



ELON
UNIVERSITY

DR. JO WATTS WILLIAMS

School of
Education



STUDENT TEACHING HANDBOOK

2024-2025

Table of Contents

Introduction	3
Mission for Teacher Education at Elon University	3
Definition of Student Teaching	3
Application for Student Teaching	3
Eligibility for Student Teaching	3
Placement of Student Teachers.....	4
Seminar for Student Teachers	4
Intercultural Learning Certificate Program	4
edTPA.....	4
Praxis II / Pearson Testing Requirements.....	4
Policies and Procedures Related to Student Teaching.....	5
Transportation	5
Housing	5
Coursework	5
Employment and Extra Activities	6
Attendance.....	6
Process for Communicating Concerns	6
Professional Code of Conduct	7
Substitute Teaching	7
Taking a Teaching Position Prior to Completion of Student Teaching.....	8
Prohibition of Corporal Punishment.....	8
Roles and Responsibilities of Participants in the Student Teaching Program.....	8
The Student Teacher	8
The Clinical teacher.....	9
The University Supervisor	10
Schedules for Student Teaching	10
Evaluation of Student Teachers.....	10
Remuneration of the Clinical teacher.....	11
Eligibility for a Teaching License	11
Professional Ethics and School Law	11
Professional Ethics	11
School Law.....	11
Contact Information.....	13

Introduction

This handbook contains the policies governing Elon University's student teaching experiences. It is hoped that the handbook will provide greater understanding of the student teaching program and will serve as a useful guide in clarifying roles and responsibilities of those involved.

The Dr. Jo Watts Williams School of Education at Elon University would like to express its gratitude to the administrators and teachers who make possible this critical portion of the preparation of Elon University students in professional education. Close communication and collegial working relationships between Elon University and public school personnel enhance the success of the student teaching experience. To that end, we encourage you to share your insights and suggestions as we work together this semester.

Mission for Teacher Education at Elon University

Mission: Who is the Elon Teacher?

The Teacher Education Program at Elon University prepares teachers to be effective practitioners who are engaged learners, ethical leaders, globally aware citizens, and advocates for equity and excellence.

Definition of Student Teaching

According to the North Carolina State Board of Education, the student teaching internship shall be a minimum of 16 weeks, which may be held over the course of two semesters. Therefore, the senior year is considered the student teaching year, and includes the fall methods course and the spring student teaching internship.

Application for Student Teaching

During spring semester of the junior year, teacher candidates will attend an information session and submit the student teaching application. If studying abroad during this semester, teacher candidates will need to contact the Director of Education Outreach for further instructions regarding applying for student teaching.

Eligibility for Student Teaching

Eligibility for student teaching presumes unconditional admission to the Teacher Education program at Elon University. Final clearance for student teaching requires successful completion of the senior fall methods course, the recommendation of the student's major department, a minimum cumulative grade point average of 2.70 (4-point scale), a grade of "C" or better in all appropriate courses, positive dispositions, and ongoing positive background checks. In addition, program requirements—including all academic courses (with the exception of the capstone seminar)—must be completed prior to student teaching. The Teacher Education Committee must give final approval for entry into student teaching, including any exception to the requirements outlined above.

ADMISSION TO STUDENT TEACHING DOES NOT GUARANTEE A RECOMMENDATION FOR LICENSURE.

RECOMMENDATION FOR LICENSURE IS CONTINGENT ON A SUCCESSFULLY COMPLETED ELON UNIVERSITY TEACHER EDUCATION PORTFOLIO, INCLUDING AN edTPA PERFORMANCE-BASED ASSESSMENT, PASSING SCORES ON STATE REQUIRED EXAMS, AND RECOMMENDATIONS OF THE UNIVERSITY SUPERVISOR, THE DIRECTOR OF EDUCATION OUTREACH, THE STUDENT TEACHER'S CLINICAL TEACHER AND THE TEACHER EDUCATION COMMITTEE.

Student teachers must participate in the orientation and training sessions provided by the Director of Education Outreach and the Director of Teacher Education prior to beginning student teaching. Exceptions to this policy will only be considered in compelling instances and will require the submission of a formal letter of request and subsequent approval by the Teacher Education Committee.

