

NCCU School of Education

Educator Preparation Program Handbook

PART 1

for Programs Leading to Initial Licensure

Preparing Educators for Diverse Cultural Contexts in the 21st Century



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Introduction

Teaching is a noble profession with many intrinsic rewards. However, it is not for those without commitment, fortitude, persistence, and, most importantly, the passion to teach. On the way to becoming a teacher, there are many **hoops**. Knowing the **hoops** makes it easier to take control of your destiny and navigate through the guidelines and requirements at the university, state, and national levels. While at times these guidelines and requirements feel like **unnecessary exercises**, they have been designed to prepare competent teachers and ensure effective education for our PK-12 grade students. So, if your goal is to become a teacher who truly helps students to achieve, we can help you attain it. The purpose of this handbook is to inform you of the guidelines and requirements, along with other helpful information, to ensure your success.

Our national and state accreditation was successfully reaffirmed in 2007. Additionally, all program areas were re-visioned based on the *North Carolina Professional Teaching Standards* (NCPTS) and approved in 2009. Our faculty members are committed to excellence in teaching and modeling best teaching practices in their classes. The School of Education, in collaboration with the College of Behavioral and Social Sciences and the College of Arts Sciences, has filled many schools and school systems with classroom teachers, special educators, administrators, counselors, speech pathologists, media specialists, and technology educators. We have served many local and remote school systems, including Durham Public, Wake County Public, Vance County, Warren County, Weldon City, Person County, Halifax County, Orange County, and Chapel Hill- Carrboro City. We are proud of our work and want you to be aware of the contribution North Carolina Central's School of Education and teacher education programs--in collaboration with the College of Behavioral and Social Sciences and the College of Arts and Sciences--have made to the education profession and, most importantly, to the lives of many children in North Carolina and beyond.

We want you to feel successful and to represent yourself and this institution on campus, school sites, and in the community in the proud and professional manner of those who have come before you.

This handbook includes the School of Education's vision, mission, and conceptual framework, along with state regulations, keys to success, candidate-assessment information, field-experience requirements, and student-teaching highlights.

Vision

The School of Education at North Carolina Central University will become an international community of scholars who are culturally responsive educators and practitioners.

Mission

The mission of the NCCU Educator Preparation Program is to prepare education professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach and other related services. Central to our mission is the development of leaders who promote social justice and dedicate themselves to the well-being of a global society.

Conceptual Framework

Preparing Educators for Diverse Cultural Contexts in the 21st Century

Conceptual Framework: In A Nutshell

(for full version see the Conceptual Framework Handbook in Foliotek Resources)

Preparing Educators for Diverse Cultural Contexts in the 21st Century

All education is with a purpose and that purpose can only be political, for either we educate to liberate or we educate to dominate. ~ Paulo Freire

Freire's quote communicates an essential focus of North Carolina Central University (NCCU) Educator Preparation Program's (EPP's) conceptual framework. [Note: The EPP was formerly known as the Teacher Education Program (TEP)]. We have operationalized this ideal by identifying elements of effective teaching that best serve underrepresented populations. These elements are embodied in the unit's conceptual framework, Preparing Educators for Diverse Cultural Contexts in the 21st century schools. Following is an in-depth explanation of the framework and an outline of these elements.

Preparing Educators

The EPP—School of Education, College of Arts and Sciences, College of Behavioral and Social Sciences, and Library and Information Sciences--working collaboratively with public schools, assumes responsibility for preparing candidates who are keenly aware of, sensitive to, and effective in teaching that is inclusive. Part of the preparatory process involves ensuring that educators know and are able to employ the appropriate content and pedagogical knowledge and clinical experiences that translate into excellent professional practices that promote student learning.

Focus on Diversity

The EPP acknowledges and attends to the multiple components of diversity (e.g., language, religion, region, age, sexual orientation, ethnicity, and/or race). The EPP, however, focuses on the dimensions of race, class, gender and exceptionalities because these dimensions have, historically, affected the academic achievement of particular groups. Additionally, the historical mission of the University has been to serve those populations the system has disenfranchised, particularly racial minorities. Responding to current realities, NCCU has expanded its mission to embrace multiple forms of diversity, but the issues of race, class, gender, and exceptionalities continue to remain in the forefront.

