environment. Along with reflection and collaboration, the effective 21st Century teacher must expand the role by development of leadership skills. With the combination of these three characteristics, the effective teacher can facilitate change and innovation in the experiences of the learner, via the classroom and the school as well as professional development.

Surrounding the professional development of the teacher candidate is the 21st century knowledge of the learner, knowing the developmental, emotional, and cultural aspects of each learner. This leads to the teacher's facilitation of the acquisition of 21st century skills needed by the learner to critically think, problem solve, utilize technology, communicate, and collaborate. All this occurs in the 21st century classroom which mirrors the world both in diversity and communication but also provides the learner an environment that is nurturing, inclusive, healthy, and safe.



Leaders for Learners in a Global World

Toward this end, the educator preparation programs at High Point University have adopted the following program objectives:

1. To provide an educator preparation program that provides candidates with the experiences needed to become 21st century professionals.
2. To facilitate the teacher education candidate's acquisition of the 21st century knowledge, skills, and dispositions needed to produce globally competitive P-12 students.
3. To help prospective teachers to develop the leadership skills needed to effectively collaborate, facilitate change and innovation, and make informed decisions which impact student success.
4. To promote the teacher education candidate's understanding of how to develop a learning environment that is nurturing, inclusive, healthy, and safe.

In addition, those completing the High Point University Educator Preparation Program are expected to meet or exceed *proficiency* in the following areas:

- Content Knowledge in the Major
- Common Core and State Essential Standards
- Formative, Summative, and Value-Added Assessment
- Leadership skills
- Collaboration Skills
- Relationship Building
- Use of Technology
- A knowledge of Research
- Media and Financial Literacy
- A knowledge of diverse cultures and global issues
- A knowledge of multiple languages
- An understanding of the process of life-long learning
- Reading, Science, Mathematics, and Communication Skills
- Curriculum Integration
- Critical Thinking and problem-solving skills
- Innovative and Creative Thinking
- Reflection and Informed Decision Making

Works Cited

Comeau, R.C. (2008) "The Attitudes of Elementary Teachers Toward 21st Century Technology Integration in the Classroom". A Master's thesis presented in partial fulfillment of the requirements for the Master's Degree in Elementary Education at High Point University.

Danielson, C. (2006). *Teacher Leadership That Strengthens Professional Practice*. Alexandria, Virginia: ASCD.

Darling-Hammond, L. (2006). "Constructing 21st Century Teacher Education," Journal of Teacher Education, Vol. 57, No. 3, May/June, p. 300-314.

DuFour, R. (2004). What Is a "Professional Learning Community"? 61 (8), pgs. 6-11

Grant, C. A., and Gillette, M. (2006), "A Candid Talk to Teacher Educators " Mapping the Road to Proficiency," *Educational Leadership*, 63(3), 32-38.

Institute for Educational Leadership's Task Force on Teacher Leadership, (2001). *Leadership for student learning: Redefining the teacher as leader*.

Maxwell, J.C. (2005). *The 360 Degree Leader*. Nashville, TN: Thomas Nelson Publishers.

Moursund, D. (2004). Ten powerful ideas shaping the present and future of IT in education. *Learning and Leading with Technology*, 27 (1).

North Carolina Professional Teaching Standards Commission (2008). Professional Teaching Standards in North Carolina.

Presidents Committee of Advisors on Science and Technology (March 2001). Report to the president on the use of technology to strengthen K-12 education in the United States. Washington DC: Author.

Reichstetter, R., & Baenen, N. (2007). Professional Learning Community (PLC) Implementation WCPSS 2006–07 Baseline Survey Results.

Roy, D.; Kustra, E; & Borin P. (2003). What is Inquiry-Based Instruction? [Online]. Available: http://www.ed.gov/databases/ERIC_Digests/index.

Sandholtz, J., Ringstaff, C., and Dwyer, D. (2000). *Teaching with technology: Creating student-centered classrooms*. New York: Teachers College, Columbia University.

Wasley, P. (1999). Teaching worth celebrating, *Educational Leadership*, 56(8).

Wesch, M. (2008). Advisory Board for 21st Century Schools. Presentation given at the American Library of Congress on June 28, 2008 on *An Anthropological Introduction to YouTube*.

Matrix of Undergraduate Course Competencies

The following matrices are provided to assist full and part-time faculty in knowing what major outcomes and competencies are addressed in specific professional education courses across the various programs of study. It may be beneficial to review what topics have been introduced in earlier courses so that candidates are continually challenged to grow in their knowledge, skills, and dispositions.

All Programs (Professional Education Core)	
Course	Curriculum/Topics Covered
EDU 1200	Professional Code of Ethics/University Honor Code Careers in Teaching Admission to Teacher Education Introduction to School of Education's Student Educational Organizations Field Work Required: (Disposition and Performance in the Field Assessed)
EDU 2100	Developmental characteristics of the learner through adolescence Educational Psychology Theories including Developmental, Cognitive, Behavioral, Learning Styles, Multiple Intelligences, Brain-Based Research Service-Learning Course Disposition Assessed
EDU 2200	The Model of 21 st Century Teaching and Learning/Mission of N.C. Public Schools Teacher Leadership in the Classroom, School and in the Teaching Profession 21 st Century Content and Technology Skills Mapping Lesson Planning Making Global Connections in the 21 st Century Classroom edTPA: Practice Assignment: Context of Learning Introduced
EDU 3100	Characteristics and Educational Planning for Students with Exceptional Needs Service Delivery for Special Needs Students Developing Skills for Collaboration with Professional Colleagues, Parents, and Families Inclusion and co-Teaching Models for today's Classrooms Differentiated Instruction and other Grouping/Team-Based Models
EDU 3110	Web 2.0 technologies NETS-T Standards Blogs, wikis, podcasting, video conferencing, virtual field trips Webquests, RSS feeds, interactive whiteboards and student response systems

<p>EDU 4008/4009/4110/ 4510 (Literacy)/ 4511(STEM)</p>	<p>Technology Integration for Elementary K-6 Classrooms How to use of technology to engage, enhance, and extend learning through integration with Common Core/Essential Standards for elementary school students. e-books, edTPA Videotaping Web-based applications to enhance planning and teaching Or- EDU 4510 NETS Standards for Teachers and Administrators Web 2.0 School technology systems and online learning through NCVPS Or- EDU 4511 Integration of STEM into appropriately differentiated lessons for K-12 Robotics, programming with Scratch and iCreate, Interactive whiteboards applications for STEM iPad applications for STEM Web 2.0 technologies.</p>
<p>EDU 4200</p>	<p>Common Beliefs related to diversity. Strategies to engage learners from diverse backgrounds (language, disability, gender, ethnicity, race, and SES) ESL/Students with Special Needs Overcome personal biases regarding diversity issues. Poverty</p>
<p>EDU 4134/44/ 54/64/74</p>	<p>Beginning of the 16-week student teaching internship (Self-Assessment & Professional Growth Plan Required) edTPA Portfolio</p>
<p>EDU 4166/4566</p>	<p>Creating assessments that yield valid and reliable data Data analyses and student progress monitoring Using data to make informed instructional decisions Communicating to others what the data results mean Rubric design Formative and summative assessment practices edTPA Assessment Assignments and Artifacts and edTPA Portfolio</p>
<p>EDU 4230/40/50/60/70</p>	<p>Full-time internship in a public school K-6 classroom Application of theories and strategies edTPA Portfolio</p>

Elementary Education K-6	
Course	Curriculum/Topics Covered
EDU 3130	Primary Grade (K-2) Focus Multimodal literacies, the role of prior knowledge, cultural/linguistic background, motivation, and personal significance on comprehension. Fieldwork Required
EDU 3131	Multimedia approach to literature and use in the elementary curriculum with emphasis on integration of fiction and nonfiction literature into curriculum.
EDU 3230	Intermediate Focus (3-5) Formative/Summative Reading Assessment Tools Planning, implementing, and evaluating reading assessment data to modify instruction Fieldwork Required
EDU 3233 EDU 3232	Mathematics Process and Integrated Instructional Strategies Differentiated Lesson Planning 30 Hour Fieldwork Required (Disposition and Performance in the Field Assessed) edTPA Introduction
EDU 3234	Emphasis on prevention, understanding behavioral principles and behavioral interventions Teaching prosocial, communication, and self-management behaviors De-escalation techniques, behavioral data collection, creation of behavior intervention plans and adjusting interventions based on data
EDU 4133/4533 EDU 4233	Integrated Social Studies instruction Integrated math and science instruction Unit Development Cooperative Learning Lesson planning and Delivery
EDU 4130	Prevention and Intervention (Proactive and Reactive) Classroom Management Approaches Functional Behavior Assessment Collecting data to produce behavior change Developing appropriate discipline plans Positive Behavior Support Programs (PBIS)
EDU 4135	Integrating Arts into Instruction (Music, Drama and Art) Painting, Printmaking, Puppet Shows, Mirror Games, Rhythmic Games, Story Theater

Middle Grades Education Program	
Course	Curriculum/Topics Covered
EDU 3280	Review of English/LA Standards K-12 Instructional Strategies to decode, comprehend, interpret and apply print and non-print information in various content areas. The processes of literacy required for making sense of new, incoming content material In-depth study of a content-area topic edTPA Introduction
Methods Block: EDU 4150 EDU 4154	Unit Development/Integrating Content Instruction Differentiated/Cooperative Learning Instruction and Lesson Planning Lesson planning and Delivery Beginning of the 16-week supervised student teaching internship (Self-Assessment and Professional Growth Plan Required) edTPA Portfolio
EDU 4280	Positive Classroom Environments 6-12 Conflict Resolution/Anger Management Strategies Understanding the developmental changes of the adolescent and impact on behavior Social Networking Issues/Cyberbullying Gangs and other forms of Social Deviance

Special Education Program	
Course	Curriculum/Topics Covered
EDU 3130	Multimodal literacies, the role of prior knowledge, cultural/linguistic background, motivation, and personal significance on comprehension. 15-Fieldwork Required
EDU 3140	Policies Governing Services for Children with Disabilities Norm Referenced Standardized Assessments Intellectual and educational screening, adaptive behavior, using standardized, non-standardized, and alternative formats commonly utilized for identification of mild disabilities. edTPA Introduction
EDU 3233 (GC only) EDU 3243 (GC only)	Mathematics Process and Integrated Instructional Strategies Struggling Readers and Writers Corrective Reading Program

EDU 3244 EDU 3245 EDU 3246 (Adapted only) EDU 3290 (Adapted only)	Differentiated Lesson Planning 30-Hour Field Work Required: (Disposition and Performance in the Field Assessed) Teaching and Learning Strategies: Practicum in Special Education Classroom and Behavioral Management for Special Education Teachers K-12, Functional behavioral assessment (FBA), applied behavior analysis and PBIS (Positive Behavior Support interventions) Systematic instruction in curriculum, assessment, and instructional methods for students with moderate to severe disabilities.
EDU 4141 (GC only) EDU 4142 EDU 4144 EDU 4150 (GC only) EDU 4290(Adapted only)	Collaborative instruction with an emphasis on English, social studies, science and math. Policies and Procedures utilized for IEP planning Software programs for writing individualized educational plans in grades K-12, <i>Easy IEP</i> Curriculum based assessment (CBA)/Criterion referenced testing (CRT). Transition planning Beginning of the 16-week supervised student teaching internship (Self-Assessment and Professional Growth Plan Required) edTPA Portfolio

Secondary Education Programs	
Course	Curriculum/Topics Covered
EDU 3280	Review of English/LA Standards K-12 Instructional Strategies to decode, comprehend, interpret and apply print and non-print information in various content areas. The processes of literacy required for making sense of new, incoming content material In-depth study of a content-area topic edTPA Introduction
EDU 4160/1/2/3/4 EDU 4164	Unit Development/Integrating Content Instruction Differentiated/Cooperative Learning Instruction and Lesson Planning Lesson planning and Delivery Self-Assessment and Individual Growth Plan Required Unit Development/Integrating Content Instruction Differentiated/Cooperative Learning Instruction and Lesson Planning Videotaped Lesson in Internship I required as part of methods block Beginning of the 16-week supervised student teaching internship (Self-Assessment and Professional Growth Plan Required)

	edTPA Portfolio
EDU 4280	Positive Classroom Environments 6-12 Conflict Resolution/Anger Management Strategies Understanding the developmental changes of the adolescent and impact on behavior Social Networking Issues/Cyberbullying Gangs and other forms of Social Deviance

Specialty K-12 Programs	
Course	Curriculum/Topics Covered
EDU 3280	Review of English/LA Standards K-12 Instructional Strategies to decode, comprehend, interpret and apply print and non-print information in various content areas. The processes of literacy required for making sense of new, incoming content material In-depth study of a content-area topic edTPA Introduction
EDU 4170/1/2 EDU 4174	Unit Development/Integrating Content Instruction Differentiated/Cooperative Learning Instruction and Lesson Planning Lesson planning and Delivery Beginning of the 16-week supervised student teaching internship (Self-Assessment and Professional Growth Plan Required) edTPA Portfolio
EDU 4280	Positive Classroom Environments 6-12 Conflict Resolution/Anger Management Strategies Understanding the developmental changes of the adolescent and impact on behavior Social Networking Issues/Cyberbullying Gangs and other forms of Social Deviance

A Commitment to Diversity, Equity and Inclusion

High Point University considers a strong commitment to diversity, equity, and inclusion as a core component of our mission and an essential ingredient to a holistic education in the liberal arts tradition. A liberal arts education forms critical thinkers, moving students from a fixed-mindset to a growth-mindset. This approach to learning prepares students for reflective action in an interdependent and diverse world. We not only understand and respect the unique talents and perspectives of all individuals, but we also embrace and utilize their contributions. Our breadth of inclusiveness creates a path by which all individuals can achieve their highest potential in an increasingly complex and pluralistic society.

We strive toward the recruitment and retention of a diverse population of students, faculty, and staff who reflect an intersectional range of races, ethnicities, religions, genders, sexual orientations, sexual identity and gender expression, abilities, classes, ages, and political ideas. We recognize that diversity also includes a range of geographic locations, communication styles, family makeup, educational background, military service, and other unique life experiences. To encourage diversity and inclusion we endorse dynamic curricula and research agendas—through the university’s core education as well as all fields of study, programming, and community engagement—that include a multiplicity of views and perspectives.

Diversity, equity, and inclusion are not merely moral imperatives or societal goals, they are a competitive advantage. Our continued success as a university rests upon our collective ability to embrace a multitude of opinions, ideas, and beliefs so that we can effectively educate the next generation of leaders who are culturally responsive, knowledgeable, and globally engaged. Our commitment to diversity, equity, and inclusion cultivates students’ desire for citizenship in complex global communities.

HPU School of Education Diversity Vision Statement

In conjunction with High Point University’s Commitment to Diversity, Equity, and Inclusion and the School of Education’s Conceptual Framework, the School of Education envisions an inclusive community that reflects the diversity of America’s public schools. This vision for diversity encompasses three goals. First, in keeping with the university’s perspective that inclusivity “creates a path by which all individuals can achieve their highest potential” and recognition that U.S. students benefit from having a diverse body of educators, the School of Education aims to recruit and retain a diverse population of students, faculty, and staff. Second, the School of Education’s Conceptual Framework maintains that part of preparing teachers for 21st century classrooms includes ensuring teacher candidates can recognize the “developmental, emotional, and cultural aspects of each learner.” Thus, the School of Education strives to impart in its students the knowledge and skills that will enable them to advocate for and recognize and meet the needs of the learners in their schools. Third, the School of Education acknowledges the national demands for teachers in high-need schools and specialty fields, like STEM, special education, and English language instruction. Therefore, it seeks to help meet those demands through promoting careers in high-need schools and specialty fields among its teacher candidates and graduate students.

Approved by the High Point University Teacher Education Council, March 2015

Faculty Responsibilities

Teaching Responsibilities

Faculty designated with full-time status are expected to teach the equivalent of 12 semester hours each academic term (this is typically *three* 4- credit hour undergraduate courses). Instructors are on a 12-semester hour contract (three courses). According to the annual contract, each faculty member should maintain regular office hours and is expected to be on campus five hours each day unless facilitating approved field work in a K-12 school setting. Flexibility for faculty teaching in the Executive Cohort Model of delivery and those with obligations in the surrounding schools are taken into consideration. It is expected that faculty engaged in other research projects, grant initiatives and online course delivery will make prior arrangements with the dean as to the expectations for their presence on campus throughout the week. Office hours should be communicated to students so they are able to locate faculty during those hours outside of classroom instruction.

Faculty who plan to be off campus for extended meetings or conference attendance should notify the Dean or Associate Dean in advance of these trips. This is particularly important if the absence is during any days when campus meetings (School of Education faculty meetings, university faculty meetings, Teacher Education Council, etc.) are scheduled. Any faculty member who does not plan to attend a regular full-faculty meeting, must notify the Senior Vice President of Academic Affairs' office prior to missing the meeting.

Additionally, the School of Education holds regular full-faculty and departmental meetings. For the 2021-2022 academic year, SOE faculty meetings will be held, as needed, on the third Friday of the month alternating with full university faculty meetings. Departmental meetings will be regularly scheduled for the 1st Friday of each month. All faculty are expected to maintain regular and prompt attendance. University committees typically convene on the 2nd Friday of each month. All faculty are expected to attend Friday meetings and must notify the Senior Vice President of Academic Affairs and Dean in the event that s/he plans to miss a university full faculty meeting.

Advising Responsibilities

Faculty are expected to advise both undergraduate or graduate students beginning in their second year of tenure with the university. Sometimes first year faculty and those with instructor status will be asked to assume an advisee load due to the numbers of students in certain licensure areas. Most often, advisees will be assigned based on their major area of study and the background of the faculty member. Faculty advising responsibilities typically include holding pre-registration conferences to plan students' schedules for the upcoming semester, monitoring academic progress and attendance.

According to research on student retention, the relationship established by faculty advisors, particularly early in the student's program of study, has a tremendous impact on overall academic success. Advisors may wish to counsel students regarding practica and internship selection, discuss options within the educator preparation program and, in some cases, recommend that an advisee consider other career choices besides teaching.

