

Wake Forest University Elementary Education Student Teaching Handbook

The semester long student teaching internship is undertaken in a local public school in cooperation with an experienced teacher and with the supervisory assistance of a university faculty member. It is designed to give teaching candidates an opportunity to apply best practice methods of instruction encountered in the professional preparation courses leading up to student teaching. It should be noted that student teaching at Wake Forest University is a privilege for those who meet the requirements, not a guaranteed right. It is conducted in the public schools where the student teacher is a professional guest. This fact is emphasized, because it is in this context that the internship experience is implemented.

General Goals of Student Teaching

1. To provide an authentic environment for student teachers to examine the theories, principles, and ideas studied in the professional preparation program.
2. To provide an opportunity for the student teacher to learn by observing an outstanding teacher and by planning, teaching, and assessing with teacher.
3. To provide an opportunity for student teachers to test their emerging philosophy as teachers.
4. To provide an opportunity for self-evaluation.
5. To help student teachers develop the ability to reflect, reason, and evaluate as they meet and deal with various situations in the classroom, school, and community.

General Principles Governing Student Teaching

1. Student teachers learn best when they are focused on student teaching and have eliminated other responsibilities outside of their commitment to the students, the schools, and the university.
2. Student teachers learn best when cooperating teachers support their best efforts and offer specific ways to rearrange or change how they are teaching.
3. Student teachers learn best when they are able to take risks based on what they know about teaching.
4. Student teachers learn best when they are able to work in limited territory at first. They need sufficient time to study and understand the material, consider how their students learn best, and develop a way to have their students engage and understand that material most fully. They need not take on multiple teaching responsibilities until they do well with one.
5. Student teachers learn best when they are asked to reflect on their teaching, articulate a sense of their positive paths and misdirections, and explore new patterns of instruction.
6. Student teachers learn best when they see other students and experienced teachers teach some of the same lessons they are developing.
7. Student teachers learn best when they plan carefully and are able to articulate what they hope to accomplish in a single lesson and in a sequence of classes.
8. Student Teachers learn best when their cooperating teachers demonstrate various styles, techniques, methods, and approaches and then explain them.
9. Student Teachers learn best when they assume full responsibility for segments or all of a cooperating teacher's teaching load. They need to work in a way that assumes that the cooperating teacher is invisible to the class.

Assignment of Student Teachers. Assignment of student teachers (Appendix E and F) is handled cooperatively by the Department of Education and the principals or principals designee in local elementary schools. In April, prospective student teachers submit to the Program Director a student teaching application (Appendix A) that includes pertinent professional and personal information. Elementary program faculty work with the elementary school personnel (principals, assistant principals, curriculum coordinators) to create matches between cooperating and student teachers that will provide the best mentoring relationship. The official matching of a student teacher with a cooperating teacher is done by a school administrator. After this is completed, the elementary program coordinator notifies the student teachers. If changes occur over the summer months and a match must be reassigned, the program coordinator will inform the student teacher of the new assignment.

Informal Observations. Both the cooperating teacher and the university supervisor will regularly observe the student teacher and provide feedback on these observations. Most observations will be informal observations. These observations will be recorded on the Informal Observation Forms (Appendix B). When possible, conferences will be held with the student teacher after these informal observations. In these conferences the cooperating teacher or university supervisor will share the observation results and help the student teacher develop strategies to improve instruction in future lessons. When face-to-face conferences are not possible, the observer will share the results of the observation with the student teacher via email or phone.

Formal Observations. In addition to regular informal observations, the cooperating teacher and university supervisor will conduct two formal observations, and the student teacher will conduct one formal self-observation. These observations will be scheduled ahead of time and student teachers will submit a full lesson plan to the observer at least 24 hours before the observation. Results of these formal observations will be recorded on the Formal Lesson Observation Form (Appendix C). After these formal lesson observations, the observer will schedule a conference with the student teacher to discuss the observation results and plan adjustments in instruction as needed. The formal lesson observations should be in different subject areas and cooperating teachers and university supervisors should schedule one observation before completing the mid-term evaluation.