Placement of Student Teachers

The Director of Education Outreach at Elon University requests appropriate grade level and subject student teaching placements in area school systems for all eligible candidates. Based upon their policies and needs, the school systems make specific assignments for individual student teachers and notify the University concerning the final placements. Placement in a classroom is contingent upon a positive background check, completion of required school district paperwork, and approval of the Teacher Education Committee.

Seminar for Student Teachers

The student teaching/capstone seminar (EDU 4030), which is a co-requisite to student teaching, is designed to provide support and further instruction during the student teaching experience. Meeting at regular intervals throughout the semester, the seminar also enables the candidate to rethink some of the topics that were presented earlier in a theoretical framework, which now must be practiced in the classroom. Throughout the Teacher Education Program, the theoretical bases of teaching have been explored. The seminar now enables the student to examine and reconsider the theory in terms of immediate practice.

Student teachers and clinical teachers should plan teaching and other responsibilities around this schedule.

Attendance at seminar sessions is mandatory for all student teachers.

Intercultural Learning Certificate Program (ILCP)

The Intercultural Learning Certificate Program offers an experiential deep dive into issues of social justice, inclusion, equity, and diversity through an intentional structure of an orientation session, academic coursework, co-curricular engagement, experiential learning project, capstone, and a digital portfolio capturing collective experiences. **All Elon teacher candidates are required to complete the Intercultural Learning Certificate Program prior to student teaching (semester two).**

edTPA

The edTPA is a performance-based, subject specific assessment and support system used by teacher preparation programs throughout the United States. The edTPA emphasizes, measures, and supports the skills and knowledge all beginning teachers should demonstrate in the classroom. As of July 1, 2017, the edTPA became an educator preparation program requirement in the state of North Carolina. In the fall of 2016, the edTPA was formally adopted by the Elon Teacher Education Committee. All Elon teacher candidates are required to create an edTPA portfolio using the edTPA handbook adopted by their program area. The edTPA accounts for 35% of the final student teaching grade (EDU 4970) in all programs. In order to earn a teaching license in North Carolina, and in many other states, a passing score determined by that state's licensure office must be achieved by the teacher candidate. In addition, particularly high achievement on the edTPA could be beneficial to future employment options.

Praxis II/Pearson

All Elon teacher candidates must take the required North Carolina subject assessment tests for licensure (Praxis II/Pearson) prior to full-time student teaching. Specific programs will set a recommended testing schedule for you.

All Elon Teacher candidates are required to complete all licensure testing prior to full-time student teaching (semester two).

Testing Requirements can be found under 'Licensure Testing Requirements' at www.elon.edu/teachereducation.

In addition, teacher candidates seeking to apply for North Carolina initial licensure will be **required to submit qualifying scores on the edTPA®** performance-based, subject-specific assessment. Passing scores for the edTPA® are noted below by year. As a reminder, Elon Dr. Jo Watts Williams School of Education pays for your first edTPA® submission which is completed during student teaching.

edTPA® for North Carolina

Year	Passing Score			Highly Qualified Score		
	13 rubrics	15 rubrics	18 rubrics	13 rubrics	15 rubrics	18 rubrics
2019-20	32*	38*	45*	42	48	57
2020-21	32*	38*	45*	42	48	57
2021-22	34*	40*	48*	42	48	57
2022-present	32	38	45	42	48	57

*These scores are estimates until North Carolina data collected over 2017-18 and 2018-19 can be analyzed to determine North Carolina-specific cut scores beginning in 2019-2020. You can view edTPA® passing scores for specific licensure areas at the link below:

https://www.edtpa.com/PageView.aspx?f=GEN_NorthCarolina.html

It is also our intention with these changes that you will apply for a North Carolina license and "port the NC license" to other states. North Carolina has licensure reciprocity with most states. For candidates applying for North Carolina licensure who attended Elon, the licensure application fee will be reimbursed by the state department once the license is issued.

