MONTREAT COLLEGE TEACHER EDUCATION HANDBOOK 2022-2023

Teacher as Leader and Innovator

for

21st Century Learning

This handbook may be updated at any time. The current version supersedes all previous versions.

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PREFACE

MONTREAT COLLEGE VISION

Montreat College seeks to be a leader in Christ-centered higher education regionally, nationally, and globally.

MONTREAT COLLEGE MISSION

Montreat College is an independent, Christ-centered, liberal arts institution that educates students through intellectual inquiry, spiritual formation, and preparation for calling and career, all to impact the world for Jesus Christ.

MONTREAT COLLEGE STATEMENT OF FAITH

The trustees and employees commit themselves to the following faith statement drawn from the college's Reformed tradition:

1. We believe in one sovereign God, eternally existing in three persons: God the Father; His only begotten Son, Jesus Christ, our Lord and Savior; and the Holy Spirit, the giver of life. (Daniel 4:25, 35; Mark 12:29; John 1:1, 14, 18; 14:28; 15:26; 16:28; Romans 9:15-23; Revelation 4:11)
2. We believe the Bible, the sixty-six books of the Old and New Testaments, is the infallible Word of God, completely inspired and authoritative, and is to govern Christians in every aspect of life and conduct. (I Thessalonians 2:13; II Timothy 3:16; II Peter 1:21)
3. We believe Jesus is the Christ, the Son of the living God, whom the Father sent into the world to atone for the sin of humanity. Jesus was conceived by the Holy Spirit, born of the Virgin Mary, and lived a life without sin. He was crucified and rose victoriously from the dead. Through His gift of grace, we as believers are redeemed for all eternity and are reconciled to the Heavenly Father. (Luke 1:26-37; 2:6, 7; John 3:16; Romans 3:10, 23; Romans 5:12-15; I John 3:8)
4. We believe the Holy Spirit is a free gift to believers from the Father and the Son to live within us and to empower us to love and obey the Lord and His Word. (John 14:15-17; John 16: 5-15; Ephesians 1:13-14)
5. We believe the Triune God is the sole Creator and Sustainer of the universe. God created all things and declared all He created to be good. After creating Adam and Eve in His own image, in a state of original righteousness, and distinct from all other living creatures, the Lord gave to all humanity the responsibility of caring for His world. (Genesis 1-2; John 1:1-18)
6. We believe God's good and perfect creation became tainted in every aspect by sin from humanity's rebellion against God. We acknowledge the existence, evil power, and influence of Satan. (Genesis 3; Ephesians 6:12)
7. We believe the Church is all who believe in and confess Jesus Christ as Savior and Lord and receive God's grace. We are called by God to be His one body of believers, gathered in communities. Empowered by the Holy Spirit, the Church's call is to declare His Good News of salvation to the fallen and lost world, to make disciples, and to serve all who are wounded, broken, and neglected. (Matthew 28:16-20; Mark 16:15-18; Romans 10:9-10; II Corinthians 5:17-21; Ephesians 2:8-9; 4)
8. We believe all those who profess Jesus as Savior and Lord are to follow in His Way and are to live as those who magnify and glorify Him, the Head of His Church. As forgiven followers, we are called to live holy and blameless lives through the power of the Holy Spirit until that time when Jesus Christ shall return in all His glory. (I Corinthians 1:2; Ephesians 4:22-24; Hebrews 10:14; I John 3:4-9; 4:4; 5:1-5)

Handbook Preface

The Teacher Education Handbook serves as a guide for students pursuing a program in teacher preparation at Montreat College. It contains information concerning policies, procedures, and programs, and the forms required for completion of a Bachelor of Science degree in education. The Teacher Education Program at Montreat College is approved by the North Carolina Department of Public Instruction, and its policies and programs are in compliance with state regulations. The Education faculty at Montreat College make every effort to appropriately advise all students in the Teacher Education Program. However, it is the responsibility of the students to register for appropriate courses, monitor their progress, and complete all required forms and assessments on time. Completion of requirements for the education degree does not guarantee certification, employment, or admission to undergraduate or graduate courses of study at other institutions. Montreat College reserves the right to modify or delete any of its courses of study, course offerings, and policies. Since the North Carolina Department of Public Instruction has the sole authority for official certification, any changes in requirements must be adhered to within the effective dates regardless of the student's entry date or time in the program pursued.

NOTE: The Teacher Education Program reserves the right to make necessary changes without further notice.

Statement of Non-discrimination

It is the policy of Montreat College that no student shall be excluded from participating in, be denied the benefits of, or be subjected to discrimination in any program sponsored by the college because of gender, race, religion, sexual orientation, age, handicap, or national origin. In order to promote a broad learning environment, Montreat College welcomes applications from individuals of diverse backgrounds.

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MONTREAT TEACHER EDUCATION PROGRAM

Teacher Education Program Mission

The mission of the Montreat College Teacher Education Program is to prepare teachers to be leaders and innovators for 21st century learning in the classroom, school, district, and profession at local, regional, national, and global levels. The purpose of 21st century learning is to prepare students with the skills, knowledge, expertise, and support systems they will need to succeed in work, life, and citizenship (Framework for 21st Century Learning, 2016). In responding to the Christian calling to the career/ministry of education (Eph. 4:11), 21st century teacher leaders and innovators must be prepared to teach the necessary skills and literacies in a manner that engages all students in the learning process, providing equitable access for all students in all settings, in public or private schools, at home in the United States or abroad.

Conceptual Framework

Teacher as Leader/Innovator for 21st Century Learning
in the classroom, school, district and profession at local, regional and national levels

The Conceptual Framework of the Montreat College Teacher Education Program has undergone growth and development since 1996. At that time the founding members of the Education Department modeled the framework around the theme *Teacher as Reflective Communicator.* This served the department well for ten years until adjectives such as "research-based" and "evidence-based" became prominent in education literature. In 2009, with the collaboration of education faculty, candidates, and representatives from both public and private K-12 schools, a new theme was developed, *Teacher as Agent of Change,* with three strands calling for transformation, reconciliation, and renewal.

However, the past six years have seen "transformation" in education occur at an unprecedented rate. With the increased emphasis on P-12 student learning, and the development of new national accreditation standards and state program approval requirements, it was determined that the Conceptual Framework should expand to meet the challenges of these increased demands. The Framework for 21st Century Learning (2015) was used as the starting point, because it includes life and career skills, knowledge, global awareness, learning and innovation skills, and information, media and technology skills, and was designed to create a "unified vision for learning to ensure student success in a world where change is constant and learning never stops" (2015).

Additionally, the new Conceptual Framework of the Montreat Teacher Education Program, while based on 21st century learning, also aligns with the Montreat College vision and mission and the mission of the Montreat College Teacher Education Program. Because Montreat College graduates have been educated through intellectual inquiry, spiritual formation, and preparation for their calling and career at a Christ-centered higher education institution that seeks to be a leader regionally, nationally, and globally, graduates of the Montreat College

Teacher Education Program are prepared to be leaders and innovators in the public and private 21st century classroom, school, district, and the profession both at home and abroad. The expanded Conceptual Framework is focused on the Christian calling to the ministry of education (Eph. 4:11), while preparing teachers with the 21st Century skills, knowledge, expertise, and literacies required for success in work and life.

