

HIGH POINT UNIVERSITY

Stout School of Education

PREPARE RESIDENCY PROGRAM
Fall 2022 - Spring 2023
Cohort IV Residency Handbook



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PREPARE Staff & Partners 2022-2023

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 Mrs. Alison Yates.....Guilford County Schools PREPARE Residency Contact
 Dr. Angela Williams-McMichael.....College & Leadership Prep Academy Contact
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FALL 2022 University Supervisors

Dr. Mariann Tillery
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FALL 2022-Spring 2023 PREPARE Residents

1.	Gabrielle Bethea	College and Leadership Prep Academy
2.	Lakisha Caldwell	College and Leadership Prep Academy
3.	Tricia Montgomery	College and Leadership Prep Academy
4.	Jonetta Abikoye	College and Leadership Prep Academy
5.	Ashley Cluff	Triangle Lake Montessori Elementary
6.	Yomara Gonzalez	Triangle Lake Montessori Elementary
7.	Michel Jackson	Jones Elementary
8.	Diana Ramos	Jones Elementary
9.	Stephanie Cruthis	Jamestown Elementary
10.	Regina Gilyard	Cone Elementary
11.	Krystal Graves	Simkins Elementary
12.	Fnu Kapana Kumar	Irving Park Elementary
13.	Travon Leigh	Falkener Elementary
14.	Kaleisha McDowell	Bluford / Peeler Elementary
15.	Keyana McNair	Murphey Traditional Academy Elementary
16.	Latasha Robinson	Union Hill Elementary
17.	Katara Smith	Rankin Elementary
18.	Brianna Sturdivant	McNair Elementary
19.	Lewis Edwards	McNair Elementary
20.	Tiffany Taylor	Erwin Montessori Elementary
21.	Darryl Burrus	Kearns Academy
22.	Darrick Clark	Eastern Guilford High
23.	Elyse Giffin	Eastern Guilford Middle
24.	Quantika Robbs	Eastern Guilford Middle
25.	Shawntease Neal	Western Guilford Middle
26.	Elizabeth Maske	Penn Griffin Middle
27.	Kevin Shelton	Bessemer Elementary
28.	Dawn Spinks	Hunter Elementary
29.	Naomi Foster	Sumner Elementary

Roles and Responsibilities in EDU 5229 and EDU 5230

The following section provides clarification on roles and responsibilities of staff members within the PREPARE residency.

Teacher / Teacher Assistant Resident

The teacher resident should display enthusiasm, initiative, and a positive attitude toward students, colleagues, and his/her responsibilities. All policies prescribed by the school, mentor teacher and university should be thoroughly studied. Appropriate personal hygiene and dress are essential elements of the mentor teacher's professional role. Relationships with colleagues and students should be friendly and professional. Tact and discretion must always be utilized. PREPARE Teacher Residents are expected to always adhere to the Stout School of Education's Code of Professional and Ethical Behaviors. Additionally, it is the responsibility of all High Point University student teachers to review and be familiar with the Code of Professional and Ethical Behavior for North Carolina Educators (revised August 2019). It is recommended that the teacher resident become familiar with the personnel policies of the school system in which the residency is taking place. Some systems post their personnel handbook online.

Attendance at faculty meetings, parent conferences, and in-service workshops is an important component of the residency experience. Appropriate personal hygiene and dress are essential elements of the teacher resident's professional role. Relationships with colleagues and students should be friendly and professional. Tact and discretion must always be utilized. Teacher residents are expected to always adhere to the Stout School of Education's Code of Professional and Ethical Behaviors.

Additionally, it is the responsibility of all High Point University PREPARE residents to review and be familiar with the [Code of Ethics for North Carolina Educators](#). See Appendix A. It is further recommended that the teacher resident become familiar with the personnel policies of the school system in which the residency is taking place. Some systems post their personnel handbook online.

Student Teachers are reminded that praise and constructive criticism are vital elements of student teaching. Student teachers should expect both and accept them with equal appreciation. The primary goal of the cooperating teacher and the university supervisor is to help make student teaching a successful and enjoyable experience.

