

Student Teaching and Practicum Handbook

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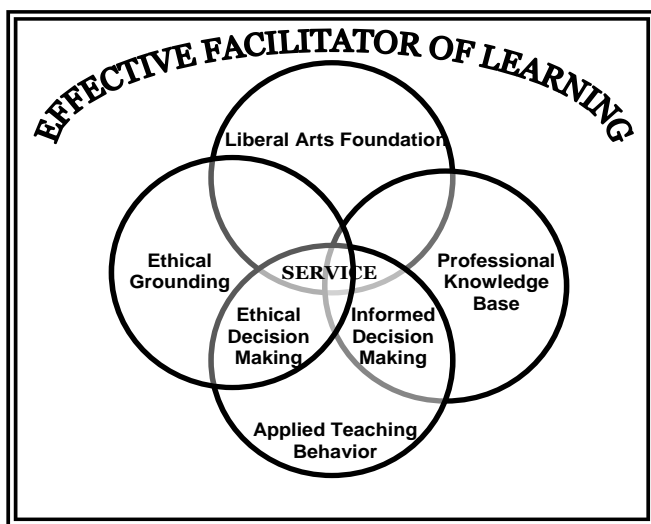
IMPORTANT CONTACT INFORMATION

Please complete at your convenience

STUDENT TEACHER	
ASSIGNED SCHOOL	
ASSIGNED GRADE	
SCHOOL PHONE NUMBER	
ASSIGNED TEACHER	
TEACHER EMAIL ADDRESS	
TEACHER CELL PHONE NUMBER	
PRINCIPAL'S NAME	
PRINCIPAL'S EMAIL ADDRESS	
UNIVERSITY SUPERVISOR	
UNIVERSITY SUPERVISOR'S EMAIL ADDRESS	
UNIVERSITY SUPERVISOR'S PHONE NUMBER (CAMPUS)	
UNIVERSITY SUPERVISOR'S CELL PHONE NUMBER	
THAYER SCHOOL FAX NUMBER	
ASSIGNED DAY FOR STUDENT TEACHING SEMINAR	
TIME	
BUILDING/ROOM	
PROFESSIONAL PROCESS PORTFOLIO DUE DATE	

I. PROGRAM OVERVIEW

The Wingate University Teacher Education Program is designed to meet NCATE Professional Standards and the North Carolina Standards for Approved Teacher Education Programs. The professional education programs at Wingate University are guided by the conceptual framework of **The Effective Facilitator of Learning**. This conceptual framework is consistent with the mission of Wingate University and with the motto of "Faith, Knowledge, and Service." Teacher Education programs are conceived in the context of a well-rounded liberal arts education and integrated with the principles of a Christian institution.



The **Liberal Arts** foundation includes courses in composition and literature, fine arts, foreign language, social and behavioral science, biological and physical science, mathematics, and health and physical education. The **Ethics** component is comprised of courses in religious and ethical studies as well as an emphasis of professional ethics in foundations and methods courses and student teaching. **Professional Knowledge** is gained through courses in psychology, foundations of education, curriculum and instruction, and pedagogy. All professional education courses provide **Applied Teaching** opportunities through required field experiences and an intensive semester of student teaching. These teaching experiences enable students

to make **Creative and Informed Decisions** while designing, implementing, and assessing well-defined lesson plans. The **Service** component joins knowledge with action through outreach opportunities such as those provided by the freshman course, Wingate 101, and by student professional, social, academic, and service organizations. Together these components provide the framework for the student to become an **Effective Facilitator of Learning**.

An Effective Facilitator of Learning is one who applies the components to design curriculum and create an effective learning environment guided by research and reflection. The goals of the conceptual framework are to develop:

- A broad knowledge and understanding of the liberal arts, including language, literature, religion, fine arts, history, the social/behavioral sciences, world awareness, mathematics and the natural sciences and physical fitness.
- Moral, spiritual and ethical concerns of life and culture in America and internationally and demonstrate the abilities to practice these values and ethics through thoughtful decision making.
- A broad and in-depth knowledge and understanding of the subject area(s) to be taught.
- A knowledge and understanding of the historical and philosophical foundations of education, curriculum and instruction, theories of learning and child/adolescent growth and development, characteristics and needs of the special child, effective teacher behaviors and methods and techniques for instruction and evaluation to address the diverse needs of all children.
- Enhance abilities and competencies in effective teaching behaviors and adaptive planning, instruction and evaluation through supervised field experiences appropriate to subject and level of licensure.
- And demonstrate and refine effective teaching behaviors and adaptive planning, instruction and evaluation through a supervised fifteen-week student teaching experience appropriate to the level of licensure.

II. PROGRAM INTRODUCTION

Wingate University is fully accredited by the Southern Association of Colleges and Schools, the North Carolina Department of Public Instruction and the National Council for Accreditation of Teacher Education.

Student teaching at Wingate University is viewed as one of the most important experiences in the Teacher Education Program of the Thayer School of Education. It is the culmination of all the prior experiences encountered by the student in the Teacher Education Program and affords the student the opportunity to become part of a particular school and to practice and demonstrate competence in performing the duties of a teacher. Each student involved in student teaching is given the opportunity to develop skills, insights and an understanding of teaching and learning in a context of supervised practice.

Generally, undergraduate students are enrolled in three (3) separate student teaching courses (parts a, b and c is numbered according to area/level of licensure):

Student Teaching: Instruction Preparation
Student Teaching: Instructional Presentation
Student Teaching: Classroom Organization
And Management

This configuration of courses and hours allows a student to have a more refined and more accurate assessment and grading of his/her student teaching experience.

However, graduate students are enrolled in a three (3) to six (6) hour practicum course. The hours are contingent upon the degree of documented experience in the public school K-12 classroom.

The student teaching experience at Wingate University is a cooperative effort involving the Student Teacher, the Cooperating Teacher, the School Principal, the University Supervisor and various personnel of the school system. The student teaching experience is designed to assist the Student Teacher with bridging the gap between the experiences of being a student to those

of a classroom teacher.

Student teaching is a multifaceted experience that includes learning about:

- How curriculum, methods and strategies and assessment and evaluation work together to enhance learning;
- Communication and working with people of different abilities, cultural backgrounds and age levels;
- Making decisions;
- Fulfilling responsibilities; and
- Facilitating learning.

III. ROLES AND RESPONSIBILITIES:

A. THE STUDENT TEACHER

During the student teaching/practicum process there are many opportunities to practice and improve the competencies necessary for effective teaching/learning. Accompanying these opportunities are roles and responsibilities to the school and to the University. Educating young people is a serious endeavor and profession; thus, the responsibilities of the Student Teacher are numerous and varied.

B. RESPONSIBILITIES TO THE SCHOOL

The Student Teacher is responsible for:

1. Securing from the cooperating teacher copies of necessary course of study, textbooks, a school handbook, seating charts, schedules, floor plans of the building and other helpful materials during the first week in school.
2. Carrying a full teaching load for approximately seven (7) weeks.
 - a. At the elementary level, carrying a full load equivalent to the cooperating teacher.
 - b. At the secondary level, carrying a full load of four (4) to five (5) classes on traditional schedule of three (3) classes on block schedule, preferably with no

more than three (3) preparations per day, plus participating in non-classroom responsibilities (e.g. homeroom, study hall, etc.).

3. Duplicating the cooperating teacher's daily schedule, which includes arriving and leaving at the appropriate times, preparing materials, bulletin boards, and handouts related to instruction and grading papers resulting from assignments, tests, or projects.
4. Planning work on a weekly and daily basis and submitting the plans to the cooperating teacher and the university supervisor if requested for approval prior to teaching the class. The plans should be made available to the university supervisor during each visit.
5. Conferencing with the cooperating teacher AT LEAST ONCE A WEEK to discuss strengths, weaknesses, and suggestions for improvement.
6. Placing school duties and responsibilities ahead of personal wishes and willingly accepting all duties assigned.
7. Striving to exemplify the attitudes and actions expected of a teacher rather than those characterizing a student.
8. Conforming to school regulations and policies and to local standards of behavior.
9. **Reporting to all school appointments and duties on schedule, attending faculty meetings, PTO meetings, WORKDAYS, and any other functions that the Cooperating Teacher is expected to attend.**
10. Safeguarding all personal and confidential information concerning students and using it only for professional purposes – remembering that much damage can be done to students as a result of inappropriate sharing of information.
11. Refraining from making unfavorable remarks about the students, the cooperating teacher, the school, staff, or community.
12. Following the rules of basic courtesy toward school administrators, teachers, students, staff, and members of the community. (i.e. Calling the school if you are to be late, seeking permission to leave early, etc.)
13. Dressing appropriately and in keeping with

faculty and University standards.

14. Endeavoring continuously to discover and correct shortcoming- remembering that student teaching is a growing and learning experience.
15. Attending and taking an active part in the extracurricular activities of the school.
16. Avoiding all partiality and favoritism towards students.
17. Developing the habit of reading at least one professional journal per week.
18. Notifying the cooperating teacher, the school principal or appropriate school administrator, and the university supervisor of all absences.
19. Making up absences in excess of three (3) days.
20. Getting approval from the university supervisor AND the cooperating teacher for all absences other than those due to emergency and/or illness.