For the Montreat College Teacher Education Program, the underlying definition and evaluation of these skills and literacies rests on the six key competencies developed by Michael Fullan and the New Pedagogies for Deep Learning initiative (Fullan, 2016; NPDL, 2014). These competencies are as follows: Communication, Critical Thinking, Collaboration, Creativity, Character, and Citizenship. Fullan's first four competencies are included in the Framework for 21st Century Learning, while the last two competencies represent the Montreat College Teacher Education Program Dispositions. Together, these six competencies form the conceptual framework for the development and assessment of the skills and dispositions of innovative teacher graduates from the teacher education program at Montreat College.

Competency 1: Communication

Innovative teachers must be able to communicate with a wide variety of audiences, using a range of modes that include oral, written, and non-verbal forms (Fullan, n. d.; Fullan & Quinn, 2016; P21 Framework Definitions, 2015). How a teacher communicates in the classroom can have crucial consequences in a student's learning and growth (Ginott, 1972). The teacher can inspire and motivate, or discourage and limit his or her students' learning and development. The teacher must also be skilled in embedding and explicitly instructing students in the writing, speaking, and listening skills required for problem solving and collaboration through a variety of communication formats (Greenstein, 2012), while engaging students through the use of innovative technologies. The teacher must be skilled in communicating with parents and stakeholders concerning each student's development. Information shared must have practical importance and value and serve its purpose of encouragement and growth. This is also true of communication with the professional learning community where the focus is positive impact on student achievement (Van Brummelen, 2009). If the goal is the success of each student, teacher leaders and innovators must be able to articulate clearly, using a variety of formats and data, what it is that each student should learn, how they will know when it is learned, respond when it is not learned, and extend the learning for those who are proficient (DuFour & DuFour in Bellanca and Brandt, 2010). In addition, "students must be able to understand multiple interpretations in order to communicate successfully" (Marzano, 2012, p. 23). Not only do the 21st Century and NPDL competencies call for quality communication and reflection on its improvement, but the Scriptures are replete with injunctions about words (Lockerbie, 2005). Christian teacher leaders and innovators, must be conscious to let their "conversation always be full of grace, seasoned with salt" (Colossians 4:6). Words can build up and tear down, create and destroy. Vision for the future can only be created through coherent, focused

communication, substantively designed for each audience, an important skill for teachers to model and teach to their students.

Competency 2: Critical Thinking

The innovative teacher must be able to think critically, evaluating and making connections in order to solve problems and construct knowledge for use in the real world, before s/he can take steps to explicitly teach these skills to students (Fullan, 2016; Dilley, Kaufman, Kennedy, Plucker, n.d.; Marzano, 2012) Students need deeper understanding and knowledge of how to design, evaluate, and manage their own work. They need the ability to transfer their learning, to explore, learn, and understand. (Bellanca & Brandt, 2010). As early as 1984, Novak and Gowin, in *Learning How to Learn*, call for the need to relate new knowledge to knowledge that is already known, and logic and debate skills must be learned and practiced to further enhance the ability to reflect and take action on ideas in the real world (Fullan, 2016; Moreland, 1997). Teachers must also be critical thinkers in the classroom in order to select the appropriate means of instruction for the development of each student (Van Brummelen, 2209). Additionally, J. P. Moreland asserts that it is imperative that Christians think critically in order to integrate discipleship with Jesus Christ with vocation. Teachers must be open to the questions of students and provide them with the resources to "think in Christian categories" as T. S. Eliot stated in 1940 (Lockerbie, 2005, p. 64). Teachers ready for the 21st century are skilled in the reasoning, logic, and judgement necessary to think critically and apply those skills to improving student learning in their classrooms, schools, and districts.

Competency 3: Collaboration

The innovative teacher must be able to work with a team, having well-developed interpersonal, social, emotional, and intercultural skills, be able to manage team dynamics and challenges, and have empathy in working with diverse others (Fullan, 2016; Plucker, Neag, Kennedy, & Dilley, n.d.). Both teachers and students can express ideas clearly, responding with respect while engaging in meaningful tasks (Greenstein, 2012). Just as with critical thinking, collaboration and all of its associated skills must be specifically taught and the environment enhanced to support it (Plucker, et al., n.d.). Collaboration is a vital skill for the teacher, both inside and outside of the classroom. Inside the classroom, the teacher must create opportunities for students to enhance their critical thinking and problem solving skills through collaboration, problem solving and working on group projects in a culture of participation and respect (Bellanca & Brandt, 2010). Outside the classroom, teachers participate in a learning community that focuses on student growth and development at a school-wide level. That community and connectedness, as Palmer (1998) says, is the principle behind good teaching. The teacher leader/innovator must be able to participate in purposeful teacher collegiality among the greater school community where all voices are appreciated and valued (Van Brummelen, 2009).

Competency 4: Creativity

The 21st century teacher is a creative innovator who can consider and pursue novel ideas and solutions, viewing failure as an opportunity to learn, and leading students to that same understanding (Fullan, 2016). In 1994, Eisner emphasized the importance of artistry in describing essential qualities in a teacher. "Teachers need to feel free to innovate, explore, and to play" (p. 162). More recently, imaging technology of the brain shows activation of all areas of the brain during problem solving and creative activities, illustrating the complexity and importance of innovation (Plucker, Neag, Kaufman, Beghetto, n. d.). Early in the 20th century Dewey stated that the growth of children depended on their ability to find out and make things, exercising their artistic expression (Dewey, 1990). Teachers in the 21st century need to explicitly teach creative thinking skills such as brainstorming and problem solving, exploration, and divergent and convergent thinking in a physical environment that supports sensible risk-taking (Drapeau, 2014). In addition, Brookhart (2013) stresses the importance of feedback to "name, note, encourage, and value the creativity," and also suggests fostering creativity by implementing assignments that require students to reorganize existing ideas, produce new ideas, or require students to put two things together. Christian teachers serve a creative God who gave George Washington Carver over 300 uses for the peanut. He is our example for sensible risk-taking in and out of the classroom as we lead our students to seek new solutions after asking, and encouraging students to ask, the right questions.

Competency 5 / Disposition 1: Character

The innovative 21st century teacher also demonstrates character in the practice of these competencies. The teacher must always be learning how to learn, have the resilience and self-regulation to persevere in the face of difficulties, be ethical in thinking and action, have empathy and work towards the benefit of others, and practice the career and life skills necessary to lead in their profession (Framework for 21st Century Learning, 2015; Fullan, 2016). At the intersection of what makes up the life of the teacher and the ways the teacher relates to those forces to bring wholeness, is character and true identity (Palmer, 1998). Achieving this wholeness requires perseverance and commitment, often defined by Duckworth, Person, Matthews, and Kelly (2007) as "grit," or "perseverance and passion for long-term goals. Grit entails working strenuously toward challenges, maintaining effort and interest…stamina...the gritty individual stays the course" (p. 1087, 1088). The teacher with character displays grit when learning does not go as planned. The teacher with character sees the world as the classroom with potential to teach and learn everywhere (Palmer, 1998). The teacher with character integrates biblical principles with all aspects of life and learning. The teacher with character is ethical in thinking and action, and is a model worthy of emulation (Lockerbie, 2005). The teacher with character "embraces human response, commitment and service as internal elements" (Van Brummelen, 2009, p. 93). The teacher with character strives to help all learners develop their God-given gifts to their full potential.