Mentor Teacher

The feedback and support provided by experienced mentor teachers contribute significantly to the growth teacher residents achieve in their knowledge, skills, and dispositions for classroom teaching. Each mentor teacher should be prepared to provide regular and ongoing feedback to the teacher resident throughout the residency experience. Emphasis on the teacher resident's role as a team member and co-teacher is vital if the teacher resident is to successfully establish a positive professional rapport with students (this is particularly important for those who currently serve in the role of a teacher assistant). The Stout School of Education will provide residency orientation at the start of the residency experience.

The mentor teacher will complete a minimum of one formal Observation following the midterm. The formal Observation of teaching is followed by a conference between the mentor teacher and the teacher resident. The mentor teacher will use the Formal Observation forms to provide documented feedback to the teacher resident.

Support provided to the teacher resident is a cooperative responsibility between the primary on-site mentor teacher and the university supervisor. Feedback to the teacher resident should be provided on a regular basis. Communication may be accomplished through informal discussion or a formal

conference. The university supervisor and teacher resident will conduct an evaluation of their experiences with mentor teacher at the conclusion of the semester.

University Supervisor

The university supervisor serves as a resource and support person to both the mentor teacher and PREPARE teacher resident. The university supervisor should be contacted immediately if either the mentor teacher or teacher resident has questions or concerns. The supervisors are expected to provide written documentation of each teacher resident's progress using the appropriate observation instruments assigned by the Stout School of Education to maintain accountability and record-keeping. The university supervisors are responsible for assigning the "Pass/Fail" grade for EDU 5229 and EDU 5230: *Residency Continuation*. Teacher residents will also evaluate both their university supervisor and mentor teacher at the end of each semester.

University supervisors are to consult the PREPARE Residency Handbook and familiarize themselves with the guidelines and expectations. The university supervisor must complete a minimum of five on site Observations spread across the semester. The supervisor must make one formal Observation prior to midterm using the **North Carolina Teacher Evaluation Rubric**, timely enough for the teacher resident to receive feedback and one formal Observation following the midterm. After the first formal Observation (prior to midterm), the teacher resident must write a reflection after receiving feedback.

In the spring, the university supervisor will work with the mentor teacher to coordinate a progression of increased involvement and teaching responsibilities for teacher residents currently serving as teacher assistants. The university supervisor should be contacted immediately if either the mentor teacher or teacher resident has questions or concerns. The university supervisor is responsible for notifying the PREPARE Project Director if a teacher resident's mid-semester observation indicates the need for an intervention plan or an extension of the residency experience.

Supervisors are expected to provide written documentation of mid-semester and final observation for both EDU 5229 and EDU 5230 using the appropriate observation instruments provided by the Stout School of Education to maintain accountability and record-keeping.

School-Based Principal

The principal will aid the mentor teacher and teacher resident in the fulfillment of any aspect of their responsibilities. Principals are notified in advance of orientation sessions, the university school calendar, and other important events to ensure consistency and support throughout the residency experience.

School principals will also be consulted in the event that a teacher resident's spring mid-semester observation necessitates an intervention plan. The principal, or designee, is required to sign the LEA/IHE Certification of Teaching Capacity at the end of the student teaching experience.

High Point University Stout School of Education Conceptual Framework



“The teacher as leader for learners in a global world.”

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

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

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

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



Valuing Diversity, Embracing Inclusion
HIGH POINT UNIVERSITY

High Point University Mission Statement

The mission of High Point University is to deliver educational experiences that enlighten, challenge, and prepare students to lead lives of significance in complex global communities.