Policies and Procedures Related to Student Teaching

Transportation

Student teachers are responsible for providing their own transportation to and from their assigned placement during the student teaching year.

Housing

In most instances, the academic calendar for both the University and school site/district will differ. Student teachers who reside on campus must arrange and secure housing through the Office of Residence Life during University vacations/breaks/holidays.

Coursework

Due to the high demand of the student teaching experience, candidates may not take additional coursework during the student teaching semester except in extreme cases, which are approved very rarely. If a candidate wishes to request to take extra coursework during the student teaching semester, a written request must be submitted to the Director of Teacher Education, who will bring it forward to the Teacher Education Committee for a vote.

Employment and Extra Activities

Student teaching is considered a full-time commitment, requiring time-intensive learning and teaching. After the general school/teaching hours, candidates will have additional time commitments for grading papers, instructional planning, professional development, various meetings, etc.

Student teachers may be asked or required to participate in additional after-school activities such as concerts, athletic events, training, practices, etc. Student teachers must coordinate these additional hours with their Clinical teacher and university supervisor to ensure that the additional hours are not excessive and do not prohibit candidates from fulfilling the student teaching requirements and responsibilities. The university supervisor will closely monitor all additional hours, beyond the classroom experience.

Attendance

Student teachers are expected to report to their assigned placement daily and prior to the arrival of the students as well as attend teacher workdays (both mandated and optional), parent meetings, make-up days due to school cancellations due to inclement weather, and staff/professional development meetings as directed by the clinical teacher and university supervisor. Student teachers must observe the holiday schedule followed by the school/school system in which they are teaching and not the university holiday schedule. Thus, student teachers must report to their placement site during the university winter/spring break and adhere to the school/school system break schedule instead. If spring break is used to make up inclement weather days, student teachers are required to attend those make-up days. Religious holidays and observances will be respected.

Within the student teaching semester, student teachers must complete at least six weeks (30 days) of full-time student teaching. During this 30-day period, student teachers are responsible for all the teaching and planning in the classroom, as well as all other duties as assigned. If the student teacher is absent during the six-week period for any reason, those days must be made up prior to relinquishing subjects/classes back to the clinical teacher. If the required Elon Teacher Fair happens to fall within the 30-day period of full-time student teaching, this day will be considered a “teacher workday” and part of the 30-day requirement.

Student teachers are permitted up to two professional development days for interviews, employment fairs, etc., and documentation may be required. These must be planned and scheduled with approval from the clinical teacher and university supervisor. These cannot be used to make up for inclement weather days. Additionally, student teachers will be given up to two release days for edTPA preparation. These days must be pre-approved and student teachers must report to the Dr. Jo Watts Williams School of Education or to an alternate location as determined by their university supervisor to work on these days. These days are in addition to the two professional days.

Absences due to students presenting research at conferences or any other university-related absence must be preapproved by the Director of Teacher Education and the Teacher Education Committee. Student teachers must submit a written request prior to the absence for review. Student teachers presenting research at SURF are excused for a half day, depending on their poster session time.

Student teachers must notify their Clinical Teacher, school office if required, and University Supervisor if they are going to be absent for any reason prior to the beginning of the absence. The Director of Education Outreach must also be notified by the student teacher of any absence via email.

Student teachers must provide substitute plans for any excused absences. Student teachers should not schedule appointments during regular school hours. Otherwise, absences from student teaching are only permitted in cases of serious illness or emergency, and may require a doctor’s note.

Teacher candidates who do not meet the required attendance for student teaching are subject to failing student teaching and dismissal from the teacher education program.

Process for Communicating Concerns

The university supervisor serves as the first-point of contact for communicating student teacher and clinical teacher concerns/incidents. First attempts to resolve such concerns/incidents should be made through an initial meeting with the university supervisor, student teacher, and clinical teacher(s). As necessary and appropriate, the university supervisor, the clinical teacher, the program coordinator, the chair of the appropriate department, the Director of Education Outreach, and the Director of Teacher Education will meet to discuss the situation with the student teacher. An appropriate plan of action is put in place depending on the nature of the concern. The Teacher Education Committee is notified. Appeals may be brought before the Teacher Education Committee.