Committee Responsibilities and University Service

As part of the faculty member's annual evaluation, consideration is given to other activities beyond teaching. Typically, annual evaluation and tenure/promotion decisions are made based on the merit of the faculty member's overall contribution in the areas of teaching, university service, and research/scholarly activities. University Service may include several different types of activities performed by the faculty member which contribute to the institution as a whole. Most faculty serve on 2 committees each academic year beginning in the second year of their employment. Information on university committees can be found in the Office of the Senior Vice President of Academic Affairs. School of Education faculty will automatically be assigned to the Teacher Education Council as one of their regular committee assignments and should select and/or be elected to 1 other each year. University committee meetings will be scheduled on the second Friday of each month with the exception of Teacher Education Council which will meet quarterly.

Research/Scholarly Activities

In recent years, the university's Professional Growth Committee and the Tenure/Promotion Committee have placed increasingly greater emphasis on evidence of the faculty member's scholarly work in awarding tenure and promotion.

In most years, every university faculty member may apply for professional development funds to attend and/or present at state and national conferences not to exceed \$2,500 if a full-time tenure-track faculty member, \$2,000 if a full-time non-tenure track faculty member, or \$1,000 if an instructor. The faculty member applies for these funds through the Dean's Office in advance of the anticipated travel date. Failure to seek prior approval from both the department chair and Dean could result in the faculty member not receiving reimbursement for the trip. Faculty in the School of Education should be prepared to provide information on how their professional development activities are aligned to their professional growth plan and research agenda. Awards for professional development will be made on the basis of this documentation and timeframe for tenure and/or promotion. All requests for Professional Development money must be submitted on the appropriate Professional Development Form. All travel, including transportation and hotel, should be arranged using the university provided Concur software. Upon return from travel, faculty should submit a final accounting of expenses and include receipts for meals that are itemized.

Educational Memberships and Licensure

In most years, School of Education faculty who are employed full-time are also reimbursed for all fees associated with maintaining membership in professional educational organizations and N.C. licensure. This benefit is still on hold for the 2021-2022 academic year. These renewal forms and membership dues may be given to the administrative assistant for processing. If a faculty member is asked by the Dean to take an updated version of a Praxis II or other required specialty examination (such as Pearson), reimbursement for the examination fees will also be provided.

The School of Education maintains records on each full-time and adjunct faculty member regarding the renewal cycle for maintaining a current N.C. teaching license. Full-time faculty will

be requested to submit documentation of professional development activities to the Dean at the end of each year. These forms will be filed and, at the end of the five-year cycle, will be used to renew the faculty member's N.C. license. The School of Education is responsible for verifying renewal requests to DPI and will cover any fees associated with adding additional licenses, reinstating expired licenses, or assisting new out of state faculty in filing for their N.C. teaching license (see forms in Appendix A at the end of this document).

Methods Faculty License Renewal Plan

The State Board defines methods faculty as those faculty members on campus who teach methods courses and hold a N.C. Educators license. These "M" level licenses focus on a specific program code. To recommend methods faculty for license renewal, an IHE must have an approved License Renewal Plan that includes 7.5 CEU Renewal credits based on the following:

1. K-8 Licensure Area: 8 CEU's (3 in Content, 3 in Literacy, 2 in General)
2. All other educators (3 in Content, 5 in General)
3. A system for monitoring and evaluating license renewal activities.

For a professional educator's license to remain current, all credit must be earned by the expiration date of the existing professional educator's license. Employment (Teaching) no longer can be counted as renewal credit. Renewal requirements must include units earned in the areas of literacy, content, and general. A license in both teaching and administrative areas may be renewed by either completing all teaching or all administrative requirements. Credits may be earned through post-secondary coursework, professional conferences, and workshops.

To renew an expired professional educator's license, 10 semester hours or 15 units of renewal credit must be earned within the most recent five-year period.

Submitting Applications for Renewal

Methods faculty are expected to be responsible for maintaining accurate documentation of CEU renewal credits during the five-year cycle and keeping up with the required dates for renewal. Licenses typically expire on June 30th so it is encouraged that faculty submit their materials for renewal no later than May upon completion of the IHE academic year to the Dean/Associate Dean. Faculty are asked to also submit certificates and other items verifying the 7.5 CEU renewal credits at that same time.

Public School Involvement

All faculty in the School of Education are expected, along with their regular teaching responsibilities, to work closely with public school personnel. Educational consultation, collaboration on special projects or grants, research, and providing professional development are common activities that are documented in the School of Education's annual IHE Performance Report. The institution values these activities and the extent and quality of each faculty member's public school involvement is evaluated annually as well as for tenure and promotion decisions as part of their "University Service." Faculty in the School of Education are encouraged to keep careful documentation of their public school involvement so that the

information can be recorded in the IHE Performance Report. The Dean should be made aware of any projects, partnerships, or professional development provided by a faculty member who represents himself/herself as an employee of the university or uses School of Education budget to carry out the activities.

Grants/Special Events

Any grant, scholarship, or special event being proposed by a faculty member in the School of Education must be reviewed by the Dean of the School of Education if any of the following circumstances exist:

1. Advertisement for the program/event/grant represents the School of Education as its sole sponsor or joint sponsor with any another academic department or organization.
2. Costs for materials or duplication of materials uses monies budgeted to the School of Education
3. The program, event or grant targets an audience which includes current students in the educator preparation program. (Any attendance requirements imposed for the event need to be communicated to the Dean of the School of Education well in advance of the date of the event.
4. The special event requires the participation of students currently enrolled in student teaching.
5. The School of Education is either partly or fully responsible for any of the expenses associated with the event.
6. The Vice President for Communication and Culture promotes the event as being sponsored by the School of Education.

The Dean should always be informed of grant proposals or special events being planned on behalf of the School of Education. Once the proposal is accepted, it is the responsibility of the faculty member initiating the project to provide updated information to the Dean or Associate Dean of the School of Education as well as other faculty who may be asked to participate in the program.

Expectations concerning student attendance should be discussed well in advance so that all faculty and adjuncts can communicate these expectations consistently and clearly in all classes. An itinerary which details the final schedule of activities, including the agenda and anticipated involvement of any School of Education students, organizations, or the local media should be communicated to the Dean at least two to three weeks prior to the event.

Division of Administrative Responsibilities

In an effort to clarify the various roles and responsibilities of faculty with administrative assignments, the following listing of responsibilities is provided. Some of these responsibilities may be shifted from year to year as new programs and/or faculty are added to the School of Education.

Dean of the School of Education

Major Duties

- Defines and Leads Strategic Plan Initiatives
- Progress Monitors Programmatic and Academic Goals
- Facilitates Information Flow and Between University Administration and SSOE
- Implements University Policy and Practices with Fidelity Across SSOE
- Oversees Faculty/Hiring/Load/Dismissals
- Manages Annual Budget and Procurement Procedures
- Leads the National Accreditation Process
- Manages SSOE Operational Functions in WorkDay, Curriculum Dashboard, Budget Tracker, Colleague, DataTell, UniMarket

Minor Duties

- Reviews Faculty Evaluations with Chairs and Monitors Teaching, Service and Scholarship Expectations
- Conducts Personnel Evaluations (Associate Dean, Chairs)
- Recommends Merit Pay Increases
- Issues Overload and Adjunct Teaching Contracts
- Approves Faculty Licensure Renewal and CEUs
- Facilitates Leadership Team Meetings (Associate Dean, Chairs)
- Facilitates Freshman Year Orientation/Meeting (EDU 1200)
- Approves Directed Studies, Incompletes, and Transfers of Credit
- Receives Final Student Appeals/Grievances
- Approves Proposed New Courses/Curriculum Changes for APIRC
- Approves New Initiatives and Partnerships
- Approves Grant Proposals
- Oversees Final Scheduling Recommendations for All Program Areas (UG, PEC, GRAD)
- Leads Fundraising and Donor Stewardship Efforts

Report and Document Management

- Annual Accreditation Report (CAEP, AAQEP)
- Institute of Higher Education Report (NCDPI)
- Title II Program Report (Federal Department of Education)
- Annual Licensing Renewal Report (NCDPI)
- Annual Program and Academic Goals Report (SACS)
- National Council of Teacher Quality Report (NCTQ)
- US News & World Report
- Annual Report on the State of SSOE to the Provost
- Quarterly Budget Projection Reports
- SSOE Faculty Handbook

Teaching

- Chairs Doctoral Dissertations
- Carries a Courseload (as necessary)

Scholarship

- Maintains a National Recognition for the University (conferences, speaking, training)
- Engages in Scholarly Activities as Required by Position-Type

Service

- President's Leadership Team
- Academic Leadership Council
- Teacher Education Council Chair
- Other University Committees as Assigned
- School Partnerships
- Community Outreach
- HPU Community Christmas
- Open Houses
- Freshman Orientation

Associate Dean of the School of Education

Major Duties

- Serves as the Licensure Officer for the SSOE (teacher, principal, superintendent)
- Oversees Organization and Collection of All Licensure and Assessment Data in FolioTek

Minor Duties

- Reviews Student Appeals/Grievances (including student teaching and licensure)
- Coordinates Admission into Educator Preparation Program (Applications, Dispositions)
- Facilitates Student Information Sessions (Sophomore Fall/Spring, Junior Year Review)
- Monitors Testing Data (for progress towards licensure)
- Upon Graduation, Sends "How to Apply for Your License" Letters to Students (Ed.D., M.Ed., M.A.T., B.A.)

Report and Document Management

- Student Teaching Handbook (in consultation with Internship Placement Program Director)

Teaching

- Doctoral Dissertation Chairing
- 1:1 Courseload

Scholarship

- Maintains a National Recognition for the University (conferences, speaking, training)
- Attends Conferences (NCACTE, CAEP/AAQEP, edTPA, NCICU, etc.)

Service

- Attends University Deans and Chairs Meetings
- Teacher Education Council Vice Chair (conducts executive session)
- Chair of SSOE Curriculum Committee
- Other University Committees as Assigned
- HPU Community Christmas
- Presidential Scholars Weekends
- Open Houses
- Freshman Orientation

Overload Contract (in addition to 10-month contract)

- Hires, Orients, and Monitors Teacher Residency Licensure Program Faculty
- Recruits Candidates for the Teacher Residency Licensure Program
- Progress Monitors Academic and Programmatic Goals for the Teacher Residency Licensure Program

Stout School of Education Department Chairs

Major Duties

- Hires/Supervises/Evaluates Department Faculty (including adjuncts)
- Schedules/Monitors Enrollment/Cancel Courses/Monitors Faculty Courseload for Department
- Facilitates Monthly Department Meetings
- Resolves Student Concerns at the Departmental Level (moved to Associate Dean if unresolved)

Minor Duties

- Manages Departmental Budget (instructional supplies, professional development funds)
- Facilitates Department Level Orientation for New and Adjunct Faculty
- Reviews and Approves Graduate Student Applications
- Monitors Student Advising (including training advisors)
- Monitors Testing Data at the Department Level (for progress towards licensure)
- Monitors Curriculum and Syllabi for Relevance, Rigor and Alignment to Professional Standards (including coordinating curriculum changes with Dean and APIRC)
- Recruits for and Monitors Program Enrollment in Department
- Reviews Annual Surveys for Program Completers, Alumni and Employers
- Reviews Course Evaluations (and takes appropriate action in response)

Report and Document Management

- Submits Departmental Data for IHE Report each May (enrollment, completers, new and continuing initiatives, table of partnerships, goals and outcomes, collaboration in schools)
- Submits Department Edits to Course Bulletins/Catalogue each May
- Submits Updated Department Handbooks each May (Department, Internship, Exam)
- Monitors and Updates Department Webpage Regularly (with Administrative Assistant)

Teaching

- Doctoral Dissertation Chairing
- 2:2 Courseload (+\$3,000 per year chair stipend for summer work)

Scholarship

- Maintain Active Research Agenda (aligned with role and tenure-track)
- Attends Conferences (NCACTE, CAEP/AAQEP, edTPA, NCICU, etc.)

Service

- Attends University Deans and Chairs Meetings
- Teacher Education Council
- Other University Committees as Assigned
- HPU Community Christmas
- Presidential Scholars Weekends
- Open Houses
- Freshman Orientation

Stout School of Education Data Manager and Administrative Assistant

Major Duties

- Enters Student Applications, Test Data, Grades, Evaluations and Evidences into FolioTek
- Maintains Undergraduate and Graduate Progression Spreadsheets (eventually phased out)
- Maintains the SSOE Webpage
- Processes All Budgetary Requests/Requisitions/Reimbursements
- Facilitates Communications with Students and Faculty

Minor Duties

- Processes Candidate Background Checks
- Processes Supervisor Stipends
- Distributes Annual Surveys for Program Completers, Alumni and Employers

Report and Document Management

- Annual Accreditation Report (CAEP, AAQEP)
- Institute of Higher Education Report (NCDPI)
- Title II Program Report (Federal Department of Education)
- Annual Licensing Renewal Report (NCDPI)
- Annual Program and Academic Goals Report (SACS)
- National Council of Teacher Quality Report (NCTQ)
- US News & World Report

Department Chairs Year-At-A-Glance Calendar

August

- Full SOE Faculty Meeting convened by Dean
- Budget Allocations Provided
- Faculty Professional Development Monies Allocated
- Begin to prepare spring schedule
- Monitor Faculty Advising:
 - Ensure seniors following the licensure track have been placed into EDU 4134/44/54/64/74: Introduction to Student Teaching
 - Ensure seniors whose provisional status has expired have been moved from licensure to non-licensure track and are registered for the appropriate EDU 4275 internship
 - Ensure that seniors in Elementary and Special Education following the licensure track have taken or provided documentation that they have registered (or re-registered) for the Pearson Reading, Math and Multi-subject tests.
 - Ensure that sophomores following the licensure track have taken or provided documentation that they have registered for the required Praxis Core.

September

- Spring Schedule Due to Associate Dean: Undergraduate
- Spring Schedule Due to Associate Dean: Graduate
- Summer Schedule Due
- Chairs Meeting with Dean/Associate Dean to finalize Spring/Summer Schedules
- Monthly Department Meeting (1st Friday of Month)
- Mentor New Faculty

October

- Monthly Department Meeting
- Monitor Budget/Professional Development
- Oversee progress of students in major (progression in program and testing)
- Ensure that faculty/adjuncts have entered all midterm grades as per university policy
- NCACTE Fall forum

November

- Monthly Department Meeting
- Monitor Budget/Professional Development
- Oversee progress of students in major (progression in program and testing)
- Monitor student teaching progress
- Monitor spring enrollment/cancel low enrollment courses

December

- Monthly Department Meeting
- Monitor Budget/Professional Development
- Oversee progress of students in major (progression in program and testing)
- Monitor student teaching progress
- Monitor spring enrollment/cancel low enrollment courses
- Monitor Final Exams of Faculty and report to Dean
- Monitor Faculty Advising:

- Ensure that seniors in Elementary and Special Education: General Curriculum following the licensure track have passed the required Pearson Reading, Math and Multi-subjects tests to continue enrollment into EDU 4230 or EDU 4240: Student Teaching Continuation.
- Work with faculty on recruitment plans for EDU-Fellows, B.A. to M.Ed. programs, Ed.D. program

January

- Faculty Evaluations Due
- Review faculty progress toward tenure and/or promotion as relevant
- Fall Schedule Due to Associate Dean: Undergraduate
- Fall Schedule Due to Associate Dean: Graduate
- Chairs Meeting with Dean/Associate Dean to finalize Fall Schedules
- Monitor edTPA completion for identified students
- Notify faculty of all APIRC deadlines for upcoming AY revisions
- Send appropriate items of notification regarding program/course revisions to Graduate Council for upcoming academic year
- Schedule Information Session for B.A. to M.Ed. programs

February

- Monitor Budget/Professional Development
- Monthly Department Meeting
- Monitor faculty allocations of professional development money
- Monitor edTPA completion for identified students
- Ensure faculty have signed up to participate in Presidential Scholars one of the two weekends

March

- Monitor Faculty Advising:
 - Ensure that seniors in Secondary areas, General Curriculum, Adapted Curriculum, Middle Grades and Health/PE have passed Praxis II required exam by mid-term. Move those who have not to non-licensure track and withdraw from student teaching.
 - Ensure that all juniors with provisional status have passed Praxis Core. Provisional status expires for those who have not passed Praxis Core and these students may not pre-register for EDU 4134/44/54/64/or 74.
- Ensure that faculty/adjuncts have entered all midterm grades as per university policy
- Assist Associate Dean with students ready for provisional status to Educator Preparation
- Monitor Budget/Professional Development
- Monitor student teaching progress at mid-semester

April

- IHE Performance Report: collect information on partnerships in schools
- Begin to Collect JYR information for licensure track students from faculty (Disposition, GPA, Attendance, etc.)
- Monitor Final Exams of faculty and report to Dean
- Monthly Department Meeting
- Monitor edTPA submission
- NCACTE Spring Forum
- Begin updating all handbooks for new policy info, course or major revisions approved by APIRC

- Begin working on Annual Report for Provost
- Oversee test preparation sessions for Pearson, Praxis Core and Praxis II
- Schedule with Dean any faculty member requiring a three-year review for tenure

May Undergraduate Program Review

- JYR to Associate Dean
- Make sure all grades turned in by faculty
- Submit all Handbook changes to Dean before end of contract
- Submit IHE data to Dean before end of contract
- May Marathon chairs meeting with Dean
- Review edTPA data, pass rate data and include in goal-setting and final report for Provost to Dean before end of contract

Program Coordinators: Undergraduate and Graduate

- To stay updated on any changes to the Specialty Area Standards and the impact on professional education and supporting courses to the licensure program.
- To assist the Dean/Associate Dean of the SOE in identifying agenda items for the August, May and December faculty meetings.
- To assist in the recruitment of qualified adjuncts to teach in the licensure area and, when necessary, to make recommendations regarding these individuals to the Dean of the School of Education.
- To submit any changes needed in the Educator Preparation Handbook, Graduate Education Handbook, SOE website, advising handouts, and the university catalog to the Chair for the licensure area as needed.
- To monitor resources for the licensure program and make recommendations for the purchase of materials, library journals/periodicals and the IMC collection
- Utilize the budget allocations to support the program or licensure area.
- To monitor progress and course completion for students enrolled in graduate programs (B.A. to M.Ed., MAT, Ed.D.)