Commitment to Diversity, Equity, & Inclusion

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

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

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

HPU Stout School of Education Diversity Vision Statement

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

North Carolina Professional Teaching Standards

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

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

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

Research on Effective Teaching for the 21st Century



Clearly, the vision for today's 21st century teachers not only embrace the need for reflective decision-making but also addresses the need for educators to be effective leaders, and collaborators. Professional development opportunities which enhance problem-solving and exposure to problem-based learning designed to stimulate inquiry, reflection, and to challenge perspectives regarding key issues, values and needs has become the focus of structured leadership training (Rowley, 1999). It is imperative that teachers develop a strong

knowledge base and expertise in their craft to assume the role of teacher leader in a rapidly changing setting that must increasingly value individual and cultural diversity, while striving toward higher standards for academic achievement (Grant & Gillette, 2006). It is no longer enough to know what and how to teach, but in the 21st century, it is incumbent upon teachers to develop the skills base to guide students in becoming caring, competent, collaborative individuals. Danielson (2006) notes that a learning environment which is conducive to enabling students to acquire 21st century skills must not only exist for the students but also for the educators tasked with preparing the students, as they themselves must be well versed in and practicing these skills as professionals. According to the 2001 Report of the Task Force on Teacher Leadership, "No single principle of school reform is more valid or durable than the maxim that student learning depends first, last, and always on the quality of the teachers. Experts may disagree about how the system functions, or whether it is adequately funded, but no list of educational priorities fails to place teacher quality at or very near the top" (School Leadership for the 21st Century, 2001).

Leadership in the “Global” 21st Century Classroom

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

Teacher Leadership

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

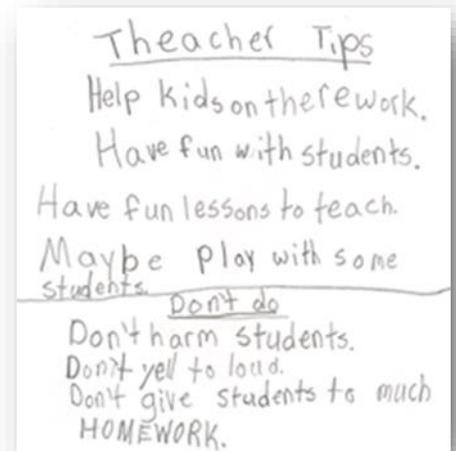
Toward this end, the teacher education programs at High Point University have adopted the following program objectives (effective fall, 2009):

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

Code of Professional and Ethical Behaviors

In addition to the Conceptual Framework and the Objectives of the program, the Stout School of Education's Code of Professional and Ethical Behaviors is a framework of behaviors expected by our student interns. This document outlines the expectations for the High Point University interns which also complements the Code of Ethics for North Carolina Educators published by the North Carolina Board of Education.

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



Candidates enrolled in the Stout School of Education are provided with many opportunities to develop the attributes necessary for successful teaching and/or school administration careers. Along with these opportunities come the serious responsibilities of the candidate to students, school, community, and the University. Each candidate, initial and advanced, is required to comply with the following expectations:

1. Adhering to the University Honor Code adopted and endorsed by the faculty and Board of Trustees of High Point University.
2. Maintaining regular attendance, being punctual and, when engaged in fieldwork, staying in the school for the time scheduled. Only illness or true emergencies excuse an absence or tardy. PREPARE residents are expected to notify mentor teachers and university supervisors by phone immediately if the schedule cannot be met. After these contacts are made you are to contact the Program Director and leave a message to state the date of your absence and reason. This process is expected on any day a resident is absent even in the event of consecutive days absent.