Competency 6 / Disposition 2: Citizenship

The innovative, 21st century teacher has a global perspective, understanding the diverse values and worldviews of other cultures while maintaining sensitivity and respect for those views. The teacher has a genuine interest in human and environmental sustainability, and seeks to solve authentic problems to that end in the context of life and career skills. As a citizen, the teacher sees teaching as a ministry to all children of different backgrounds and cultures (Kozol, 1995), promoting equity in access to career and life skills. As a citizen, the teacher can argue against his/her own position and can identify good points in another's point of view (Moreland, 1997) and is open to the questions of students (Lockerbie 2005). Ambiguous, complex, and authentic problems are challenges for solution, not avoidance. As a citizen, the teacher sees schools as communities, representative of a greater community, and treats all students with dignity and respect (Van Brummelen, 2009).

Summary

These six competencies form the foundation of the Montreat College Conceptual Framework and are assessed throughout the Montreat Teacher Education Program. Methods coursework, performance products including the edTPA, assessments, and gateways are designed to align the Conceptual Framework with the Montreat College Mission, the North Carolina Professional Teaching Standards (NCPTS), Council for Accreditation of Educator Preparation (CAEP) standards, and the Interstate New Teacher Assessment and Support Consortium (InTASC) standards.

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Program Goals

Upon completion of the elementary education program, the candidate should be able to meet these six goals:

1. Communicate with a wide variety of audiences, using a range of modes that include oral, written, and non-verbal forms for a range of purposes, listening effectively to decipher meaning. (Communication, North Carolina Professional Teaching Standard 1, 4)

2. Think critically, evaluating and making connections in order to solve problems and construct knowledge for use in the real world. (Critical Thinking, North Carolina Professional Teaching Standards 1, 3, 4, 5)

3. Collaborate and work with a team using well-developed interpersonal, social, emotional, and intercultural skills, managing team dynamics and challenges, and demonstrating empathy in working with diverse others. (Collaboration, North Carolina Professional Teaching Standards 2, 4)

4. Be a creative innovator who can consider and pursue novel ideas and solutions, viewing failure as an opportunity to learn, and leading students to that same understanding. (Creativity, North Carolina Professional Teaching Standards 3, 4)

5. Demonstrate character through the desire to learn how to learn, have the resilience and regulation to persevere in the face of difficulties, be ethical in thinking and action, have empathy and work towards the benefit of others, integrate biblical concepts throughout instruction, and practice the career and life skills necessary to lead in the profession. (Character, North Carolina Professional Teaching Standards 1, 2)

6. Demonstrate citizenship through the exercise of a global perspective, understanding the diverse values and worldviews of other cultures while maintaining sensitivity and respect for those views, showing genuine interest in human and environmental sustainability, and seeking to solve authentic problems to that end in the context of life and career skills. (Citizenship, North Carolina Professional Teaching Standards 1, 2)

Student Learning Outcomes

1. Candidates will communicate effectively with all stakeholders to facilitate learning for all students. (Communication)

2. Candidates will think systematically and critically about student learning and their own teaching as they investigate and consider new ideas to improve teaching and learning. (Critical Thinking)

3. Candidates work collaboratively with professionals and stakeholders to ensure a respectful environment for a diverse population of students. (Collaboration)

4. Candidates planning is aligned with the North Carolina Standard Course of Study, and includes a variety of instructional methods, including technology, to facilitate learning for their students. (Creativity)

5. Candidates participate in professional learning community (PLC) activities, demonstrating ethical behavior (based on the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*) at all times. (Character)

6. Candidates establish a respectful classroom environment where diversity is embraced and all students' learning needs are met. (Citizenship)

Teacher Education Program Governance

Teacher Education Committee

The Teacher Education Committee enables education faculty, Montreat College faculty, and P-12 practitioners to collaborate in the design, delivery, and evaluation of the teacher education program at Montreat College. The composition and responsibilities of the Teacher Education Committee are as follows:

A. **Composition of the Teacher Education Committee**

The Teacher Education Committee consists at least of the following personnel:

1. 2 classroom teachers
2. 1 school administrator
3. 1 education candidate (already admitted into teacher education)
4. All education faculty members
5. Montreat faculty representative
6. Vice President of Academic Affairs
7. Registrar of the college
8. Community representative(s)

The classroom teachers, administrator(s), and students are selected and invited to serve on the committee by the Director of Teacher Education.

B. **Responsibilities of the Teacher Education Committee**

The responsibilities of the Teacher Education Committee (TEC) are as follows:

1. Admission and retention of the teacher education candidates in the Teacher Education Program and Student Teaching Program
2. Policy development
3. Curricular development
4. Monitoring and revising the Assessment Plan
5. Reviewing and revising the Conceptual Framework

Admission and Retention: Administer the process of admission and retention to the Teacher Education Program and the Student Teaching Program in accordance with policies and procedures established by the institution, the Program, the North Carolina State Board of Education, and the North Carolina Department of Public Instruction.

Policy Development: Make and/or approve policy changes to the Teacher Education Program. The TEC will review suggested policy changes submitted by the Education Department based on assessment data. The Committee may also make suggestions for policy changes based on assessment data submitted by the Department of Education.

Curricular Development: Make and/or approve curricular changes made in the Teacher Education Program. Any suggested changes will then be presented to the Academic Affairs Committee and the faculty for their approval.

Conceptual Framework: Review and revise the Conceptual Framework.

Assessment Plan: Monitor and revise the Continuous Assessment Plan.

DESCRIPTION OF THE ELEMENTARY TEACHER EDUCATION PROGRAM

Required Courses

Elementary Education major classes (65 Credits)

EDUC 1111	Foundations of Education (3)
EDUC 2330	Children's Literature (3)
EDUC 1210	Technology in Education (3)
EDUC 2310	Integrating Health & the Arts (3)
EDUC 3221	Math Methods K-3 (3)
EDUC 3222	Math Methods 4-6 (3)
EDUC 3331	Teaching Reading and Language Arts (3)
EDUC 3230	Teaching Science (4)
EDUC 3230	Teaching Science Lab (0)
EDUC 3511	Seminar I: Education in North Carolina (1)
EDUC 3410	Teaching Social Studies (3)
EDUC 3460	Christian Philosophy of Education (Optional for ACSI Cert.) (3)
EDUC 3332	Language and Literacy (3)
EDUC 4440	Educational Psychology (3)
EDUC 4430	Classroom Management (3)
EDUC 4450	Assessment in Education (3)
EDUC 4512	Seminar II: Issues in Education (1)
EDUC 4420	Diversity and Exceptionalities in the Classroom (3)
EDUC 4521	Student Teaching I (5)
EDUC 4522	Student Teaching II (12)
EDUC 4513	Seminar III: Issues in Education (3)

Focused Field Experiences

Six (6) hours of Focused Field Experience are required for each 200-300 level EDUC course. Four (4) hours must be in the content area covered by the course, two (2) at the K-3 grade level, and two (2) at the 4-5 grade level. Two (2) hours of professional service (tutoring, aiding, coaching, teaching Sunday school, youth ministry, etc.) are also required and must be validated on the Focused Field Experience Log. These hours will help develop and document service outside the K-6 classroom for your resume and commitment to the calling and career of education profession.

All 200-300 level courses require 6 hours of Focused Field Experience:

> 2 hours observation/assistance in a K-3 classroom
> 2 hours observation/assistance in a 4-5 classroom
> 2 hours professional service (tutoring, aiding, coaching, etc.)

These hours must be documented on the FFE Form and turned in to each professor in each 200-300 level course. Focused Field Experiences will be included in the final course grade**. Failure to complete the required Focused Field Experiences will result in failure of the course.**

Students are required to have a background check, and recommended to have a TB test, and current North Carolina Health Form on file with Montreat College in order to participate in all education courses that include Focused Field Experiences.