Focus on African Americans

Of particular importance is that the EPP is located in a community where over half of the student population is African American. The data shows that African Americans as a group underperform academically, are more likely to drop out of school, are more likely to be expelled or suspended, and are less likely to appear on the honor roll or to enroll in gifted and talented programs. These devastating statistics are especially true for many African American males. Another reason for this focus is the persistent academic achievement gap

between African Americans and European Americans, between less affluent and more affluent students, between males and females (especially in math and science), and between mainstream students and students with disabilities.

Cultural Contexts

The EPP employs cultural contexts to refer to internal and external environments that affect the schooling process. Internally, cultural contexts refer to the personal cultural experiences that the educator and the student bring to the educational milieu. Program planners suggest that the professional educator is one who reflects on and critically analyzes personal cultural experiences and identifies barriers these dimensions may pose for student learning. The committed, caring, culturally responsive educator is one who also makes use of a repertoire of instructional strategies to enhance the potential to increase student learning. Additionally, the educator is committed to capitalizing on students' strengths and cultural capital to promote learning. The NCCU educator views the professional role as a facilitator of learning and as a creator of an environment conducive to promoting learning. S/he endeavors to increase the possibility that the class is culturally inclusive.

Moreover the EPP employs cultural contexts to refer to the external environment's (e.g., urban, suburban, rural) emphasis on accountability and professional, national, and state standards. The EPP is committed to ensuring that these standards are infused in the program as evidenced by the alignment of the SOE's curriculum, clinical experiences, and assessment procedures.

The Educator Preparation Program (EPP) believes in order to prepare highly qualified and effective initial and advanced licensed *educators for diverse cultural contexts in the 21st century*, faculty must

1. implement culturally responsive practices, dialogue, and self- reflection that will facilitate the development of **three essentials elements** ---*competent (knowledge), culturally responsive (skills) and caring educators (dispositions)* and;
2. incorporate **six relevant culturally responsive principles** (Villegas and Lucas, 2002) that define effectiveness of our Educator Preparation Program:
 - a. commitment of social consciousness;
 - b. promotion of knowledge construction through constructivist views of learning;
 - c. affirmation of attitudes toward students from culturally and
 - d. linguistically diverse students, including those with exceptionalities;
 - e. commitment to understanding variations in beliefs, traditions, and
 - f. values cross cultures within society and the effect of the relationship
 - g. among children, family, and schooling;
 - h. application of culturally responsive teaching practices; and
 - i. commitment to preparing candidates to become agents of change; and

3. promote an *Intellectual Community* that support scholarly and creative ideas, encourage innovative and critical thinking, and laud excellence grounded in the **core values** of
 - a. culturally competent practice;
 - b. collaborative involvement;
 - c. intellectual advancement;
 - d. innovative knowledge production;
 - e. global awareness and immersion;
 - f. social justice
 - g. community engagement; and
4. alignment of practices with the North Carolina Department of Public North Carolina **standards** for initial and advanced license programs.

Elements of the Culturally Responsive Educator: Knowledge, Skills and Dispositions

Following is an outline of knowledge, skills and dispositions of the NCCU SOE educator:

Knowledge

The NCCU Educator is a **competent educator** who

- knows the subject that he/she teaches;
- understands varying pedagogical philosophies that support teaching and learning for diverse cultural contexts;
- knows the relationships among diversity, curriculum, and technology for teaching and learning;
- knows the interrelationships of curriculum, clinical experiences, and diversity for teaching and learning; and
- knows inquiry-based teaching that challenges assumptions regarding teaching and learning.