Concerns/incidents that arise regarding university supervisors, student teachers, and Clinical teachers should be reported to the Director of Teacher Education. The Director of Teacher Education will work to resolve such issues in consultation with the Director of Education Outreach and the Teacher Education Committee, when necessary.

[Click to learn more about the PDAP process.](#)

Professional Code of Conduct

Student teachers are expected to conduct themselves in a professional manner at all times. In addition to this general expectation, the following policies are in place.

Student teachers:

1. Are expected to follow the rules, policies and procedures of the Clinical teacher's classroom, school, and school system/district.
2. Are prohibited from interacting with public school students through social media such as Facebook or Twitter.
3. May not date students enrolled in public schools.
4. May not socialize with public school students except at officially sponsored public school events.
5. May not drink alcoholic beverages or use illegal drugs with or in the presence of public school students.
6. Are prohibited from using obscene, profane, or abusive language on public school property.
7. Must maintain confidentiality with school system, school, and student/family records.
8. Must maintain professional relationships ONLY with school staff and personnel.
9. Must use the school district's email or phone system (not candidates' personal/Elon email accounts or personal phones) to conduct all communications with students and families.
10. Must maintain a professional appearance at all times. In general, your dress should be business-casual attire. Exceptions are made for classrooms/subject areas that require athletic dress (Physical Education), field trips and outdoor school events; however, neat dress is still expected and required. Superior personal hygiene (cleanliness) and grooming is expected and required at all times. Appropriate footwear is expected and required (i.e., no flip-flops).

Substitute Teaching

On occasion, student teachers may have the opportunity to substitute teach for their assigned clinical teacher during the full-time student teaching semester. The student teacher is responsible for attending substitute teacher training and completing the substitute teaching application process required by the school and school district and must have the approval of the university supervisor. Approval to substitute teach in the place of the clinical teacher must be approved by the school district, principal, university supervisor, and clinical teacher.

Provided that the policies of the clinical school system are observed, student teachers may serve as official substitute teachers in the classes to which they are assigned. *As a general policy, student teachers should not substitute for teachers who are not their clinical teachers.* The school system should actually employ the student teachers as a substitute teacher with appropriate monetary compensation for such times.

Taking a Teaching Position Prior to Completion of Student Teaching

Occasionally a teaching position will be offered to a student teacher to finish out the year for another teacher prior to completing student teaching. These requests may or may not be granted, but will be **considered** under the following conditions:

- A minimum of 10 weeks of student teaching have been successfully completed, including the full-time teaching requirement.
- The university supervisor, the clinical teacher, and the school administrator deem the student teacher ready to take on his or her own classroom.
- A passing score on edTPA.
- All required testing is completed with a passing score.
- The mid-term conference is highly successful.
- The final evaluation conference and all final paperwork must be completed.
- The university supervisor is available to continue to supervise the student teacher.
- The clinical teacher is available and willing to continue to mentor the student teacher or, in the case of a different school setting, an appropriate mentor can be found at the new school.
- The Director of Teacher Education approves the request.

Prohibition of Corporal Punishment

North Carolina Public School Law allows for the use of corporal punishment. However, individual school districts can disallow this punishment. The school districts with which we partner DO NOT allow corporal punishment. The Teacher Education Committee prohibits the use of corporal punishment by any student teacher, regardless of the state or district policies.

Roles and Responsibilities of Participants in the Student Teaching Program

Success in the student teaching experience is dependent upon the cooperative effort of those involved. While the uniqueness of each student teaching placement is acknowledged and respected, certain responsibilities must be delineated for the student teachers, the clinical teacher, and the university supervisor.

The Student Teacher

The student teaching experience is designed to help the student teacher make the transition from being a student to being a teacher. Since the entire experience is focused upon the student teacher, he or she has a special role to play in the process.