Background checks will be obtained in EDUC 1111Foundations of Education or EDUC 1210 Technology in Education through the Montreat College Human Resources department, and repeated in EDUC 3511 Seminar I: Education in North Carolina.

Students are responsible for arranging their own transportation to their Focused Field Experiences. Transportation is not provided by Montreat College or the Montreat Teacher Education Program.

Professionalism

Students are expected to act in a professional manner related to confidentiality, attendance, and dress. Everything that occurs in the school setting is expected to be kept confidential (i.e., student records, grades, family concerns, professional opinions, "gripes", and "humorous" occasions.) Students should be in their assigned schools at the time arranged for the observation. The student should notify the principal's office if s/he cannot observe at the pre-arranged time. Appropriate professional dress while at the school and professional language in all spoken and written communication with school personnel and K-6 students are expected at all times. Cell phones should be left in the vehicle during Focused Field Experiences.

OVERVIEW OF GATEWAYS

Gateway 1 and Policies

Requirements Check for Continuing in Education Courses
1. 2.75 overall GPA and 3.0 GPA in education courses.
2. Disposition Self-Evaluation (Completed in EDUC 1111 or 1210).
3. ETS CORE: attempted/or meet state designated minimum scores
4. If state designated minimum scores are not met by beginning of 3000 level coursework (junior year), students will be required to change their major from Elementary Education (licensure) to Educational Studies (non-licensure) until appropriate scores are met. Transfer students with 60 hours or more must complete/meet the CORE minimum requirements by the end of their first semester enrolled with Montreat College.

Typically, candidates will complete Gateway 1 at the end of the sophomore year.
Candidates will not be allowed continued enrollment in education courses without approval of their advisor based on the GPA check by the Department of Education.

Gateway 2 and Policies

Entrance Requirements for Education Candidates

Acceptance by Montreat College should not be confused with acceptance into the Montreat Teacher Education Program (TEP). Admission to Montreat TEP is open to all Montreat College students who meet the standards established by Montreat College's Teacher Education Committee (TEC) and the North Carolina Department of Public Instruction (NC-DPI).

Formal Admission to Montreat TEP usually occurs after the junior year. Candidates will meet the following guidelines:

1. Minimum overall GPA of 2.75 and a 3.0 in all education courses.
2. Meet State designated minimum scores:
(156) ETS CORE Reading, (162) CORE Writing, and (150) CORE Math, or minimum scores on the SAT (1170 Composite, or EBRW 600, or Math 570) on the appropriate subtests, or minimum scores on the ACT (24 Composite or 24 English, or 24 Math) on the appropriate subtests.
3. Reference: K-6 Faculty.
4. Reference: Content Faculty.
5. Reference: Education Faculty.
6. Submit Application to Montreat Teacher Education Program.
7. Interview with Montreat Teacher Education Committee representatives.
8. Take the state required content tests: attempted or meet state designated minimum scores.
9. Clear background check and recommended TB test, and current North Carolina Health Form on file.
10. . Must submit a completed and signed Code of Ethics for North Carolina Educators.

11. Keep address, phone number, email address and other changeable information up-to-date in the Education Office.
12. Must be admitted by the Teacher Education Committee which has representation from the College and public and private school systems.

Unless candidates have been admitted to the Montreat Teacher Education Program, they will not be permitted to continue with classes in the Education Major if they are seeking NC licensure.

Gateway 3 and Policies

Entrance Requirements for Student Teaching II

1. Maintain a cumulative GPA of 3.0 in the education core courses.
2. Meet State designated minimum scores on state required content tests.
3. Submit "Application for Student Teaching II" with the Education Department.
4. Evaluation: Student Teaching I – college supervisor.
5. Evaluation: Student Teaching I – cooperating teacher.
6. Evaluation: Student Teaching I – candidate (self-evaluation).
7. Interview with Education faculty and Montreat Teacher Education Committee representatives for the purpose of determining professional competence and dispositions.
8. Formal approval by the Montreat Teacher Education Committee.

Gateway 4 and Policies

Completion of the Montreat Teacher Education Program

1. Exit interview
2. Student Teaching II
3. EDUC 4513 Seminar III: Issues in Education
4. Exit Portfolio
5. State designated minimum score on edTPA

Unless a candidate successfully completes her/his student teaching, including portfolio submission and participation in EDUC 4513 Seminar III: Issues in Education, and meets state designated minimum scores on edTPA, s/he will not be approved for licensure in the State of North Carolina, but could graduate with a major in Educational Studies. EDUC 4522 Student Teaching II will substitute for EDUC 4520 Extended Field Experience in the Educational Studies Program.

The Montreat College Director of Teacher Education/licensure officer will also determine if a candidate is suitable for the North Carolina Public School classroom. His/her signature is also required for approval for licensure, and will not be given until the candidate has earned passing scores on the state required content tests and edTPA.

Admission Policy

Applications for admission to the Montreat Teacher Education Program are due in the Department of Education Office no later than March 1. Completion of all requirements for Gateway 2 are due at the end of the summer term of that academic year. Each August, recommendations concerning the admission status of each applicant will be made by the Department of Education to the Teacher Education Committee (TEC). Applicants will receive written notification of decisions made by the TEC. Any applicant who wishes to appeal the decision of the Department of Education and the TEC may do so by following the appeals process outlined below. Any applicant denied admission can reapply for admission by July 1 the following year. All requirements for admission in effect at that time must be met at the time the new application is submitted.

Re-applying for Admission to the Teacher Education Program

Files of candidates who submit applications but do not complete the admission process in an academic year are maintained as inactive and purged after five years. If a candidate whose file is inactive wishes to re-apply to the Teacher Education Program, s/he must meet all admission requirements in effect at the time the new application is submitted.

If a candidate has been dismissed from the Teacher Education Program and wishes to re-apply, all admission requirements in effect at the time the new application is submitted. In addition, the candidate must submit a letter of petition to the Department of Education explaining the circumstances for dismissal and detailing the steps taken to remediate the situation. Multiple factors such as grade point average, lesson plans, documented personal interviews, written assessments, faculty recommendations and recommendations from appropriate school professionals may also be considered by the Department of Education in its decision to recommend the candidate to the TEC for readmission.

Appeals Process

If a student wishes to appeal a decision made by the Teacher Education Committee, the appeal must be presented in writing to the Director of Teacher Education no later than 15 business days from the date of the decision. An appeal may be made only if at least one of the following conditions applies:

- The student can provide evidence that the decision was based on arbitrary criteria.
- The student can provide evidence that the criteria were misapplied.

Steps in the Appeals Process:

1. Submit a letter no later than 15 business days from the date of the decision addressed to the Director of Teacher Education detailing the reasons and supporting evidence for the appeal.

2. If satisfaction is not reached, the student should submit the appeal in writing to the Vice President for Academic Affairs.
3. The Vice President for Academic Affairs will investigate the appeal and come to a decision.
4. The decision of the Vice President for Academic Affairs is final.

APPLICATION FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM (GATEWAY 2)

Placement Policy

The Montreat College Coordinator and school partners jointly determine the specific placement of teacher candidates. Teacher candidates are assigned to cooperating schools with state or regional accreditation. Cooperating schools are selected from those within Buncombe and McDowell Counties, who support Montreat College's Teacher Education Program's conceptual framework, and with whom the Montreat College Teacher Education Program has a contractual agreement.

Candidates will not be placed in the school where they have children, a relative employed by the school, or other close relatives in administrative positions in that school for Student Teaching I and Student Teaching II.