Skills

The NCCU Educator is a **culturally responsive educator** who is

- capable of capitalizing on students' strengths to promote learning ;
- able to use a repertoire of instructional strategies which incorporate technology to promote learning;
- able to focus on academics and affect student learning;

- able to offer a global perspective;
- able to incorporate personal cultural experiences as a means of enhancing teaching and learning;
- able to demonstrate a variety of appropriate assessments which value the diversity of educational experiences of the students;
- engaged in inquiry that promotes improvements in teaching and learning;
- engaged in teaching that promotes student use of inquiry that challenges assumptions about teaching and learning ; and
- able to demonstrate facilitation of a learning experience that is culturally inclusive.

Dispositions

The NCCU Educator is a **caring educator** who is

- sensitive to, understanding of, and prepared to effectively teach diverse student populations;
- committed to promoting social justice;
- able to view education as a political process;
- able to critique the system and advocate for change;
- understanding of the impact of culture in the teaching/learning process;
- understanding and accepting of colleagues' and his/her own personal cultural background;
- understanding and respectful of students' cultural backgrounds;
- accepting of and able to offer multiple perspectives in the teaching/learning process;
- able to offer a global perspective ; and
- consistently exhibiting professionalism (i.e., collegial, responsible, reflective, fair-minded).

Philosophical Underpinnings

The theoretical constructs that underpin the NCCU SOE's conceptual framework include Bank's *Dimension Model* (1993) and the Sleeter and Grant *Education that is Social Deconstructionists Model* (1994). Following considerable collaborative reflection, and in an effort to respond to current realities, the SOE has added two other theoretical constructs: *Critical Race Theory* developed by Derrick Bell and *Postmodernism* as promoted by Giourox, McLauren, Williams, and others. Following is a description of the theoretical constructs.

Bank's *Dimensions Model*, consisting of five components, indicates that effective multicultural programs involve the total school program including curriculum, instructional strategies, staffing patterns, and school policies and procedures. Bank's model further suggests that schools be proactive in promoting positive intergroup relationships. He further advocates the importance of students examining the construction of knowledge. According to Banks, students should question what knowledge is most important, why it is important, and whose agenda this knowledge promotes.

Grant and Sleeter's *Education that is Multicultural and Social Deconstructionists Model* suggests that the schooling process should target the improvement of both social and academic goals for all students. As an added plus, it advocates that students analyze inequality and societal oppression and develop skills to change the existing social structure.

Critical Race Theory

Developed by legal scholars Derrick Bell and Alan Freeman, *Critical Race Theory* (CRT) places race at the center of critical analysis. In this regard, CRT scholars analyze the effects of racism on individuals, institutions, and culture. Several important theoretical components are that CRT (a) assumes racism is "normal" in American society; (b) challenges racial oppression; and (c) indicates that dominant groups tolerate and encourage racial progress only to the degree to which it promotes their self interest. Moreover, CRT offers tools, especially the use of stories, to critically analyze the educational environment. Using stories is significant for at least three reasons: (a) it recognizes that "reality" is socially constructed; (b) it considers stories to be a vehicle for psychic self-preservation for members of out-groups; and (c) it acknowledges that the exchange of stories from teller to listener can help overcome ethnocentrism and the dysconscious conviction of viewing the world.

Postmodernism

Deeply embedded within existentialism philosophy, *Postmodernism* promotes the following ideas: *Postmodernism* (a) rejects ultimate truth; (b) acknowledges the fluidity of reality and truth; (c) supports "pushing the envelope"; (d) accepts multiple ways of looking at things; and (d) provides the philosophical underpinnings for *Critical Race Theory*. *Postmodernism* encourages equity pedagogy (one of Bank's five dimensions), and the serving of individual students' needs as they arise, thus engaging the teacher/professor in an examination of another way of knowing. (Lyotand, 1984; Giroux, 1991; Belenky, et al., 1994).

In conclusion, the NCCU SOE's conceptual framework is intimately tied to Freire's notion that "all education is with a purpose," with a particular focus on educating to liberate. The NCCU SOE conceptual framework acknowledges the past and incorporates a theoretical perspective that enables us to make significant changes in the future educational experiences for all students, especially underrepresented populations.