Faculty: Undergraduate and Graduate

In the Faculty University Handbook, the following criteria is noted with regard to the service performed by each faculty member with regard to tenure and promotion:

University Service: (Quality of advising, committee service, participation in campus activities, relationships with peers and supervisors as measured by annual evaluations and other documentation in application portfolio.). Within the School of Education each faculty member is required to demonstrate that he/she “works constructively with colleagues and ^[L]_[SEP]students in a cooperative manner and demonstrates good academic citizenship.’ For the purposes of annual evaluation, tenure and/or promotion, “working constructively” is defined by the following principles and expectations:

1. All SOE faculty are expected to provide service that supports and reinforces the mission, goals and strategic objectives of the School of Education and the University.

- All faculty teaching within a specialized program or discipline are expected to be familiar with the program design, policies and requirements of that program in order to impart accurate information to prospective and current students. In doing so, faculty are expected to review the SOE website, relevant handbooks, SACS/DPI program approval documents, university catalogs, and Faculty/Staff Policies Manuals.
 - Faculty should seek to develop and support initiatives for enhancing the specialized program in which they are appointed that do not detract from the mission, goals, objectives, and conceptual framework of the program.
 - Faculty are expected to provide advisement, guidance, and feedback to prospective and current students that is consistent with SACS/CAEP/AAQEP/DPI approved programs with regard to courses, conceptual framework, assessment, and certain graduate level requirements such as comprehensive examination and dissertation requirements.
2. All faculty members are expected to participate in the efficient operation of the academic functions of the School of Education.
- Faculty should respond to administrative requests from the dean, chair, and/or program coordinator with due diligence.
 - Faculty are expected to support the SOE's efforts to comply with CAEP/AAQEP, DPI and SACS accreditation standards with regard to course delivery, including requirements for contact time, online instruction and course rigor.
 - Faculty are expected to maintain regular attendance and meet their contractual obligations for being on campus. Chairs should be made aware when faculty are to be out of the office for conferences or school visits.
 - Faculty are expected to maintain regular attendance at departmental, SOE, and university faculty meetings in order to keep well informed of procedural, curricula and policy discussions.
3. Faculty are expected to fully participate in the planning, execution, and evaluation of SOE assessment activities as appropriate.
- To work collaboratively with the coordinator of the program, Department Chair and SOE Dean and Associate Dean to conduct meaningful, timely, and continuous assessments of both candidate and program impact.
 - To work collaboratively with the administrative assistant responsible for data management to input data into Foliotek, completing evidence rubrics and other assessments in a timely manner, and assisting with the monitoring of candidate data and other artifacts in the Foliotek system.
 - During cycles of accreditation each faculty member is expected to support the SOE in its efforts to maintain compliance with accreditation standards and expectations. This would include maintaining documentation of student records, samples of student graded work, data to support the SOE assessment gateways and other items.

Stout School of Education Governance for 2021-2022

Dean: Dr. Amy Holcombe	
Associate Dean: Dr. Sarah Vess	
Educator Preparation	Leadership Studies
Chair: Dr. Leslie Cavendish	Chair: Dr. Dustin Johnson
Licensure Elementary Education K-6	Ed.D. Doctoral Program Dr. Steve Bingham
Special Education K-12: Ms. Teresa Owens	Dr. Tawannah Allen
Middle Grades Education 6-9: Dr. Claire Lambert	Dr. Kristy Davis
Health/PE K-12: Ms. Rosie Tarara	
Non-Licensure Elementary Education K-6	M.Ed. Educational Leadership: Dr. Dustin Johnson
Special Education K-12	Add-on Principal Licensure: Dr. Dustin Johnson
Middle Grades Education 6-9	
Health/PE K-12 PEC Activity Courses: Dr. Rick Overstreet	HPU Leadership Academy: Dr. Barbara Zwadyk: Project Director
Secondary Education: Dr. Tom Albritton	B.A. to M.Ed. Educational Leadership: Dr. Dustin Johnson
Secondary Math 9-12: Dr. Anthony Graham-Squire	
Secondary English 9-12: Dr. Cara Kozma	Education Studies: Dr. Allison Blosser
Secondary Biology 9-12: Dr. Nicole Hughes	
Secondary Comprehensive Science 9-12: Dr. Nicole Hughes	Washington Center Internship: Dr. Allison Blosser
Secondary History/SS 9-12: Dr. Paul Ringel	
EDU-Fellows Program: Ms. Rosie Tarara	
PREPARE Residency Program: Dr. Kristy Davis: Project Director	
MAT Elementary	
MAT Secondary Math	
M.Ed. Elementary STEM: Dr. Shirley Disseler M.Ed. Elementary Literacy: Dr. Leslie Cavendish	
M.Ed. Intellectual Disabilities: Vacant	

Adjunct Teaching Policies

The Stout School of Education is fortunate to have many distinguished and highly credentialed adjunct faculty who teach at High Point University. Part-time (adjunct) faculty must meet the following professional and scholarly preparation requirements:

- The individual must hold a master's degree in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline is expected) or provide evidence of appropriate expertise or credentials if teaching a PEC Activity course.
- Adjunct faculty must submit official copies of graduate and undergraduate transcripts of their academic preparation. A copy of the current N.C. Teaching License is also required if the individual is teaching a methodology course or supervising student teacher interns.
- Adjunct faculty report to the Chair of the Department in which he/she is assigned courses.
- Adjunct faculty are to follow the regular university calendar and the final exam schedule.
- Adjunct faculty are expected to attend the yearly orientation session held at the start of the academic year.
- Adjunct faculty are expected to use the university or SOE template for course syllabi including having a clear attendance policy. Adjunct faculty must place students on probation if their attendance exceeds the number noted in the course syllabus.
- Adjunct faculty are expected to use the university Blackboard Learn system software for course grading, assignments, etc.
- Adjunct faculty are expected to notify the departmental chair or dean if classes are to be canceled.
- Renewal of course contracts for adjunct faculty is not guaranteed from one session to the next. It is advised that an adjunct faculty member consult with the Dean of the School of Education regarding teaching preferences during the early spring for the upcoming academic year.
- Adjunct faculty are expected to be familiar with the School of Education's required electronic evidences (does not apply to PEC adjuncts), related rubrics and the online data management system that is used to track and upload student work (*Foliotek*).
- Adjunct faculty are expected to familiarize themselves with the School of Education's Policies and Procedures Manual including responsibilities for teaching, student evaluation, and other university regulations.

- Adjunct faculty are encouraged to familiarize themselves with the School of Education's website, particularly those links for faculty and staff.
- Adjunct Faculty may be asked to participate in the continuing accreditation process as part-time members of the School of Education.

Parking

Adjunct faculty will be issued a faculty/staff parking permit which should be displayed in the back windshield of the individual's automobile. During the evening any other area on campus including the front and back parking lots of the School of Education building may be utilized.

Travel Reimbursement

All adjunct faculty who supervise student interns are reimbursed for travel at the rate of 58 cents per mile. Mileage should be calculated from HPU to the specific destination. All faculty and adjuncts must turn in mileage reimbursement forms on a monthly basis. Any mileage not turned in within a week of the final day of the previous month will not be reimbursed.

Please see the Administrative Assistant for the proper forms for filing travel reimbursement and these forms can be picked up in the School of Education Office.

Tax Forms

Federal and state tax forms must be completed and turned in before the first paycheck is processed. Adjunct faculty are encouraged to sign and return contracts, submit transcripts and teaching licenses, and complete all necessary tax forms in a timely manner.

Academic Calendars/Schedules

Adjunct faculty can access the current semester and/or session's academic calendar and final exam schedule through the university's website: www.highpoint.edu

- To review academic calendars and schedules for the Undergraduate or Graduate Program: Click on Academics followed by Academic Resources.
- To review academic calendars and schedules for the Stout School of Education refer to the SOE website under the link for Calendar on the main page.

The Teacher Education Council

The Educator Preparation Programs at High Point University are governed by the Teacher Education Council. Membership of this committee includes all faculty members from the School of Education, a representative of each major department that offers teacher licensure, two student members from the undergraduate program, two student members from the graduate program, and a minimum of three representatives of area school systems.

This Council is responsible for assisting the School of Education in policy revision, program development and in reviewing the status of candidates who apply for and are admitted to the licensure track of the Educator Preparation Program. The Council is chaired by the Director of Teacher Education/Dean of the School of Education.

The 2021-2022 Teacher Education Council members are listed below:

Name	Email	Affiliation	Role
Public School Representatives			
Dr. Trent Vernon	vernont@gcsnc.com	Guilford County Schools	Principal, Jamestown Middle School, HPU grad
Dr. Melissa Glover	mglover@davidson.k12.nc.us	Davidson County Schools	Principal, Ledford High School, HPU grad
Dr. Alison Coker	cokera@gcsnc.com	Guilford County Schools	Deputy Chief HR Officer, PREPARE Residency Program Lead, HPU grad
Dr. Jesse Pratt	jjpratt@wsfcs.k12.nc.us	Winston-Salem Forsyth County Schools	Deputy Superintendent, HPU grad
Ms. Krista Hannah	hannahk@gcsnc.com	Guilford County Schools	Teacher, Ferndale Middle School, 2017 GCS Teacher of Year, HPU grad
HPU Student Representatives			
Mr. Marcus Gause	gausem@gcsnc.com	Ed.D. Representative	Guilford County Schools, Andrews High School, Principal
Ms. Elizabeth Walker	ewalker1@highpoint.edu	M.Ed. Representative	Wilkes County Schools

Ms. Allison Patrick	apatrick@highpoint.edu	B.A. Representative	Undergraduate Student Representative
HPU Faculty Representatives			
Dr. Adam Graham-Squire	agrahams@highpoint.edu	HPU	Department of Mathematics Coordinator, Secondary Math 9-12
Dr. Nicole Hughes	nhughes@highpoint.edu	HPU	Department of Biology, Coordinator, Biology 9-12
Dr. Cara Kozma	ckozma@highpoint.edu	HPU	Department of English, Coordinator English 9-12
Ms. Teresa Parker	tparker@highpoint.edu	HPU	Department of MFL, Coordinator, Spanish K-12
Dr. Paul Ringel	pringel@highpoint.edu	HPU	Department of History, Coordinator, Social Studies 9-12
Mr. Andy Modlin	amodlin@highpoint.edu	Norcross Graduate School	Associate VP for Graduate Admissions
Stout School of Education Faculty Representatives			
Dr. Amy Holcombe	aholcomb@highpoint.edu	School of Education	Interim Dean, Chair of TEC
Dr. Sarah Vess	svess@highpoint.edu	School of Education	Associate Dean
Ms. Debbie Albert	dalbert@highpoint.edu	School of Education	EPP Division
Dr. Tawannah Allen	tallen@highpoint.edu	School of Education	Leadership Studies Division
Dr. Steve Bingham	cbingham@highpoint.edu	School of Education	Leadership Studies Division
Dr. Allison Blosser	ablosser@highpoint.edu	School of Education	Leadership Studies Division
Dr. Leslie Cavendish	lcavendi@highpoint.edu	School of Education	Chair, EPP Division
Dr. Kristy Davis	davis912@highpoint.edu	School of Education	EPP Division

Dr. Shirley Disseler	sdissele@highpoint.edu	School of Education	EPP Division
Dr. Dustin Johnson	djohnson@highpoint.edu	School of Education	Leadership Studies Division
Dr. Claire Lambert	clambert@highpoint.edu	School of Education	EPP Division
Dr. Anne Leak	aleak@highpoint.edu	School of Education	EPP Division
Dr. Rick Overstreet	roverstr@highpoint.edu	School of Education	EPP Division
Ms. Teresa Owens	towens@highpoint.edu	School of Education	EPP Division
Dr. Heidi Summey	hsummey@highpoint.edu	School of Education	EPP Division
Ms. Rosie Tarara	rtarara@highpoint.edu	School of Education	EPP Division
Dr. Mariann W. Tillery	mtillery@highpoint.edu	School of Education	Chair, Leadership Studies Division
Dr. Tom Albritton	talbritt@highpoint.edu	School of Education:	EPP Division

Course Compensation, Planning and Delivery

Teaching Compensation for Faculty and Adjuncts

Additional compensation is provided when the teaching load exceeds 12 semester hours (typically *three* undergraduate courses). The loads of student teaching supervision are based on the formula that supervision of 6 student teachers equals one 4 credit course. For fewer than 6, the faculty member will receive compensation on a prorated basis depending on the number of students being supervised. No faculty member is permitted under any circumstances to teach in excess of 16 credit hours in any semester. During an academic year only one overload semester is permitted.

For graduate faculty supervising interns in Educational Leadership, loads for EDU 5400/5500/5600) are based on the formula that supervision of 8 interns equals one full credit course. For fewer than seven, the faculty member will receive compensation on a prorated basis.

The Dean of the School of Education sends final teaching load information to the Office of the Provost by mid-September or mid-February. Overload contracts are distributed by the Dean in October or March. Pay for overload is usually included in the December and/or April check(s). Contracts for faculty teaching in May, HPU Away, and Summer Session I or II will be distributed shortly before each session. Faculty/Adjuncts should sign the contract as soon as possible and return these to the School of Education office.

While the School of Education discourages Directed Studies, faculty are compensated for these at a prorated rate based on the number of students who are enrolled in the Directed Study. Faculty and adjuncts are also compensated for working with students enrolled in EDU 4111 when the need arises for additional time in completing required electronic evidences. All Directed Studies and requests for EDU 4111 must be approved by the Dean. Regular full-time faculty who agree to work with a student for a Directed Study during the day, however, do not receive extra compensation for these activities. Any faculty member who agrees to work with a student receiving tuition concession in a directed study arrangement will also not be reimbursed by the university. No student is permitted to take a required educational methods course or a "repeat" course (one in which the original grade was C- or lower) as a directed study.

Pay Rates and Schedule

The current pay rate per four (4) hour undergraduate course is \$4,668.00. The following formula applies if the enrollment in the course is less than 5 students:

If only one student is enrolled (25%) or \$1,167.00

If two students are enrolled, (50%) or \$2,234.00

If three or four students are enrolled, (75%) or \$3,500.00

If five or more are enrolled, the faculty member is paid for a full class or \$4,668.00

The current pay rate per three (3) hour graduate course is \$4,700.00. The following formula applies if the enrollment in the course is less than 5 students:

If only one student is enrolled (25%) or \$1,175.00

If two students are enrolled, (50%) or \$2,350.00

If three or four students are enrolled, (75%) or \$3,525.00

If five or more are enrolled, the faculty member is paid for a full class or \$4,700.00

All employees of High Point University are paid on the 20th of the month; paychecks can be directly deposited into an individual's personal account. Payroll stubs are available online through <https://www.myworkday.com> which is the system that will allow you to view your pay stub each pay period, personnel information, tax status information, etc. You must log in, click on *Home*, then *Benefits*, then *Pay*.

Course Syllabi

All courses must have a syllabus ready for distribution at the first class meeting. Faculty are expected to submit copies of all course syllabi to the Senior Vice President of Academic Affairs' Office **prior to the beginning of each new semester**. Please send a copy of each syllabus in a Word format to the SSOE Administrative Assistant **no later than one week prior to class starting**.

What Should Be Included on a Course Syllabus?

1. A course description that clearly defines the nature of the course and the topics to be addressed. The description should correspond to the course description in the University catalog, although it may be expanded to include other topics of emphasis or interest.
2. A brief overview of the Educator Preparation Program's Conceptual Framework and an explanation of how the specific course fits in to the Educator Preparation Program and Conceptual Framework. Please include the CF logo at the level appropriate for the program.
3. Required texts and materials.
4. Clearly stated learning outcomes and the specific DPI standards the course addresses for each of the licensure areas and the Method for Assessing the Learning Outcome. These outcomes/standards and assessments should be listed on the front page of the course syllabus.
5. Clearly explain how the 4th hour will be utilized. All four credit courses must include an explanation of whether the "contact time" equals 200 minutes (50x4) or whether some other appropriate assignment is being used for the "fourth hour" of contact.
6. Topics to be covered – You should include a fairly detailed list of topics to be covered and the reading assignments. You may wish to do this with specific dates. Evidence courses should include the complete description of the evidence assignment and the rubric used for evaluation.
7. Student Requirements and Responsibilities. Specifically outline what the responsibilities of students are with regard to electronic evidences, papers, reports, class attendance, etc. Include due dates and specific requirements for papers. You should have a policy for class attendance and make-up exams. Please note that

faculty may not require students to attend events or participate in activities outside the hours defined by the course. If an activity is planned outside of class hours, it is protocol to have students request an excused absence from any other instructor who is impacted by this activity. Students cannot be held responsible for any instructor who does not give his/her consent to miss class for an outside activity.

For the M.Ed. and Ed.D. programs in Educational Leadership, any course with a designated required Electronic Evidence for licensure must be clearly stated in the course syllabus. The faculty member is expected to provide a complete description of the electronic evidence and the rubric for evaluation. All descriptions of Electronic Evidences and corresponding rubrics for evaluation can be accessed on the *Faculty* link on the School of Education website. It is recommended that in courses with required electronic evidences, these projects be counted for at least 40% of the final grade. (Faculty are reminded that eligibility for N.C. licensure is determined by each student demonstrating a “proficiency” level (80%) for the required evidence). Students achieving less than 80% proficiency (a grade of B or higher), will need to continue to correct and/or improve the quality of the evidence prior to exiting the program if they are planning to become licensed in North Carolina.