Evaluation of Student Teachers. A student teacher is evaluated by both school and university personnel using the exit criteria of the University as well as a North Carolina Department of Public Instruction Teacher Evaluation Form. Throughout the student teaching experience, the cooperating teacher and university supervisor keep the student teacher informed of progress and performance. Student teachers are evaluated through formal lesson observations (Appendix C) by the university supervisor and cooperating teacher and using program established midterm and final evaluation forms (Appendix D). The midterm and final evaluations are completed jointly by the university supervisor and the cooperating teacher and shared with the student teacher in a joint conference.

Each of the parties involved in evaluating the student teacher's experience--the cooperating teacher, the university supervisor, and the principal or his or her designee-- participate in and sign the final evaluation at the end of the internship. The student teacher signs indicating that he or she has seen the evaluation. This document is submitted to the Department's Licensure Officer as part of the accumulated record for each teacher candidate.

The internship is a university course (Appendix G). The determination of the pass/fail grade for student teaching is the responsibility of the university supervisor. In making this determination, the university faculty member includes reports and evaluations from the cooperating teacher.

General Responsibilities of Student Teachers

1. Behave professionally, both in assuming responsibility as delegated by the cooperating teacher and in being mindful of professional ethics which demand refraining from unfair treatment of students, criticism of colleagues or students, disclosing confidential information, and imposing political, educational, or religious ideas upon others.
2. Follow the policies, procedures, and regulations of the school system and the University. This includes conforming to school regulations and university expectations concerning standards of conduct and dress.
3. Keep every academic day free of other obligations. It is the expectation of the Department that students will not undertake or continue outside activities that appear to interfere with or detract from the primary responsibilities of student teaching.
4. Be punctual and regular in attendance. The student teacher shall follow the school system policy regarding matters of health and emergencies and should inform the principal, the cooperating teacher, and the university supervisor as soon as possible regarding illness or other emergencies. Any days missed for any reason (i.e., illness, interviews) must be made up. Substitute teaching plans must be left for the cooperating teacher.
5. Adhere to the calendar adopted by the school system and the school to which the student teacher is assigned. Fall break will usually be different from the University's calendar.
6. Stay abreast of important information regarding student teaching or on-campus activities by attending and participating fully in the accompanying seminar courses, checking in regularly with the university supervisor, and checking email regularly.

7. Keep an account of hours of observation and teaching. The student teacher is expected to attend and participate in planning days, workshops, and other meetings which would normally be attended by the cooperating teacher.
8. Prepare, in conjunction with the cooperating teacher and university supervisor, a plan for gradual assumption of courses and other duties as deemed appropriate.
9. Prepare a weekly teaching schedule and turn in to university supervisor at the beginning of each week.
10. Prepare lesson plans to the satisfaction of the cooperating teacher and the university supervisor.
11. Participate in school-related activities: faculty meetings, sports and social events, assembly programs, parent meetings, in-service workshops, and professional meetings.
12. Strive to know and understand the learning strengths and weaknesses of each student.
13. Collect evidence of work and performance as part of an ongoing portfolio.
14. Conduct one formal self-observation (using a video camera) which should include the completion of the formal lesson observation form (Appendix C).