C. RESPONSIBILITIES TO THE UNIVERSITY

The student teacher is responsible for:

1. Submitting a weekly teaching schedule to the university supervisor **BY FRIDAY OF THE PRECEDING WEEK.**
2. Notifying the university supervisor of **all** absences.
3. Obtaining approval from the university supervisor for **all** absences.
4. Attending all university seminars and other functions assigned by the university supervisor.
5. Compiling a "Notebook" which contains **all** lesson plans, resources, teaching materials, notes from conferences, artifacts, and other items as needed or specified. The "Notebook" should be brought to class daily for perusal by the cooperating teacher and university supervisor. Artifacts will be gleaned from this "Notebook" for the "Professional Portfolio" that is submitted at the end of the student teaching practicum experience.
6. Continuing to prepare a "Professional Portfolio," that includes, in addition to the usual artifacts of teaching, evidence of how the student teacher has met the INTASC standards and the

technology standards. The “Professional Portfolio” will be evaluated by the dean, university supervisor, and teachers from the public school system.

7. Being available for conferences with the cooperating teacher and the university supervisor.

The “Competencies and Indicators for Student Teachers” from Guidelines and Competencies for Approved Teacher Education Programs from the North Carolina Department of Public Instruction contains a complete description of expectations for student teachers.

D. THE COOPERATING TEACHER

The cooperating teacher plays a vital role in the student teaching experience. Without the cooperation and guidance of the cooperating teacher, the student teacher will gain very little from the student teaching experience. To facilitate a successful student teaching experience, the responsibilities of the cooperating teacher are as follows:

1. Providing orientation to the specific opportunities offered and responsibilities required by the field experience assignment, including knowledge about:
 - a. the school’s policies, procedures, and philosophy,
 - b. the organization and administration of the instructional program, and
 - c. the specific pupils with whom the student teacher will work.
2. Insuring that the student teacher experiences a varied involvement commensurate with his/her ability and training, the nature of the assignment, the resources of the situation, and the welfare of students in the school.
3. Demonstrating a high quality of planning, organization, methodology and professionalism.
4. Promoting the professional growth of the student teacher through encouragement, understanding, counsel, and suggestion. Teacher should also delegate teaching responsibilities and continuously evaluate the teaching activities of the student teacher.
5. Helping the student teacher develop a professional attitude toward all roles of the

teacher.

6. Helping the student teacher maintain a wholesome self-image, fully aware of his/her strengths and weaknesses, observing and reviewing the strengths and weaknesses of the student teacher and encouraging the student teacher to develop his/her own style of teaching.
7. Developing a good working relationship with the student teacher.
8. Demonstrating procedures and methods to increase skill in teaching and to show the many roles of the teacher.
9. Planning carefully for the gradual growth of the student teacher by the following activities:

During the first week of student teaching:

- Outline the dates and subjects/classes to be assumed during the first three weeks of student teaching.
- Specifically determine the topics/units that the student teacher will begin teaching, any specific requirements or expectations of those lessons and the due dates for submission of unit/lesson plans for review and approval prior to the implementation of these first teaching assignments.
- Outline the tentative dates and subjects/classes to be released during the week before the last week of student teaching.
- Review the specific rules, procedures and policies of the specific classroom and school.
- Give and review a time framework of the school day with times noted when specific tasks must be done.
- Establish a procedure for *review and approval* of unit and daily lesson plans, including time for any redesign and/or modification prior to teaching the lessons.
- Establish a time each week for conferencing and reviewing the progress made by the student teacher.
- Make the student aware of resources

and equipment available within the school as well as other community and central office resources that may be available.

- **Holding weekly conferences with the student teacher for:**
 - Discussing specific strengths, weaknesses, and progress made since the previous week's conference.
 - Discussing specific areas that need improvement.
 - Giving specific suggestions for improvement.
 - Assisting with planning of lessons.
 - Observing formally at least two (2) teaching situations (lessons/classes) a week.
 - Assuring that objectives are appropriate to the content, state standards and to the needs and interests of the students.
 - Assuring that instructional activities are appropriate for achieving the lesson objectives and for meeting the needs of the students, while being open to different and new activities planned by the student teacher.
 - Assuring that the sequence of the plan is appropriate to the concreteness/abstraction and simplicity/complexity of the content and to the maintenance of a well-managed classroom.
 - Assuring that evaluation techniques are varied and appropriate to the content and to the abilities of the students.
 - Assisting in determining the appropriate time frame for the unit/lesson.
- 10. Helping the student teacher develop positive, constructive approaches to student discipline.
- 11. Helping the student teacher recognize evaluation as critical to professional growth and improvement.
- 12. Conducting, in conjunction with the university supervisor, a mid-experience evaluation, and a final evaluation of the student teacher.
- 13. Helping the student teacher to gain confidence

in teacher-parent conferences by providing for student participation in such conferences.

14. Orienting the student teacher to school routine by explaining and providing help in the full use of the media center and its holdings and by providing help with the process of completing and maintaining the school register and other records.
15. Keeping the university supervisor abreast of the student's performance and contacting the university supervisor immediately if concerns arise.
16. Assisting the student teacher in scheduling appropriate observations for the final week of student teaching.

E. THE UNIVERSITY SUPERVISOR

The university supervisor is primarily responsible for coordinating the resources of the University and the cooperating public school. He/she is responsible for the overall evaluation and documentation of the student teaching experience and for the course credits that the student receives.

The university supervisor is responsible for the following:

1. Cooperating with the dean to develop an understanding between public school administrators and personnel and university staff members that will facilitate mutual understanding of important policies and procedures.
2. Cooperating with the dean and the school system in completing student teacher assignments and in planning for orientation of the student teachers and the cooperating school personnel.
3. Counseling individual student teachers concerning professional problems as well as personal problems when appropriate.
4. Helping to guide the student teacher in interpreting experiences in light of sound educational theory and practice.
5. Assisting the student teacher in locating and accessing professional resources such as

- handbooks, guides, periodicals, videotapes, etc.
6. Visiting the school, observing the student teacher, conferring with the student teacher and cooperating teacher, and maintaining a record to aid in directing and evaluating the progress of the student teacher.
 7. Observing at least five teaching situations/ classes for each student teacher and completing the duties listed below:
 - a. Completing a "Student Teacher Evaluation" form for each observation.
 - b. Reviewing the "Process Portfolio."
 - c. Conferencing with the student teacher to review the formal assessment of his/her teaching.
 - d. Giving the student teacher specific suggestions for growth and improvement.
 8. Conducting a **mid-experience** evaluation by:
 - a. Completing a "Summative Student Teacher" form and dispositions rating instruction.
 - b. Having the cooperating teacher complete a "Summative Student Teacher Evaluation" form.
 - c. Conducting a formal conference with the student teacher and cooperating teacher to discuss the three different assessments, noting similarities and differences.
 9. Conducting a **final exit evaluation** by:
 - a. Completing a "Summative Student Evaluation" form and Dispositions Rating Instrument.
 - b. Having the cooperating teacher complete a "Summative Student Teacher Evaluation" form.
 - c. Comparing with the cooperating teacher the two evaluations and the tentative grade and noting any differences of opinion.
 - d. Conducting a formal conference with the student teacher, during which time the exit evaluation form is completely reviewed and discussed and a tentative grade is given to the student teacher.
 10. Assigning a final grade for each of the three

components of student teaching or practicum hours. (Refer to Rubric.)

11. Keeping the dean aware of the progress/non-progress of each student teacher and formally documenting any problems.

F. THE SCHOOL PRINCIPAL

The school principal is a very important part of the student teaching experience.

Suggested responsibilities are:

1. Assisting in the selection of competent and qualified cooperating teachers and in the placement and scheduling of student teachers.
2. Articulate to the community the purpose of the student teaching program.
3. Preparing the cooperating teacher for the student teacher, i.e. informing him/her of the student teacher's name and sharing information furnished by the University.
4. Aiding in the orientation of student teachers to the school, community, and general operation of the school.
5. Making administrative provision for adequate conferences between the cooperating teacher and the student teacher and participating in conferences when desirable.
6. Observing the student teacher, checking periodically with the cooperating teacher and/or the university supervisor to assess the experience and conducting a formal evaluation of the student teacher using the "TPAI" and Dispositions Rating Instrument form, realizing that the student teacher is not comparable to a teacher with experience.
7. Conducting a follow-up conference with the student teacher regarding the evaluation.
8. Providing the student teacher with professional support as needed in disciplinary situations and/or parental conference experiences.
9. Providing the student teacher an opportunity to participate in staff meetings, extracurricular activities, and school planning.
10. Working closely with university supervisors to assure that the experience of the student

teacher is meaningful and also beneficial to the pupils.

11. Providing a substitute teacher if the cooperating teacher is absent.

III. TIME TABLES

TIME TABLE FOR STUDENT TEACHING

Undergraduate student teaching is a full semester experience and carries nine (9) hours of credit plus three (3) hours for student teaching seminar for a total of 12 semester hours. Graduate practicum is a full semester experience of three (3) to six (6) credit hours. It normally begins during the first week of university classes and may extend through the last day of the University semester exams. If necessary due to absences or unsatisfactory progress, a student may be required to extend his/her student teaching experiences. **During the semester of student teaching, the student teacher observes the holidays of the school system, not those of the university.**

The time frames on the following pages outline the student teaching experiences for:

1. the regular 15-week experience;
2. the 15-week experience for PE, music, art, or reading involving two placements; and
3. the 10-week experience.