Responsibilities of the student teacher include:

1. Place school duties and responsibilities ahead of personal wishes and problems and willingly accept all assigned duties.
2. Exemplify the attitudes and actions of a teacher rather than those of a student.
3. Conform to the regulations and policies of the clinical school and to those of the Elon University student teaching program found in this handbook.
4. Attend school faculty and PTA meetings, various extracurricular events, and required on-campus meetings with the University supervisor.
5. Report on time for all school appointments and duties.
6. Complete all assignments and reports promptly and accurately.
7. Plan all work thoroughly, prepare necessary materials, create bulletin boards as appropriate, and submit plans to the clinical teacher at least one day prior to the teaching of a class or as requested.
8. Assume responsibility for evaluating student work during assigned teaching.
9. Show no partiality or favoritism in dealing with pupils.

10. Safeguard all personal and confidential information concerning pupils, referring to it only for professional purposes.
11. Initiate parental contact only with the approval of the clinical teacher.
12. Refrain from making unfavorable remarks about the University program, the clinical school, and the community, except to appropriate officials (i.e., University Supervisor, Director of Education Outreach, & Director of Teacher Education).
13. Be courteous toward and cooperate with all school personnel, pupils, and members of the community, showing an appreciative attitude for all advice and services rendered.
14. Dress appropriately and in keeping with faculty standards.
15. Seek the help and guidance of the clinical teacher and the university supervisor if problems arise.
16. Provide the university supervisor with detailed teaching schedules and promptly inform the supervisor of changes in scheduled teaching responsibilities.
17. Try continually to discover and correct shortcomings, striving for personal and professional development through continued study and effort.
18. Attend **all** seminars held on campus during the student teaching semester.
19. Achieve a passing grade on the student teaching final evaluation.

The Clinical Teacher

The clinical teacher has the primary responsibility for directing and assisting the student teacher on a daily basis. In addition, the clinical teacher participates in evaluating the student teacher at the mid-point and end of student teaching. In carrying out these responsibilities, the clinical teacher is rendering a valuable service to the student teacher, the Elon University Teacher Education Program, and the teaching profession.

Responsibilities of the clinical teacher include:

1. Plan for the orientation of the student teacher to your classroom and to the school, familiarizing the student teacher with classroom, school, and school system policies as well as with your expectations.
2. Acquaint the student teacher with available instructional materials, supplies and equipment, furnish copies of necessary textbooks and teaching manuals, and provide the student teacher with a place to work and study.
3. Acquaint the student teacher with pupil personnel records and the manner in which they are kept and used.
4. Assist the student teacher to schedule observations in other classrooms, as the schedule allows.
5. Assist the student teacher in making daily and long-range plans for classroom and school activities, in setting educationally sound standards of evaluation and grading for the class/es, and in establishing a positive classroom environment.
6. Schedule the teaching experience of the student teacher, gradually introducing responsibility for classroom routines and instructional procedures.
7. Provide opportunities for the student teacher to observe and participate in various classroom and school activities, such as the grading/reporting system and parent conferences.
8. Show a willingness to consider new and different techniques. When appropriate, allow the student teacher the opportunity to test theory in practice.
9. Encourage the student teacher to participate fully in the professional experience of teachers by attending faculty meetings, professional organization meetings and extra-curricular school activities.
10. Provide for continuous evaluation of the student teacher's performance through frequent observation followed by oral or written feedback, regularly planned conferences, the mid-semester report, and the monitoring of professional growth plans.
11. Confer and work with the university supervisor/s in solving problems that may arise during the student teaching period, and in evaluating the progress of the student teacher.
12. Discuss the student mid-semester report and the final evaluation with the student teacher.

The University Supervisor

The university supervisor serves as the liaison between the University and the clinical teachers and student teachers. All early childhood, elementary, special education, physical education, and middle grades student teachers have a supervisor from the Department of Education and Wellness. All secondary and special subject area student teachers have a supervisor from their major department in Elon College, the College of Arts and Sciences.