3. Exemplifying the attitudes and actions expected of a teacher or school administrator rather than those which characterize a student. Residents should never engage in any inappropriate social interaction (including but not limited to, profane or lewd remarks, dating, phone calls, texting, etc.) with the students at the cooperating school.
4. Transmission on any social media platform with students or mention of students or partnering schools is strictly prohibited. Social media platform includes, but not limited to, Facebook, Instagram, Snap Chat, etc.
5. Placing school duties and responsibility as a priority and willingly accepting all reasonable duties assigned.
6. Never misrepresenting one's professional qualifications.
7. Conforming to university and school policies regarding standards of behavior.
8. Insubordination (failure to comply) with directives given by university faculty can result in dismissal from the internship and/or the degreed program.
9. Safeguarding all personal and confidential information concerning pupils and use it only for professional purposes. Remember that much damage can be done to students because of inappropriate sharing of information. *This includes refraining from texting and discussions on social networking websites and emails.*
10. Acknowledging the diverse views of P-12 students, their families, and professional colleagues. Students should be challenged to look at all sides of controversial issues and refrain from exerting one's own personal beliefs on others.
11. Following the rules of basic courtesy toward school administrators, teachers, pupils, staff, and members of the community. Refraining from making unfavorable remarks about the students, the cooperating teacher, the school, the staff, the community, and the University or its faculty.
12. Dressing appropriately and in keeping with faculty and University standards. Personal hygiene and grooming should be of the highest order. Provocative or sloppy dress is always unacceptable. *Visible body piercing and tattoos may be unacceptable depending upon local school policies.* Schools have differing policies so principals or cooperating teachers should be consulted, and the policies of the school strictly followed.
13. Avoiding all partiality and favoritism toward students.
14. Maintaining good professional relationships. Always deal with the personnel of the cooperating school in an open, honest, and fair way. Without the cooperation of the area schools, High Point University could not properly train its undergraduate and graduate students. It is the responsibility of each of these students to maintain a good professional relationship with the cooperating schools.
15. Refraining from using personal cellphones, computers and other personal devices in the school setting unless approved by the cooperating teacher, administration, and University.
16. Refraining from using social networking sites [such as Facebook, Twitter, Instagram, and others.] in the school setting other than for instructional purposes. Texting and friending students, parents, and teachers (unless the school administration approves) is not permitted.
17. Absolutely no posting of any pictures of students on any website or social networking sites or picture sites such as Instagram. Pictures/videos of students can only be posted on approved websites approved by the school principal, or a protected website approved by the High Point University Technology Coordinator.
18. Showing good *common sense* in all situations. If one is unsure, questions should be taken to the University supervisors, Student Teaching Coordinator, the Associate Dean or Dean of the Stout School of Education.
19. All initial and advanced students enrolled in the educator preparation program are expected to be familiar with the **Code of Ethics for North Carolina Educators** adopted by the North Carolina State Board of Education in March 2002.

Each teacher resident must seriously assume the above responsibilities to maintain good standing in the PREPARE Residency Program. Failure to do so could result in removal from the program.

Introduction to the Residency

The residency is a year-long experience. Participation in these courses is without question, one of the most critical components of the PREPARE Residency Program.

This Handbook contains the guidelines, policies and expectations for teacher residents, mentor teachers, instructors, and University supervisors. It includes the conceptual framework for the EPP, the EPP's Code of Professional and Ethical Behaviors, HPU and EPP Diversity statement and a chart of how the two courses connect. Policies governing the selection of mentor teachers and school sites, and the roles of the mentor teacher, University supervisor or instructor are outlined. This section describes the expectations and defines the assignments and observations that occur during the fall for teacher residents. EDU 5229 (Residency Internship I) in the fall runs concurrently with required math, science, and social studies methods courses (EDU 5130 and EDU 5133). Teacher residents enrolled in the PREPARE program will also attend a series of STEM Saturday opportunities to earn credit for EDU 5137 (Integrating STEM Instruction into the Elementary Classroom). This Handbook contains a recommended timeline for the residency experience and includes links to the observation rubrics.

The selection of sites for the PREPARE Residency Program is a collaborative effort of the Observation-High Point University, North Carolina Agricultural & Technical State University, Guilford County Schools, and the College Preparatory & Leadership Academy. The Executive Director of Human Resources for GCS confirms placement sites and selection of mentor teachers after discussion and approval by the school principal. Selected mentor teachers meet guidelines set forth by the state of North Carolina and individual school districts.

At the start of the PREPARE Teacher Residency Program, residents should exchange telephone numbers, e-mail, and any special communication instructions with the university supervisor and mentor teacher.

Attendance at the Residency Site

PREPARE Teacher Residents will follow the calendar of the GCS school district or the College and Leadership Preparatory Academy, not the HPU calendar. Residency Continuation is a full-time residency experience with the expectation that the resident will follow, at minimum, the start and end times for faculty at the school to which he/she is assigned as well as events/assignments which may extend beyond the regular daily faculty hours.