The pace at which the student teacher will assume responsibility of teaching duties will vary according to the student teacher, the cooperating teacher and the teaching situation; however, a copy of the schedule should be submitted to the university supervisor for approval before the process begins.

1. Observation (Beginning of Semester)

The period of observation at the beginning of the student teaching experience is a time during which the student teacher will become familiar with: the school, the classroom, the curriculum, the students, the rules, routines and procedures associated with the assignment as well as the duties, responsibilities, and expectations of the cooperating teacher.

2. Assumption of Teaching Duties:

The student teacher should generally begin assuming teaching duties on or before the third week of the semester. Before the student teacher assumes any teaching responsibilities, the student teacher and cooperating teacher are expected to jointly formulate a sequence outlining the assumption of duties. It is suggested that the first duties assumed are those that the student teacher deems as comfortable, competent and successful. Small group work, routine review, or mini-lessons are appropriate starting points. Gradual increase of duties should occur for about four (4) weeks with an additional subject and/or group or class assumed weekly until the student teacher has assumed the full load of teaching duties.

For combination classes, it is expected that the student teacher will assume the teaching duties of both classes, alternately and/or jointly depending on subject and grouping.

3. Full Responsibility of Teaching Duties

For a minimum of seven (7) weeks a student may be required to teach full time for longer than seven (7) weeks if progress is unsatisfactory.

STUDENT TEACHING: Elementary

The student teacher in the primary or elementary grades is expected to carry a full teaching load equivalent to the cooperating teacher. This load includes the necessary class routines.

The student teacher will:

- Do all planning (with the approval of the cooperating teacher).
- Execute all plans.
- Maintain discipline.
- Plan for the Teacher Assistant. If possible, plan as if the teaching assistant is not available for one week.

- Participate in non-classroom responsibilities. (I.e. bus duty, lunchroom duty, etc.)
- Reflect upon the degree of success of each lesson and record reflections in the “Process Portfolio.”

STUDENT TEACHING: Secondary

The student teacher at the middle or high school level is expected to assume the teaching duties for four (4) or five (5) classes (or for three (3) classes if classes are based on block scheduling), preferable with not more than three (3) preparations per day.

The student teacher will:

- Do all planning (with the approval of the cooperating teacher).
- Execute all plans.
- Maintain discipline.
- Participate in non-classroom responsibilities such as homeroom or study hall.
- Reflect upon the degree of success of each lesson and record reflections in the “Process Portfolio.”

Role of the Cooperating Teacher:

It is strongly urged that the cooperating teacher be out of the classroom for increasing periods once the student teacher has assumed **full** responsibility of teaching duties. (This may vary according to policies of the placement school and liability agreements.)

By the half-way point of the period of full responsibility, the cooperating teacher should be in the classroom only for specific observations, unless there are extenuating circumstances requiring his/her presence. It is expected that the cooperating teacher periodically observe the student teacher in as many classes and/or teaching situations as possible. It is expected that the cooperating teacher would periodically observe the student teacher in as many classes and/or teaching situations as possible.

After the student teacher has been responsible for all teaching duties for a minimum of seven (7) weeks,

gradual release of teaching duties should begin. Complete release should not occur before the ninth (9th) week (ten week placement) or 14th week (15th week placement) of student teaching. It is suggested that the student teacher release first those duties which were assumed first. Preferably, the student teacher should have no teaching duties during the last week of the placement.

The student teacher should be given the last week (week 10 or week 15) for observation. During the week, the student teacher is to do some observing in grades for which he/she is to be licensed but different from that which he/she has taught. Included in the observations should be ability levels different from those in the classes to which he/she was assigned and special programs such as Chapter I Reading and/or Math labs, gifted, learning disabled and educable mentally handicapped. During the period of observations, the student teacher's cooperating teacher should be informed by the student teachers to where and at what times, the student teacher is observing. During the observation week, any time during a normal school day when the student teacher is not observing, he/she should be in the classroom where he/she is student teaching. Under no circumstances is the week of observation a time for non-instructional or non-educational matters. Any exceptions to this policy must be approved, in advance, by the cooperating teacher and the university supervisor.

TIME LINE FOR SINGLE PLACEMENT STUDENT TEACHING

Week 1:	Registration, ST Orientation, School Visit
Week 2:	Classroom Observations and Assuming Some Teaching Responsibilities
Mid Week 2 - Mid Week 6:	Gradually Assume Teaching Responsibilities
Mid Week 5 – Week 13:	Teaching Full Load (7-8 Week Period)
Mid Week 7 – Midweek 9:	Mid Experience Evaluation
Mid Week 12 – Week 14:	Gradually Release Teaching Responsibilities
Week 15:	Observation/Final Evaluation

TIME LINE FOR DOUBLE PLACEMENT STUDENT TEACHING

Week 1:	Registration, ST Orientation, School Visit.
Mid Week 2 - Midweek 3:	Gradually Assume Teaching Responsibilities
Mid Week 2 – Mid Week 10:	10 Week Experience
Week 2:	Classroom Observations
Mid Week 3 – Mid Week 8:	Teaching Full Load
Mid Week 4 – Mid Week 6:	Mid-Experience Evaluation
Week 7 – Mid Week 10:	Gradually Release Teaching Responsibilities
Mid Week 9 – Mid Week 14:	Transition
Mid Week 9 – Mid Week 14:	4 Week Experience
Mid Week 11 – Week 13:	Teaching Full Load
Mid Week 11 – Mid Week 13:	Mid Experience Evaluation
Week 14:	Gradually Release Teaching Responsibilities
Week 15:	Observations/Final Evaluation

**TIME LINE
FOR
10-WEEK STUDENT TEACHING**

Week 1:	Registration, ST Orientation, School Visit
Mid Week 1 – Week 3:	Classroom Observations, Gradually Assume Teaching Responsibilities
Week 4:	First Full Week Student Teaching
Mid Week 4 – Week 10:	Teaching Full Load
Mid Week 6 - Week 8:	Mid Experience Evaluation
Week 9:	Formal Observation
Week 10:	Final Evaluation

**IV. EXPECTATIONS DURING THE STUDENT
TEACHING EXPERIENCE**

During the student teaching experience, there are additional expectations: weekly conferences, unit planning, university seminars including the “notebook” and the “Professional Portfolio,” discipline, and professionalism.

WEEKLY CONFERENCES:

The cooperating teacher will meet weekly with the student teacher to discuss future plans and to evaluate past performance. Early conferences might include:

1. Questions and comments that the student teacher might have regarding observation experience.
2. Discussion of pertinent items of school policy and future events.
3. Questions concerning behavior and discipline of

certain students and discussion of the particular classroom management system.

Before and during the weeks that the student teacher is teaching, conferences should include the following:

1. Presentation and discussion of lesson plans for the week. This includes dialogue on what to teach, how to teach it, what materials are appropriate and where these materials may be found. The time frame and any problems regarding the progress of lesson planning.
2. Discussion regarding the execution of lessons, including strengths, areas needing improvement and suggestions for improvement, derived directly from specific observations by the cooperating teacher.
3. Discussion of the execution of the classroom management system, including strengths, areas needing improvement and suggestions for improvement, derived directly from specific observations by the cooperating teacher. The student teacher is strongly encouraged to keep notes on these conferences.
4. Discussion of results of formal observations using data from the student teaching evaluation form.

UNIT PLANNING

The student teacher is expected to plan for all duties to which he/she has been assigned or that he/she has assumed. At some point during the time period that the student teacher has assumed a full load, he or she will plan by unit rather than on a day to day basis. One exemplary unit will be placed in the “**Professional Portfolio.**”

LESSON PLANS

Lesson plans (individual or within units) **must be approved** by the cooperating teacher prior to implementation. Any modifications suggested by the cooperating teacher should occur before the lesson is taught – not during or after the presentation. Lesson plans will ordinarily include the following components

(some modifications may be necessary for lesson plans in special areas such as physical education classes).

1. Objectives/goals
2. Materials
3. Procedure
 - a. Focus and Review
 - b. Statement of objectives
 - c. Teacher input
 - d. Guided practice
 - e. Independent practice
 - f. Closure
4. Evaluation (degree to which objectives were met)

It is expected that every lesson will have, in the procedure section, parts a, b, and f. The sequence and frequency of parts c, d, and e will depend on the objective(s), topic/subject and activities.

UNIVERSITY SEMINARS:

Throughout the student teaching experience, there are scheduled seminars for the purpose of providing additional information on the teaching process and professional issues. The student teacher is expected to attend and participate in all seminars.

PROFESSIONAL PORTFOLIO:

The student teacher will continue to prepare a "Professional Portfolio" which will be turned in at the end of the student teaching semester and should be available for potential employers. A portfolio is a collection of evidence to demonstrate knowledge and/or performance skills in specified areas.