Application

Applications are available in the Teacher Education Office. It must be completed and returned with all appropriate documentation by March 1st the semester before admission to the Teacher Education Program and the Professional Year.

Medical Form

It is recommended that the North Carolina Health Examination Certificate be completed and returned with the application for admission to the Teacher Education Program.

The form can be accessed at the NC-DPI website and as a pdf at: http://www.ncpublicschools.org/docs/district-humanresources/key-information/information/healthcertificate.pdf

Background Check

A clear background check report must be on file before any candidate will receive admission to the Teacher Education Program.

Taskstream Portfolio Requirements

All data required for completion of the teacher education program will be collected and housed in Taskstream. Candidates may access their account and view their progress.

Student Handbook Acknowledgement Form

A signed Handbook Acknowledgement form must be included with the application for admission to the Teacher Education Program.

Code of Ethics for Educators

A signed Code of Ethics for Educators must be included with the application for admission to the Teacher Education Program.

References for Admission

As a part of the admission process, candidates will need to submit 3 references that addresses evaluation of their fitness for the profession from each of the following: a K-12 teacher, an education faculty member, and a content area professor in the SAS.

Interview Rubric

Candidates will be interviewed for admission to the program by 3 representatives of the Teacher Education Program and the K-12 teaching community. This interview will assess their ability to articulate their knowledge and understanding of the North Carolina Professional Teaching Standards and the meaning of professionalism and ethics as they relate to education.

Disposition Survey

Candidates will self-assess with the Montreat College Teacher Education Program Dispositions to evaluate their dispositional effectiveness for the profession.

This survey will be reviewed by the Montreat College Teacher Education Faculty and any concerns will be addressed with the student in the sophomore and junior years.

APPLICATION FOR STUDENT TEACHING II (GATEWAY 3)

Application

Applications are available in the Teacher Education Office. It must be completed and returned with all appropriate documentation by November 1st the semester before admission to Student Teaching II in the Professional Year.

Taskstream Portfolio Requirements

All data required for completion of the teacher education program will be collected and housed in Taskstream. Candidates may access their account and view their progress.

Code of Ethics for Educators

A signed Code of Ethics for Educators must be included with the application for admission to Student Teaching II.

Resumé

Candidates will complete a resume to be included with their application.

Interview Rubric

Candidates will be interviewed for admission to Student Teaching II by 3 representatives of the Teacher Education Program and the K-12 teaching community. This interview will assess their ability to articulate their understanding and application of the North Carolina Professional Teaching Standards and the meaning of professionalism and ethics as they relate to education.

Disposition Interview Rubric

The interview for Student Teaching II will include an assessment of the candidates' ability to articulate their understanding and application of the Montreat College Teacher Education Program Dispositions as they are reflected in the interview prompts.

State Required Content Tests

Must meet state designated scores for all sate required content tests.

COMPLETION OF THE TEACHER EDUCATION PROGRAM (GATEWAY 4)

Evaluation of Lesson Taught Rubric

Candidates will include the observation assessments of four lessons taught during Student Teaching II.

edTPA Requirements

Candidates will complete and submit the edTPA portfolio for scoring to fulfill the North Carolina requirement of completion and passing of a nationally normed teacher performance assessment for licensure.

Portfolio Requirements

Candidates will complete and submit additional program portfolio requirements and upload them as evidences to meet requirements to determine proficiency in the North Carolina Teaching Standards.

Exit Interview Rubric

Candidates will be interviewed by their cooperating teacher, college supervisor, and the principal (if available) to determine their demonstration of meeting all requirements on the LEA/IHE Certification of Teaching Capacity form and to prepare them for potential interview questions.

Dispositions Behavior Rubric

Candidates will be assessed on their application of the Montreat College Teacher Education Program Dispositions by their cooperating teacher, demonstrated by a proficient rating on each element of the LEA/IHE Certification of Teaching Capacity form.

Teacher Candidate Exit Survey

Candidates will complete an exit survey in which they assess their cooperating teacher and college supervisor.

Teacher Candidate Evaluation of Program

Candidates will complete a survey in which they assess the Montreat College Teacher Education Program, their Cooperating Teacher, and the College Supervisor.

GENERAL INFORMATION

Taskstream Resources

Go to: https://www.watermarkinsights.com/
Log in with your Montreat College email address and password.

edTPA Resources

You will access your edTPA portfolio through Taskstream. However additional edTPA information can be found at http://www.edtpa.com/.

Testing Resources

Core Academic Skills for Educators: Information available at https://www.ets.org/praxis/nc

Prior to entering an educator preparation program at your college or university, you may be required to take the Core tests to demonstrate your qualifications. However, individuals with a total SAT® score of 1170 (Verbal and Quantitative only) are exempt from Core testing requirements for an educator preparation program administration.

- Individuals with a total SAT score of less than 1170 (Verbal and Quantitative only), but a score of at least 600 on the EBRW, are exempt from the Core tests in Reading and Writing for educator preparation program admission.

- Individuals with a total SAT score of less than 1170 (Verbal and Quantitative only), but a score of at least 570 on the Math test, are exempt from the Core test in Mathematics for educator preparation program admission.

Likewise, individuals with a composite ACT® score of 24 are exempt from Core testing requirements for educator preparation program admission.

- Individuals with a composite ACT score of less than 24, but with a score of at least 24 on the English test, are exempt from the Core tests in Reading and Writing for educator preparation program admission.

- Individuals with a composite ACT score of less than 24, but a score of at least 24 on the Math test, are exempt from the Core test in Mathematics for educator preparation program admission.

Core Academic Skills for Educators: Reading	5713	156
Core Academic Skills for Educators: Writing	5723	162
Core Academic Skills for Educators: Mathematics(On-screen four-function calculator provided.)	5733	150

If you wish to take all three computer-delivered Core exams (5713, 5723, 5733) at the same time, select Core Academic Skills for Educators: Combined Test (5752) when registering. Scores will be reported by individual test (5713, 5723, 5733).

Testing and review materials are available from ETS for each test through the link for each test.

Required Content Tests for North Carolina

The following tests required for licensure: Information available at http://www.nc.nesinc.com/ and https://www.ets.org/praxis. Study guides, complete practice tests and scoring guides, as well as registration information can be accessed through these sites.

Pearson Foundations of Reading Test	#190	Required score: 233
Pearson General Curriculum Mathematics Subtest	#203	Required score: 227

OR

Elementary Education: Content Knowledge for Teaching Mathematics CKT	# 7813	
		Required score: 150

Additional study materials are available at the L. Nelson Bell Library.

Costs   (As of June 15, 2022)

Background Check: Background checks will be obtained in EDUC 1111 Foundations of Education or EDUC 1210 Technology in Education through the Montreat College Human Resources department, and repeated in EDUC 3511 Seminar I: Education in North Carolina.

CORE:	$90.00	5713 (Reading)	Passing Score 156
	$90.00	5723 (Writing)	Passing Score 162
	$90.00	5733 (Math)	Passing Score 150
	$150.00	5752 (Combined)	Passing Score 468

Pearson Tests:

Order Item	Item Price
Foundations of Reading	$139.00
General Curriculum Mathematics Subtest	$94.00

ETS test:

Order Item	Item Price
Elementary Education: Content Knowledge for Teaching Mathematics CKT	$78.00

Taskstream: $30.00 / semester

edTPA: $300.00 / Student Teaching II

Quotes

Ephesians 4:11 "It was He (Christ) who gave some to be apostles, some to be prophets, some to be evangelists, and some to be pastors and **teachers**…."