8. Evaluation Procedures. It is important to be as specific as possible regarding how the final grade is to be determined. This may include (but is not limited to) the weights given to electronic evidences, exams, papers, participation, reports, etc. Please note that a faculty member should not use attendance as the sole means for grade reduction unless participation in class is part of the weighted final grade. If this is the case, the weight of class participation must be clearly stated in the course syllabus.
9. All faculty and adjuncts are responsible for notifying students at mid-semester of unsatisfactory grades (this includes PEC Activity Courses). Students are permitted to earn no more than one C- in a supporting course. When more than one C- has been earned the student must repeat (student may choose which one).
10. In accordance with SACS, it is the policy of the university that all courses utilize the designated final exam period. Any deviation from the final exam schedule must be approved in advance by the dean. **THERE ARE NO EXCEPTIONS TO THIS POLICY.**
11. Your availability to students. Include on the syllabus how you will make yourself available to students who need help or advising regarding your course outside of class.
12. Disability Statement and reference to the university Honor Code (see sample template provided on the School of Education website).
13. If an online or hybrid course, faculty are expected to detail the specific online contact time requirements and expectations for BlackBoard sessions including information about synchronous and asynchronous meetings.

Starfish Alert System

Progress and success towards graduation should be continually monitored by both advisor and advisee. It is clear, from numerous research studies, that effective academic advising can have a significant and positive impact on the success of students in the University. Faculty advisors also play a key role in monitoring academic progress and encouraging good academic performance. The Starfish EARLY ALERT is the early warning and student tracking collects information and manages concerns by faculty and advisors regarding student attendance and other disposition related issues. Each semester faculty are requested to provide early intervention information on students in their courses. Early Alert is conducted the 4th week of the semester and attendance and any grade information that might suggest a student to be at risk is to be reported. Advisors and students are requested to follow up with a conference and course planning to improve performance and attendance. For new faculty and adjuncts, the university provides training opportunities at the start of each academic year in utilizing this software system.

Absences from Class/Inclement Weather

Should a faculty member find it necessary to be out of class for sickness, emergencies, planned meetings, etc., the Dean of the School of Education should be notified. It is perfectly acceptable to give students' assignment in advance. If a faculty member discovers at the last minute that he/she must be out of class, please call the School of Education office (841-9188) so that we can inform your students. In accordance with faculty contracts, it is expected that a faculty member be on campus a minimum of five hours each day.

High Point University does not usually cancel day classes because of inclement weather. However, never try to get to class if it is dangerous. Faculty are encouraged to check the website for the university to receive updated information concerning delays and/or cancellations (www.highpoint.edu). If you need to get a message to students, please use your MyStuff email option for your class roster. You may also contact the Security Office (841-9111) if it is prior to 8:30 a.m. After 8:30 a.m., please contact the School of Education office (841-9188). Someone there will leave a message for your students if you are unable to get in contact with them.

Because many graduate students travel to come to class, evening classes are sometimes cancelled due to inclement weather. Usually, cancellations are broadcast via local media or on the university website (www.highpoint.edu).

All faculty are expected to notify the Department Chair or Coordinator for PEC Activity courses if you have cancelled a class.

Grading

Faculty will assign a final grade of A, B, C, D, or F to each student at the end of the semester. Most practica courses including student teaching are graded pass/fail. High Point University recognizes “plus” or “minus” grades for undergraduate and graduate courses and faculty are encouraged to use their own discretion in assigning these marks.

The standard scale recommended when assigning grades for undergraduate and graduate students is as follows:

A =	90 – 100
B =	80 – 89
C =	70 – 79
D =	60 – 69
F =	Below 60

Grades are usually due 48 hours after the administration of the final examination.

Mid-term grades of C-, D or F must be reported. Any student earning a grade of C- or lower in an education or supporting course will be required to repeat that course.

Graduate students earning a grade of C will automatically be placed on academic probation. Two C's or an F earned in a graduate course will result in dismissal from the graduate program.

Assigning an “Incomplete” Grade

With prior approval from the Dean of the Stout School of Education, a faculty member may elect to assign a grade of “Incomplete” for a student who has experienced **extenuating circumstances** (family death, hospitalization, etc.) warranting the extension of time needed to complete assignments and/or required examinations. It is at the discretion of the individual faculty member whether extenuating circumstances exist and, as a general rule, an “Incomplete” should not be used for students who have demonstrated lack of effort, responsibility or persistence in adhering to deadlines. Once a grade of “I” is to be assigned, the student and faculty member should make arrangements for the assigned work and/or examinations to be completed within a reasonable time frame. Grades of “Incomplete” will automatically revert to an “F” after one full calendar year or after the date for completion designated by the instructor if no new grade is submitted.

A faculty member is responsible for changing the “Incomplete” grade to a letter grade after the necessary work and or examinations have been completed by the student. Change of Grade forms can be obtained from the School of Education Office and must be signed by the Dean of the School of Education prior to being forwarded to the registrar’s office so the grade can be permanently recorded.

Specific policies for awarding incomplete grades or continuation courses in graduate level capstones can be found in the Graduate Education Handbook. Faculty teaching graduate capstone courses (internships, products of learning or thesis), should consult these policies.

Directed Study Policies

In rare instances, a faculty member may be asked to offer a class to a student as a directed study. The instructor provides the syllabus, text, and assignments as he/she would for a traditional class, however, the student “self-directs” himself through the material. The faculty member is expected to set aside regular time to have contact with the student to explain/teach various topics, review assignments and answer questions.

The following policies apply for the delivery of Directed Studies within the School of Education:

- A faculty member is only permitted to provide a directed study for a course that is already part of his normal teaching responsibility. Offering a directed study for a course beyond one’s area of expertise is not permitted.
- All Directed Studies must be approved by the Dean of the School of Education and Senior Vice President for Academic Affairs.
- Undergraduate degree seeking students (day or evening) are typically not permitted to take a required education class as a directed study unless the course is not being offered and is essential for the student to graduate as expected. Permission from the Dean is required.
- Directed Studies should not be offered for courses that are currently on the schedule for the same semester/session in which the directed study is being provided. Exceptions to this policy must be given by the Dean of the School of Education.
- Directed Studies may not be offered for courses that a student has previously earned an unsatisfactory grade.
- Methodology courses should not be offered as directed study options. Any exception to this policy must be given by the Dean of the School of Education.

The Graduate School does not permit Directed Studies for graduate level coursework. Special arrangement for delivery of instruction outside of typical class formats and meeting times must be approved by the Dean.

Course and Program Evaluation

In order to insure a quality educator preparation program, the following means of program evaluation will be in effect:

1. Students evaluate each education course through an online process which is managed by the Office of Institutional Research and Assessment. Information regarding the online process is provided to full-time and adjunct faculty through e-mail by the Dean at the conclusion of each semester and EDP session.
2. At the conclusion of each field experience, students will have the opportunity to evaluate the cooperating teacher and the field placement by completing the *Candidate Field Experience Feedback Form*.
3. At the conclusion of student teaching, students evaluate the entire educator preparation program through the *Program Evaluation Survey*.
4. Cooperating teachers who host student teachers have an opportunity to evaluate the student teacher's experiences.
5. After the first year of employment, graduates are asked to discuss strengths and weaknesses of the Educator Preparation Program.
6. Principals of first and second year teachers are asked to evaluate the performance of the High Point University graduates.
7. The North Carolina Department of Public Instruction provides feedback on Program Completers through the IHE Performance Report.
8. Graduates in the field will be evaluated on the basis of their student performance data through End-of-Grade and End-of-Course testing results. *Value-Added Data Reports* have become increasingly more important and is also data that the School of Education must review in an effort to assure high teacher quality.

Library

The School of Education receives a library budget allotment for both the undergraduate and graduate programs. Resources including media such as DVD's, textbook collections, and materials for the IMC also may be purchased with these monies. Library monies must be expended by March 1 of each year.

Complete textbook and juvenile collections are available in the School of Education Resource Center (SOE 128).

Progression in the Educator Preparation Program

Entrance into the Educator Preparation Program

Undergraduate Candidates

The Educator Preparation Programs at High Point University are authorized by the North Carolina State Board of Education. This approval guarantees teacher licensure of graduates who successfully complete a program of study. However, this approval is contingent on the maintenance of standards established by the State Board. These standards require that students pass all required examinations prior to being recommended for N.C. licensure and receive passing scores on the edTPA Performance-Based Portfolio. Students who are unable to meet these requirements may choose to pursue the non-licensure tracks in the four degree programs offered by the School of Education (Elementary Education, Health/Physical Education, Middle Grades Education and Special Education). Licensure-Only students not passing required teacher examinations will not be permitted to enroll in the final phase of student teaching and will graduate with their BA or BS degree in their primary area (English, History, Biology, Mathematics, or Spanish).

Licensure Track:

Student Teaching with N.C. licensure will become an optional track that students may pursue at the end of the program. Choosing this track requires completion of the mandatory 16-week student teaching, all related licensure tests, and the edTPA portfolio. These credits will be included in the required 128 to graduate.

Degree ONLY (Non-Licensure Track)

Students who choose (or who are moved) to the non-licensure track in the degree program will earn a B.A. degree in Elementary Education, Special Education, Middle Grades Education or Health/Physical Education. Instead of student teaching students will complete other university electives to reach the required 128 credits for graduation and a four credit internship that is not student teaching. The School of Education does not apply for North Carolina license as the required student teaching, edTPA portfolio, and teacher exams are not part of this track.

Sophomore Year:

In the sophomore year, students seeking to continue in the School of Education should proceed by doing the following:

- Complete an Application and secure a FolioTek Account (usually due by the Friday before Spring Break). The application will ask students to check whether they are seeking the Licensure Option, the Non-Licensure Option or Education Studies.
- Completion of 2000 level courses with a C or higher (EDU 2100 and EDU 2200)
- A cumulative GPA of 3.0 or higher is required for the Licensure-Option
- Passing scores on Praxis Core or SAT/ACT substitute scores is required for the Licensure-Option or documentation that they have registered to take Praxis Core.
- Disposition Evaluation by Professors by mid-April (all options)

Students will be permitted to register for 3000-level classes during the March pre-registration period with “provisional status”. Students seeking the Licensure-Option who are ready to be formally admitted will be voted on by the School of Education’s Teacher Education Council during its last meeting in April. There is also an August admission to the School of Education for students who complete EDU 2000 level courses online in the summer or complete other requirements such as the required passing of all Praxis Core tests.

The following standards are required for full admission into the Educator Preparation Program for students seeking the Licensure-Option:

- Have at least four (4) semesters or two (2) academic years of full-time study (i.e., attained junior status) or complete the required general studies.
- Attain a grade of "C" or higher in all required 2000-level Education courses (no grades of C- or lower are permissible in education courses). One C- in a supporting course is permitted. Any subsequent course with a grade of C- or lower must be repeated. A D+ or lower will not be accepted in a supporting course.
- Attain state-mandated scores on Praxis I Core Academic Skills for Educators (Reading, Writing, and Mathematics): Composite of 468 or Math 150, Reading 156, Writing 162 OR submit SAT scores or ACT scores (Combined SAT=1170, or SAT Math = 570 or higher; Verbal = 600 or higher Combined ACT = 24 or Math 24 and/or English 24.
- Attain and maintain a 3.0 grade point average by the time of application.
- One favorable personal recommendation.
- Be favorably recommended by the faculty of the major department in the College of Arts and Sciences (for secondary, middle grades, and specialty licensure majors ONLY).
- An acceptable *Disposition Evaluation Scale* score or an acceptable interview (if applicable).
- A favorable criminal background check will be required. This can be completed by using Trak-1 There will be a cost of \$10.00 and should be turned into the School of Education along with the background check release form. If you have been a NC resident since 6th grade, you may use the form through Guilford County Schools volunteer check (will complete during Nature of the Learner).
- A conduct report will be requested from Student Life by the School of Education.

Candidate Disposition Evaluation

All educator preparation candidates must be evaluated for their knowledge, skills, and dispositions. Additionally, selectivity indicators are also evaluated which include communication skills, working collaboratively, having the capacity to motivate, perseverance, purpose, leadership capacity, and the disposition to work effectively with parents.

Currently an assessment of the candidate’s disposition is conducted at several points throughout the program of study. All students will be evaluated for their disposition evidenced during fieldwork experiences which begin in the freshman year. Cooperating teachers will have an opportunity to evaluate each student and determine whether overall performance was below proficiency, at proficiency, or above standard. Students whose dispositions appear to be of concern will be flagged and monitored accordingly. A formal disposition evaluation will be

conducted upon admission into the educator preparation program using a proprietary instrument currently being piloted across several IHE institutions, during the Junior Year Review, and again during student teaching. In all instances, significant concerns regarding disposition for teaching will be documented and students may be asked to work with the Associate Dean to develop an intervention plan. In some cases, a student who does not respond to the intervention plan, may not be admitted to the educator preparation program, be delayed for Internship I/II or may be dismissed from the program. Disposition evaluations will be completed by faculty at the end of the sophomore, junior, and senior year as noted above.

Criminal Background Checks

Criminal background checks are required as each student progresses in the Educator Preparation Program.

- A criminal background check *may possibly be required* during the freshman and sophomore years if a school system in which the student is working requires that one be completed.
- A criminal background check *will be required* at the time of application to the Educator Preparation Program (sophomore year). High Point University uses the Trak-1 system and the form can be accessed under Foliotek. There will be a cost of \$10.00 and should be turned into the School of Education along with the background check release form.
- An updated criminal background check *will be required* at the time of application to Student Teach. The Trak-1 form or the form that is used in the county in which the candidate is student teaching may be completed and submitted to the School of Education. If Trak-1 is used then there will be \$10.00 fee. If the counties form is used, the fee will be set by them.

If an issue with the background check arises, the final decision on whether a student can be admitted to the Educator Preparation Program will be made by the Associate Dean of the School of Education. If an issue arises with the background check when a candidate is applying to student teach, the final decisions will be made by the Associate Dean of the School of Education and the county in which the student has requested to complete their internship. Students have the right to appeal a decision made by the Associate Dean to the Dean of the School of Education.

Conduct Report

A conduct report is requested from Student Life by the School of Education for each student who is applying to the Educator Preparation Program and an updated report will be requested when the students apply to student teach. If an issue arises on the conduct report at either stage of the program, the Associate Dean of the School of Education will make the final decision as to if a student will be admitted into the program or if the student will be allowed to student teach. Students have the right to appeal a decision made by the Associate Dean to the Dean of the School of Education.

The records of admitted students are reviewed each semester in order to determine continued eligibility for continued enrollment. Candidates whose GPA falls below a 3.0 may be dismissed from the program. No student will be permitted to apply for the student teaching internship unless he/she has the required 3.0 GPA for licensure. Any student who has been dismissed from the Educator Preparation Program must be re-admitted by the Teacher Education Council.

Provisional Status Policy

Currently, the School of Education allows students in their sophomore year of study who are wishing to pursue the licensure track option to pre-register for 3000-level coursework provided they (1) have a minimum GPA of 3.0, (2) submit the required application to the Educator Preparation Program by setting up a Foliotek account, (3) provide documentation that they have registered or attempted the required Praxis Core tests in Reading, Math, or Writing (or provide substitute SAT or ACT scores), and (4) are currently in good academic standing in required 2000-level education coursework. Students will be classified with provisional status until all criteria for full admission to the EPP have been met. Provisional status for any student seeking the licensure track in the School of Education may not extend beyond the pre-registration period of the junior year. Students who are still designated as provisional will NOT be permitted to pre-register for EDU 4134/44/54/64/74: Introduction to Student Teaching. A student whose provisional status is expiring should discuss programming options with his/her academic advisor.

Code of Professional and Ethical Behaviors

All educator preparation candidates are expected to adhere to the code of professional and ethical behaviors established by the School of Education (see below). A copy of this code of behavior should be attached to any syllabus which is currently used for educational practica. It is recommended that faculty supervising educational practica remind teacher education candidates about the expectations regarding ethical and professional behaviors.

Stout School of Education

Educator Preparation Program

Code of Professional and Ethical Behaviors

All school system employees hold positions of public trust. They are responsible for the education of students and also serve as examples and role models to students. As prospective and current employees of the school system, candidates enrolled in both the initial and advanced teacher education and administration programs at High Point University are responsible for both the integrity and the consequences of their own actions. The highest standards of honesty, integrity, and fairness should be exhibited by each candidate when engaging in any activity concerning teaching or school administration, particularly in relationships with their peers, faculty, P-12 students, parents, the public, and other employees of the school system. (Adopted from the *Code of Ethics for North Carolina Educators* approved by the North Carolina State Board of Education in March, 2002).

Candidates enrolled in the School of Education are provided with many opportunities to develop the attributes necessary for successful teaching and/or school administration careers. Along with these opportunities come the serious responsibilities of the candidate to students, school,

community, and the University. Each candidate, initial and advanced, is required to comply with the following expectations:

1. Adhering to the University Honor Code adopted and endorsed by the faculty and Board of Trustees of High Point University.
2. Maintaining regular attendance, being punctual and, when engaged in field-work, staying in the school for the time scheduled. Only illness or true emergencies excuse an absence or tardy. Interns are expected to notify cooperating teachers, supervising principals, and University supervisors immediately if the schedule cannot be met.
3. Exemplifying the attitudes and actions expected of a teacher or school administrator rather than those which characterize a student. Interns should never engage in any inappropriate social interaction (including but not limited to, profane or lewd remarks, dating, etc.) with the students of the cooperating school.
4. Placing school duties and responsibility as a first priority and willingly accepting all reasonable duties assigned.
5. Never misrepresenting one's professional qualifications.
6. Conforming to university and school policies regarding standards of behavior.
7. Safeguarding all personal and confidential information concerning pupils and use it only for professional purposes. Remember that much damage can be done to students as a result of inappropriate sharing of information. *This includes refraining from texting and discussions on social networking websites and emails.*
8. Acknowledging the diverse views of P-12 students, their families, and professional colleagues. Students should be challenged to look at all sides of controversial issues and refrain from exerting one's own personal beliefs on others.
9. Following the rules of basic courtesy toward school administrators, teachers, pupils, staff, and members of the community. Refraining from making unfavorable remarks about the students, the cooperating teacher, the school, the staff, the community, and the University or its faculty.
10. Dressing appropriately and in keeping with faculty and University standards. Personal hygiene and grooming should be of the highest order. Provocative or sloppy dress is always unacceptable. *Visible body piercing and tattoos may be unacceptable depending upon local school policies.* Schools have differing policies so principals or cooperating teachers should be consulted and the policies of the school strictly followed.
11. Avoiding all partiality and favoritism toward students.
12. Maintaining good professional relationships. Always deal with the personnel of the cooperating school in an open, honest, and fair way. Without the cooperation of the area schools, High Point University could not properly train its undergraduate and graduate students. It is the responsibility of each of these students to maintain a good professional relationship with the cooperating schools.
13. Refraining from using personal cellphones, computers and other personal devices in the school setting unless approved by the cooperating teacher, administration and University.
14. Refraining from using social networking sites [such as Instagram, Facebook, Twitter, Snapchat, etc.] in the school setting other than for instructional purposes. Texting and friending students, parents and teachers (unless the school administration approves) is not permitted.
15. Absolutely no posting of any pictures of students on any website or social networking sites or picture sites such as Instagram. Pictures/videos of students can only be posted on approved websites approved by the school principal or a protected website approved by the High Point University Technology Coordinator.