Types of evidence:

1. Artifacts – students' work, instructional materials, games, transparencies, lessons, tests, and unit plans.
2. Reproductions – audio and/or videotape and photographs of teaching, learning centers, bulletin boards, etc.
3. Attestations – University supervisor evaluations,

supervising teacher evaluations, letters of recommendation, conference notes, notes from parents and/or students, annotated lists of tests and annotated lists of materials and sources used.

4. Constructions – philosophy, self evaluation, personal goals, personal communication style analysis, papers, presentations, and articles.
5. Resume.
6. Journal critiques and reflections.
7. Classroom and management system profile.

V. DISCIPLINE:

Most educators agree that the best discipline is the least drastic discipline as long as it is effective. Moreover, by careful planning and good organization, misbehavior by students can be kept to a minimum.

With advice and assistance from the cooperating teacher, the student teacher is responsible for maintaining discipline among the students with whom he/she is working. It is imperative that the cooperating teacher explicitly explain the classroom management system that he or she uses. This discussion should include children with specific inappropriate behaviors and suggested alternative strategies the student teacher may utilize.

Disciplinary authority is delegated only by the principal or the cooperating teacher. **STUDENT TEACHERS MAY NOT USE ANY FORM OF CORPORAL PUNISHMENT** nor should they threaten the use of corporal punishment. The student teacher is expected to execute a classroom management system that is fair to all students.

VI. PROFESSIONALISM:

The student teacher is not a teacher's assistant. There should be a mutual sharing of professional and non-professional responsibilities between the cooperating teacher and the student teacher. Under no circumstances is the student teacher to perform non-professional duties other than those ordinarily assigned to his/her cooperating teacher.

VII. EVALUATION OF THE STUDENT TEACHER

During the student teaching experience, the student teacher will be evaluated informally and formally. Both types of evaluation contribute to the determination of the success of the student teaching experience and the grade(s) that will be given:

1. Two weekly observations/evaluations by the cooperating teacher

The cooperating teacher is responsible for observing and evaluating two teaching situations each week. These two observations may be made the same day or on different days and may be for two different subjects/classes or for the same subject/class, depending on the strengths and weaknesses of the student teacher.

The "Student Teaching Evaluation" form will be used by the cooperating teacher who will conference with the student teacher to discuss growth, strengths, areas needing improvement and suggestions for improvement.

2. Periodic observations/evaluations by the university supervisor

The university supervisor is responsible for observing and evaluating the student teacher at least five (5) times using the student teacher evaluation form during the student teaching experience.

As soon as possible following the observation, the university supervisor will meet with the student teacher to discuss the evaluation. Preferably, the conference should occur the same day of the observation; however, the conference may occur on campus the following day.

3. A mid-experience evaluation by the student teacher, the cooperating teacher, and the

university supervisor

The student teacher, cooperating teacher, and university supervisor will each evaluate the student teacher. Suggestions for improvement will be outlined and tentative grades for performance at the mid-point will be given. These grades will serve as benchmarks.

4. A final evaluation by the cooperating teacher and the university supervisor with input of the principal if needed will be done

The final evaluation is conducted during the 9th or 14th week (pending placement timetable) of the student teaching experience. The cooperating teacher and the university supervisor will evaluate the student teacher independently and then compare evaluations. Both supervisors will conference with the student teacher to review and discuss the final evaluation. The university supervisor will complete a summative teacher evaluation form. This will be used to determine the final grade for the experience for instructional preparation, instructional presentation, and classroom organization and management. The university supervisor makes the final decision on the course grade based on an established rubric.

VIII. SUCCESSFUL COMPLETION OF STUDENT TEACHING

For successful completion of the student teaching experience, the student teacher must meet certain requirements and expectations. These requirements are:

1. Participation in the student teacher orientation.
2. Completion of the required "Professional Portfolio."
3. Completion of time requirements of student teaching experience in the classroom teaching placement including making up absences in excess of three.
4. Satisfactory performance (grade of "C" or above)

as documented by the seminar instructor, the cooperating teacher, and the university supervisor in each of the components of the student teaching experience:

To be recommended for licensure, a student teacher must receive a grade not lower than “C” on each of the components of student teaching and receive a positive recommendation from the cooperating teacher.

To be granted a teaching license, the student teacher must complete and submit a licensure application, obtain satisfactory score(s) on the praxis II prior to submitting licensure application, and submit a \$55 check made out to NCDPI Licensure Division. The licensure application process will take place at the conclusion of the semester. All licensure paperwork is submitted to the Dean of Thayer School of Education.

IX. OTHER UNIVERSITY POLICIES IN STUDENT TEACHING

Transportation:

Student teachers are responsible for providing their own transportation to and from their assigned schools.

Honor Policy:

Student teachers are expected to uphold the “Wingate University Honor Code” set forth in the Wingate University Student Handbook. This includes abiding by the terms set forth by the Teacher Education Committee regarding employment or activities.

Illness and Other Emergencies:

At the beginning of the semester, the student teacher must ascertain the policy for notification, preferably that of the particular school or school system. The student teacher should notify the cooperating teacher and or/principal and the university supervisor as soon as possible regarding illness or other emergencies.

Attendance and Extended Absence:

The student teaching experience is of such a nature that there are no advanced excused absences provided in the course. In cases of extended illness, the number of days of absences exceeding three must be made up before the student can be issued credit for the student teaching experience.

Activities for the Student Teacher:

Student teaching is a full-time commitment; therefore, a student should have no other major obligations during this period. Student may not participate in university athletics or cheerleading during the student teaching period.

Employment during Student Teaching:

Because of the nature and responsibilities related to student teaching, a student is expected not to work (full-time or part-time) during student teaching. Any appeal to this policy regarding work must be made in writing to the Teacher Education Committee and submitted with the application for student teaching. Requests received after the date cited in the university calendar for the particular semester will not be considered. A student who makes such an appeal must be able to demonstrate in writing that failure to work during student teaching will create financial and/or other hardships and must be willing to appear before the Teacher Education Committee, if necessary, to answer any questions related to the appeal. The dean will take the appeal to the Teacher Education Committee for consideration and action. The prospective student teacher will be notified accordingly.

Substitute Teaching by Student Teachers:

No student teacher is allowed to substitute teach for his/her cooperating teacher or another teacher during the entire period of student teaching. If the cooperating teacher is absent, a substitute will be hired by the school system; the student teacher will continue to execute all assumed responsibilities for the student teaching experience. Violations of the terms specified by the

Teacher Education Committee may result in an honor code violation.

X. REMOVAL FROM THE STUDENT TEACHING EXPERIENCE:

In the event that the student teacher's performance and/or behavior warrant a change in or removal from the student teacher's placement, the university supervisor will notify the dean. A conference will be scheduled in order to gather all facts and make a determination for a second placement or terminate the student teaching experience. All efforts will be made to resolve the situation to the satisfaction of both the university and the school.

Possible changes in the initial field placement are:

1. Removal from initial placement and placement with another teacher or in another school;
2. Placement in a situation related to education, but not teaching;
3. Withdrawal from the university or from student teaching with return at a later date;
4. Termination of the student teaching experience with a failing grade.

In the event of change two or four, the student will receive a grade no higher than a "C" and will not be recommended for licensure.

Withdrawal from Student Teaching:

A student wishing to withdraw from student teaching will follow the procedure for withdrawing from any other university course as outlined in the university catalog, but must consult with his/her university supervisor and the dean.

XI. EXITING AND LICENSURE

The intent and purpose of the Wingate University Teacher Education Program is to prepare competent, effective teachers for the public schools. Successful exiting of the program allows for the student to be recommended by this institution for licensure to teach in

the public schools of North Carolina.

The final evaluation of the student teaching experience serves as the exit evaluation. This evaluation is documented and is part of the criteria for exiting the program. The Exit Evaluation and criteria are clearly defined and follow:

1. The student must maintain a CGPA of 2.5
2. The student must meet the minimum score requirements of the PRAXIS II test(s) if required for the licensure area.
3. The student must demonstrate competence in teaching during the student teaching experience.
4. The student must earn not less than a "C" on each part (a, b, c) of student teaching and ED 400 and exhibit a satisfactory level of performance as documented by the cooperating teacher, the university supervisor, and the school system superintendent.
5. The student must meet all university requirements for graduation.
6. The student must demonstrate personal, cognitive and affective growth during the student teaching experience.

These criteria function to assure that the student has acquired and demonstrated competencies required for the level and area of licensure. Students will be recommended for licensure providing the following requirements are met:

1. Successful Student Teacher Experiences verified by all parties.
2. Successful completion of the specific Teacher Education Program as verified by the dean.
3. Successful completion of all graduation requirements as verified by the registrar.
4. Minimum score on REQUIRED PRAXIS specialty area tests.
5. Documentation of conferences, one at point of admission to the Teacher Education Program, one at application to student teach, and one at point of completion of program.
6. Final approval by the dean for recommendation for licensure.

Students who fail to meet any of these requirements will receive from the dean a letter indicating the reason(s) licensure cannot be recommended. These requirements must be completed within five (5) years from the initial expected date of graduation. At the conclusion of the five year grace period, additional requirements may be assigned. When all requirements have been met, the dean will submit all necessary papers to the Licensure Section of the North Carolina Department of Public Instruction.

Students must complete and submit a licensure application, provide a copy of praxis II scores (if applicable), and include a \$55 check made out to NCDPI Licensure Division. The dean will complete verification of program completion.