General Responsibilities of Cooperating Teachers

1. Become acquainted with the student teacher's personal and professional qualifications and facilitate the adjustment of the student teacher into the school and community.
2. Orient student teachers to the school setting:
 - o background of students
 - o materials and equipment
 - o curriculum and pacing guides
 - o schedules
 - o school regulations, policies, and procedures
 - o parent communication
 - o assessment and grading procedures
3. Discuss with the university supervisor and student teacher the major criteria for observations and supervisory strategies.
4. Provide the student teacher with a workspace in the classroom to work and prepare lessons.
5. Maintain regular communication with the student teacher to plan, share, and assess.
6. Determine with the university supervisor and student teacher the length of time needed for student teacher observation in the classroom.
7. Plan the schedule for the student teacher to gradually assume the full responsibility for the teaching load, such that a minimum of six weeks is spent in full-time teaching.
8. Provide the student teacher with continuous feedback.
9. Plan a schedule whereby the student teacher will gradually relinquish the full responsibility of the teaching load, thereby affording the student teacher the opportunity to broaden the experiences by observing in other classrooms.
10. Encourage the student teacher to participate in non-instructional activities, such as faculty meetings, professional meetings, school organizations, etc.
11. Conduct two formal lesson observations (Appendix C) of the student teacher including a pre and post observation conference.
12. Complete the midterm and final evaluations in communication with the university supervisor.

General Responsibilities of University Supervisors

1. Provide cooperating teachers and administrators public with all pertinent policies, evaluation documents, and procedures related to the student teaching experience.
2. Arrange for a meeting with cooperating teachers early in the school year.
3. Emphasize to student teachers the importance of knowing and adhering to the policies set forth by the Winston-Salem/Forsyth (or other) County School District.
4. Discuss with cooperating teachers and student teachers their respective requirements and responsibilities.
5. Maintain regular communication with the student teacher and cooperating teacher through email, classroom visits, informal observations, and seminar discussions.

6. Conduct two formal lesson observations (Appendix C) of the student teacher including a pre and post observation conference.
7. Complete the midterm and final evaluations in communication with the cooperating teacher.

Supplemental and Organizing Documents

APPENDIX A: Student Teaching Application

APPENDIX B: Informal Lesson Observation Form

APPENDIX C: Formal Lesson Observation Form

APPENDIX D: Midterm and Final Student Teaching Evaluation Form

APPENDIX E: Student teaching placements

APPENDIX F: Student teaching calendar

APPENDIX G: EDU 250 Student Teaching Syllabus

**APPENDIX A
WINSTON-SALEM/FORSYTH COUNTY SCHOOLS
ELEMENTARY STUDENT TEACHING APPLICATION**

Name: _____

Local Address: _____

Phone/s: _____ Email _____

Home Address and Phone: _____

_____ Emergency
Contact (name, relationship, phone): _____

Grades Preferred for Student Teaching Placement (we cannot guarantee your first or second choice):

Choice 1 _____

Choice 2 _____

Choice 3 _____

Previous Placements:

Course	School	Teacher	Grade

Additional information that would assist Winston-Salem/Forsyth County administrators or teachers in your placement (i.e. health or physical conditions; other experiences with children in teaching/learning situations)

**Wake Forest University
Winston-Salem/Forsyth County Schools**

Student Teaching Agreement

DATES OF STUDENT TEACHING: Aug. 27- Dec. 7, 2012

Employed teachers work under a contract setting forth many of their rights, responsibilities, and obligations as a teacher. By signing this statement, the prospective student teacher signifies that he/she will abide by it and the spirit of it. Failure to comply will be considered grounds for removal from student teaching.

As a student teacher I will accept whatever student teaching assignment is made for me regardless of personal preferences and will cooperate with the central administration, school principal, cooperating teacher, and college supervisor.

I will abide by [professional ethics](#) and [standards](#) of the teaching profession and will make a sincere effort to look and act in a manner consistent with the teaching profession. Furthermore, I will comply with all Federal, State, and Local regulations at the school to which I may be assigned. I will plan, teach, and direct learning experiences to the best of my ability and will participate in the customary non-teaching functions expected of teachers in the school where I am assigned.

As a student teacher I will abide by the school calendar established for teachers in the school where I am assigned and will be neither absent nor tardy without making suitable arrangements for my school work. To the best of my ability, I will attend the Open House for the school where I am student teaching and I will begin my first days in the field on **Aug. 27, 2012**

I understand that I will receive no financial remuneration for the student teaching experience.