16. Showing good *common sense* in all situations. If one is unsure, questions should be taken to the University supervisors, the Associate Dean or Dean of the School of Education.
17. All initial and advanced students enrolled in the educator preparation program are expected to be familiar with the *Code of Ethics for North Carolina Educators* adopted by the North Carolina State Board of Education in March, 2002.

Each student must seriously assume the above responsibilities to maintain good standing in the Educator Preparation Program. Failure to do so could result in removal from the program.

The Teacher Education Interview

Students applying for admission into the Educator Preparation Program will be asked to interview if the candidate's evaluation on the *Disposition Instrument* is below standard (disposition will be assessed beginning in the freshman year with performance in EDU 1200: Introduction to Teaching).

Students will be expected to have a satisfactory interview in order to be considered for full admission into the Educator Preparation Program. As always, students who perform marginally may, at the discretion of the Dean of the School of Education, be requested to participate in another interview. In the case of unsatisfactory interviews, any student has the right to appeal the decision made by the interviewing team.

Interview Committees

The interview committee is arranged by the Associate Dean of the SOE.

Progression in Licensure Track Programs:

Policy for Required Tests:

The Junior Year Review

It is the policy of the Educator Preparation Program at High Point University to review the teacher education file of each admitted student at the end of his/her junior year (or equivalent).

The Associate Dean in the School of Education will review each student's transcripts, field experience evaluations from both university staff and public school teachers, disposition data, course grades, GPA, attendance at mandated meetings and success on EE#2 to determine if the candidate is continuing to develop the knowledge, skills, and dispositions expected and to determine if the candidate is able to progress to the methods/student teaching semesters.

The following policies/procedures are utilized during the junior year review:

- Candidates are notified about the junior year review process during sophomore year prior to their application for admission into the educator preparation program.
- Candidates who have been admitted into the educator preparation program are reminded of the junior year review during the mandatory junior level meeting held each spring.
- During April and May, the Associate Dean of the School of Education conducts the Junior Year Review by evaluating each candidate's GPA, education grades (No C- or lower) and supporting grades (only one grade of C- permitted and no grades of D+ or lower will be permitted), progress/proficiency for required junior level electronic evidence, disposition, conduct, feedback from cooperating teachers, and faculty.
- Any candidate of concern receives a letter from the Associate Dean of the School of Education requesting a conference.
- Prior to the senior year or the first day of the Fall semester classes, the candidate meets with the Associate Dean of the School of Education. The concerns are noted and a plan of improvement is developed.

- The candidate’s progress is reviewed again in the fall semester of the senior year (mid-semester).
 - Candidates who have not made adequate improvement may be asked to delay student teaching.
 - Candidates whom the faculty discover have violated the High Point University Code of Professional and Ethical Behaviors or the Code of Professional Practice and Conduct for North Carolina Educators, have had unsatisfactory field experience evaluations, or have earned a grade point average of below a cumulative 3.0 may be recommended to the Teacher Education Council for dismissal from the Educator Preparation Program.
 - Any candidate has the right to appeal a decision regarding a delay of student teaching to the Dean of the School of Education.

Licensure Testing Policy (Effective 2020-2021)

In March 2019 an adjustment to policy LICN-003 made the following changes to the testing requirements for Elementary Education (K-6) and EC-GC candidates which became effective April 6, 2019.

- 1 In addition to the Pearson Test 203 Mathematics Subtest, the Praxis Test 7803 – CKT Math Subtest was approved to fulfill the math subtest licensure requirement.
- 2 The Pearson Test 103 – Multi-subject Subtest is no longer a requirement for an elementary education or EC-GC license.

For elementary education and EC-GC teacher candidates, this policy change means that there are two tests that fulfill the mathematics subtest requirement and that the Pearson Test 103 – Multi-subject Subtest is no longer a requirement for the above licenses. Therefore, a candidate seeking either of these licenses, must take and pass the following tests:

- One of the following math subtests approved by the SBE
 - Pearson Test 203 – Mathematics Subtest with a score of 227 or higher OR
 - Praxis Test 7803- CKT Math Subtest with a score of 150 or higher AND
- The Pearson Test 090 – Foundations of Reading with a score of 229 or higher.

Elementary Education and Special Education—General Curriculum* (Licensure track)

- Students majoring in Elementary Education and Special Education General Curriculum must register for and take the Pearson Foundations of Reading and one of the following (Pearson Math Test 203 or Praxis Test 7803-CKT) during the summer between the junior and senior year.
- Progression into EDU 4134 or EDU 4144 will be permitted for students who, at the start of classes in August, meet one of the following three conditions:
 - (1) documentation of passing scores in the required tests,
 - (2) have not yet passed all required tests but provide documentation that they have re-registered to take the test again, or

- (3) are awaiting scores from tests taken during the summer.
- Any student who does not provide documentation of any of the three conditions noted above WILL NOT be permitted to enroll in EDU 4134 or EDU 4144.
- If a candidate has not successfully passed the above referenced licensure exams by the completion of the fall semester, the candidate is required to meet with Stout School of Education administration to determine if the candidate will be permitted to progress into EDU 4230 or EDU 4240 in the spring. Consideration for continuation includes the following elements: midterm and final evaluations in EDU 4134/4144, GPA, scores on previous licensure exam attempts, and disposition. If the candidate is permitted to enroll in EDU 4230 or EDU 4240, the candidate will be expected to re-take the licensure exams. Candidates who have not successfully passed all required licensure exams by graduation will not be recommended for licensure. The SSOE administration retains the right to move a student to the non-licensure track if multiple deficiencies exist at the end of semester.
- *Special Education—General Curriculum majors also need to follow the licensure policy for Praxis tests listed below.

Health/Physical Education, Middle Grades Education, Secondary Education, Special Education—Adapted Curriculum, Special Education—General Curriculum* (Licensure Track)

- Students majoring in Health/Physical Education, Middle Grades Education, Secondary Education (Biology, English, History, Spanish), or Special Education—Adapted and General Curriculum will be required to show documentation that they have registered for the required Praxis exam(s) by the midterm of enrollment in EDU 4144/54/64/74. Licensure Exam(s) should be taken prior to the start of EDU 4140/50/60/70.
- Students who meet one of the following three conditions will be permitted to continue in EDU 4140/50/60/70:
 - (1) documentation of passing scores in the required test(s),
 - (2) have not yet passed all required tests but provide documentation that they have re-registered to take the test(s) again, or
 - (3) are awaiting scores from tests already taken.
- Students who have not yet passed the required Praxis tests at the start of the semester will be expected to re-take the exams during EDU 4144/54/64/74. The SSOE administration retains the right to move a student to the non-licensure track if multiple deficiencies exist at the end of semester. If a candidate has not passed the required praxis exam(s) by graduation, the candidate will not be recommended for licensure.
- *Special Education—General Curriculum majors also need to follow the licensure policy listed above for the math and reading exams.

Right to Appeal:

- **As with all Stout School of Education policies, students have the right to appeal** decisions they feel are improper. In these cases, the student should first appeal directly to the Associate Dean of the School of Education. If the problem cannot be resolved by the Associate Dean, the student may make a subsequent written appeal to the Dean of the School of Education.

- Appeals regarding decisions concerning the above policy must be made within **three days** from notification of delay in the progression of Introduction to Student Teaching (EDU 4134/44/54/64/74) or Student Teaching Continuation (4230/40/50/60/70).
- If the problem cannot be resolved at the School of Education level, the student may make a subsequent appeal to the University Provost within a week of receiving written notification from the Dean.

Note to Faculty Advisors:

In August advisors and the School of Education’s Field Experiences Coordinator (Ms. Debbie Albert) will be given updated information on the status of senior level advisees. Any student not being permitted to enroll in EDU 4134 or EDU 4144 must be notified prior to the start of classes in August.

In October (midterm), advisors of Special Education: Adapted Curriculum, Middle Grades, Health/PE, Secondary, and Specialty Areas will be provided with updated information on the status of senior level advisees regarding registration for required Praxis II tests.

In January, advisors and the Field Experiences Coordinator will be given updated information on the status of senior level advisees. Any student not being permitted to enroll in EDU 4230 or EDU 4240 must be notified prior to the start of classes in January.

In March (midterm) advisors of Special Education: Adapted Curriculum, Middle Grades, Health/PE, Secondary, and Specialty Areas and the Field Experiences Coordinator will be given updated information on the status of senior level advisees providing documentation of passing scores on required Praxis II tests. Any student who will be withdrawn from Student Teaching Continuation must be notified by the Withdrawal date set by the university.

In March (midterm) advisors with junior level advisees who still are classified as provisional must be moved from licensure track to non-licensure and will be unable to pre-register for EDU 4134/44/54/64/74: Introduction to Student Teaching.

Senior Methods

Students begin working on their edTPA portfolio requirements. These integrated courses include technology and EDU 4134/44/54/64/ or 74: Introduction to Student Teaching. As the student prepares the required assignments much of the content is interdisciplinary and overlaps from one course to another. Therefore, students are strongly discouraged from allowing themselves to get into a set of circumstances that results in the need to drop one of the blocked courses as this will impact the grades in other related co-requisite courses including EDU 4134/44/54/64/74: Introduction to Student Teaching.

The following policy pertains to the dropping of one methods course from the block during the fall of the senior year:

1. The student may incur up to a 20% course grade deduction in each of the remaining courses in the block as a result of being unable to complete the required activities.
2. The student may incur up to a 20% course grade deduction in EDU 4134/44/54/64/ or 74 as a result of being unable to complete the required lesson plan implementation and observations that align with the internship and methods courses.
3. The student will be required to register for the course he/she has dropped at a time when the course is regularly offered by the School of Education. Students should not expect to complete the dropped course through a directed study or other special delivery mode.

In the event a student elects to drop the EDU 4134/44/54/64/74: Introduction to Student Teaching during the fall semester, following will apply:

1. The student may incur up to a 20% course grade deduction in other remaining “methods” courses in the block due to being unable to complete the required lesson plan implementation and observations that align with the assignments in the methods courses.

Prior to dropping a course/internship in an integrated block, it is expected that the student will speak to the instructor of the course/internship in question to investigate options for course completion and to discuss the ramifications of dropping the course/internship which can include a delay in student teaching.

Student Teaching

Teacher Education candidates are required to submit an application for student teaching. Applications (these may be accessed on the School of Education Website) and are typically due by the end of the spring semester of the junior year (in order to be placed by the start of the fall EDU 4134/44/54/64/74: Introduction to Student Teaching. The required TRAK-I must also be completed at this time. Effective 2018-2019, students applying for student teaching will be required to submit documentation of testing progress in order to have a final placement confirmation in the fall. For Elementary and Middle Grades majors, candidates will be permitted to indicate their *first* and *second* choice for the internship placement. Every effort is made to place teacher education candidates in the school/LEA of their choosing, however, all final decisions regarding these placements will be made by the Dean of the School of Education in conjunction with personnel directors in the local LEA’s and the licensure program coordinator. Once applications have been approved, continued negotiation by teacher education candidates regarding their placement choices is not permitted. Program coordinators, in collaboration with the Associate Dean of the School of Education, will make all final decisions concerning internship placements. Any internship placement which must be changed after applications have been processed must be approved by the Dean.

Teacher education candidates must have completed all required professional education coursework prior to the commencement of student teaching. The only exceptions to this policy must be granted by the Dean of the School of Education. No teacher education candidate will be permitted to student teach if, at the commencement of the semester in which the internship is scheduled, any of the following conditions exist:

- The candidate has not completed all required professional education coursework
- The candidate has a cumulative GPA of less than 3.0
- The candidate has not passed Praxis I or submitted a combined composite 468
- The candidate has an *Incomplete* in any professional education course
- The candidate has an unsatisfactory grade of C- or lower in a professional education or supporting course
- The candidate, if flagged during the *Junior Year Review* has not satisfactorily responded to the intervention plan outlined by him/her and the Dean of the School of Education

Of course, any candidate who is not permitted to student teach because of any of the conditions noted above, has the right to appeal this decision by following the guidelines outlined in the Teacher Education Handbook.

The Integrated Internship Experience Flow of Expectations and Evaluation

Introduction to Student Teaching EDU 4134/44/54/634/74	Student Teaching Continuation EDU 4230/40/50/60/70
<p>All candidates are evaluated on a scale of 1-3 during the JYR for predictive internship success and these ratings are used to determine Internship I placement and University Supervisor selection</p>	<p>All interns are evaluated on a scale of 1-3 during Internship-I for predictive internship success and these ratings are used to determine Internship II final placements and University Supervisor selection.</p>
<p>Any candidate flagged during the JYR is required to meet with Associate Dean and generate intervention plan in which progress is assessed mid-semester.</p>	<p>All interns will meet with their university supervisor PRIOR to the start of student teaching to review the PDP and the PDP Rubric. The goal of this meeting should be to review goals and objectives outlined in the PDP.</p>
<p>All candidates are required to teach a minimum of two of the 5 lesson plans from the Literacy-Infused Curriculum Unit (EE#3). One must be observed directly by the university supervisor, the second lesson can be videotaped and evaluated by the university supervisor. This observation will be evaluated using the <i>RUBRIC for Internship Formal Observations</i></p>	<p>All candidates are required to have at least one formal observation using the <i>RUBRIC for Internship Formal Observations</i> and the <i>Impact on P-12 Students Checklist</i>.</p>
<p>The intern is required to complete a reflection following each of the two lessons taught. These reflections are evaluated by the university supervisor using the Reflection Rubric.</p>	<p>All interns are required to complete a reflection following the formal observation and assessment of impact of P-12 students using the <i>Reflection Rubric</i>.</p>
<p>The intern will have a midterm evaluation which will consist of the <i>Performance in the Field Experience</i> completed by the cooperating teacher, reflections, review of attendance and follow-up conference.</p>	<p>The intern will have a midterm evaluation using the <i>Internship Evaluation Form</i> to assess growth in meeting proficiency and to note progress in those areas outlined in the Professional Growth Plan.</p>
<p>The intern will create a Professional Development Plan (PDP) at the conclusion of Internship I which will outline areas of needed improvement and a rationale (500 words required), goals, objectives and anticipated timeline for making progress. The plan will be used by the intern to target areas of needed growth during Internship II. The PDP will be evaluated by the university supervisor using the <i>Professional Development Plan Rubric</i>. The PDP and PDP Rubric will be reviewed by the university supervisor for Internship II at the start of the student teaching experience.</p>	<p>Any intern scoring at 56 or below points for the midterm evaluation will be required to develop an intervention plan that will address those areas of concern outlined during the midterm evaluation. Interns with an intervention plan will be required to have a least <u>one additional</u> formal observation using the <i>RUBRIC for Internship Formal Observations</i> and the <i>Impact on P-12 Students Checklist</i>. An additional reflection following the formal observation and assessment of impact of P-12 students using the <i>Reflection Rubric for Assessment</i> by the intern will also be required.</p>

All interns will have a final evaluation of their Internship I experience which includes a conference with the university supervisor and cooperating teacher using the <i>Final Evaluation Form</i> .	All interns enrolled in student teaching will also complete EE#5 <i>Positive Impact on Student Learning</i>
	All interns will be required to have a final evaluation and exit conference with the university supervisor and cooperating teacher using the <i>LEA/IHE Certification of Teaching Capacity</i> . The School of Education may extend the internship in the event that an intern does not meet standards in the areas assessed.
	All interns will be assessed for their <i>Pedagogical Content Knowledge</i> as part of the Internship-II LEA/IHE Certification of Capacity.

Exit from Student Teaching: Internship II

All degree seeking and licensure-only teacher education candidates are required to successfully complete a full-time 8-credit student teaching internship. Candidates typically enroll in the internship during their final semester in the educator preparation program. The internship must provide a minimum of 16 uninterrupted weeks of supervised classroom teaching experience in a grade level or area which is consistent with the license being sought. Each candidate is assigned a university supervisor from the SOE as well as a cooperating teacher who serves as the day to day mentor.

Candidates who are seeking a K-12 teaching license may elect to change from one setting to another after 10 weeks (elementary, middle, or secondary). In these cases, approval for both placements and the assignment of two cooperating teachers should be arranged during the semester prior to the internship. Final approval for the shortened internship is granted by the Associate Dean for the School of Education who reviews all requests.

Teacher education candidates receive continued feedback regarding their performance from both the cooperating teacher and the university supervisor. At minimum, a formal mid-semester and final evaluation must be completed. Unsatisfactory performance at mid-semester will necessitate the development of an intervention plan which is monitored for the second half of the semester by the university supervisor and associate dean. Teacher assistants who have previously been granted a shortened 10-week internship will be required to extend the length of time to the traditional 14 weeks in the event of an unsatisfactory mid-semester (for them a final) evaluation. A teacher education candidate’s final evaluation must reflect an overall rating of “Proficiency” on the final *Exit Evaluation (IHE/LEA Certification of Capacity)* form. The student internship is a non-graded course and therefore a final grade of “P” or “F” will be assigned by the university supervisor. The exit evaluation (LEA Certification of Capacity) is a required Electronic Evidence #4 as mandated by DPI. The School of Education’s Field Experiences Coordinator is responsible for collecting this documentation of mid-semester and final evaluation ratings and entering this data for each candidate into the *Foliotek* system.

edTPA PERFORMANCE BASED PORTFOLIO

In August 2016 the North Carolina General Assembly approved that all student teaching completing an approved teacher preparation program in N.C. submit a performance-based portfolio to demonstrate readiness for teaching. Effective 2017-2018, students completing the *undergraduate programs* in elementary, special, middle grades, special subjects, and secondary 9-12 licensure programs or the initial MAT programs will be required to participate in the implementation plan for edTPA portfolio completion.