The university supervisor, cooperating teacher, and principal will complete student teaching verification at the conclusion of the placement. All documents will be submitted to NCDPI by the dean.

XII. MAT PROGRAM COMPLETION AND PLACEMENT GUIDELINES

Education 595 is a student teaching practicum experience that is designed to provide graduate students who have minimal to moderate teaching experiences but do not hold a teaching license. The student teaching practicum is a state requirement for initial teaching licensure in North Carolina. The student teaching practicum is a 7 to 15 weeks experience in an accredited public school classroom. A student teaching practicum experience in a private school classroom must be approved based on the following criteria: the private school must be regionally accredited by SACS, the cooperating teacher/mentor must hold a valid North Carolina teaching license in elementary education, and approval must be granted by the Teacher Education Committee.

Students must complete an Application for Practicum Placement during the semester prior to the placement. Applications must be downloaded from the Wingate University website by selecting the Thayer School of Education forms. Prerequisite: Completion of all program

course requirements prior to starting the student teaching practicum experience.

Deadlines for student teaching practicum placement applications are May 1 for fall placements and October 1 for spring placements.

- 1) Students are required to complete a professional **Teacher Preparation Portfolio** during the practicum experience. The professional teacher preparation portfolio does not replace the program portfolio (Education 597). The professional teacher education portfolio is the culminating product for the student teaching practicum experience. It must be submitted to the supervisor of the practicum and the dean of the Thayer School Education by December 2 for fall placements and May 1 for spring placements. The Teacher Preparation Portfolio is a component of practicum grade.
- 2) The length of the practicum (7-15 weeks), intensity of supervision, and number of credit hours (3-6 hours) are based on documented state approved teaching experiences. Students who request a 7 week placement must have at least two years of experience in the public school classroom **or** a lateral entry position. Students who request a 10 week placement must have at least one year of experience in the public school classroom or documented exceptionalities in teacher education as observed by university supervisor and cooperating teacher/mentor. A 15 week student teaching practicum is reserved for students having no documented teaching experience.

Additional Fees:

Student Teaching Practicum Fee (MAT only) \$265
Licensure Application Fee (determined by NCDPI) \$ 55

Application for Licensure:

After the completion of all program requirements and obtaining satisfactory Praxis II scores in the designated licensure area(s), students must complete a licensure application (NCDPI Form A) and submit a \$55 check or money order made out to NCDPI Licensure Division and

copy of the Praxis II score sheet indicating a passing score in the licensure area(s). The licensure application with the required documents must be mailed to the dean of the Thayer School of Education: Dr. Sarah Harrison-Burns, Wingate University, Campus Box 3065, Wingate, NC 28174.

Application Deadlines: December 1 for Fall Completers
May 1 for Spring Completers
August 1 for Summer Completers

APPENDICES

APPENDIX A

COMPETENCIES AND INDICATORS FOR STUDENT TEACHERS

- 1.0 *The student teacher demonstrates an open and flexible teaching personality by:*
 - 1.1 *Consistently maintaining a fair and friendly attitude*
 - 1.2 *Displaying ability to accept each pupil "as is" and helping him/her from that point*
 - 1.3 *Accepting pupils' responses and responding to students' questions in a non-defensive manner*
 - 1.4 *Exhibiting a positive self-image*
 - 1.5 *Individualizing instruction to the extent possible in a classroom situation*
- 2.0 *The student teacher demonstrates an appropriate understanding of teaching-learning situations by:*
 - 2.1 *Adapting the material to the level of the learners*
 - 2.2 *Setting attainable goals for all students and for the teacher*
 - 2.3 *Presenting materials at proper level of concreteness-abstraction*
 - 2.4 *Diagnosing pupil achievement and prescribing appropriate learning activities and materials based upon the diagnosis*
 - 2.5 *Setting reasonable, measurable objectives and evaluating outcomes*
- 3.0 *The student teacher demonstrates suitable concern for personal health and vitality by:*
 - 3.1 *Arriving at school punctually, alert, and "ready to go" each day*
 - 3.2 *Being consistently prompt and in attendance*
 - 3.3 *Discharging teaching and related responsibilities promptly and efficiently*
- 4.0 *The student teacher demonstrates effective speaking and listening skills by:*
 - 4.1 *Pronouncing words clearly and distinctly.*
 - 4.2 *Using an adequate and appropriate vocabulary.*
 - 4.3 *Using the voice to set a variety of moods*
 - 4.4 *Using Standard English*
 - 4.5 *Speaking on the grammatical level appropriate to the situation*
- 5.0 *The student teacher demonstrates the ability to work cooperatively with other staff members by:*
 - 5.1 *Listening rather than talking at appropriate times*
 - 5.2 *Assuming shared responsibilities*
 - 5.3 *Responding positively toward supervision by*

- principal and/or supervisors*
- 5.4 *Accepting criticism and suggestions from peers*
 - 5.5 *Sharing materials, techniques, and space with staff*
 - 6.0 *The student teacher demonstrates the ability to profit from feedback by:*
 - 6.1 *Taking criticism in a positive manner*
 - 6.2 *Utilizing self-evaluation*
 - 6.3 *Being available and willing to discuss criticism*
 - 6.4 *Properly reading student responses for understanding of material*
 - 7.0 *The student teacher demonstrates maturity of judgment and ability to make realistic decisions by:*
 - 7.1 *Weighing alternatives and choosing wisely*
 - 7.2 *Basing decisions on adequate information*
 - 7.3 *Behaving calmly and rationally during a crisis*
 - 7.4 *Designing achievable objectives*
 - 7.5 *Making decisions which support clearly expressed goals*
 - 8.0 *The student teacher demonstrates command of subject matter by:*
 - 8.1 *Identifying major concepts of the student area*
 - 8.2 *Selecting content appropriate for level of class*
 - 8.3 *Identifying skills basic to content area*
 - 8.4 *Integrating knowledge from various fields*
 - 8.5 *Using questioning techniques incorporating various levels of questioning*
 - 8.6 *Helping pupils recognize the purpose and importance of topics or activities*
 - 9.0 *The student teacher demonstrates effective lesson preparation by:*
 - 9.1 *Specifying or selecting learner objectives for lessons*
 - 9.2 *Specifying or selecting teaching procedures for lessons*
 - 10.0 *The student teacher demonstrates effective classroom management by:*
 - 10.1 *Providing feedback to learners about their behavior*
 - 10.2 *Promoting comfortable interpersonal relationships*
 - 10.3 *Maintaining appropriate classroom behavior*
 - 10.4 *Managing disruptive behavior among learners*
 - 10.5 *Demonstrating consistency in the conduct of classroom management procedures*
 - 10.6 *Reinforcing pupils in a positive manner*

- 10.7 *Developing a sense of self-management on the part of students*
- 11.0 *The student teacher demonstrates ability to perform a variety of critical teaching tasks by:*
 - 11.1 *Reinforcing pupils' positive self-concepts*
 - 11.2 *Diagnosing class and individual problems*
 - 11.3 *Planning for the individual needs of pupils*
 - 11.4 *Handling confidential information appropriately*
 - 11.5 *Asking thought-provoking questions*
 - 11.6 *Diagnosing pupil achievement and prescribing appropriate learning activities and materials based upon diagnosis*
- 12.0 *The student teacher demonstrates competence in evaluating students by:*
 - 12.1 *Using teacher-made or teacher-selected materials or procedures which are valid and reliable to obtain information about learner progress*
 - 12.2 *Communicating with individual learners about their needs and progress*
 - 12.3 *Using a variety of procedures, techniques and instruments*
 - 12.4 *Applying results of evaluation for diagnostic purposes*
 - 12.5 *Using evaluations as a basis for re-teaching*
 - 12.6 *Establishing clearly stated standards of achievement for pupils*
- 13.0 *The student teacher demonstrates ability to motivate learners by:*
 - 13.1 *Showing enthusiasm through voice, actions and preparation*
 - 13.2 *Setting realistic expectations*
 - 13.3 *Relating subject matter content to daily problems and occupational experiences*
 - 13.4 *Taking advantage of existing student interest as a vehicle to more effective motivation*
- 14.0 *The student teacher demonstrates a fair and just attitude in dealing with students by:*
 - 14.1 *Setting realistic standards of behavior*
 - 14.2 *Practicing courtesy with students*
 - 14.3 *Exhibiting honesty and high morals as a model for students*
 - 14.4 *Showing no bias towards students*
 - 14.5 *Refraining from derogatory statements about students to colleagues*
- 15.0 *The student teacher demonstrates a commitment to teaching by:*
 - 15.1 *Spending adequate time in preparation*
 - 15.2 *Participating actively in student teaching seminars or seminars for regular teachers*

- 15.3 *where appropriate
Centering attention on students' needs
rather than on personal concerns*
- 16.0 *The student teacher engages in continuing
professional growth by:*
 - 16.1 *Participating in professional growth activities.*
 - 16.2 *Sharing and seeking professional materials
and ideas*
 - 16.3 *Participating in pre-professional
organization(s)*

*From North Carolina Department of Public Instruction,
Guidelines and Competencies for Approved Teacher
Education Programs.*