Horace Mann: "Keep one thing in view forever—the truth; and if you do this, though it may lead you away from the opinion of men, it will assuredly conduct you to the throne of God."

One hundred years from now it will not matter
What kind of car I drove,
What kind of house I lived in,
How much I had in my bank account,
Or what my clothes looked like.
But the world will be a better place because
I was important in the life of a child.

Teaching is a lifelong journey of learning rather than a final destination of "knowing"
how to teach.

Love what you teach and love whom you teach.

When students do not learn the way you teach them;
then you must teach them the way they learn.

If you touch a rock, you touch the past.
If you touch a flower, you touch the present.
If you touch a child, you touch the future.

Teach less so students can learn more.

Do not teach to the test but test what you teach.

Being fair means providing each student with what she/he needs to succeed.

Too many teachers teach from their seat instead of from their feet.

Reference List of Education Terminology

Assessment – Using various methods to obtain information about student learning that can be used to guide a variety of decisions and actions.

 Anecdotal Record – A written record kept in a positive tone of a child's progress based on milestones particular to that child's social, emotional, physical, and cognitive development. Recording happens throughout the day while actual learning occurs. Recordings are made when appropriate and are not forced. This method is informal and encourages the use of a note pad, sticky notes, and a checklist with space for notes, etc. Continuous comments are recorded about what a child can do and his/her achievements as opposed to what he/she cannot do.

 Authentic Assessment – A broad evaluation procedure that includes a student's performance or demonstration of complex cognitive behaviors. Assessment occurs in the context of normal classroom involvement and reflects the actual learning experience (i.e. portfolios, journals, observations, taped readings, videotaping, conferencing, etc.) The products or performances, which are assessed, are like products and performances that occur in the "real world."

Authentic Learning – An approach to teaching in which students explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the learner.

Basal Textbook – A book that offers a basis for instruction for a course or grade level that is organized to provide appropriate progression of information on a subject being studied.

 Baseline Date – Information collected to comprise a reference set for comparison of a second set of data collected at a later time; used to interpret changes over time usually after some condition has been changed for research purposes that sets the standard for any research that follows in the same project.

Beliefs – A core group or set of guiding principles that serves as a basis for decision-making.

Best Practices – Current, national consensus recommendations that consistently offer the full benefit of the latest knowledge, technology, and procedures impacting teaching and learning.

 Benchmark – A term used interchangeably with "exemplar." A benchmark is an example of student work that illustrates the qualities of a specific score on a rubric or scoring guide.

 Civic organizations – Clubs, fraternal or other community groups that have a knowledge, awareness and experience to make a contribution to the larger community.

Co-curricular Activities – Clubs, athletic teams, intramurals or other school based organizations or activities that provide opportunities for students to participate in the school community.

Collaboration - A systematic process by which people work together, interdependently, to analyze and impact professional practice in order to improve individual and collective results.

Common Core Standards - a set of high-quality academic **standards** in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade.

Common Items – Items on the assessment taken by all students and on which individual student scores are based.

Computer Assisted Instruction –Instruction within a classroom used to enhance the acquisition of knowledge through the use of interactive computer programs that allow students to work at their own pace.

Cooperative Learning - A teaching strategy that groups students in structured learning groups requiring that they work together to solve problems by using skills and content. The teacher acts as a facilitator of learning.

Criteria – A standard on which a judgment or decision may be based.

Critical Thinking – Higher order thinking that questions assumptions.

Curriculum – An organized plan of instruction that engages students in learning the standards that have been identified at the state and local level.

Curriculum Alignment – A curriculum in which what is taught, how it is taught, and how it is assessed is intentionally based on, but not limited to the North *Carolina Standard Course of Study*. The sequence of learning in an aligned curriculum is articulated and constantly discussed, monitored and revised.

Curriculum Framework – *North Carolina Standard Course of Study,* available at the North Carolina Department of Public Instruction website (http://www.ncpublicschools.org/), provides direction in the development of local curriculum and should serve as a major basis for staff development and the development of instructional units and performance assessments.

Curriculum Integration – restructuring learning activities to help students build connections between topics and across content areas.

Curriculum Mapping – Using the calendar as an organizer, a year's curriculum is mapped out in monthly or grading period "chunks" as it is actually taught.

Developmentally Appropriate – The use of content, instruction, and assessment that meets the student's ability to reason, interpret, focus, communicate, and interact, both socially and academically.

Developmental Appropriateness - This concept of developmental appropriateness has two dimensions:

- **Age appropriateness** – Human development research indicates that there are universal, predictable milestones of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development – physical, emotional, social, cognitive, and aesthetic. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.

- **Individual appropriateness** – Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences. Learning in your children is the result of interaction between the child's thought and experiences with materials, ideas, and people. When these experiences match the child's developing abilities, while also challenging the child's interest and understanding, learning will take place.

Differentiation – A philosophy, which involves students giving multiple options for taking in information, making sense of ideas, and expressing what they learn. It provides different avenues to acquire content, process or make sense of ideas, and develop products.

Diverse/ Diversity – The inclusion of differences based on race, gender, disability, age, national origin, color, economic status, religion, geographic regions and other characteristics. Achieving diversity requires respect of differences, valuing differences, supporting, encouraging and promoting differences, and affirmation initiatives, such as recruitment, placement, and retention.

Educational Equity Plan –A plan, which addresses equity within the school environment.

Educational Technology – A variety of equipment used to teach pupils, including computers, telecommunication, cable television, interactive video, film, lower-power television, satellite communications, and microwave communications. In the future, special rate funding will provide such equipment.

edTPA – a nationally normed and evaluated Teacher Performance Assessment required for licensure.

Empowerment – The process of providing stakeholders with the opportunities to make decisions through a consensus building process.

Engagement – Action taken on the part of the student to actively participate in the learning process.

Equity – A condition that occurs when a community believes in and provides access, opportunity, and fairness to all learners as demonstrated by the absence of any form of discrimination.

External Criteria – The list of requirements for judging work (i.e. rubric, scoring guide.)

Family Literacy Initiative – A national and state movement involving at-risk children and their families, with sufficient intensity and duration, to make sustained changes in their lives through the educational process.

Flexible Grouping – A strategy that allows students to work in differently mixed groups depending on the goal of the learning task at hand.

Focus Groups - Ad hoc committees or groups formed to meet a specific purpose or need. They are together long enough to formulate a solution or suggest a strategy.

Formative Assessment - An assessment *for* learning used to advance and not merely monitor each student's learning (Stiggins, 2001).

Heterogeneous Grouping – The grouping of students in classrooms on the basis of mixed abilities.

Holistic Scoring – A scoring process used to evaluate a student's overall performance or product. One set of criteria is used to assess the quality or overall effectiveness of student work. The criteria are written to include all the expectations or standards, which are targeted.

Homogeneous Grouping – The grouping of students, based on their similarities, i.e., chronological age, reading ability, and test scores.

Individualized Education Plan (IEP) – Plan co-created by teachers, administrators, education specialists, and family/guardians to provide specific interventions on a prescribed schedule for a

student's specific needs to maintain inclusion.

Inclusion - It is both a philosophy and a practice where all students are considered and treated as members of the school community and are educated in the least restrictive environment (LRE).

Information Literacy – The ability to recognize the extent and nature of an information need, then to locate, evaluate, and effectively use the needed information. *(Plattsburgh State Information and Computer Literacy Task Force, 2001)*

Integrated/Interdisciplinary Curriculum – A curriculum, which purposefully links disciplines to each other. (See Curriculum Integration)

Instructional Practices – Methodology used by teachers to engage students in the learning process.