DESCRIPTION:

The edTPA is a performance-based assessment portfolio, which teacher candidates complete during their student teaching semester as a licensure requirement. The edTPA consists of three major areas of evaluation: Planning, Instruction and Assessment. Within each of these three categories student teachers will be asked to complete a series of tasks that provide evidence of competency in planning, instructional delivery and assessment of students. In Planning, student teachers will complete a Context for Learning task which requires them to describe their district, school, classroom, and students. They will develop a series of sequenced lesson plans that all relevant instructional materials to accompany these lessons during Planning. Once they have crafted their lesson plans, students will be required to complete a commentary in which they are prompted to describe and reflect on their planning with special attention to the central focus, objectives, differentiation, rationale, and incorporation of academic language throughout the learning segment.

In the category of Instruction, student teachers will be required to video record themselves teaching the previously-described learning segment and choose two clips to submit from their lessons, along with a written commentary addressing the atmosphere of the classroom, the engagement of students, and differentiation. Finally, in the third category of Assessment, students will choose one assessment and analyze the students who have been highlighted in the video they have chosen to upload into the portfolio. Student teachers will be required to submit three student work samples of this assessment (one student must have a specific learning need such as an Individualized Education Plan or be designated as an English Language Learner) along with their feedback to those students. Student teachers also submit a written commentary, addressing class performance on the assessment, how the feedback will help students, academic language and plans for future lessons.

North Carolina Implementation Plan:

Academic Year	edTPA Statewide Policy
2017-2018	Piloting required of all programs. EPPs must submit portfolios from 30% of teacher candidates for official national scoring.
2018-2019	EPPs must submit portfolios from 30% of teacher candidates for official national scoring. (scores will not count). Recommended scores are as follows: 38 for passing (all licensure areas based on 15 rubrics) and 48 for Highly Qualified (based on 15 rubrics).
Summer 2019	North Carolina will set it passing scores for the three categories
2019-2020	edTPA will be required of all candidates (consequential with passing standard—students must meet the N.C. standard to be recommended for licensure OR the requirement in the state in which the student plans to teach)

For additional support students are encouraged to consider registering for EDU 4112 (1-4 credits) which will be offered in an online format during both semesters of student teaching. Each of the four credits will include a series of online modules designed to support the student as he/she completes the edTPA portfolio. Students may elect to register for the number of credit hours which will best meet their needs. The EDU 4112 course will include the following components:

- Module 1: edTPA Overview/Academic Knowledge (1 CR)
- Module 2: Planning (Will include samples of exemplar lesson segments) (1 CR)
- Module 3: Instruction (Will include Video Samples) (1 CR)
- Module 4: Assessment (Will include sample “exemplar” commentaries) (1 CR)

Evaluation Process of Student Teaching

The **Candidate Internship Evaluation Form** is based on The **LEA/IHE Certification of Teaching Capacity** NC Professional Teaching Standards [NCPTS] and is the evaluative tool currently utilized by the School of Education for assessing the proficiency of student interns at midterm combined with the Council for the Accreditation of Educator Preparation [CAEP] Standard I. [INTASC Standards]. This instrument is administered during the student teaching semester at the mid-point of the semester (See Internship I and Internship II Handbook). During a formal mid-semester evaluation, the *Candidate Internship Form* will be used as a means of identifying any student in need of an intervention plan for the remainder of the student teaching internship. The instrument is scored at mid-semester using four ratings (*Accomplished = 4 points, Proficient=3 points; Developing=2 points; Emerging=1 point*) for each of the 23 items assessed (*Maximum points possible is 80*). Students scoring *56 points or below* would be recommended for an intervention plan. The intervention plan focuses on those areas rated by the university supervisor and cooperating teacher as falling in the *Emerging* category. Candidates on intervention plans may be expected to extend their student teaching internship if adequate progress is not demonstrated. *The LEA/IHE Certification of Teaching Capacity* is administered at the conclusion of student teaching. Candidates must score at the "Met" level on all items in order to be recommended for licensure. A copy of both referenced forms appears in the Appendix of the 2018-2019 Internship I/Internship II Handbook and is reviewed with student interns during the mandatory student teaching orientation session. Copies of this handbook may also be accessed through the School of Education’s website.

Final Licensure Tests

Licensure Areas	Tests Required	Test Code	Qualifying Score
Elementary Education	Pearson-Foundations of Reading	090	229
	CKT Math Subtest-Praxis OR Pearson-Mathematics Subtest	7813 203	150 227
Special Education- General Curriculum	Special Education: Core Knowledge Mild to Moderate Applications	5543	158
	Pearson-Foundations of Reading	090	229
	CKT Math Subtest-Praxis OR Pearson-Mathematics Subtest	7813 203	150 227
Special Education- Adapted Curriculum	Special Education: Core Knowledge Severe to Profound Applications	5545	158
	Fundamental Subjects: Content Knowledge	5511	148
Middle Grades	Middle School Language Arts	5047	164
	Middle School Mathematics	5169	165
	Middle School Science	5440	150
	Middle School Social Studies	5089	149
Health/PE	Health and Physical Education: Content Knowledge	5857	160
Secondary Education	English Language Arts: Content Knowledge	5038	167
	Mathematics: Content Knowledge	5161	160
	Social Studies	5081	158
	Biology	5235	150
Spanish K-12	Spanish: World Language	5195	168

Recommended Timeline for HPU Teacher Candidates Seeking Licensure in Elementary and Special Education

NC Licensure Area	NC Testing Requirement	HPU Suggested Timeframe	HPU Content Connected Courses
Elementary Education	Pearson Foundations of Reading Test Must be passed to be recommended for licensure	After successful completion of content connected courses. <i>(Summer between Junior and Senior year for most students)</i>	EDU 3130 Methods of Teaching Reading & Writing in the Primary Grades K-2 EDU 3230 Methods of Teaching Reading & Writing in the Intermediate Grades 3-6
Elementary Education	Pearson General Curriculum Test for NC Multi subject subtest * Must be passed to be recommended for licensure	After successful completion of content connected courses. (Summer between Sophomore and Junior year for most students)	BIO 1100 Biology HST 1201,1202, 1203, 2201 or 2235 American History PSC 2310 American Politics NSC 2200 Earth Science or ENV 1100 Environmental Science ENG English Literature
Elementary Education	Pearson General Curriculum Test for NC Mathematics Subtest* Must be passed to be recommended for licensure	After successful completion of math methods and both required math courses. (Summer between Junior year for most students)	EDU 3233 Methods of Teaching Math MTH 1110 or higher MTH 2010 Mathematical Ideas
The cost of taking subject subtests separately is higher than if taken simultaneously. Students may choose to take the two subtests at the same time; summer or winter break as indicated			
Special Education General Curriculum	Pearson Foundations of Reading Test Must take in the first year of teaching	After successful completion of content connected courses. (Summer between Junior and Senior year for most students)	EDU 3130 Methods of Teaching Reading & Writing in the Primary Grades K-2 EDU 3243 Struggling Readers and Writers
Special Education General Curriculum	Pearson General Curriculum Test for NC Multi subject subtest Must take in the first year of teaching	After successful completion of content connected courses. (Summer between Sophomore and Junior year for most students)	BIO 1100 Biology, BIO1399 Biological Principles, CHM1000 The World of Chemistry, CHM1010 General Chemistry I, NSC 2200 Earth Science, ENV1110 Environmental Science, OR PHY1510 General Physics

			HST 1201,1202, 1203, 2201 or 2235 American History PSC 2310 American Government ENG English Literature
Special Education General Curriculum	Pearson General Curriculum Test for NC Mathematics Subtest Must take in the first year of teaching	After successful completion of both required math courses and math content connected course. (Winter Break Senior year)	MTH 1110 or higher MTH 2010 Mathematical Ideas EDU 4140 Methods of Teaching Math/Science to Students with Disabilities
Special Education General Curriculum	ETS Praxis II Test 5543 Core Knowledge and Mild to Moderate Applications Must be passed to be recommended for licensure	After successful completion content connected courses. (Summer between Junior and Senior year for most students)	EDU 3140 /3240 Policies/Procedures EDU 3244 Teaching and Learning Strategies Practicum
Special Education Adapted Curriculum	ETS Praxis II Tests 5545 and 5511 5545: Special Education Core Knowledge and Severe to Profound Applications and 5511: Fundamental Subjects: Content Knowledge Both must be passed to be recommended for licensure	After successful completion content connected courses. (Winter Break Senior year)	EDU 3140 /4142 Policies/Procedures I & II EDU 3244 Teaching and Learning Strategies Practicum EDU 3290 Systematic Instruction for Students with Moderate to Severe Disabilities EDU 4290 Methods of Teaching Adapted Curriculum
Elementary Education Majors with Special Education Minor (Seeking Special Education licensure)	ETS Praxis II Test Core Knowledge and Mild to Moderate Applications	After successful completion of content connected courses. (Senior year for most students)	EDU 3140 Policies/Procedures EDU 3244 Teaching and Learning Strategies Practicum EDU 3243 or EDU 4141 Struggling Readers and Writers or Instructional Strategies in the Content Areas for Secondary Students with Disabilities

Filing for the N.C. Teaching License:

Candidates are recommended for Standard Professional I level licensure by the Division of Teacher Education of the North Carolina Department of Public Instruction when the following criteria have been met:

1. Successful completion of the student teaching internship. A recommendation for initial licensure requires endorsements by the university and local school district. (Form LEA/IHE Certification of Teaching Capacity)
2. Completion of all degree requirements.
3. Passing scores on the required licensure exam(s) based on the licensing area.
4. Candidate's completion of the online, NCDPI licensure application. Test scores and official transcripts showing a conferred degree is required and all fees must be paid.

Filing for Additional Licenses:

The State Department of Public Instruction allows candidates who hold a clear initial teaching license to add additional licenses by passing the required exam(s) in the additional teaching areas. It is the policy of the School of Education that unless the candidate has completed the approved program of study leading to licensure in the additional area through High Point University, recommendations for the add-on license will not be made. Those who wish to initiate this process should submit the necessary documentation and fees to the State Department of Public Instruction himself/herself (via the online application system).

ASSESSMENT GATEWAYS
 School of Education
 Teacher Education Licensure Candidates

Gateway #1: Admission to EPP Program				
Component Assessed	Measure	When	Process	Criteria
Basic Knowledge/Skills	PPST/ACT/SAT	At Application for Admission	Data collected in the School of Education	Passing Scores or Composite of 468 on Praxis I Core Academic exam (reading, writing, and math) Score of 550 or higher (Verbal or Math) Combined SAT of 1100 Or ^[1] _{SEP} ACT 24 in English or Math
Basic Knowledge/Skills	Overall GPA at time of Admission	Freshman/Sophomore	Transcript compiled with other documentation for admission	2.75 or Higher (entering freshman fall 2012) ^[1] _{SEP} 3.0 or higher (entering freshman fall 2014)
Basic Knowledge/Skills	GPA in supporting core courses: MTH 2210/BIO 1100/NSC 2100/NSC 2200; ENG 1103/PSC 2310/HST 1201/1202/BIO 1120 if H/PE PSY 2000	Freshman/Sophomore	Transcript compiled with other documentation for admission	Grade of C or higher in all required supporting courses for the major/licensure area.

Pre-Professional Knowledge/Skills	GPA in EDU 2100/2110/2200	*At Application for Admission	Transcript compiled with other documentation for admission	2.75 or Higher in EDU 2100/2110/2200
Pre-Professional Knowledge/Skills/Dispositions	Field Experiences Evaluation in EDU 1200/2100/2200	*At Application for Admission	Transcript compiled with other documentation for admission	Grade of C or higher in EDU 1200/2100/2200
Dispositions	Disposition Evaluation Scale	During EDU 2200 (Spring Sophomore Year)	Faculty teaching EDU 2200 submit Disposition score by the end of the spring semester	Score of 45 or higher needed based on sophomore norms (max=60 points)
Dispositions	Interview	During semester of admission to Teacher Education	Only required if Disposition score is below 58.	Passing Interview (At Standard/Recommended)
Dispositions	Criminal Background Check	During semester of admission to Teacher Education	Through Field Experience in EDU 2100 or TRAK-I (HR Office at HPU)	Must be clear for Full Admission or Explanation provided by student for all offenses except for misdemeanor traffic and denial of admission for felonies or for offenses that would prevent future employment or access to the schools.
Dispositions	Student Life Conduct Report	During semester of admission to Teacher Education	Request report from Student Life	Patterns of conduct violations are noted. Explanations required for persistent conduct violations through

				interview with Associate Dean. Students are flagged and monitored.
Dispositions	Letter of Recommendation	At the time of application to the Teacher Education Program	Submitted to <i>Foliotek</i> along with the application	Satisfactory letter of recommendation from a faculty member is required.

*Typically Candidates are recommended for admission to the Educator Preparation Program pending successful completion of all 2000 level coursework requirements. The application process usually occurs in March and final transcript evaluations for candidates are not available until May.

Gateway #2: Junior Year Review				
Component Assessed	Measure	When	Process	Criteria
Basic Knowledge/Skills	GPA	May of Junior Year	Transcript reviewed by Program Coordinator (Elementary/Special/ME/Secondary/Health/PE for the Junior Year Review	2.75 (entering class of 2012) 3.0 or Higher (entering class of 2014)
Depth of Content Knowledge	Depth and Application Project (Electronic Evidence #2)	During EDU 3231/3280	Description: Students must analyze, synthesize, and explore, in depth, a content topic/problem related to their content area. It is a graded assignment in <i>EDU 3231: Principles of Integrated Instruction</i> or <i>EDU 3280: Literacy in the Curriculum</i> or	Depth and Application Evaluation Rubric has been developed. Students must demonstrate a <i>Proficiency</i> rating on all indicators which have been aligned to the N.C. Professional Teaching Standards (80%). Rubrics are

			<p><i>EDU 3243: Struggling Readers and Writers.</i> Evaluation: The Depth and Application project will be evaluated by course instructors (40%), content instructors from the School of Education or the College of Arts and Sciences (50%) and the student's peers (10%).</p>	<p>available for view on the School of Education website.</p> <p>Students scoring below "Proficiency" will be flagged during the JYR. Demonstration of proficiency in depth of content is a prerequisite for admission into methods courses.</p>
Dispositions	Criminal Background Check	During spring semester of the junior year	Repeated through TRAK-I (HR Office at HPU)	Must be clear or flagged during Junior Year Review. A student flagged during JYR must meet with the Associate Dean and develop an intervention plan.
Dispositions	Student Life Conduct Report	During spring semester of the junior year	Request report from Student Life	Patterns of conduct violations are noted. Explanations required for persistent conduct violations through meeting with Associate Dean.
Dispositions	Disposition Evaluation Scale	During spring semester of the junior year (EDU 3231/3280)	Faculty teaching EDU 3231, 3243 or 3280	Score of 50 or higher needed based on

			submit Disposition score by end of the semester	maximum of 60 points.
Knowledge/Skills/Dispositions	Junior Year Review: Readiness for Methods/Student Teaching	May of Junior Year	Program coordinator presents results of each candidate's file for the above information to SOE faculty during May Marathon	The Junior Year Review Rubric scoring criteria include three levels of preparation: Emerging/Developing, Proficient and Accomplished. Emerging/Developing indicates the candidate has a deficiency. Proficient indicates the candidate meets the required expectation at this point in the program. Accomplished indicates the candidate has excelled in the required criteria Points attached to the levels of preparation are: Emerging/Developing =1 Proficient=2, Accomplished=3 A score of 1 in a category requires notification in writing

				of concern. A conference with the Associate Dean is required if the score is below 14 or more than one category is marked as a 1. If the score of 1 is in the disposition or Conduct/Criminal Background check criteria, a conference is required without consideration of the total score.
--	--	--	--	---

Gateway #3: Exit from Integrated Methods Blocks				
Knowledge/Skills	Literacy Infused Curriculum Project (Electronic Evidence #3)	Senior Integrated Methods Block EDU 4131/32/33/34/4110 or EDU 4140/4150/4144/4008 or EDU 4150/4154/4009 or EDU 4160/61/62/63/64/4009 or EDU 4171/72/33/74/4009	During the senior level integrated methods block students must demonstrate that they can successfully use and fuse literacy, technology, and content area instructional strategies and materials to plan and implement a comprehensive unit for one grade level/subject. Five (5) lesson plans must be developed to form a cohesive unit which evidences the purposeful integration of relevant goals and objectives including Instructional Modifications, and Differentiated Strategies for Diverse Learners.	Students must earn a score of 30 points (Proficiency) or higher on the Literacy Infused Curriculum Project Rubric (maximum points =45) which has been aligned to the N.C. Professional Teaching Standards. Any student earning a score of 29 or below (Emerging/Developing) will be required to register for EDU 4111 to continue to work on the project until it reaches proficiency.
Knowledge/Skills	Teaching of Two Lesson Plans from the	Senior Integrated Methods Block	Students are required to teach a minimum of two of the 5 lesson	Observation are evaluated using the 36-item RUBRIC for