APPENDIX B

COMPETENCIES AND INDICATORS FOR COOPERATING TEACHERS WHO SUPERVISE STUDENT TEACHERS OR INTERNS

- 1.0 *The cooperating teacher demonstrates evidence of continued professional development by:*
 - 1.1 *Participating in professional growth activities*
 - 1.2 *Sharing and seeking professional materials and ideas*
 - 1.3 *Having active membership in appropriate professional organizations*
 - 1.4 *Reading professional literature extensively*
- 2.0 *The cooperating teacher demonstrates respect for the dignity and worth of all individuals by:*
 - 2.1 *Conducting classes so that no partiality is shown to any special group*
 - 2.2 *Treating each person as a unique individual*
 - 2.3 *Considering needs of others*
 - 2.4 *Using positive techniques of discipline*
- 3.0 *The cooperating teacher demonstrates effective human relations skills dealing with students, parents and other professionals by:*
 - 3.1 *Showing sensitivity to the needs and feelings of students, parents, and other professionals*
 - 3.2 *Exhibiting patience, empathy, and understanding*
 - 3.3 *Maintaining appropriate classroom behavior*
 - 3.4 *Working cooperatively with colleagues, administrators, and community members*
- 4.0 *The cooperating teacher demonstrates the ability to plan effectively for instruction by:*
 - 4.1 *Maintaining continuity in lessons across units of study and periods of time*
 - 4.2 *Using a variety of materials, techniques, and equipment in the instructional process*
 - 4.3 *Developing units of study that allow for the individual differences of students*
 - 4.4 *Maintaining lesson plans that are used daily to guide instruction*
- 5.0 *The cooperating teacher demonstrates ability to construct effective instruments and techniques, for instruction by:*
 - 5.1 *Planning learning activities in a logical sequence*
 - 5.2 *Planning lessons for individuals and small and large groups*
 - 5.3 *Planning lessons for students with exceptional needs*
 - 5.4 *Developing teaching methods appropriate for objectives, learners, and environments*

- 6.0 *The cooperating teacher demonstrates the ability to utilize effective instruments and techniques for instruction by:*
 - 6.1 *Implementing learning activities in a logical sequence*
 - 6.2 *Conducting lessons using a variety of teaching methods*
 - 6.3 *Using teaching methods appropriate for objectives, learners, and environments*
 - 6.4 *Working appropriately with individuals and small and large groups*
 - 6.5 *Working appropriately with students with exceptional needs*
- 7.0 *The cooperating teacher demonstrates the ability to communicate clearly in speaking by:*
 - 7.1 *Giving oral directions that are understood by the learner*
 - 7.2 *Clearly explaining lesson content*
 - 7.3 *Clarifying lessons that may be understood by the learner*
 - 7.4 *Effectively using oral communication with parents, students, and other professionals*
 - 7.5 *Using listening skills as an effective means of communication with parents, students, and other professionals*
- 8.0 *The cooperating teacher demonstrates the ability to communicate clearly in writing by:*
 - 8.1 *Providing written directions that are understood by the learner*
 - 8.2 *Providing lesson content in written form*
 - 8.3 *Constructing evaluative instruments*
 - 8.4 *Using effective written expression*
 - 8.5 *Using written communication with parents, students, and other professionals*
- 9.0 *The cooperating teacher demonstrates the ability to apply learning theory and research findings to the classroom practice by:*
 - 9.1 *Understanding and using lesson plans effectively*
 - 9.2 *Changing and adapting instructional materials and activities to fit the needs of each child.*
 - 9.3 *Using a variety of techniques to achieve student success*
 - 9.4 *Using methods of instruction appropriate for individual student learning styles*
 - 9.5 *Providing a variety of instructional materials appropriate for a variety of learning styles*
 - 9.6 *Studying, evaluating, and utilizing research findings and resources in instructional activities*

- 10.0 *The cooperating teacher demonstrates the ability to utilize effectively the available and community resources in the delivery of instructional services by:*
- 10.1 *Understanding the functions of resource personnel within the school*
 - 10.2 *Using school resource personnel in the instructional program*
 - 10.3 *Identifying, contacting, and using community resource personnel*
 - 10.4 *Conducting orientation programs for all volunteers*
 - 10.5 *Using instructional and media materials of the school and community agencies*
 - 10.6 *Sharing knowledge of available resources with other school personnel*
 - 10.7 *Using parents, retired persons, and other community volunteers*
- 11.0 *The cooperating teacher demonstrates knowledge of overall curricula goals and objectives in area or grade level by:*
- 11.1 *Relating objectives of the subject to demands of contemporary society*
 - 11.2 *Demonstrating broad knowledge of subject content in the appropriate academic disciplines*
 - 11.3 *Developing units of study and lesson plans that relate to the subject area*
 - 11.4 *Giving clear and concise instructions and explanations*
 - 11.5 *Organizing learning activities in a logical and sequential manner*
 - 11.6 *Providing experiences for students to apply understandings that they have acquired*
 - 11.7 *Choosing materials that are appropriate for each instructional level*
 - 11.8 *Identifying needs and using techniques that work best for the student*
 - 11.9 *Working closely with fellow teachers to continually revise and update the educational plan used in the school*
- 12.0 *The cooperating teacher demonstrates the ability to construct appropriate instruments for the evaluation of student learning by:*
- 12.1 *Developing effective communication skills in order to empathize with the problems of the student teacher*
 - 12.2 *Constructing guidelines to observe student teacher effectiveness in the classroom*
 - 12.3 *Coordinating daily activities with the student teacher*
 - 12.4 *Developing a plan to systematically*

- relinquish control of the classroom to the student teacher*
- 13.0 *The cooperating teacher demonstrates the ability to utilize appropriate techniques for the evaluation of student teaching by:*
- 13.1 *Using effective communication skills in order to empathize with a student teacher who has problems*
- 13.2 *Exhibiting the ability to utilize guidelines for the observation of the student teacher in the classroom*
- 13.3 *Exhibiting the ability to plan jointly with the student teacher*
- 14.0 *The cooperating teacher demonstrates knowledge of the theories and techniques of supervising student teachers by:*
- 14.1 *Adapting methods of supervision to fit the individual needs of the student teacher.*
- 14.2 *Utilizing supervisory techniques based on consistent theoretical positions*
- 14.3 *Demonstrating awareness of research related to supervision of student teaching*
- 14.4 *Exhibiting the capacity for effective and meaningful evaluations of student teachers*
- 15.0 *The cooperating teacher demonstrates the ability to utilize appropriate techniques for the evaluation of student teaching by:*
- 15.1 *Utilizing methods of supervision to fit the individual needs of the student teacher*
- 15.2 *Utilizing supervisory techniques based on a consistent theoretical position*
- 15.3 *Applying research related to supervision of student teaching*
- 15.4 *Giving effective and meaningful evaluation of student teacher's performance*
- 16.0 *The cooperating teacher demonstrates knowledge of the various roles of cooperating teachers by:*
- 16.1 *Empathizing with the student teacher who has problems*
- 16.2 *Exhibiting a willingness to provide the student teacher with meaningful experience in the classroom*
- 16.3 *Planning jointly with the student teacher*
- 16.4 *Offering positive criticism*
- 17.0 *The cooperating teacher demonstrates knowledge of the roles of the university/college supervisor by:*
- 17.1 *Working in partnership with the university/college supervisor*
- 17.2 *Successfully completing training which defines and elaborates upon the nature of the student teaching experience.*

- 18.0 *The cooperating teacher demonstrates an understanding of the nature and purposes of the student teaching experience by:*
- 18.1 *Successfully completing training which defines and elaborates upon the nature of the student teaching experience*
 - 18.2 *Successfully completing training which defines and elaborates upon the nature of the student teaching experience*
 - 18.3 *Demonstrating the ability to provide the student teacher with appropriate guidance and assistance for assuming classroom responsibility*
 - 18.4 *Providing various types of experiences during the student teaching process*
- 19.0 *The cooperating teacher demonstrates the ability to create a learning environment appropriate to the goals of instruction by:*
- 19.1 *Providing a learning environment that is attractive and orderly*
 - 19.2 *Properly using instructional aids*
 - 19.3 *Using teaching methods which are appropriate for objectives*
 - 19.4 *Using instructional materials that provide learners with appropriate practice on objectives*

North Carolina Department of Public Instruction, Guidelines and Competencies for Approved Teacher education Programs