Policies and Practices

The School of Education at North Carolina Central University is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction (NCDPI). NCATE requires a comprehensive unit and candidate assessment system. This system includes program **gateways** to ensure adequate progress through a program for teacher candidates with respect to knowledge, skills, and dispositions.

NCDPI sets forth the requirements for admission to Teacher Education programs and the standards for each licensure area. Coursework and field experiences are designed to achieve the approved standards and to prepare teacher candidates for successful completion of the program and licensure requirements.

NCDPI requires teacher candidates to

- Be formally admitted to the Teacher Education Program (TEP) a full semester before student teaching with the following five criteria for admission:
 - Pass Praxis Core Academics tests (or an SAT composite of 1100 OR ACT composite of 24; for subtest considerations, see your program coordinator). These tests are required for candidates who are first-degree (Bachelor's) seeking candidates and for second-degree candidates, licensure-only candidates, and lateral-entry teachers whose first degree was earned with a grade point average less than 2.5);
 - Maintain at least a 2.5 grade point average (GPA);
 - Earn C's or better in the required English courses (1100, 1210, and 1250 [or the equivalent if transferring in English courses]) for admission to TEP;
 - Have completed the General Education Curriculum (GEC) requirements of the university (or the equivalent at another university);
 - Must sign the statement on the TEP application about whether or not he/she has been convicted of any crimes other than minor traffic offenses. (If so, a detailed account must be provided *in writing*, so that we can clear the candidate through the NC Department of Public Instruction **before** the candidate is admitted to the TEP.)

- Complete an internship in the area of licensure in a public or charter school. (Note: A charter school is a public school.) In that we are preparing teachers for public school licensure, it is an expectation of NCDPI that internships occur in public school settings. Additionally, serving as a teaching assistant does not meet the state requirement, as outlined by NCDPI. Criminal background checks are required in many school systems prior to student teaching placement. The cost varies depending on where and how many places a candidate has lived, but the candidate may be responsible for the cost of the background check.

Note 1: Some program areas are required to have academic concentrations. For elementary teacher candidates entering on or after fall 2004, the approved concentrations must be 18 credit hours, but may vary by concentration area. Elementary education candidates in the program prior to fall 2004 must have 24 credit hours in the concentration. For middle, secondary, and K-12 programs that have concentrations, 24 credit hours is required.

Note 2: For second degree and licensure-only students who have less than a 2.5 GPA, the candidate must take Praxis I and earn a 3.0 GPA on 15-credits of second chance hours. The program coordinator designates the second-chance hours (15 credit hours) that the candidate must take. These may be content courses, related content courses, and/or non-restricted professional studies courses.

Other important policies, which help in meeting NCDPI guidelines and regulations, include the following:

- **Program Admission GPA**
 - In order for students to be *admitted* into the Teacher Education program, they must have a cumulative GPA of 2.5 and other criteria required for admission. Students who not have the required GPA will be given an action plan to bring the GPA up to 2.5 *within 15 credit hours of course work designated by the program coordinator*-- after which, if the requirement is not met, **the student will be denied admittance. Also, students who fail to be admitted one full semester prior to student teaching will not be able to take restricted upper-level courses or apply for student teaching.** The program coordinator, informed by advisors, will monitor the action plan.
- **Program Continuance GPA**
 - In order to *continue* in the program, students must maintain a GPA of 2.5. Students who fail to maintain the 2.5 GPA will be given an action plan and have one semester to meet the 2.5 GPA. They **must have a 2.5 one full semester prior to student teaching** to apply and be accepted for student teaching. The program coordinator, informed by advisors, will monitor the action plan.
- **Program Completion GPA**