	Literacy Infused Curriculum Unit.	EDU 4131/32/33/34/4110 or EDU 4140/4150/4144/4008 or EDU 4150/4154/4009 or EDU 4160/61/62/63/64/4009 or EDU 4171/72/33/74/4009	plans from the Literacy-Infused Curriculum Unit (EE#3). One must be observed directly by the university supervisor, the second lesson may be videotaped and evaluated by the university supervisor. Categories focusing on Learners and Learning, Content Knowledge, Instructional Performance, and Professional Responsibility are targeted in this Internship Observation.	<i>Internship Formal Observations and Impact on P-12 Learning Checklist.</i> The rubric score earned by the student becomes part of the overall Working Portfolio-I collection of artifacts used to evaluate the Internship-I experience. Students should strive for a <i>Proficiency</i> rating on the rubric which corresponds to a score of 86-97 points out of a total possible points of 108.
Pedagogical Knowledge/Skills	Progress Monitoring Assignment	EDU 4008/4009/4110	The Progress Monitoring Assignment highlights the role technology plays in formative and summative assessment and prepares students to complete Evidence 5 in the following semester. Students use the assessments created	The <i>Progress Monitoring Project Rubric</i> evaluates the spreadsheet of data, the presentation, and the recommendations generated by the student as a result of the data monitoring. A total of 9 points using <i>Emerging/Developing</i>

			for their lessons from their Curriculum-Infused unit. After students teach their lessons from the unit they collect assessment data and report their findings along with “next steps” for teaching.	, Proficient, or Accomplished ratings will determine the final score. The final grading for Internship I uses the Progress Monitoring Project rubric score as part of the final grade determination.
Pedagogical Knowledge/Skills	Reflection of the two lessons taught from the Literacy Infused Curriculum Unit.	EDU 4134/44/54/64/74 and Senior Methods Block	Students complete a reflection following each of the two lessons taught that focuses on Learners and Learning, Content Knowledge, Instructional Performance, and Professional Responsibility. These reflections are evaluated by the university supervisor using the Reflection Rubric.	The rubric score earned by the student becomes part of the overall Working Portfolio-I collection of artifacts used to evaluate the Internship-I experience. Students should demonstrate a Proficiency rating on the Reflection Rubric (a score of 15-18 points out of a possible 24). Feedback should be used by students to develop the Professional Growth Plan.
Knowledge/Skills/Dispositions	Leadership & Collaboration Project	EDU 3100	During Internship-I students will analyze	Students must earn a score of 14 points

	(Electronic Evidence #6)		<p>current school information by evaluating the school's website, reviewing the school report card and AYP data, and thoroughly analyzing the School Improvement Plan (SIP) in order to develop a profile of the school. Based on the analysis of collected data, a proposed action plan for the school will be developed. The action plan and the summary/reflection is presented to professional colleagues at both the school and university level. Students who have elected to enroll in the Service Learning section of EDU 3100 can implement the leadership and collaboration action plan during Internship-II.</p>	<p>(Proficiency) or higher on the Leadership and Collaboration Rubric (maximum points =21) which has been aligned to the N.C. Professional Teaching Standards. Any student earning a score of 13 or below (Emerging/Developing) will be required to register for EDU 4111 to continue to work on the project until it reaches proficiency.</p>
--	--------------------------	--	---	---

	Professional Development Plan	EDU 4134/44/54/64/74 and Senior Methods Block	Based on feedback from cooperating teachers and university supervisors along with performance data and reflections, students develop a Professional Development Plan at the conclusion of Internship I which will outline areas of needed improvement, goals, objectives and anticipated timeline for making progress. The plan will be used by the intern to target areas of needed growth during Internship II.	The PDP will be evaluated by the university supervisor using the Professional Development Plan Rubric . The PDP and PDP Rubric will be reviewed by the university supervisor for Internship II at the start of the student teaching experience.
Knowledge/Skills/Dispositions	Candidate Internship Evaluation	Senior Integrated Methods Block EDU 4131/32/33/34/4110 or EDU 4140/4150/4144/4008 or EDU 4150/4154/4009 or EDU 4160/61/62/63/64/4009 or EDU 4171/72/33/74/4009	The Candidate Internship Evaluation Form is used by university supervisors to assess a student's performance at the end of Internship I and again at the midterm of Internship II.	The Candidate Internship Evaluation Form uses the four-point scale that ranges from Emerging (identifies, acknowledges but does not yet practice), Developing (Shows understanding and movement toward proficiency but not practiced on a regular

				<p>basis), Proficient (Engages in, uses, demonstrates, participates, moving toward accomplished), and Accomplished (Well above standard, shows strength and has internalized expectations so that delivery is fluid and natural). Scoring during Internship I requires the student to repeat 4134/44/54/64/74 if the total score is 56 points or below (C-) out of a maximum total points possible of 80. The final grading for Internship I uses the Candidate Internship Evaluation Form as a means of assigning the candidate an A for the course if the points range from 72-80 points, a B if the points range from 64-</p>
--	--	--	--	---

				71, and a C if the candidate earns 56-63 points
--	--	--	--	---

Gateway #4: Exit from Student Teaching				
Component Assessed	Measure	When	Process	Criteria
Knowledge/Skills/Dispositions	RUBRIC for Internship Formal Observations and the Impact on P-12 Students Checklist Reflection Rubric	Prior to the mid-point of the semester (week prior to fall or spring break).	Students are required to have at least one formal observation using the RUBRIC for Internship Formal Observations and the Impact on P-12 Students Checklist prior to the mid-point of the semester. All interns are required to complete a reflection following the formal observation and assessment of impact of P-12 students using the Reflection Rubric .	Students should strive for a Proficiency rating on the rubric which corresponds to a score of 86-97 points out of a total possible points of 108.
Knowledge/Skills/Dispositions	Candidate Internship Midterm Evaluation	Mid-Point of Semester	The Candidate Internship Evaluation Form is used by university supervisors to assess a student's performance at the end of Internship I and again at the midterm of Internship II. Items on the Candidate Internship Evaluation Form are clustered in	Any intern scoring at 56 or below points for the midterm evaluation will be required to develop an intervention plan that will address those areas of concern outlined during the midterm evaluation. Interns with an intervention plan will

			<p>categories including Professionalism, Classroom Climate/Culture, Instruction, Content Knowledge, Evaluation/Assessment, and Impact on P-12 Student Learning.</p>	<p>be required to have a least <u>one additional</u> formal observation using the RUBRIC for Internship Formal Observations and the Impact on P-12 Students Checklist. The EPP will extend student teaching in the event that the candidate does not make adequate progress on the intervention plan during the second half of the Internship-II experience.</p>
<p>Knowledge/Skills/Dispositions</p>	<p>Using Data to Assess Student Learning (EE#5)</p>	<p>EDU 4166/4566: At the conclusion of the semester</p>	<p>This project is designed to assess the student's proficiency in planning formative and summative assessments that align with a unit that the student will be teaching during Internship-II (student teaching). The student develops an assessment plan that illustrates his/her</p>	<p>Students must earn a score of 20 points (Proficiency) or higher on the Using Data to Assess Student Learning Project Rubric (maximum points =26) which has been aligned to the N.C. Professional Teaching Standards. Any student earning a score of 19 or below (Emerging/Developin</p>

			<p>ability to think about and plan ahead for daily informal assessment and the instructional changes that are made by the student based on the results. Data that has been collected on P-12 students from the informal, formative and summative assessments should be used to make instructional improvements which include the specific plans or strategies which will be used to meet the needs of all learners in the classroom. Students also must complete the N.C. Falcon online assessment modules for certification as a requirement of this project.</p>	<p>g) will be required to register for EDU 4111 to continue to work on the project until it reaches proficiency</p>
<p>Knowledge/Skills/Dispositions</p>	<p>LEA/IHE Certification of Teaching Capacity</p>	<p>Final Conference at End of Semester</p>	<p>University Supervisor and Cooperating Teacher complete the performance</p>	<p>The LEA/IHE Certification of Teaching Capacity is administered at the</p>

			<p>evaluation and provide feedback during a formal final conference. The University Supervisor is responsible for recording the grade. The Cooperating Teacher is responsible for the "Student Teaching/Interning Performance</p>	<p>conclusion of student teaching. Students must score at the "Met" level on all items in order to receive a grade of "P" (Passing) for the EDU 4230, 4240, 4250, 4260, 4270 experience and subsequently be recommended for licensure.</p> <p>Candidates who were recommended for an intervention plan at mid-semester or who marginally met all standards will be recommended for the New Teacher Support Group during their first year of teaching.</p>
Gateway #5: Program Completion				
Knowledge/Skills	GPA	Completion of Program	<p>Final Transcript verification required for graduation</p> <p>For Secondary/MGE/Special Subjects at least 24 semester hours of</p>	<p>2.75 or higher</p> <p>3.0 beginning with class of 2014-2014</p>

			coursework relevant to the specialty area.	
Knowledge/Skills	Completion of all Required Electronic Evidences	Completion of Program	Students must successfully upload completed Electronic Evidences #2, #3, #5, and #6 during their progression in the teacher education program. Evidences are aligned to specific courses and evaluations of these projects must demonstrate the student's "proficiency" in the knowledge and skills defined in the N.C. Professional Teaching Standards. Uploaded evidences	<p>Uploaded evidences are stored in the <i>Foliotek</i> data management system as a requirement by the N.C. State Department of Public Instruction for licensure.</p> <p>Demonstration of proficiency in all Electronic Evidences is a requirement for licensure eligibility.</p>
Content Knowledge	Pearson Foundations of Reading and General Curriculum Subtests (Math and Multi-subjects (Elementary	During last semester of program	Scores are verified.	Must meet state passing score and is a requirement for licensure

	and Special Education) Praxis II Specialty Exam (Special Education, Middle Grades, Secondary, Health/PE and Specialty) (effective 2014-2015)			
Knowledge/Skills/Dispositions	Program Evaluation by Student Teachers survey	Final seminar of the student teaching internship experience	Students provide information on overall preparation and strengths/weaknesses of the educator preparation program.	Completion of the Program Evaluation survey is required as a final assignment in EDU 4230/4240/4250/4260/4270. Results are reviewed by the Dean annually to assess program effectiveness and need for improvement in various areas.
Knowledge/Skills/Dispositions	Teacher Candidate Evaluation of Cooperating Teacher	Final seminar of the student teaching internship experience	Students provide information on the internship experience, site, and cooperating teacher.	Completion of the Teacher Candidate Evaluation of Cooperating Teacher is required as a final

				assignment in EDU 4230/4240/4250/4260/4270. Results are reviewed by the Dean annually to assess the need changes in internship experiences or cooperating teachers.
Knowledge/Skills/Dispositions	Employment	Program Completion	Successful Interview and Employment	Criteria set by LEA's Job Status Report completed annually by the School of Education
Gateway #6: Candidate Performance in the Field				
Knowledge/Skills/Dispositions	Survey to Elementary/Middle/Secondary Principals	After first and second year of teaching	The Educator Preparation Program surveys principals who have employed graduates in their first and second of teaching. These ILT (Initially Licensed Teachers) are evaluated for classroom discipline skills, instructional planning, collaboration, disposition, and overall effectiveness.	The Survey to Elementary/Middle/ Secondary Principals results are reviewed by the Dean annually to assess program effectiveness and need for improvement in various areas.

Knowledge/Skills/Dispositions	Survey for Graduates of Elementary/Middle/Secondary	After first and second year of teaching	The Educator Preparation Program surveys program completers in their first and second year of teaching to evaluate their perceptions of teaching success in classroom discipline, instructional planning, collaboration, disposition, and overall effectiveness as related to the educator preparation program.	The Survey for Graduates of Elementary/Middle/ Secondary results are reviewed by the Dean annually to assess program effectiveness and need for improvement in various areas.
Knowledge/Skills/Dispositions	P-12 Student Impact	Ongoing	The School of Education requests that at exit from the program, students sign an agreement that they will provide the EPP with ongoing "value-added" data or information about P-12 student performance. Through the use of social networking the EPP continues to interact with program completers and offers a Mentor Teacher Program for newly	Value-Added data reports are provided by students. Other measures of P-12 performance are also requested. The School of Education uses this data to evaluate the teacher education programs.

			employed students in year 1 and 2 of teaching.	
--	--	--	---	--

Assessment System Gateways
Master of Arts in Teaching (MAT)

Gateway #1: Admission to the MAT Graduate Program: Phase I				
Component Assessed	Measure	When	Process	Criteria
Basic Knowledge/Skills	GPA (Undergraduate Transcript)	At Application for Admission	Transcript compiled with other documentation for admission	3.0 or Higher
Knowledge/Skills	Curriculum Vitae	At Application for Admission	Vitae compiled with other documentation for admission	Current NC License in Teaching or other related area is required
Dispositions	Professional Recommendation	At Application for Admission	Recommendation compiled with other documentation for admission	Positive professional recommendation required
Knowledge/Skills/Dispositions	Application Essay	At Application for Admission	Reviewed by the Program Director of the Graduate Studies Program	Assessed on a scale of 1-3 for Writing Mechanics, Relevance/Focus, and Depth/Rigor
Basic Knowledge/Skills	PPST	At Application for Admission (If UG GPA is lower than 3.0)	Data collected in the School of Education	Passing Scores or Composite of 468 on Praxis I Core Academic exam (reading, writing, and math)
*Basic Knowledge/Skills	GRE/MAT	At Application for Admission (If UG GPA is lower than 3.0)	Data collected in the School of Education	MAT: 380 (30) GRE: 800 (V+Q)
*Candidates applying to the MAT Program with undergraduate GPA's of lower than 3.0 may elect to take 2000 level undergraduate education courses to replace the GRE/MAT requirement. A 3.0 or higher in 2000 level education courses will be accepted in place of the GRE/MAT. Candidates must consult with the Dean of the School of Education if this option is to be used as a substitute for the GRE/MAT requirement.				

Gateway #2: Exit from MAT Methods Courses/Practicum				
Component Assessed	Measure	When	Process	Criteria
Knowledge/Skills	Literacy Infused Curriculum Project	EDU 5133/ EDU 5229 or EDU 5160/EDU 5229	MAT candidates must demonstrate that they can successfully use and fuse literacy, technology, and content area instructional strategies and materials to plan and implement a comprehensive unit for one grade level/subject. Five (5) lesson plans must be developed to form a cohesive unit including Instructional Modifications, and Differentiated Strategies for Diverse Learners.	Candidates must earn a score of 30 points (Proficiency) or higher on the Literacy Infused Curriculum Project Rubric (maximum points =45) which has been aligned to the N.C. Professional Teaching Standards. Any student earning a score of 29 or below (Emerging/Developing) will be required to register for EDU 5199: Evidence Continuation to continue to work on the project until it reaches proficiency.
Knowledge/Skills	Teaching of Two Lesson Plans from the Literacy Infused Curriculum Unit.	EDU 5229	Candidates are required to teach a minimum of one of the 5 lesson plans from the Curriculum Unit. One must be observed directly by the university supervisor, the second lesson may be videotaped and evaluated by the university supervisor. Categories focusing on Learners and Learning, Content Knowledge,	Observations are evaluated using the 36-item RUBRIC for Internship Formal Observations and Impact on P-12 Learning Checklist . Candidates should strive for a Proficiency rating on the rubric which corresponds to a score of 86-97 points out of a total possible points of 108.

			Instructional Performance, and Professional Responsibility are targeted in this Internship Observation.	
Pedagogical Knowledge/Skills	Reflection of the two lessons taught from the Curriculum Unit.	EDU 5133/ EDU 5229 or EDU 5160/EDU 5229	Candidates complete a reflection following the lesson taught that focuses on Learners and Learning, Content Knowledge, Instructional Performance, and Professional Responsibility. This reflection is evaluated by the university supervisor using the Reflection Rubric .	The rubric score earned by the candidate becomes part of the overall collection of artifacts used to evaluate the EDU 5229 experience. Students should demonstrate a Proficiency rating on the Reflection Rubric (a score of 15-18 points out of a possible 24). Feedback should be used by the candidate to develop the Professional Growth Plan.
Knowledge/Skills/Dispositions	Leadership & Collaboration Project	EDU 5050	During Classroom Organization and Management candidates select the elementary or secondary school that will eventually serve as the site for EDU 5229 and analyze current information by evaluating the school's website, reviewing the school report card and AYP data, and thoroughly analyzing the School	Students must earn a score of 14 points (Proficiency) or higher on the Leadership and Collaboration Rubric (maximum points =21) which has been aligned to the N.C. Professional Teaching Standards. Any student earning a score of 13 or below (Emerging/Developing) will be required to register for EDU 5199 to continue to

			Improvement Plan (SIP) in order to develop a profile of the school. Based on the analysis of collected data, a proposed action plan for the school in the area of improved school discipline, school climate or whole school-wide positive support will be developed. Specific plans for collaborating and leading a school to implement the proposed action plan is required.	work on the project until it reaches proficiency.
Knowledge/Skills/Dispositions	Professional Growth Plan	EDU 5229	Based on feedback from the cooperating teacher and university supervisors in EDU 5229 along with performance data and reflections, MAT candidates develop a Professional Development Plan which will outline areas of needed improvement, goals, objectives and anticipated timeline for making progress. The plan will be used to target areas of needed growth during EDU 5230: Clinical Internship in Elementary Education or	The PDP will be evaluated by the university supervisor using the Professional Development Plan Rubric . The PDP and PDP Rubric will be reviewed by the university supervisor in EDU 5230 or EDU 5261 at the start of the clinical internship.