APPENDIX C

COMPETENCIES AND INDICATORS FOR UNIVERSITY SUPERVISORS OF STUDENT TEACHERS OR INTERNS

- 1.0 *The college/university supervisor demonstrates advanced knowledge of curriculum, materials, and learning resources appropriate for grade level or subject area.*
 - 1.1 *Holding a minimum of a Master's degree from an accredited institution of higher education.*
 - 1.2 *Participating in or directing research projects related to the curriculum area*
 - 1.3 *Conducting staff development activities in subject area for public school personnel*
 - 1.4 *Attending conferences and meetings of professional association(s)*
 - 1.5 *Teaching courses in curriculum area*
 - 1.6 *Participating in curriculum development activities related to subject area*
- 2.0 *The college/university supervisor demonstrates knowledge or instructional methods/strategies appropriate for grade level or subject area supervised by:*
 - 2.1 *Evidencing successful teaching experience*
 - 2.2 *Serving as a demonstration teacher for subject area*
 - 2.3 *Producing research and publications related to teaching*
 - 2.4 *Holding a North Carolina "M" certificate in the subject area supervised*
 - 2.5 *Engaging periodically in teaching activity in the public schools*
- 3.0 *The college/university supervisor demonstrates knowledge and skill in supervision and evaluation of student teachers by:*
 - 3.1 *Completing course work in supervision and evaluation*
 - 3.2 *Documenting experience in supervision*
- 4.0 *The college/university supervisor demonstrates ability to communicate clearly in speaking by:*
 - 4.1 *Pronouncing words clearly and distinctly*
 - 4.2 *Using an adequate and appropriate vocabulary*
 - 4.3 *Using the voice to set a variety of moods in the classroom*
 - 4.4 *Using Standard English*
 - 4.5 *Speaking on the grammatical level appropriate to the situation*

- 5.0 *The college/university supervisor demonstrates respect for the dignity and worth of all individuals by:*
 - 5.1 *Conducting classes so that no partiality is shown to any special group or person*
 - 5.2 *Treating each person as a unique individual*
 - 5.3 *Considering the needs of others*
 - 5.4 *Using positive techniques of discipline*
- 6.0 *The college/university supervisor demonstrates the ability to communicate clearly in writing by:*
 - 6.1 *Providing written directions that are understood by the learner*
 - 6.2 *Providing lesson content in written form*
 - 6.3 *Constructing evaluative instruments*
 - 6.4 *Using effective written expression*
 - 6.5 *Using written communication with parents, students, and other professionals*
- 7.0 *The college/university supervisor demonstrates an understanding of the various agencies involved in the preparation of teachers by:*
 - 7.1 *Identifying and using community resources appropriate for the preparation of teachers*
 - 7.2 *Identifying and using state, regional, and national professional associations concerned with the preparation of teachers*
 - 7.3 *Successfully completing designed training with defined role(s)*
- 8.0 *The college/university supervisor demonstrates continuous involvement in professional growth and development by:*
 - 8.1 *Maintaining membership in professional associations*
 - 8.2 *Attending professional meetings*
 - 8.3 *Participating in professional improvement activities*
- 9.0 *The college/university supervisor demonstrates ability to model professional values by:*
 - 9.1 *Planning, implementing, and evaluating instruction effectively, as evidences by student evaluation*
 - 9.2 *Endorsing the ethics of the profession*
 - 9.3 *Working cooperative with colleges, administrators, and members of other agencies involved in the profession*

From: North Carolina Department of Public Instruction, Guidelines and Competencies for Approved Teacher Education Programs

APPENDIX D

ISTE NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS (NETS) AND PERFORMANCE INDICATORS

Education Technology Foundations for all Teachers

I. Facilitate and inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- A. promote, support, and model creative and innovative thinking and inventiveness.
- B. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- C. promote students' reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
- D. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

II. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- A. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- B. develop technology-enriched learning

environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.

- C. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
- D. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

III. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- A. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
- B. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
- C. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
- D. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

IV. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- A. advocate, model, and teach safe, legal, and

ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

- B. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
- C. promote and model digital etiquette and responsible social interactions related to the use of technology and information.
- D. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

V. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- A. participate in local and global learning communities to explore creative applications of technology to improve student learning.
- B. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
- C. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
- D. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

APPENDIX E
NORTH CAROLINA
PROFESSIONAL TEACHING STANDARDS

STANDARD I: TEACHERS DEMONSTRATE
LEADERSHIP

STANDARD II: TEACHERS ESTABLISH
A RESPECTFUL ENVIRONMENT FOR
A DIVERSE POPULATION OF STUDENTS

STANDARD III: TEACHERS KNOW THE CONTENT THEY
TEACH

STANDARD IV: TEACHERS FACILITATE
LEARNING FOR THEIR STUDENTS

STANDARD V: TEACHERS REFLECT ON THEIR
PRACTICE

A NEW VISION OF TEACHING

The different demands on 21st Century education dictate new roles for teachers in their classrooms and schools. The following defines what teachers need to know and do to be able to teach students in the 21st Century:

- Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of work of the school.
- Teachers are valued for the contributions they make to their classroom and the school.
- Teachers make the content they teach engaging, relevant, and meaningful to students' lives.
- Teachers can no longer cover material; they, along with their students, uncover solutions.
- They teach existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy.
- In their classrooms, teachers facilitate instruction encouraging all students to use 21st Century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- The 21st Century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

The North Carolina State Board of Education charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for the Teaching Profession (1997) with the newly adopted mission. To this end, Commission members, 16 practicing educators from across the state, considered what teachers need to know and be able to do in 21st Century schools. This document contains the aligned standards adopted by the North Carolina State Board of Education in June 2007.

STANDARD I

TEACHERS LEAD IN THEIR CLASSROOMS.

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st

Century. Teachers communicate this vision to their students.

Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

- Take responsibility for all students' learning
- Communicate vision to students
- Use data to organize, plan, and set goals
- Use a variety of assessment data throughout the year to evaluate progress
- Establish a safe and orderly environment
- Empower students

TEACHERS DEMONSTRATE LEADERSHIP IN THE SCHOOL.

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

- Work collaboratively with all school personnel to create a professional learning community
- Analyze data
- Develop goals and strategies through the school improvement plan
- Assist in determining school budget and professional development
- Participate in hiring process
- Collaborate with colleagues to mentor and support teachers to improve effectiveness

TEACHERS LEAD THE TEACHING PROFESSION.

Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

- Strive to improve the profession

- Contribute to the establishment of positive working conditions
- Participate in decision-making structures
- Promote professional growth

TEACHERS ADVOCATE FOR SCHOOLS AND STUDENTS.

Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

- Advocate for positive change in policies and practices affecting student learning
- Participate in the implementation of initiatives to improve education

TEACHERS DEMONSTRATE HIGH ETHICAL STANDARDS.

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998. (www.ncptsc.org)

- Demonstrate ethical principles
- Uphold the Code of Ethics and Standards for the Professional Conduct

STANDARD II TEACHERS PROVIDE AN ENVIRONMENT IN WHICH EACH CHILD HAS A POSITIVE, NURTURING RELATIONSHIP WITH CARING ADULTS.

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible

TEACHERS EMBRACE DIVERSITY IN THE SCHOOL COMMUNITY AND IN THE WORLD.

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

- Demonstrate knowledge of diverse cultures

- Select materials and develop lessons that counteract stereotypes and incorporate contributions.
- Recognize the influences on a child's development, personality, and performance
- Consider and incorporate different points of view

TEACHERS TREAT STUDENTS AS INDIVIDUALS.

Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

- Maintain high expectations for all students
- Appreciate differences and value contributions by building positive, appropriate relationships

TEACHERS ADAPT THEIR TEACHING FOR THE BENEFIT OF STUDENTS WITH SPECIAL NEEDS.

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

- Collaborate with specialists
- Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice

TEACHERS WORK COLLABORATIVELY WITH THE FAMILIES AND SIGNIFICANT ADULTS IN THE LIVES OF THEIR STUDENTS.

Teachers recognize involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

- Improve communication and collaboration between the school and the home and community
- Promote trust and understanding and build partnerships with school community
- Seek solutions to overcome obstacles that prevent family and community involvement

STANDARD III

TEACHERS ALIGN THEIR INSTRUCTION WITH THE NORTH CAROLINA STANDARD COURSE OF STUDY.

In order to enhance the North Carolina Standard Course of Study, teachers investigate the content standards developed

by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

- Teach the North Carolina Standard Course of Study
- Develop and apply strategies to make the curriculum rigorous and relevant
- Develop literacy skills appropriate to specialty area

TEACHERS KNOW THE CONTENT APPROPRIATE TO THEIR TEACHING SPECIALTY.

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

- Know subject beyond the content they teach
- Direct students' curiosity into an interest in learning

TEACHERS RECOGNIZE THE INTERCONNECTEDNESS OF CONTENT AREAS/DISCIPLINES.

Teachers know the links and vertical alignment of the grade or subject they teach and the North Carolina Standard Course of Study. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach.

- Know links between grade/subject and the North Carolina Standard Course of Study
- Relate content to other disciplines
- Promote global awareness and its relevance

TEACHERS MAKE INSTRUCTION RELEVANT TO STUDENTS.

Teachers incorporate 21st Century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the North Carolina Standard Course of Study and 21st Century content which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

- Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility
- Demonstrate the relationship between the core content and 21st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness

**STANDARD IV
TEACHERS KNOW THE WAYS IN WHICH
LEARNING TAKES PLACE, AND THEY KNOW
THE APPROPRIATE LEVELS OF INTELLECTUAL,
PHYSICAL, SOCIAL, AND EMOTIONAL
DEVELOPMENT OF THEIR STUDENTS.**

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

- Know how students think and learn
- Understand the influences on student learning and differentiate instruction
- Keep abreast of evolving research
- Adapt resources to address the strengths and weaknesses of students

**TEACHERS PLAN INSTRUCTION APPROPRIATE
FOR THEIR STUDENTS.**

Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

- Collaborate with colleagues
- Use data for short and long range planning
- Engage students in the learning process
- Monitor and modify plans to enhance student learning
- Respond to cultural diversity and learning needs of students

**TEACHERS USE A VARIETY OF INSTRUCTIONAL
METHODS.**

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to

eliminate achievement gaps. Teachers employ a wide range of techniques. Including information and communication technology, learning styles, and differentiated instruction.