Regular attendance is part of the midterm and final observation for both EDU 5229 & 5230. Maintaining regular attendance, being punctual, and staying in the school for the time scheduled are expectations of all teacher residents. In case of an emergency or illness the teacher resident should follow the procedures below.

- 1) Notify your university supervisor immediately during the morning of your anticipated absence.
- 2) Notify your mentor teacher immediately during the morning of your anticipated absence.

It is the expectation that this process be followed each time a PREPARE Teacher Resident is absent even in the event of consecutive absences. After a third absence, the PREPARE Teacher Resident is required to meet with the university supervisor. If a teacher resident does not contact the university supervisor and/or leave a message for the HPU placement coordinator, a conference will be required with the university supervisor. At that time, the teacher resident will receive a probation notice.

If the lack of attendance continues, the teacher resident will be at risk for being withdrawn from the PREPARE Residency Program.

Teacher residents' timely attendance is also mandatory for all scheduled coursework, seminars and STEM Saturdays designed to support him/her during the residency. Fall dates for seminars and STEM Saturdays have been shared with participants.

Instructional Planning

One of the most critical factors in the success level of the residency experience will be the quality of planning by the teacher resident. The resident is expected to develop detailed, written plans for each subject/period of instructional responsibility as he/she progresses through EDU 5229 and EDU 5230. Lesson plans are to be submitted in advance to the mentor teacher and university supervisor for review and feedback. The submission date and method of submission may be determined by the mentor teacher and university supervisor. Lesson-plans should be organized and accessible for review by the mentor teacher and university supervisor. Teacher residents should check with their mentor teacher to determine if the school has a set requirement regarding lesson plan formats.

Residents should keep in mind that praise and constructive criticism are vital elements of every residency experience. Teacher residents should expect both and accept them with equal appreciation. The primary goal of each supervisor is to help make the residency a successful and enjoyable experience.

Formal Observations

One of the most significant gateways used to assist with the development of teacher residents is through observations. The observation process includes regular written feedback from the university supervisor and mentor teacher. The university supervisor will make a minimum of five visits with written feedback throughout the semester. One formal observation before the midterm using the Formal Observation forms must be completed.

Once the feedback has been shared with the teacher resident, he/she should complete a written reflection. At mid semester, the University Supervisor, the mentor teacher, and the teacher resident will confer and during the formal mid-semester observation will be used as a means of identifying any teacher resident in need of an intervention plan for the remainder of the residency experience.

Intervention Support for Residents

To ensure that teacher residents are developing the ability to positively impact all students, Residency Continuation (EDU 5230) is structured with a series of assessments that address knowledge, skills, and dispositions. The process includes the development of intervention plans for teacher residents who are not performing at the expected level after the midpoint of their Residency Continuation (spring) experience. At the midpoint of Residency Continuation, the University supervisor, mentor teacher and the teacher resident will participate in a midterm conference to document the resident's progress. Teacher residents must demonstrate growth with their teacher practices to successfully complete the full-time residency. If a teacher resident does not demonstrate sufficient development prior to the end of the University's semester, the Stout School of Education has the right to extend the residency experience to the end of the next month (generally 4-5 additional weeks).

The intervention plan will focus on those areas rated by the university supervisor and mentor teacher as falling in the Emerging or Developing category. The university supervisor along with the cooperating teacher will develop the plan. The university supervisor may complete additional formal observations and provide additional feedback to the resident.

A teacher resident on an intervention plan may be expected to extend his/her residency beyond the required semester if adequate progress is not demonstrated. Teacher residents who are recommended for intervention plans may be asked to meet with the Associate Dean of the Stout School of Education and/or the Placement coordinator to review the intervention plan and timeline for demonstration of expected progress.

PREPARE Fall 2022 Residency (EDU 5229) Timeline

All teacher residents are required to teach one lesson with support from the mentor teacher by midterm. The teacher resident will write a reflection following the mentor teacher and university supervisor's feedback.