Responsibilities of the university supervisor include:

1. Disseminate and explain materials about the student teaching program at Elon University to clinical public school personnel.
2. Assist assigned student teachers in the orientation to their assigned schools and classrooms.
3. Establish an effective collegial relationship with the clinical teachers.
4. Cooperatively advise and assist assigned student teachers in their professional development through observation visits to the classroom and subsequent individual conferences.
5. Consult and cooperate with the student teacher, clinical teacher, and other school personnel in resolving problems that may arise during the student teaching period.
6. Convey official communications (e.g., holiday schedules, notices of on-campus meetings) from the Director of Teacher Education to student teachers and to appropriate public school personnel.
7. Enforce the official regulations and policies pertaining to student teachers found in this manual.
8. Distribute and collect all forms required during student teaching.
9. Evaluate all assigned student teachers for grading purposes.
10. Gather all evaluations of the student teacher in order to determine the final course grade.
11. Assist qualified candidates in obtaining professional employment upon request.

Schedules for Student Teaching

The schedule for activities during the period of student teaching should be flexible, but must include time for observation, time to complete the edTPA portfolio, gradual assumption of teaching and auxiliary duties, full-time teaching for a minimum of six weeks (30 days), and culminating activities. Teacher candidates who have already been in the same placement during the previous term may be ready to assume roles more quickly than they might have if they had just begun in the setting.

The rate at which a student teacher assumes responsibility for various activities should depend upon the judgment of the clinical teacher in consultation with the university supervisor. Such decisions are generally determined by the student teacher's readiness to undertake a given activity, the program of work under way in the clinical teacher's classroom, and consideration of what is in the best interest of the students and the student teacher.

Evaluation of Student Teachers

At least five formative observations are completed by some combination of the university supervisor and clinical teacher/s for each teaching candidate. These observations lead to a formal evaluation at both the half-way point and conclusion of student teaching for each placement. At the half-way point and at the end of the semester, the North Carolina Educator Evaluation System (NCEES) rubric will be used as an evaluation tool. Additionally, teacher candidates must be proficient in each standard/element of the Certification of Teaching Capacity (CTC) in order to pass student teaching and be recommended for licensure. The student teacher, clinical teacher, university supervisor, and school principal sign the CTC.

The university supervisor, in consultation with the clinical teacher, determines the final course grade for student teachers.

Remuneration of the Clinical Teacher

Although Elon University is not able to compensate clinical teachers fully for the important service they render to our Teacher Education Program and to the profession, a small stipend is paid at the end of the student teaching semester. The stipend is distributed in accordance with the policies of the respective school systems. Professional development and training is also provided for clinical teachers.

Eligibility for a Teaching License

In order to be recommended by Elon University for a license to teach in North Carolina, the candidate must satisfy the following requirements:

1. Complete all university requirements for graduation, with an overall minimum grade point average of 2.70, and complete a graduation audit with the University Registrar.
2. Successfully complete all licensure requirements (including the Elon University Teacher Education Portfolio, including the edTPA performance-based assessment).
3. Take the appropriate *Praxis Series™* test/s, and Pearson tests as required by the NC State Board of Education for licensure, and meet the minimum qualifying score required by North Carolina for each test. The Educational Testing Service and Pearson, Inc. administer these tests several times yearly at various sites around the state.
4. Register and complete the online application for licensure through the NC DPI website located [here](#).

Professional Ethics and School Law

Professional Ethics

The student teacher should familiarize himself/herself with the **North Carolina Code of Ethics**. The purpose of this Code of Ethics is to define standards of professional conduct, and can be found at this [link](#).

School Law

Listed below are several general statutes that apply to student teachers. These general statutes are listed in the most current edition of **Public School Laws of North Carolina**.

§ 115C-309. Student teachers.

- (a) **Student Teacher and Student Teaching Defined.** A "student teacher" is any student enrolled in an institution of higher education approved by the State Board of Education for the preparation of teachers who is jointly assigned by that institution and a local board of education to student teach under the direction and supervision of a regularly employed certified teacher. "Student teaching" may include those duties granted to a teacher by G.S. 115C-307 and any other part of the school program for which either the supervising teacher or the principal is responsible.
- (b) **Legal Protection.** A student teacher under the supervision of a certified teacher or principal shall have the protection of the laws accorded the certified teacher.
- (c) **Assignment of Duties.** It shall be the responsibility of a supervising teacher, in cooperation with the principal and the representative of the teacher-preparation institution, to assign to the student teacher responsibilities and duties that will provide adequate preparation for teaching. (1969, c. 638, s. 1; 1981, c. 423, s. 1; 2012-194, s. 49.)