- Choose methods and materials as they strive to eliminate achievement gaps
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

TEACHERS INTEGRATE AND UTILIZE TECHNOLOGY IN THEIR INSTRUCTION.

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, Communicate, innovate, and collaborate.

- Know appropriate use
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate

TEACHERS HELP STUDENTS DEVELOP CRITICAL THINKING AND PROBLEM SOLVING SKILLS.

Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

- Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions
- Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems

TEACHERS HELP STUDENTS WORK IN TEAMS AND DEVELOP LEADERSHIP QUALITIES.

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

- Teach the importance of cooperation and collaboration
- Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities

TEACHERS COMMUNICATE EFFECTIVELY.

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help student's articulate thoughts and ideas clearly and effectively.

- Communicate clearly with students in a variety of ways
- Assist students in articulating thoughts and ideas clearly and effectively

TEACHERS USE A VARIETY OF METHODS TO ASSESS WHAT EACH STUDENT HAS LEARNED.

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions.

- Use multiple indicators, both formative and summative, to evaluate student progress
- Provide opportunities for self-assessment
- Use assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions

STANDARD V

TEACHERS ANALYZE STUDENT LEARNING.

Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

- Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement
- Collect and analyze student performance data to improve effectiveness

TEACHERS LINK PROFESSIONAL GROWTH TO THEIR PROFESSIONAL GOALS.

Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st Century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

- Participate in continued, high quality professional development

**TEACHERS FUNCTION EFFECTIVELY IN A
COMPLEX, DYNAMIC ENVIRONMENT.**

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

- Actively investigate and consider new ideas that improve teaching and learning
- Adapt practice based on data

APPENDIX F

INTASC STANDARDS

1. **Content Pedagogy:** The teacher understands the central concepts, tools of inquiry and structures of the discipline that he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. **Student Development:** The teacher understands how children learn and develop and can provide learning opportunities that support a child's intellectual, social, and personal development.
3. **Diverse Learners:** The teacher understands how students differ in their approaches to learning and creates learning opportunities that support a child's intellectual, social, and personal development.
4. **Multiple Instructional Strategies:** The teacher uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
5. **Motivation and Management:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages social interaction, active engagement in learning, and self motivation.
6. **Communication and Technology:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.
7. **Planning:** The teacher plans based upon knowledge of subject matter, students, and the community and curriculum goals.
8. **Assessment:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. **Reflective Practice/Professional Growth:** The teacher is a reflective practitioner who continually evaluates the efforts of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. **School and Community Involvement:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

APPENDIX G

STUDENT TEACHING PORTFOLIO

Your portfolio serves as a **capstone** to your professional preparation, showcases your student teaching experience, and demonstrates your teaching skills and competencies. It should be thorough, but should also contain only relevant materials (i.e. no “fillers”). Though primary evaluative attention will be given to the quality and substance of the components, the portfolio will also demonstrate your organization and presentation skills and the use of relevant technology.

Your portfolio should contain the following components:

PORTFOLIO CHECKLIST

	<p>Identification Page: This page needs to contain: your name, the semester/year, your student teaching assignment (school/teachers).</p>
	<p>Resume: Prepare a resume that you could use to apply for an entry-level teaching job in your field. You should include a hard copy as well as a copy on a disc.</p>
	<p>Teaching Philosophy: Articulate your philosophy of teaching, including a discussion of the aims/goals of education and role of the student and of the learner. Relate also how these elements drive curriculum and instructional methods. Your write up should be thorough but concise (i.e. should be two pages). Include a copy of this on a disc.</p>
	<p>Learning Community Profile: Thoroughly describe your teaching situation and the learners that you have worked with during your assignment. Include demographic, physical, social, emotional and intellectual characteristics. Include implications for how these characteristics affected your teaching decisions</p>
	<p>Classroom Management Profile: Describe how the classroom will be managed. The description should include rules, consequences, arrangements, parental involvement, communication, and climate.</p>
	<p>Teaching Unit: Select one of the units that you taught which demonstrates your understanding of content and your ability to teach it. In addition to specific lesson plans, include the following:</p> <ul style="list-style-type: none">A. copies of all handouts and assessment instrumentsB. self-evaluations for EACH lesson taught (use the D-A-F format in the Bullock & Hawk Test)C. representative samples of student work accompanied by written commentary on which you used these results to guide your evaluation and instruction

	<p>Reflect on INTASC Standards: Write a reflection (D-A-P) for each of the ten INTASC Standards for beginning teachers demonstrating your progress towards attainment of that standard. Your reflection should describe:</p> <ol style="list-style-type: none"> a. how you addressed the standard b. the strengths and weaknesses of your approach based on what you knew about best practices. c. how this experience will affect your teaching decisions in the future. d. links to specific artifacts which demonstrate mastery of the standard.
	<p>Critiques of two (2) journal articles from professional journals</p>
	<p>Copies of self-evaluations and evaluations from your cooperating teacher and the university supervisor</p>
	<p>Educational Technology Standards: (NC/ISTE) This portion of the portfolio is to be completed electronically on a disc. Include this in your portfolio. This should have evidence that you have met North Carolina/ISTE's Educational Technology Standards over the course of your studies at Wingate University. For each indicator, include a narrative of how you met the standards and appropriate artifacts to support your narrative.</p>
	<p>Video recording of one lesson that you taught A self-evaluation using the D-A-P format must accompany the recording. All recordings must be on DVD or streamlined.</p>

F O R M S

Please see the Wingate University website for links to the necessary forms. You may reach this site by first bringing up the university's website, www.wingate.edu, going to the current student tab, and clicking on Academics tab. You should then go to the Undergraduate link which will take you to the different programs that are offered. You will need to click on the Education link and find the FORMS tab in the Quick links section.

Forms online include for your perusal:

1. Student Teaching Portfolio Rating Form
2. Student Teaching Portfolio – Assessment of Technology Standards
3. Student Teaching Evaluation Form
4. Student Teacher Weekly Schedule Sheet
5. Student Teacher Scheduling Sheet
6. Student Teacher University Supervisor Visit Record
7. Coordinating Teacher Evaluation Sheet
8. Classroom Observation Worksheet
9. Dispositions Rating Instrument
10. Student Evaluation of the Student Teaching Experience

APPENDIX H

PROCEDURES AND CRITERIA FOR THE GRADING OF STUDENT TEACHING

Student teaching is composed of three (3) separate components:

1. Student Teaching: Instructional Preparation
2. Student Teaching: Instructional Presentation
3. Student Teaching: Classroom Organization and Management

During scheduled seminar meetings the Instructor will meet with the student teachers to discuss current and future concerns and situations relative to teaching.

The courses, Education 4xxa, 4xxb and 4xxc, constitute the actual student teaching experience. Each component receives a specific letter grade determined jointly by the university supervisor and the cooperating teacher. A student teacher must earn a grade of "C" or greater on each component in order to be recommended for licensure.

For the graduate practicum, these components are considered for the final grade which constitutes a three to six hours course (ED 595).

Evaluation is on-going throughout the semester of student teaching and consists of weekly observations/evaluations by the university supervisor; a triad evaluation/conference by the student teacher, the university supervisor and the cooperating teacher at the mid-term (mid experience) and a final evaluation/conference by the university supervisor and cooperating teacher with the student teacher during the last week of student teaching. No grades are recorded at mid-term, although tentative benchmark grades may be indicated during the conference. The same evaluation form is used for all evaluations. The "expected" level of competence is that level which is consistent with the expected level of competence at that point along the continuum of the ten to fifteen weeks of student teaching. Thus, it is assumed that a student teacher could show improvement during the course of student teaching and still be at the "expected" level during the latter part of the experience.

The student teaching experience is viewed as a ten to fifteen weeks experience during which the student teacher is expected to show continual growth in competence and effectiveness. Mistakes are expected but it is assumed that the student teacher will take the self-initiative and the constructive suggestions of the supervisors to improve areas of

weakness and to continue to refine areas of strength.

GRADING CRITERIA AND DEFINITIONS

The grade for each of the three (3) areas of student teaching is awarded by the university supervisor. Although opinions of the cooperating teacher and the self-evaluations of the student teacher are considered; the responsibility for the grade lies with the university supervisor and is based on his/her student teaching evaluation at the final conference*.

Grade	Definition
A	This grade reflects the highest level of competence. The majority of criteria for the area are rated at the "Exceeds Expectations" level and none are rated below the "Meets Expectations."
B	This grade reflects an effective level of competence where the majority of the criteria for the area have been rated at the "Meets Expectations" level or above.
C	This grade reflects a moderate level of competence. All criteria for the area have been rated at least at the "Meets Expectations" level.
D	This grade reflects an ineffective level of competence. The majority of the criteria for the area have been rated below the "Meets Expectations" level.

*Key: ** The grade assigned at the final conference is considered tentative pending the satisfactory completion of any further duties related to the student teaching experience.*