Signature

Date

APPENDIX B
INFORMAL LESSON OBSERVATION
Wake Forest University
Department of Education
Student Teacher Observation

<i>Student Observed:</i> <i>Subject/Grade Level:</i> <i>School:</i>	Date: Time:
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GLOWS:

GROWS:

	Observed By:
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Appendix C
WFU Formal Lesson Observation

Candidate Name: _____	School: _____
Cooperating Teacher Name: _____	Grade: _____
Evaluator Name: _____	

Standard/Element	Proficient Descriptor	Rating
Professionalism		
1e. Teachers demonstrate high ethical standards.	1e.1 Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Comments:		
Classroom Climate/Culture		
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
	1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	2a.1 Maintains a positive and nurturing learning environment.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
2c. Teachers treat students as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every student.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Comments:		
Instruction		
2b. Teachers embrace diversity in the school community and in the world.	2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Standard/Element	Proficient Descriptor	Rating
	2b.2 Incorporates different points of view in instruction.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> .	3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
3b. Teachers know the content appropriate to their teaching specialty.	3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
3d. Teachers make instruction relevant to students.	3d.1 Integrates 21st century skills and content in instruction.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
4c. Teachers use a variety of instructional methods.	4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Integrates technology with instruction to maximize students' learning.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
4e. Teachers help students develop critical-thinking and problem-solving skills.	4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
4f. Teachers help students to work in teams and develop leadership qualities.	4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Comments:		
Evaluation/Assessment		
1a. Teachers lead in their classrooms.	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i> .	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
4h. Teachers use a variety of methods to assess what each student has learned.	4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
	4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Standard/Element		Proficient Descriptor	Rating
5a. Teachers analyze student learning.	5a.1	Uses data to provide ideas about what can be done to improve students' learning.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Comments:

Impact on Student Learning

1d. Teachers advocate for schools and students.	1d.1	Implements and adheres to policies and practices positively affecting students' learning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
2d. Teachers adapt their teaching for the benefit of students with special needs.	2d.1	Cooperates with specialists and uses resources to support the special learning needs of all students.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
	2d.2	Uses research-verified strategies to provide effective learning activities for students with special needs.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Comments:

SIGNATURES

Signature of lesson evaluator and student as appropriate

Individual	Printed Name	Signature	Date
Candidate			
Evaluator:			

Summary Comments & Suggestions:

APPENDIX D

LEA/IHE Certification of Teaching Capacity

Candidate Name: _____

School: _____

Cooperating Teacher Name: _____

Grade: _____

LEA: _____

IHE: _____

In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.

Standard/Element	Proficient Descriptor	Rating
Professionalism		
1e. Teachers demonstrate high ethical standards.	1e.1 Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Classroom Climate/Culture		
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
	1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	2a.1 Maintains a positive and nurturing learning environment.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2c. Teachers treat students as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every student.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Instruction		
2b. Teachers embrace diversity in the school community and in the world.	2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
	2b.2 Incorporates different points of view in instruction.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

Standard/Element	Proficient Descriptor	Rating
3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> .	3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
3b. Teachers know the content appropriate to their teaching specialty.	3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
3d. Teachers make instruction relevant to students.	3d.1 Integrates 21st century skills and content in instruction.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
4c. Teachers use a variety of instructional methods.	4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Integrates technology with instruction to maximize students' learning.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
4e. Teachers help students develop critical-thinking and problem-solving skills.	4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
4f. Teachers help students to work in teams and develop leadership qualities.	4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Evaluation/Assessment		
1a. Teachers lead in their classrooms.	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard</i>	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
4h. Teachers use a variety of methods to assess what each student has learned.	4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
	4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
5a. Teachers analyze student learning.	5a.1 Uses data to provide ideas about what can be done to improve students' learning.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Impact on Student Learning		
1d. Teachers advocate for schools and students.	1d.1 Implements and adheres to policies and practices positively affecting students' learning	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
2d. Teachers adapt their teaching for the benefit of students with special needs.	2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

LEA/IHE Certification of Teaching Capacity

In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.