- In order to *complete the program*, students must have a minimum 2.5 GPA. A student who does not have a 2.5 cumulative GPA upon completion of student teaching will not be able to complete the program. **The student must repeat the full student-teaching component of the program**, which will be determined by the program coordinator, university supervisor, and coordinator of clinical experiences. The program coordinator will monitor final GPAs.
- **Grades in education courses, including methods courses with non-EDU prefixes**
 - Students must earn a C or better in all EDU and methods courses, even those that have a program area prefix, in their program (e.g., PETE 4400, 4600; ENG 4900; MUSL 3560. Students must retake any EDU or methods course) for which they earn less than a C. **Students may only retake a given course once to earn a C or better and must be within university policy for acceptable number of repeated courses. Students who are unable to replace a methods course with a C or better will be dismissed from the Teacher Education Program.** Program coordinators, informed by advisors, will monitor and submit information to TEC when dismissal from the program is necessary.
- **Content Area/Concentration Course Grade Expectations**
 - Any student who receives the grade of D in any program area content or concentration course *required in the program* must retake the course the next semester it is available and must pass the course with a C or better. **Failure to replace a grade of D with a C or better the next time the course is offered will result in dismissal from the program.** Program coordinators, informed by advisors, will monitor adherence to this policy.
- **Criminal Background Checks**
 - Upon entering the program, at midpoint assessment, and in applying for licensure, it is the candidate's responsibility to provide both legal information and a letter of explanation regarding any charges (other than minor traffic violations) on the candidate's record that may present a potential problem for field experience, student teaching, or licensure. The program coordinator and the coordinator of clinical experiences and licensure will request a meeting with the candidate to discuss the information provided. At least one representative from a local, partnership school district may be contacted to determine whether or not the district(s) will allow the candidate to complete school-based experiences required for licensure. Acceptance, or continuance, in the Teacher Education Program will be based on the nature, recency, and resolution of the charges and based on whether or not candidates will be able to complete required experiences in public schools.
- **Specialty Area Exams (Praxis II and/or NCTEL) Policy**
 - All candidates are expected to take specialty area exams and pass the exams prior to student teaching, as required by North Carolina. For Elementary and

Special Education candidates who are required to take the NCTEL, candidates must take the General Curriculum (Mathematics and Multi-subjects) test within 6 months after formal admission to the program and the Foundations of Reading test prior to student teaching. Special Education candidates must also pass Praxis II prior to student teaching. Any candidate who does not pass the required exams will postpone student teaching until such time when the candidate can present passing scores to the program coordinator. Candidates who do not pass the required exams and who must postpone student teaching will be provided with an action plan to assist them in preparing for and passing the required exam(s). The action plan may include course work, supplementary exercises on test-taking and content knowledge, or both. This policy will be in effect beginning fall 2016.

- **Policy for Student Teachers Who Are Not Making Adequate Progress**
 - Candidates who are at risk of being able to successfully complete their student teaching internship will be provided with a procedural process involving support, plans for action, and a final assessment of program continuation. The university supervisor will monitor progress on the action plan and keep the program coordinator and clinical experiences coordinator informed of the candidate's progress.

Part I: Signs of problems with student teaching

- Scoring below standard (emerging or developing)—candidate's performance is consistently inadequate or unacceptable and most practices require considerable improvement and supervision to fully meet "proficient" expectations (on the formative or summative assessment)
- Ongoing inconsistencies in performance progression as evidenced by data from formative observations completed by the university supervisor (US) and cooperating teacher (CT)
- Having difficulty following directions, adhering to NCCU standards for student teaching, and/or not being receptive to constructive feedback and support
- Acting in an unprofessional, questionable, or illegal manner in a school setting (i.e., not adhering to school, district, and state policies)
- Experiencing personal problems that are overwhelming and impacting the candidate's ability to successfully and effectively complete student teaching