At midterm, the teacher residents will be evaluated by the mentor teacher and University Supervisor using the **North Carolina Student Teacher Evaluation Rubric**. See Appendix B. For information about the **North Carolina Educator Evaluation System**, see Appendix C. The process is intended to be developmental and growth-oriented for the resident. For that purpose, the teacher resident will also be asked to complete a self-reflection of the Observation. At a follow up conference, the university supervisor will review the Observation, reflection, and attendance.

Following midterm, the PREPARE resident will teach a minimum of two more lessons. One lesson will be formally observed by the university supervisor and one by the mentor teacher. The lessons formally observed will be evaluated using the **North Carolina Student Teacher Evaluation Rubric**. See Appendix B.

The teacher resident is required to complete a total of two (2) reflections during Introduction to the PREPARE Residency. The Final Reflection Rubric will be used to evaluate the final reflection that is completed at the conclusion of Introduction to the PREPARE Residency.

A Professional Development Plan (PDP) will be developed by the conclusion of Introduction to the PREPARE Residency which will outline areas of needed improvement. Goals, objectives, and an anticipated timeline for making progress should also be included. The plan will be used by the teacher resident to target areas of needed growth during the Residency Continuation. The PDP will be evaluated by the university supervisor using the **Professional Development Plan Rubric (PDP)**. See Appendix D. The PDP and PDP Rubric will be reviewed with the university supervisor by the end of the semester.

All teacher residents will have a final observation of their Introduction to the Introduction to the PREPARE Residency experience, which includes a conference with the university supervisor and cooperating teacher using the **North Carolina Student Teacher Evaluation Rubric** to assess growth during the fall. See Appendix B. The university supervisor and the cooperating teacher will fill out their respective portions of the form.

At the conclusion of the fall semester all teacher residents will be expected to register and take the **Praxis Test 7813-CKT Math Subtest- with a score of 150** or higher to fulfill the math subtest licensure requirement.

The residency continues into the spring semester when it is expected that full teaching responsibilities are assumed (if the resident is functioning in the role of a teacher assistant). PREPARE Teacher Residents are concurrently enrolled in EDU 5134: Foundations of Reading Instruction, EDU 5135: Diagnosis and Assessment in the Teaching of Reading and EDU 5300: Product of Learning for their edTPA portfolio development and submission. Like the fall semester, teacher Residents will be required to attend spring seminars during the semester. These dates have been communicated with residents.

Teacher residents currently in the role of teacher assistants should gradually assume classroom responsibilities. While individual situations vary, the normal guideline is for a resident to have full instructional responsibilities for a minimum of 6 full weeks of Residency Continuation. Toward the end of the experience, the student teacher and mentor teacher should coordinate the transfer of teaching duties and important information, such as instructional materials, attendance records, and grades.

At the conclusion of the spring semester all teacher residents will be expected to register and take the **Pearson Test 190 - Foundations of Reading - with a score of 233** or higher to fulfill the reading licensure requirement.

PREPARE Spring 2023 Residency (EDU 5230) TIMELINE

All teacher residents are required to have one formal Observation completed by the university supervisor prior to midterm and one formal Observation completed by the university supervisor after midterm. The mentor teacher will complete a formal Observation after midterm using **North Carolina Student Teacher Evaluation Rubric**. See Appendix B. Each formal Observation is to be a different lesson. If the candidate is placed on an intervention plan, additional formal Observations may be required. The mentor teacher/university supervisor will utilize the **North Carolina Student Teacher Evaluation Rubric** for all formal Observations. The process is intended to be growth-oriented and developmental.

Student teachers are required to complete a reflection following the formal observation by the University Supervisor prior to midterm. A final reflection will be completed at the end of the student teaching experience. If a student teacher is placed on an intervention plan, additional Observations and reflections may be required.

The Professional Development Plan (PDP) and corresponding rubric will be reviewed by the university supervisor at midterm to provide feedback on the teacher resident's progress on the stated goals and actions outlined in the PDP. It is the expectation that the teacher resident implements the plan during their spring residency. The teacher resident will be observed to assess growth in meeting proficiency and to note progress in those areas outlined in the Professional Development Plan.