			EDU 5261: Clinical Internship in Secondary Mathematics.	
Knowledge/Skills/Dispositions	Candidate Internship Evaluation	EDU 5229	The Candidate Internship Evaluation Form is used by university supervisors to assess a student's performance at the end of EDU 5229 and again at the midterm of EDU 5230 or EDU 5261.	The Candidate Internship Evaluation Form uses the four-point scale that ranges from Emerging Developing, Proficient, and Accomplished (maximum total points is 80). Final grading for EDU 5229 uses the Candidate Internship Evaluation Form as a means of assigning the candidate an A for the course if the points range from 72-80 points, a B if the points range from 64-71, and a C if the candidate earns 56-63 points.
Gateway #3: Exit from Student Teaching				
Component Assessed	Measure	When	Process	Criteria
Knowledge/Skills/Dispositions	RUBRIC for Internship Formal Observations and the Impact on P-12 Students Checklist Reflection Rubric	Prior to the mid-point of the semester (week prior to fall or spring break).	Candidates are required to have at least one formal observation using the RUBRIC for Internship Formal Observations and the Impact on P-12 Students Checklist prior to the mid-point of the semester. All interns are	Candidates should strive for a Proficiency rating on the rubric which corresponds to a score of 86-97 points out of a total possible points of 108.

			required to complete a reflection following the formal observation and assessment of impact of P-12 students using the Reflection Rubric.	
Knowledge/Skills/Dispositions	Candidate Internship Midterm Evaluation	Mid-Point of Semester	The Candidate Internship Evaluation Form is used by university supervisors to assess a student's performance at the end of EDU 5299 and again at the midterm of EDU 5230/5261. Items on the Candidate Internship Evaluation Form are clustered in categories including Professionalism, Classroom Climate/Culture, Instruction, Content Knowledge, Evaluation/Assessment, and Impact on P-12 Student Learning.	Any intern scoring at 56 or below points for the midterm evaluation will be required to develop an intervention plan that will address those areas of concern outlined during the midterm evaluation. Interns with an intervention plan will be required to have a least <u>one additional</u> formal observation using the RUBRIC for Internship Formal Observations and the Impact on P-12 Students Checklist . The EPP will extend student teaching in the event that the candidate does not make adequate progress on the intervention plan during the second half of EDU 5230/5261.
Knowledge/Skills/Dispositions	Using Data to Assess Student Learning	EDU 5166: Using Data to Make	This project is designed to assess the candidate's proficiency in planning	Candidate's must earn a score of 20 points (Proficiency) or higher on

		Instructional Improvement	<p>formative and summative assessments that align with a unit that the candidate will be teaching during EDU 5230/5261. The candidate develops an assessment plan that illustrates his/her ability to think about and plan ahead for daily informal assessment and the instructional changes that are made by the student based on the results. Data that has been collected on P-12 students from the informal, formative and summative assessments should be used to make instructional improvements which include the specific plans or strategies which will be used to meet the needs of all learners in the classroom. Students also must complete the N.C. Falcon online assessment modules for certification as a requirement of this project.</p>	<p><i>the Using Data to Assess Student Learning Project Rubric</i> (maximum points =26) which has been aligned to the N.C. Professional Teaching Standards. Any student earning a score of 19 or below <i>(Emerging/Developing)</i> will be required to register for EDU 5199 to continue to work on the project until it reaches proficiency</p>
--	--	---------------------------	--	---

Knowledge/Skills/Dispositions	LEA/IHE Certification of Teaching Capacity	Final Conference at End of Semester	University Supervisor and Cooperating Teacher complete the performance evaluation and provide feedback during a formal final conference. The University Supervisor is responsible for recording the grade. The Cooperating Teacher is responsible for the "Student Teaching/Interning Performance	The LEA/IHE Certification of Teaching Capacity is administered at the conclusion of the clinical internship. Candidates must score at the "Met" level on all items in order to receive a grade of "P" (Passing) for the EDU 5230 or 5261.
Gateway #4: 36-Hour Review: Completion of Phase I				
Knowledge/Skills	GPA	Completion of Phase I	Final Transcript verification required for licensure	3.0 or Higher
Knowledge/Skills	Required N.C. Evidences for the initial license	Completion of Phase I	Candidates must successfully upload completed Electronic Evidences #2, #3, #5, and #6 during their progression in the MAT program. Evidences are aligned to specific courses and evaluations of these projects must demonstrate the candidate's "proficiency" in the knowledge and skills	Uploaded evidences are stored in the <i>Foliotek</i> data management system and submitted to the N.C. State Department of Public Instruction for licensure. Demonstration of proficiency in all Electronic Evidences is a requirement for licensure eligibility.

			defined in the N.C. Professional Teaching Standards.	
Content Knowledge	<p>Pearson Foundations of Reading and General Curriculum Subtests (Math and Multi-subjects (Elementary))</p> <p>Praxis II Specialty Exam (Secondary Mathematics), effective 2014-2015</p>	During last semester of program	Scores are verified.	Must meet state passing score and is a requirement for licensure
Knowledge/Skills/Dispositions	Program Evaluation by Student Teachers survey	Final seminar of the student teaching internship experience	MAT candidates provide information on overall preparation and strengths/weaknesses of the educator preparation program.	Completion of the Program Evaluation survey is required as a final assignment in EDU 5230/5261. Results are reviewed by the Dean annually to assess program effectiveness and need for improvement in various areas.
Knowledge/Skills/Dispositions	Teacher Candidate Evaluation of Cooperating Teacher	Final seminar of the student teaching internship experience	MAT candidates provide information on the internship experience, site, and cooperating teacher.	Completion of the Teacher Candidate Evaluation of Cooperating Teacher is required as a final

				<p>assignment in EDU 5230/5261.</p> <p>Results are reviewed by the Dean annually to assess the need changes in internship experiences or cooperating teachers.</p>
Knowledge/Skills/Dispositions	Employment	Program Completion	Successful Interview and Employment	<p>Criteria set by LEA's Job Status Report completed annually by the School of Education</p>

Gateway #5: Admission to Candidacy: Phase II				
Component Assessed	Measure	When	Process	Criteria
Basic Knowledge/Skills	GPA (Transcript of completed coursework from Phase I)	At Application for Admission to Phase II	Transcript compiled with other documentation for admission to Phase II	3.0 or Higher. No deficiencies or academic probation at time of application.
Content/Pedagogical Knowledge	Pearson Foundations of Reading and General Curriculum Subtests (Math and Multi-subjects for Elementary) Or- Praxis II Specialty Exam (Secondary Mathematics), effective 2014-2015	During last semester of Phase I	Praxis II scores are verified.	Eligibility for the initial teaching license is required to be admitted into Phase II of the program.
Dispositions	Letter of Recommendation	At Application for Admission to Phase II	Submitted to <i>Foliotek</i> along with the application	Satisfactory letter of recommendation from a faculty member is required to be admitted into Phase II of the program. .

Gateway #6: Comprehensive Examination				
Component Assessed	Measure	When	Process	Criteria
Knowledge/Skills	Comprehensive Examination	Within the last nine hours of graduate coursework.	Candidates complete a three hour essay examination which covers the major theories and content of the core and instructional courses offered in the Elementary or Special Education M.Ed. program of study.	Candidates choose three from among six questions which have been randomly selected from a master list. Each question is scored using "blind review" by two faculty. A candidate must earn a minimum of 80 out of 100 possible points (80%) on each question after the two scores from each faculty member are summed. Each question is scored for Content (65 points) and Organization (35 points).
Gateway #7: Exit from the Program: Completion of Phase II				
Component Assessed	Measure	When	Process	Criteria
Knowledge/Skills	GPA	Completion of MAT Program	Final Transcript verification required for graduation	3.0 or higher
Knowledge/Skills/ Dispositions	Advanced license requirements are met	Completion of MAT program	School of Education submits licensure application to SDPI.	"M" License is awarded
Knowledge/Skills/ Dispositions		Completion of Program	School of Education tracks the employment/career status of Program Completers.	Successful Employment/Career Status of Program Completers

Gateway #8: Candidate Performance in the Field				
Knowledge/Skills/Dispositions	Survey to Elementary/Middle/Secondary Principals	After first and second year of teaching	The Educator Preparation Program surveys principals who have employed graduates in their first and second of teaching. These ILT (Initially Licensed Teachers) are evaluated for classroom discipline skills, instructional planning, collaboration, disposition, and overall effectiveness.	The Survey to Elementary/Middle/ Secondary Principals results are reviewed by the Dean annually to assess program effectiveness and need for improvement in various areas.
Knowledge/Skills/Dispositions	Survey for Graduates of Elementary/Middle/Secondary	After first and second year of teaching	The Educator Preparation Program surveys program completers in their first and second year of teaching to evaluate their perceptions of teaching success in classroom discipline, instructional planning, collaboration, disposition, and overall effectiveness as related to the educator preparation program.	The Survey for Graduates of Elementary/Middle/ Secondary results are reviewed by the Dean annually to assess program effectiveness and need for improvement in various areas.
Knowledge/Skills/Dispositions	P-12 Student Impact	Ongoing	The School of Education requests that at exit from the program, students sign an agreement that they will provide the EPP with ongoing “value-added” data or information about P-12	Value-Added data reports are provided by students. Other measures of P-12 performance are also requested. The School of Education uses this data to

			student performance. Through the use of social networking the EPP continues to interact with program completers and offers a Mentor Teacher Program for newly employed students in year 1 and 2 of teaching.	evaluate the teacher education programs.
--	--	--	--	--

Teacher Education Student Awards/Honors

Outstanding Student Teacher Award

The Outstanding Student Teacher Award is awarded to graduating student teachers who have demonstrated outstanding knowledge, skills, and dispositions during their student teaching performance.

- Eligibility Criteria: Full time, degree-seeking or licensure only candidates who complete the student teaching internship in any of the approved licensure areas at High Point University may be nominated by their university supervisor and/or cooperating teacher.
- Overall ratings on both the mid-semester and final evaluation instruments consistently exceeds expectations.
- Performance in student teaching is superior—of the caliber one would be first year Teacher of the Year at his/her school

Nomination and Selection Process:

- Written nominations may be received from University Supervisors, Cooperating Teachers or Principals where student teaching internships have been completed.
- Nominations should include a narrative that addresses the criteria and provides clear and specific evidence that the person nominated has demonstrated knowledge, skills and attitudes that set him/her apart from peers in teaching performance.
- Awards Committee rank orders nominations and presents to the School of Education Dean for selection.
- Recipients of the Outstanding Student Teacher Awards will be recognized during the annual Honors Day Awards Ceremony.

Outstanding Cooperating Teacher Award:

- While the School of Education appreciates every single teacher who graciously works with our interns, the Outstanding Cooperating Teacher Award is awarded to one or more cooperating teachers who have provided exceptional mentoring for a student teacher.

Criteria:

- Served as a cooperating teacher in the current academic year (Fall and Spring semesters)
- Student teacher will or has received all Met ratings on High Point University Exit Criteria
- Performance as a mentor was positive and productive with professional feedback and time given to the student teacher beyond what was expected.
- Maintained excellent communication with the University Supervisor as well as the student teacher.

Nomination and Selection Process:

- Written nomination by University Supervisor and/or Student Teacher.
- Nomination should include a narrative that addresses the criteria and provides clear and specific evidence that the person nominated has demonstrated the characteristics of an exceptional mentor. At least one specific example of the mentoring should be cited.
- Nominations reviewed by Awards Committee.

Student Organizations

Teachers of Tomorrow

As early as freshman year, students pursuing licensure in teacher education may wish to join the Teachers of Tomorrow. Teachers of Tomorrow (TOT) was started by High Point University students and is fully chartered by the Student Government Association. The organization is home to those interested in education as well as majors from all areas. TOT allows future educators an opportunity to fellowship at meetings about classes and fieldwork, as well as an opportunity to gain insight about the future career in teaching. TOT has worked in the past with tutoring at local schools, helped with Halloween and Easter carnivals for elementary students, and produced treats for teachers and students at nearby schools. During each meeting once a month, new business about upcoming service is discussed and members complete an activity related to education. TOT also brings guest speakers to talk to students about the fascinating career of Education. Teachers of Tomorrow is a fun way to meet other Education majors and share experiences. For more information on the Teachers of Tomorrow, visit the School of Education website (<http://education.highpoint.edu>) and click on the link ADDITIONAL RESOURCES—STUDENT ORGANIZATIONS.

Faculty Advisor: Ms. Rosie Tarara

Council for Exceptional Children (CEC)

Students who have an interest or are majoring or minoring in Special Education may want to consider becoming members of the Student Chapter of the Council for Exceptional Children. The CEC is the largest international, non-profit organization that provides support and information for children with disabilities, their families, and those who work with these children. The Student Chapter of CEC is open to all majors on campus. For more information on the CEC, visit the School of Education website (<http://education.highpoint.edu>) and click on the link ADDITIONAL RESOURCES—STUDENT ORGANIZATIONS.

Faculty Advisor: Dr. Heidi Summey

North Carolina Association of Elementary Educators (NCAEE)

The NCAEE was founded in the fall of 2005 and is the only professional organization in North Carolina to advocate and serve elementary educators and elementary children. This student organization meets monthly. For more information on the NCAEE, visit the School of Education

website (<http://education.highpoint.edu>) and click on the link ADDITIONAL RESOURCES—STUDENT ORGANIZATIONS to learn more about the organization and possibilities for leadership roles.

Faculty Advisor: TBD

Kappa Delta Pi

The High Point University chapter, Kappa Mu, of Kappa Delta Pi, the International Honor Society in Education was established in 1965. Undergraduates with an academic record of achieving at least a 3.2 GPA are invited to apply for membership. The application includes not only the academic record but also the commitment to a career in teaching and involvement in campus activities.

The chapter recognizes the mission of KDP is to sustain an honored community of diverse educators by promoting excellence and advancing scholarship, leadership, and service. The chapter promotes the vision of helping committed educators to become leaders in improving education for global leadership.

A major project of the chapter is a *Literacy Alive* event each year. In the past, a collection of photographs were taken by members, printed and placed in notebooks for teachers to use as writing prompts for their students. Books have been collected and given to children who do not have access to books at home. Other activities have included Dorm Storming for the Box Tops for Education labels, joint movies/collecting school supplies with TOT [Teachers of Tomorrow] and NCAEE NC Association of Elementary Educators.

Faculty Advisor: Dr. Leslie Cavendish

License Renewal Documentation

Name:
Date License Expires:

SSN: XXX-XX-XXXX

Credit Awarded	Activity

This individual is recommended for license renewal

Dean/Director of Teacher Education

Date

Methods Faculty Licensure Renewal Guidelines

All methods faculty must renew their licenses every five years. To do this, faculty members must earn a minimum of 15 renewal credits during each five year cycle. Up to five renewal credits each five years can be earned by teaching (1 credit is awarded for each year of full-time teaching during the five year cycle). Options for earning additional renewal credit are described below.

Notes:

1. The Director of Teacher Education is responsible for monitoring the licensure of methods faculty, providing opportunities for earning renewal credits, approving proposing renewal activities, and verifying renewal credits to the Department of Public Instruction. A copy of all methods faculty's licenses should be on file in the office of the Director of Teacher Education (Roberts Hall: 343).
2. Per State Board policy, the renewal activities are to be focused on the individual's license area(s). The IHE will encourage 3-5 hours focused on technology or literacy training competencies relevant to the license area(s).
3. All renewal activities must be approved in advance.
4. Multi-year professional growth plans and peer review of these plans are encouraged.
5. Renewal activities are to be aligned with State Board and unit strategic priorities. The State Board strategic priorities are: High Student Performance; Healthy Students in Safe, Orderly, and Caring Schools; Quality Professionals; Strong Family, Community, and Business Support; and Effective and Efficient Operations.

Activity Options:

1. Methods faculty may earn renewal credit by successfully completing additional college/university course work related to the license area(s). Each semester hour of course work is the equivalent of 1.5 renewal credits.
2. Methods faculty may earn renewal credit by participating in planned renewal activities. One renewal credit may be awarded for each 10 contact hours completed. Such activities include workshops or specialized training offered by school systems, community colleges, colleges/universities, and professional associations. Specific activities will be planned by the Director of Teacher Education to meet expressed needs/interests of faculty.
3. Methods faculty may earn up to 8.0 renewal credits during each five year cycle for presentations at regional, state, and national meetings of appropriate professional associations. 2.0 renewal credit(s) may be awarded for each different presentation made. A written outline of each presentation must be filed with the Director of Teacher Education for renewal credit to be awarded.

4. Methods faculty may earn up to 5.0 renewal credits during the five year cycle for attending regional, state, and national conferences of appropriate professional associations. Faculty seeking renewal credit through this option must submit written documentation of attendance and a summary of competencies developed/refined by participation in the conference. Up to 1 renewal credit(s) may be awarded for each conference attended.
5. Methods faculty may earn up to 5.0 renewal credits during each five year cycle for publications (articles accepted for refereed journals, chapters in books, and scholarly activities). The actual number of credits awarded will be negotiated by the faculty member involved and the Director of Teacher Education. A copy of the final publication article, chapter, or book must be filed with the Director of Teacher Education for renewal credit to be awarded.
6. Methods faculty may earn up to 5.0 renewal credits during each five year cycle for planned independent projects and study. Such activities may include the development of community-based projects, formalized public school partnerships, or the writing and direction of grant projects related to the licensure area(s). The actual number of credits for the independent project will be negotiated by the faculty member involved and the Director of Teacher Education. Such study must be approved in advance and must include a statement of competencies to be attained/refined through such study. Before credit is awarded, written documentation that the study has been completed must be on file in the Director of Teacher Education.
7. Methods faculty may earn up to 4.0 renewal credits during each five year cycle for participation in SDPI Program Approval Training and participation on SDPI Program Approval Visit. Up to 2.0 renewal credits will be awarded for training and 2.0 credits awarded for program visitation.
8. Methods faculty may earn up to 2.0 renewal credits during each five year cycle for serving as a member of a SACS Accrediting Team, serving as chair of a SACS Accrediting team, or serving as a consultant for SACS during a team visit. Up to 1.0 renewal credits will be awarded for each accrediting team visit
9. Methods faculty may earn renewal credit by participating in Technology training which relates to the licensure area(s). One renewal credit may be awarded for each 10 contact hours completed. Faculty seeking renewal credit through this option must submit written documentation of attendance and a summary of competencies developed/refined by participation in the training.
10. Methods faculty may earn renewal credit by participating in Literacy training which relates to the licensure area(s). One renewal credit may be awarded for each 10 contact hours completed. Faculty seeking renewal credit through this option must submit written documentation of attendance and a summary of competencies developed/refined by participation in the training.

Records of all renewal activities shall be maintained in the office of the Director for Teacher Education (Roberts Hall 343). The director shall submit documentation to the Licensure Section by June 1 of the year in which the license expires. This documentation must include a Form U (Criminal Conviction) and a summary (not curriculum vita) of the renewal activities completed by the individual during the renewal cycle.

Submitted to the North Carolina Department of Public Instruction by Dr. Mariann Tillery, Dean of the School of Education/Director of Teacher Education

Signature of the Dean/Director of Teacher Education Date

DPI Approval

Approved by: _____ Date: _____

Position:

Licensure Renewal Record
High Point University

Name:

Department:

Description of Proposed Activity

Renewal Credits Awarded: _____

Date: _____