Part II: Steps to take once problem(s) has/have been identified

A. Development of an Action Plan

		<p>lessons.</p> <p>4.) Mr. B. is to participate in all instructional and non-instructional duties and responsibilities assigned to Ms. S. (i.e., car pool duty, hallway duty, cafeteria duty, weekly PLT meetings, School Improvement Team meetings, Professional Development sessions {Fridays}, Grade Level meetings, Club Planning meetings).</p> <p>5.) Mr. B. is to use the entire planning period with Ms. S. to take advantage of her expertise in working with him to plan lessons that are aligned with the school curricula and expectations and standards of the PLT</p> <p>6.) Mr. B. will meet with Dr. H. during weekly benchmark checkpoints to discuss additional tips for adherence to policies, procedures, regulations, etc., and issues of dispositions.</p> <p>7.) Review Chapter 1 on <i>Workforce Professionalism</i> in the 4107 course textbook, <i>The Ultimate Student</i></p>			<p>all of his non-instructional duties, listing dates, times, etc. and share with Dr. H. and Ms. S. during benchmark meetings.</p> <ul style="list-style-type: none"> • Evidence of the quality and consistency of Mr. B.'s planning time will be shared during benchmark meetings among Dr. H., Ms. S., and Mr. B. • Mr. B will share his reflections about chapters read in the EDU 4107 course textbook, <u>The Ultimate Student Teaching Guide</u>, in a one-page reflection statement, emailed to Dr. H. and Ms. S., prior to each benchmark meeting with Dr. H. and
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		<i>Teaching Guide</i>			Ms. S.. • Observation data of Mr. B.'s teaching performance will reflect application of tips, suggestions, etc. shared by Dr. H. and Ms. S.
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- The supervisor should meet with the student teacher weekly to assess progress on the action items and add new ones as indicated.
- If progress is evident, the cooperating teacher and university supervisor will continue to work with the student teacher to perfect area(s) of concern.
- If progress is not evident for each action item, the student teacher (ST) will phase-back on some teaching responsibilities to observe the CT and/or other teachers at the same grade level and/or in the same subject area.
- After the agreed phase-back is completed, the student teacher will phase-in part of the day teaching. If problem areas persist, an alternate plan or termination from student teaching must be determined.

B. Termination of the Internship and Next Steps

- Once the decision has been made to terminate a student teaching placement, the decision must be made as to whether to allow for another placement in the next semester. The candidate must submit a written request, including a summary of the areas of concern, reflection, and initial plan for improvement prior to a second placement.
- A team (composed of the university supervisor, program coordinator, and clinical experience coordinator) will review the request, observational data, and progress on the previous action plan to determine if a second placement is warranted.
- If a second placement is warranted, a plan of action will be developed which may include research (content or pedagogy),

writing lesson plans, and/or observing and assisting in classroom(s) to improve in the areas of concern and increase the likelihood of success during the second placement.

- If a second placement is made, the university supervisor will monitor the student teacher no less than every other week, especially the beginning of the internship.
- If a second placement is not recommended based on the observational data and progress on the previous action plan, the department chair and program coordinator will meet with the student teacher to discuss new career or degree paths that the candidate may wish to pursue.

An Important Note on Policies and Practices

The School of Education must comply with these terms to maintain accreditation.

Teacher candidates need to take the Praxis Academic Core tests during their sophomore year to allow for timely admission to the TEP. **EDU 2600: Orientation to Teaching** focuses on introducing candidates to the program and program requirements (including Foliotek--a candidate electronic portfolio for assessment), preparing for Praxis Core Academics, and laying the foundation for becoming a professional educator. It is required of all teacher education candidates.

In order to successfully complete the program, all candidates must pass Praxis II if a test is listed for their licensure area. (See www.ets.org. Test requirements are provided by state.) Elementary Education candidates take a three-part Pearson test, and Special Education candidates take the three-part Pearson test and a Praxis II test. Effective April 2005, Praxis II is required for Birth-Kindergarten candidates, if they want to be classified as “highly qualified,” which is recommended.

To pass these tests, it is imperative that teacher candidates view all coursework and field experiences as critical to their professional development. Additionally, conferences, seminars, and workshops are offered and encouraged.

All forms and applications (e.g., TEP Application, Student Teaching Application and special requests, including course waivers, field experience and student teaching placement requests) should be submitted via Foliotek to the program coordinator in charge of each licensure area, who will verify that the candidate is eligible and inform the Clinical Experiences and Licensure Officer in the School of Education. **All special requests must be in writing.** Action taken on special requests by program coordinators and/or the School of Education will be sent **in writing** to the candidate for his/her records.