All teacher residents will be required to have a final observation and exit conference with the university supervisor and mentor teacher. The university supervisor will complete the observation after collaboration with the mentor teacher. The Stout School of Education may extend the student teaching experience in the event the teacher resident does not meet expectations of growth.

edTPA Performance Based Portfolio

In August 2016 the North Carolina General Assembly approved that all individuals completing an approved educator preparation program in N.C. submit a performance-based portfolio to demonstrate readiness for teaching. Effective 9/1/19, teacher residents completing the MAT program in elementary education, will be required to submit a completed edTPA portfolio for initial K-6 licensure.

The edTPA is a performance-based assessment portfolio, which teacher residents complete during their residency as a licensure requirement. The edTPA consists of three major areas of evaluation: Planning, Instruction and Assessment. Within each of these three categories teacher residents will be asked to complete a series of tasks that provide evidence of competency in planning, instructional delivery, and assessment of students. In Planning, teacher residents will develop a series of sequenced lesson plans and relevant instructional materials to accompany these lessons. In the

category of Instruction, teacher residents will be required to video record themselves teaching a previously described learning segment and choose clips to submit from their lessons, along with a written commentary addressing the atmosphere of the classroom, the engagement of students, and differentiation.

Finally, in the third category of Assessment, teacher residents will choose one assessment and analyze the students who have been highlighted in the video they have chosen to upload into the portfolio. Teacher residents will be required to submit three student work samples of this assessment (one student must have a specific learning need such as an Individualized Education Plan or be designated as an English Language Learner) along with their feedback to those students. HPU faculty and university supervisors will provide the support needed for each resident to develop and submit his/her edTPA portfolio during enrollment in EDU 5300: Product of Learning.

North Carolina Licensure Requirements

PREPARE Teacher Residents are recommended for an IPL (Initial Professional License) by the North Carolina Department of Public Instruction (NCDPI) when the following criteria have been met:

1. The teacher resident has received a minimum of "Proficient" ratings indicating proficiency across all items on the LEA/IHE Certification of Teaching Capacity during the final evaluation.
2. Completion of all MAT degree and/or licensure requirements with a minimum 3.0 GPA.
3. Passing scores on all required NC Licensure tests
4. Passing score on the required edTPA portfolios.

Completion Of Teacher Licensure Program

Teacher residents who complete the prescribed course of study for the MAT program in Elementary Education, maintain a grade point average of 3.0, have a successful residency experience (see criteria above), and meet the N.C. testing requirements will be recommended for licensure to the Division of Teacher Education of the North Carolina State Department of Public Instruction. Teacher residents completing the MAT Elementary Education program are eligible to receive an Initial Professional License for three years until they meet eligibility for a Continuing Professional License.

PREPARE Teacher Residents must teach in a Title-I Guilford County School for a minimum of three years as part of their agreement to participate in the Teacher Quality Partnership grant program and avoid repayment of funds.

Applying for a Teaching Position

Teacher Residents will be eligible to continue their current residency teaching position or interview for a GCS teaching position if in a teacher assistant role upon successful completion of the residency and MAT program. Additional information on resume writing, interviewing strategies, resume writing, and other items of support will be provided to teacher residents at the conclusion of the program.

Initial Professional I License

The Initial Professional License (IPL) is the first license issued to teachers in North Carolina. To be eligible for the IPL license, the individual must have completed an approved EPP program and must meet the federal requirements to be designated as Highly Qualified.

The IPL license is a non-renewable three-year license. Individuals who hold an IPL license are expected to have mentors, Individual Growth Plans, must have 4 Observations per year and a summative evaluation. Following the three-year window, successful teachers will be recommended to receive a Continuing Professional Teaching license (CPL).

APPENDIX

Please note all documents are hyper-linked.

- A. [Code of Ethics in North Carolina Educators](#)
- B. [North Carolina Student Teacher Evaluation Rubric](#)
- C. [North Carolina Educator Evaluation System](#)
- D. [Professional Development Plan](#)