SIGNATURES

Note: The candidate signature does *not* imply agreement with the ratings. All other signatures verify the accuracy of and agreement with the ratings on each descriptor.

Individual	Printed Name	Signature	Date
Candidate			
Cooperating Teacher			
Principal (or designee)			
University Supervisor			
Comments (optional): 			

APPENDIX G



WAKE FOREST UNIVERSITY

Department of Education

EDU 250 Elementary Student Teaching

Course Syllabus Fall 2012

Credits: 10 Credit Hours

For Whom Planned: This course is a required course for undergraduate elementary education majors who are pursuing teacher licensure.

Course Overview: Supervised teaching experience in grades K-6

Instructor Information

Dr. Pat Cunningham
A8 Tribble Hall
cunninpm@wfu.edu
office phone: 336. 758.5583

Dr. Sandy Sikes
B206 Tribble Hall
sikessl@wfu.edu
office phone: 336. 758.6151

Required Course Materials:

- 3-Ring Binder with lesson plans and the following reference documents:
 - North Carolina Standard Course of Study for assigned grade level, as well as grade level above and below. <http://www.learnnc.org/scos/>
 - North Carolina Professional Teaching Standards <http://www.ncptsc.org/>

Recommended Course Materials:

Roe, B.D. & Ross, E.P. (2001) Student Teaching and Field Experiences Handbook. Prentice Hall: New Jersey.

Course Objectives

General Goals of Student Teaching

- To provide an authentic environment for student teachers to examine the theories, principles, and ideas studied in the professional preparation program.
- To provide an opportunity for the student teacher to learn by observing an outstanding teacher and by planning, teaching, and assessing with teacher.
- To provide an opportunity for student teachers to test their emerging philosophy as teachers.
- To provide an opportunity for self-evaluation.
- To help student teachers develop the ability to reflect, reason, and evaluate as they meet and deal with various situations in the classroom, school, and community.

Teacher Candidate Performance Outcomes

Teacher candidates will develop the skills and dispositions of a professional educator and demonstrate their competence, abilities, and growth as an educational leader through:

- The development of content-based instruction guided by state and national standards as well as current learning theory to demonstrate best pedagogical practice,
- The use of appropriate technologies to support instruction, assessment, and professional practice in a safe and ethical manner,
- Working caringly and effectively with colleagues and diverse populations of children while ensuring equal educational opportunity for all, and
- The development of a reflective stance that influences reform of educational practice.

Attendance

The full-time teaching experience begins August 27th and concludes December 7th. You are expected to be in the schools each day without fail. The elementary education program defines a full school day as follows: in the school no less than 30 minutes prior to the start of school in the a.m.; remain at school until the end of the school day for faculty as established by the school policy. You are expected to attend to all teaching responsibilities including assigned duties, faculty meetings, and after-school events.

Let your university supervisor and cooperating teacher know when emergency situations arise and you are going to be **absent or late for school**. (Needless to say, we do not expect you to be absent nor late unless it is an extreme emergency.) In the event that you are unable to attend school, you are responsible for lesson plans and materials for your cooperating teacher and students.

Criteria for Evaluation of Teacher Candidate Performance

During the course of your student teaching experience you will be evaluated by your cooperating teacher, university supervisor, and possibly a school administrator. At a minimum, you can expect the following evaluative events:

University Supervisor

- To the extent possible, weekly visits
- 2 formal lesson observations and reflective conferences
- Collaborative midterm and final evaluations

Cooperating Teacher

- Continuous informal observations and constructive feedback
- 2 formal lesson observations and reflective conferences (video taping is recommended)
- Collaborative midterm and final evaluations

Teaching Candidate (YOU!)

- Continuous reflection
- 1 formal lesson observation (video-taped) and self-reflection
- Collaborative midterm and final evaluations

School Administrator

- To the extent possible, occasional informal classroom visits
- If possible, 1 formal lesson observation and reflective conference