Nine Keys to Success

- ❑ **Know your program requirements.** Although all programs must follow NCDPI requirements, some majors have additional requirements for their students (e.g., major area tests, recitals, seminars).
- ❑ **Focus on each gateway as you work toward your ultimate goal.**
- ❑ **Purchase Foliotek** and complete key evidences, forms, and surveys in each gateway. **Keep electronic copies of all submitted coursework!** Begin your electronic portfolio early.
- ❑ **Take responsibility for following your program check sheet and guidelines.** Be responsible for taking courses **in sequence** and meeting all deadlines (e.g., admission to TEP or submitting the application for student teaching).
- ❑ **Know who your advisor is.** If you do not know your advisor, find out who he/she is from the program coordinator or the department chair. Seek advice before a problem becomes unmanageable.
- ❑ **Make sure your advisor is the teacher education advisor or program coordinator for your area** (particularly in those programs monitored and housed in the respective departments of the College of Behavioral and Social Sciences and the College of Arts and Sciences).
- ❑ **Schedule appointments with your advisor early in pre-registration periods** because classes fill up quickly. Pre-registration for spring begins in mid-October and for summer and fall in mid-March. Note: Faculty time is significantly limited at the end of each semester because of administering exams, grading student work, submitting grades, and attending commencement activities. Do not expect faculty to be available between semesters; many are not available in the summer.
- ❑ **Keep a folder (electronic or hard copy) with copies of everything about your program** (e.g., a program check sheet you update each semester as you pre-register, “paid” financial statements, test score reports).
- ❑ **Use your energy in positive ways** to stay on top of things. Blaming advisors for lack of information, not being allowed in restricted classes, or not knowing deadlines takes time and energy away from working on the real goal—earning your degree (or completing your program) and becoming licensed. Within the state-approved program guidelines, you have control over your success.

As you follow the keys to success, use the following *Gateways at a Glance* chart as an overview to understanding gateway requirements and expectations. More detailed information about each gateway follows the chart. Gateways are relevant to undergraduates (U), second degree (U2), and licensure-only (LO) students.

Gateways at a Glance

Pre-Admission	<ul style="list-style-type: none"> • Take prescribed GEC courses, if needed. • Maintain a 2.5 GPA or greater. • Begin professional studies courses (EDU 2600, 2800, 3000, 3010, 3030, 3120). • Successfully pass PRAXIS Core Academics, if undergraduate or otherwise required. 	<ul style="list-style-type: none"> • Get to know your advisor. • Complete community service requirements in Eagle Village Schools. Keep track of where you provide community service, what you do, and how many hours you provide.
Gateway 1 Admission	<ul style="list-style-type: none"> • Maintain a 2.5 GPA or greater. • Choose concentration area (if required in your program). 	<ul style="list-style-type: none"> • Apply for admission to TEP. • Complete community service requirements in a prescribed school connected with EDU field experiences.* • Submit evidences, forms, surveys in Foliotek.
Gateway 2 Pre-Student Teaching	<ul style="list-style-type: none"> • Maintain a 2.5 GPA or greater. • Continue with professional studies, methods, and requirements for major or concentration. 	<ul style="list-style-type: none"> • Complete community service requirements in a prescribed school connected with EDU field experiences.* • Apply for student teaching a year in advance of student teaching because of Level 1 requirements. ** • Read the Student Teaching Manual. • Submit evidences, forms, surveys in Foliotek. • Take Praxis II or Pearson exams
Gateway 3 Student Teaching	<ul style="list-style-type: none"> • Maintain a 2.5 GPA or greater. 	<ul style="list-style-type: none"> • Student teach. • Submit evidences, forms, surveys in Foliotek. • Participate in scheduled Professional Development Days on campus, Exit Interviews, and Partnership Showcase.
Gateway 4 Program Completion	<ul style="list-style-type: none"> • Successfully complete student teaching. 	<ul style="list-style-type: none"> • Complete Exit Survey, Completer Surveys, etc. • Apply for Licensure (NCCU processes your application and sends to NCDPI)

See, also, *Gateways in Detail* in Part 2 of this handbook.