§ 115C-307. Duties of teachers.

- (a) **To Maintain Order and Discipline.** It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of

the school program by the principal or supervising teacher, to maintain good order and discipline in their respective schools. A teacher, student teacher, substitute teacher, voluntary teacher, or teacher assistant shall report to the principal acts of violence in school and students suspended or expelled from school as required to be reported in accordance with State Board policies.

- (b) **To Provide for General Well-Being of Students.** It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to encourage temperance, morality, industry, and neatness; to promote the health of all pupils, especially of children in the first three grades, by providing frequent periods of recreation, to supervise the play activities during recess, and to encourage wholesome exercises for all children.
- (c) **To Provide Some Medical Care to Students.** It is within the scope of duty of teachers, including substitute teachers, teacher assistants, student teachers or any other public school employee when given such authority by the board of education or its designee to provide medical care to students as provided in G.S. 115C-375.1.
- (d) **To Teach the Students.** It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to teach as thoroughly as they are able all branches which they are required to teach; to provide for singing in the school, and so far as possible to give instruction in the public school music.
- (e) **To Enter into the Superintendent's Plans for Professional Growth.** It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to enter actively into the plans of the superintendent for the professional growth of the teachers.
- (f) **To Discourage Nonattendance.** Teachers shall cooperate with the principal in ascertaining the cause of nonattendance of pupils that he may report all violators of the compulsory attendance law to the school social worker in accordance with rules promulgated by the State Board of Education.
- (g) **To Make Required Reports.** A teacher shall make all reports required by the local board of education. The superintendent shall not approve the voucher for a teacher's pay until the required monthly and annual reports are made. The superintendent may require a teacher to make reports to the principal. A teacher shall be given access to the information in the student information management system to expedite the process of preparing reports or otherwise providing information. A teacher shall not be required by the local board, the superintendent, or the principal to (i) provide information that is already available on the student information management system; (ii) provide the same written information more than once during a school year unless the information has changed during the ensuing period; or (iii) complete forms, for children with disabilities, that are not necessary to ensure compliance with the federal Individuals with Disabilities Education Act (IDEA). Notwithstanding the forgoing, a local board may require information available on its student information management system or require the same information twice if the superintendent determines that there is (i) a compelling need and (ii) no more expeditious manner of providing the information to the local board. A school improvement team may request that the superintendent consider the elimination of a redundant reporting requirement for the teachers at its school if it identifies in its school improvement plan a more expeditious manner of providing the information to the local board. The superintendent shall recommend to the local board whether the reporting requirement should be eliminated for that school. If the superintendent does not recommend elimination of the reporting requirement, the school improvement team may request a hearing by the local board as provided in G.S. 115C-45(c).

Any teacher who knowingly and willfully makes or procures another to make any false report or records, requisitions, or payrolls, respecting daily attendance of pupils in the public schools, payroll data sheets, or other reports required to be made to any board or officer in the performance of their duties, shall be guilty of a Class 1 misdemeanor and the certificate of such person to teach in the public schools of North Carolina shall be revoked by the Superintendent of Public Instruction.

(h) **To Take Care of School Buildings.** It shall be the duty of every teacher to instruct children in proper care of property and to exercise due care in the protection of school property, in accordance with the provisions of G.S. 115C-523. (1955, c. 1372, art. 17, ss. 4, 6; 1959, cc. 1016, 1294; 1969, c. 638, ss. 2, 3; 1971, c. 434; 1981, c. 423, s. 1; 1985, c. 642; c. 686, s. 2; 1989, c. 585, s. 4; 1993, c. 539, s. 884; 1994, Ex. Sess., c. 24, s. 14(c); 1997-443, s. 8.29(k); 2000-67, s. 8.18(a); 2005-22, s. 2(a); 2013-226, s. 11(b).)

Contact Information

[Contact information for Elon administrators and program coordinators](#)