Integration of Technology – Incorporating the use of computers or other technical equipment into the curriculum.

Learning Environment – Any setting or location inside or outside the school used to enhance the instruction of students.

Learning Objectives/Outcomes -   Learning objectives, sometimes referred to as outcomes, are statements that specify what learners will know and/or be able to do as a result of experiencing the teaching of the series of lessons developed for inclusion in the TPA. Learning objectives/outcomes   are usually expressed as knowledge, skills, or attitudes.

Learning Target – Statements of intended learning (Learning Objectives/Outcomes), expressed in "student-friendly" language.

Lifelong Learning – The use of both formal and informal learning opportunities throughout people's lives in order to foster the continuous development and improvement of the knowledge and skills needed for employment and personal fulfillment.

Literacy – the ability to make and communicate meaning from and by the use of a variety of socially contextual symbols.

Manipulative – Concrete or hands-on instructional materials and games used in the classroom in introduce and reinforce skills.

Mentoring – Providing support for activities in a learning process by a person who usually has more experience or expertise.

Mission - A statement of purpose to define the goals and direction; a guide for decisions and a set of criteria by which to measure the school's progress toward it's defined purposes. It emphasizes the conditions that must be present in schools where all children succeed.

Modality – The sensory styles through which people receive information.

Modeling – A teaching strategy in which the teacher demonstrates to students how to do a task, with the expectation that the student will copy the model. Modeling often involves talking about how to work through a task or "thinking aloud."

Multicultural Education – Interdisciplinary, cross-curricular education that prepares students to live, learn, and work together to achieve common goals in a culturally diverse world. It does this by (a) enabling all students to be aware of and affirmed in their own cultural roots; (b) allowing all students to understand and accept cultural diversity; (c) fostering appreciation,

respect, and understanding for persons of different cultural backgrounds; and (d) preparing students to live fruitful lives in an increasingly global society with decreasing borders.

Multi-Age – Grouping students of various ages together.

Multi-Tier System of Support (**MTSS**) – School and district wide support plan for all students.

Non-Academic Data – Formally referenced as non-cognitive indicators of a school's progress (retention rate, dropout rate, attendance and school to work transition) included in the calculation of the school's Academic Index.

On-Demand Writing Prompts – Also known as "writing prompt," "prompt," "Timed writing," or "directed writing." Interchangeable terms refer to timed structured writing assessments that require extended writing, including essays, letter, compositions, etc.

Open-Response Items – Questions that require students to combine content knowledge and application of process skills in order to communicate an answer.

Outcome – Successful demonstration of learning that occurs at the culminating point of a set of learning experiences.

Partnership – Involvement of parents and/or family members and students themselves in a variety of home and school based partnership activities.

Peer Collaboration – Students working together in a group to solve a problem.

Peer and Cross-Age Tutoring – Support in the learning environment provided by same or different aged students.

Performance Assessment - See Authentic Assessment.

Portfolio - A purposeful or systematic collection of selected student work and student self-assessments developed over time, gathered to demonstrate and evaluate progress and achievement in learning.

Problem Based Learning - a student-centered pedagogy in which students learn about a subject through the experience of solving an open-ended problem. Students learn both thinking strategies and domain knowledge.

Process – The steps a student takes in reaching the final performance or product.

Professional Development – An intentional, ongoing, systematic process. It is embedded in the process of developing and evaluating curricula and student assessment.

Quantitative Literacy – The ability to reason with numbers and other mathematical concepts.

Reflective Thinking – A process that provides a structured opportunity for students to consider what has taken place and the feelings that have been stimulated through an experience.

Reliability – The accuracy and repeatability of a measurement.

Reliable – The consistency of assessment results from an instrument over time or over a number of trials.

Response to Intervention (RTI)- Response to Intervention (RTI) is a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both.

Rubric/Scoring Guide – A set of scoring guidelines to be used in evaluating a student's work.

Self-Assessment – A student's evaluation of his/her own work.

Service Learning - A teaching methodology that allows students to learn and apply academic, social and personal skills to improve the community, continue individual growth and become better citizens.

Stakeholder – Any person or group of people associated with the school community that has an interest in the success of the school and its programs.

Standard(s) – Content: A description of what students need to know and be able to do. Performance: A description of how well students need to perform on various skills and knowledge to be considered proficient.

Strategies – Plans and methods used by both teachers and students to approach a task.

Technology – Includes, but is not limited to, computers, telecommunication, television, interactive video, film, television, satellite communication, and internet communication that are in supplement instruction.

Summative Assessment- An assessment of learning (Stiggins, 2002) designed to provide a final measure to determine if learning goals have been met (Ainsworth &Viegut, 2006).

Thematic/Integrated Units – Units of study built around a particular theme or topics that are examined across some or all of the content areas.

Title 1 – Federal law and dollars for special help for disadvantaged children, from the federal law improving America's Schools Act.

Teacher Performance Assessment— The Teacher Performance Assessment (TPA) is the critical performance for the undergraduate teacher education program clinical practice experience. The TPA is designed with structures and processes in place to measure teacher effectiveness, via classroom instruction, as well as the learning gains of students. As the sequence of lessons is developed, students completing the section assignments will be exposed to "backward design," which includes both formative and summative assessments. Data analysis from the assessments can, and should, drive decision making related to curriculum, instruction and assessment.

Tracking – Grouping students based on their abilities.

Validity – A measurement's ability to actually measure what it purports to measure.

Values – A core belief structure.

Vision – A future oriented aspiration for the teaching and learning environment of the school.

Welcoming School Environment – An atmosphere/climate created within the school where everyone associated with the educational system is treated in a warm and inviting manner.

APPENDICES

A. NORTH CAROLINA PROFESSIONAL TEACHING STANDARDS

Public Schools of North Carolina
 State Board of Education | Department of Public Instruction

I. Teachers demonstrate leadership.
       NCPTS.I.a - Teachers lead in their classrooms.
       NCPTS.I.b - Teachers demonstrate leadership in the school.
       NCPTS.I.c - Teachers lead the teaching profession.
       NCPTS.I.d - Teachers advocate for schools and students.
       NCPTS.I.e - Teachers demonstrate high ethical standards.

II. Teachers establish a respectful environment for a diverse population of students.
       NCPTS.II.a - Teachers provide an environment in which each child has a positive, nuturing relationship with caring adults.
       NCPTS.II.b - Teachers embrace diversity in the school community and in the world.
       NCPTS.II.c - Teachers treat students as individuals.
       NCPTS.II.d - Teachers adapt their teaching for the benefit of students with special needs.
       NCPTS.II.e - Teachers work collaboratively with the families and significant adults in the lives of their students.

III. Teachers know the content they teach.
       NCPTS.III.a - Teachers align their instruction with the North Carolina Standard Course of Study.
       NCPTS.III.b - Teachers know the content appropriate to their teaching specialty.
       NCPTS.III.c - Teachers recognize the interconnectedness of content areas/disciplines.
       NCPTS.III.d - Teachers make instruction relevant to students.

IV. Teachers facilitate learning for their students.
       NCPTS.IV.a - Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
       NCPTS.IV.b - Teachers plan instuction appropriate for their students.
       NCPTS.IV.c - Teachers use a variety of instructional methods.
       NCPTS.IV.d - Teachers integrate and utilize technology in their instruction.
       NCPTS.IV.e - Teachers help students develop critical-thinking and problem-solving skills.
       NCPTS.IV.f - Teachers help students work in teams and develop leadership qualities.
       NCPTS.IV.g - Teachers communicate effectively.
       NCPTS.IV.h - Teachers use a variety of methods to assess what each student has learned.