*Alternative field experience sites require a written request to the instructor and program coordinator.

** The complete application is submitted via Foliotek to your advisor and to the program coordinator. Special requests must be in writing to the coordinator who will forward the complete application and any special request to the Clinical Experiences and Licensure Officer. Request for a special placement does not guarantee that placement.

Foliotek is an electronic portfolio--part of the NCCU SOE assessment system--that helps guide the teacher candidate through the gateways, allows the candidate to store all major work, and provides opportunities for assessment and feedback on specific projects and clinical experiences. **The teacher candidate must purchase a subscription to Foliotek that will cover the number of years the candidate will be in the program (typically three years for undergraduates and two years for licensure-only candidates).** See your

program coordinator for Foliotek account information.

Advising

University students are advised in University College during the General Education Curriculum component of their first-degree. Each student is assigned an advisor who assists the student in registration, monitors academic progress, and directs the student to support services (as needed). Each school/college has a liaison for majors in their respective degree areas to answer questions specifically about the major.

EPP students begin education courses and field experiences in their sophomore year and get important information through classes. Additionally, majors meetings are announced through these classes and emailed to pre-candidates and candidates by the Mentoring and Pre-Induction Coordinator. Once they are eligible for candidacy (see Gateway 1: Admissions requirements to the EPP), they are assigned an education advisor in their specific discipline, who meets with them every semester to ensure progress in the program.

Mentoring and Pre-Induction Program

The primary purpose of the Mentoring and Pre-Induction Program is to holistically support the academic progression of candidates identified as education majors from entrance to North Carolina Central University as freshman, transfer, second degree, and licensure-only candidates, to full employment as a teacher and through the first three years of teaching.

Pre-admission

Prior to formal admission into the Teacher Education Program (TEP), candidates need information and interaction with School of Education faculty. Additionally, they may need supplemental instruction so that they will be successful in courses and on required TEP entrance examinations. The Mentoring and Pre-Induction Coordinator creates opportunities to meet with the students and engage the students in SOE activities. The Supplemental Instruction Coordinator works with EDU 2600 faculty and students to ensure success on Praxis Core Academics and to assist or provide resources for students having difficulty in specific courses.

Gateway 1: Admission and Gateway 2: Pre-Student Teaching

Once candidates are formally admitted to the Teacher Education Program, they are honored at an Induction Ceremony. They will be assigned a trained mentor who will follow the candidate from induction into Teacher Education through the first three years of teaching. We refer to this as *pre-induction* while the candidates are still at the university and *induction* when they become teachers, which is how school districts refer to the first three years of a teacher's career. The Mentoring and Pre-Induction Coordinator schedules information sessions throughout the year to ensure that candidates are progressing appropriately through the program and meeting requirements for surveys (e.g., Disposition Survey), forms (e.g.,

Field Experience Tracking Sheet), and applications (e.g., Level 1: Pre-Student Teaching and Level 2: Student Teaching). It is essential that candidates attend meetings and information sessions to stay abreast of any changes that may occur and impact their program.

Candidates will be made aware of professional development opportunities (e.g., the SOE Speaker Series) for broadening their educational perspectives through emails, Blackboard, and announcements in classes.

Gateway 3: Student Teaching

Candidates participate in two professional development days which are designed based on feedback from evaluations, surveys, and observations. Some topics persist for student teachers/beginning teachers. For example, classroom management, making data based decisions, and differentiating instruction are relatively common topics during professional development days. Also, resume writing, interviewing, and transitioning from being a student to being a teacher are important topics for the second professional development day.

Gateway 4: Program Completion

Candidates engage in a Partnership Showcase and Exit Interviews as ways to develop their knowledge of diverse types of school districts with which we partner and to practice interviewing skills. Additionally, candidates complete end-of-program surveys (e.g., Completer Survey, Student Teaching perceptions Survey)