V. Teachers reflect on their practice.

       NCPTS.V.a - Teachers analyze student learning.

       NCPTS.V.b - Teachers link professional growth to their professional goals.

       NCPTS.V.c - Teachers function effectively in a complex, dynamic environment.

VI. Teachers contribute to the academic success of students.

B. CODE OF ETHICS FOR NORTH CAROLINA EDUCATORS

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

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

To uphold these commitments, the educator:

I. Commitment to the Student.

A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.

B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.

C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.

D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.

E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.

F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

II. Commitment to the School and School System

A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.

B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.

C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.

D. Participates actively in professional decision-making processes and supports the expression of professional opinions and judgments by colleagues in decision-making processes or due process proceedings.

E. When acting in an administrative capacity:
1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
4. Recommend persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

III. Commitment to the Profession

A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.

B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.

C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

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

.0601 PURPOSE AND APPLICABILITY

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

.0602 STANDARDS OF PROFESSIONAL CONDUCT

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

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

   (1)   Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.
   (2)   Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.
   (3)   Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:

      (A)   statement of professional qualifications;
      (B)   application or recommendation for professional employment, promotion, or licensure;
      (C)   application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
      (D)   representation of completion of college or staff development credit;
      (E)   evaluation or grading of students or personnel;
      (F)   submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
      (G)   submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and
      (H)   submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may

tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.

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

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

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

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

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

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

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

      (A)   be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat. § 90-95, the Controlled Substances Act, without a prescription authorizing such use;

      (B)   be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school sponsored activity involving students; or

      (C)   furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.

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

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

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

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

C. FERPA Summary

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special

letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

(retrieved February 16, 2017 from: https://ed.gov/policy/gen/guid/fpco/ferpa/index.html)

D. THE SIX Cs

Communication
- Coherent (logically connected) communication using a range of modes/methods
- Communication designed for different audiences
- Substantive, multimodal communication (having practical importance, value, and effect)
- Reflection on and use of the process of learning to improve communication (listening skills)
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)

Critical Thinking
- Evaluating information and arguments
- Making connections and identifying patterns
- Problem solving
- Meaningful knowledge construction
- Experimenting, reflecting, and taking action on ideas in the real world

Collaboration
- Working interdependently as a team
- Interpersonal and team-related skills
- Social, emotional, and intercultural skills
- Management of team dynamics and challenges

Creativity
- Economic and social entrepreneurialism/innovation
- Asking the right inquiry questions
- Considering and pursuing novel ideas and solutions
- Leadership for action
- View failure as an opportunity to learn; understand that creativity and innovation are a long-term, cyclical processes of small successes and frequent mistakes
- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

Dispostions:

Character
- Learning to learn
- Grit, tenacity, perseverance, and resilience
- Self-regulation and responsibility
- Empathy for and contributing to the safety and benefit of others
- Ethical in thinking and action
- Able to integrate biblical concepts

Citizenship
- A global perspective
- Sensitivity to and respect for other cultures
- Understanding of diverse values and worldviews
- Genuine interest in human and environmental sustainability
- Solving ambiguous, complex, and authentic problems
- Career and life skills

E. 21st CENTURY FRAMEWORK FOR LEARNING

Core Subjects and 21st Century Themes

Mastery of **core subjects and 21st century themes** is essential to student success. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

In addition, schools must promote an understanding of academic content at much higher levels by weaving **21st century interdisciplinary themes** into core subjects:

- **Global Awareness**
- **Financial, Economic, Business and Entrepreneurial Literacy**
- **Civic Literacy**
- **Health Literacy**
- **Environmental Literacy**

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include:

- **Creativity and Innovation**
- **Critical Thinking and Problem Solving**
- **Communication and Collaboration**

Information, Media and Technology Skills

Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- **Information Literacy**
- **Media Literacy**
- **ICT (Information, Communications and Technology) Literacy**

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- **Flexibility and Adaptability**
- **Initiative and Self-Direction**
- **Social and Cross-Cultural Skills**
- **Productivity and Accountability**
- **Leadership and Responsibility**

DIGITAL TEACHING & LEARNING

About the NC Digital Learning Competencies for Classroom Teachers

The teaching and learning process is a complex balance of content knowledge, pedagogical strategies, and technological resources. The following Digital Competencies, informed by International Society for Technology in Education (ISTE), International Association for K-12 Online Learning (iNACOL), and the NC Professional Teaching Standards, are to be viewed within the context of the current North Carolina Professional Teaching Standards as extensions in relationship with the ways that digital technologies impact and affect schools.

Teachers and administrators should use these competencies to improve their practice and drive student learning within their classrooms. The following four Focus Areas have been loosely aligned to the Professional Teaching Standards with a subset of competencies that help to explain and 'unpack' the Focus Area.

Leadership in Digital Learning
Teachers will demonstrate leadership in accelerating their integration of digital teaching and learning pedagogies.
Engage in virtual and face-to-face learning communities to expand mastery of technological applications for professional growth and student learning.
Take initiative with own professional growth to inform practice.
Demonstrate leadership for technology innovation beyond my own classroom.
Engage in peer collaborative problem solving through continuous planning, designing, testing, evaluation, and recalibration of teaching methods using appropriate digital technology.
Promote open, lifelong learning as an iterative process of success, failure, grit, and perseverance.

Digital Citizenship
Teachers will model and teach digital citizenship by the ethical, respectful, and safe use of digital tools and resources that support the creation of a positive digital school culture.
Demonstrate understanding of intellectual property rights by abiding by copyright law, intellectual property, and fair use guidelines.
Teach and require the use of copyright law and fair use in student work and creation.
Engage in responsible and professional digital social interaction.
Integrate digital citizenship curriculum into student learning.
Demonstrate global awareness through engaging with other cultures via advanced communication and collaboration tools.
Ensure full, equitable access and participation of all learners through high-quality technology tools and resources.

DIGITAL TEACHING & LEARNING

Digital Content and Instruction

Teachers will know and use appropriate digital tools and resources for instruction.

Design technology-enriched learning experiences that encourage all students to pursue their individual interests, preferences, and differences.

Lead all students in becoming active participants in setting educational goals, managing learning, and assessing their progress through digital tools.

Identify, evaluate, and utilize appropriate digital tools and resources to challenge students to create, think critically, solve problems, establish reliability, communicate their ideas, collaborate effectively.

Immerse students in exploring relevant issues and analyze authentic problems through digital tools and resources.

Evaluate and appropriately modify the form and function of the physical learning environment to create a conducive digital learning environment.

Data and Assessment

Teachers will use technology to make data more accessible, adjust instruction to better meet the needs of a diverse learner population, and reflect upon their practice through the consistent, effective use of assessment.

Integrate digitally enhanced formative and summative assessments as a part of the teaching and learning process.

Use performance data and digital tools to empower student metacognition for self-assessment & self-monitoring their own learning progress.

Utilize multiple and varied forms of assessment including examples of student work products.

Utilize technology and digital tools to synthesize and apply qualitative and quantitative data to:
- Create individual learner profiles of strengths, weaknesses, interests, skills, gaps, preferences.
- Inform, personalize, and calibrate individual learning experiences.
- Identify specific plans of action related to weaknesses, gaps, and needed skills as identified in the learner profile.
- Reflect and improve upon instructional practice.

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