

SCHOOL OF EDUCATION
FAYETTEVILLE STATE UNIVERSITY



TEACHER CANDIDATES
HANDBOOK

"The School of Education prepares knowledgeable, reflective and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advance society."

TEACHER CANDIDATES HANDBOOK

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INTRODUCTION

Congratulations! You are about to begin the culminating experience of your teacher education program at Fayetteville State University. The purpose of the *Teacher Candidates Handbook* is to serve as a guide to successful completion of the teacher education program. During this semester, you will be applying what you have learned throughout your program at FSU. This experience will be intense, be prepared to devote all of your energy to this important endeavor.

In addition to serving as a guide for the teacher candidate, the Handbook is to be shared and used by cooperating/partnership teachers and University Supervisors. The internship is of great consequence to your future as a professional educator. Not only is your final evaluation a reflection of your performance, it necessary for you to be recommended for licensure.

It is important that you follow the procedures and policies outlined in this document. **YOU ARE RESPONSIBLE** for meeting the requirements associated with student teaching/internship.

OVERVIEW OF TEACHER EDUCATION

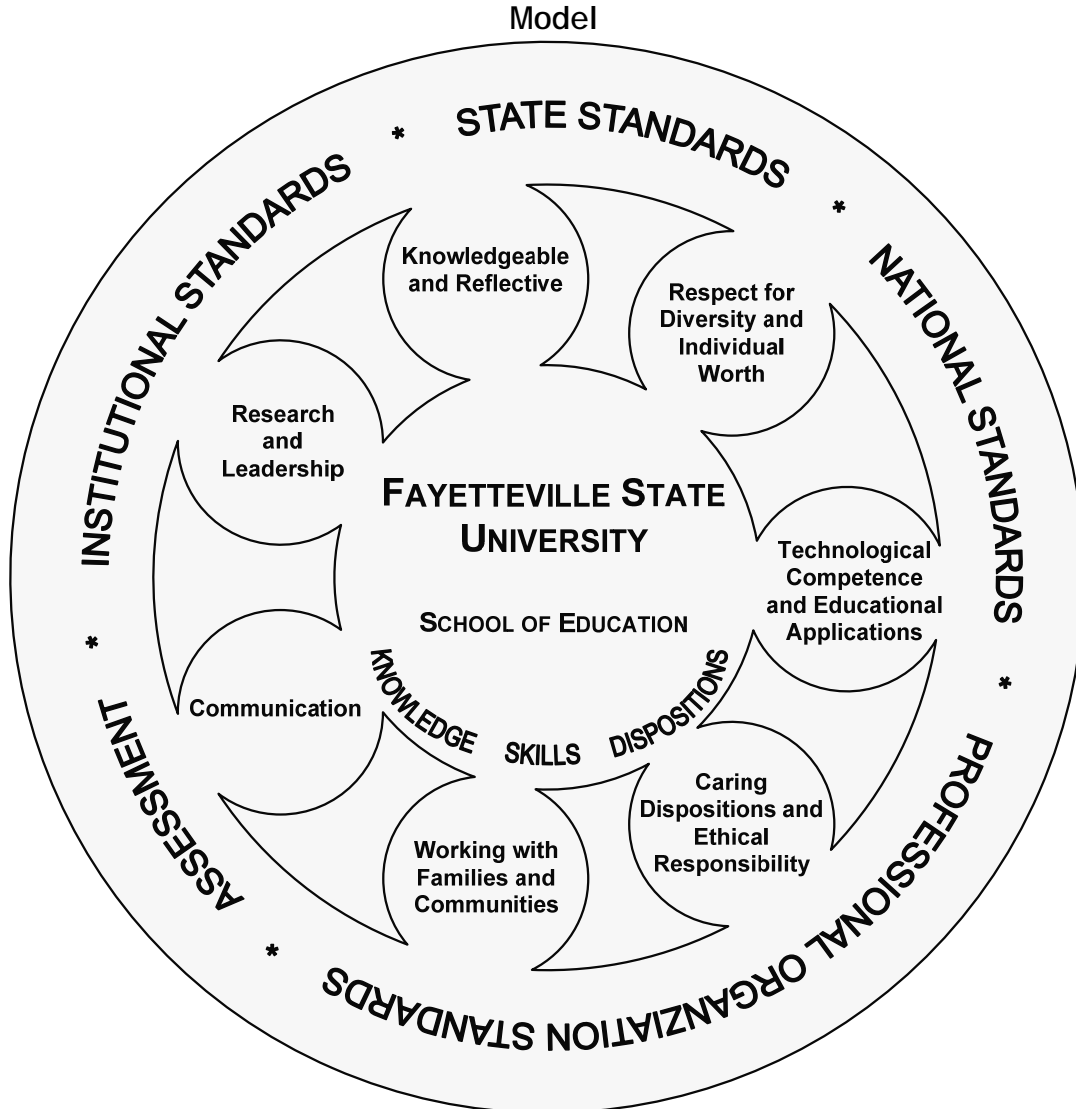
The undergraduate and graduate teacher education programs at Fayetteville State University are approved by the North Carolina State Department of Public Instruction (NCDPI) and are accredited by the Southern Association of Colleges and Schools (SACS) and the National Council for the Accreditation of Teacher Education (NCATE). All programs are designed to prepare education professionals as facilitators of learning. Teacher preparation programs are available in the School of Education, the School of Business and the College of Arts and Sciences.

Teacher Education programs are offered in elementary education (K- 6); middle grades (6-9); secondary education (9-12); and special subjects (K-12). Secondary programs include English, math, biology, social studies, business education, and marketing education. Special subjects (K-12) are health, physical education, music, art, and Spanish. The middle grades program requires a concentration in two of four areas: language arts, social studies, science, and math. In addition to the teacher education requirements, each subject area has specialty program requirements in the School of Business and Economics and the College of Arts and Sciences. Licensure levels for teachers are K-6, 6-9, 9-12, and K-12.

All teacher preparation programs adhere to the policies and procedures outlined by the **Teacher Education Committee**. This Committee develops, recommends, and implements curricular policies and general administrative decisions involving the preparation of teachers. The Office of Teacher Education coordinates the teacher preparation programs with respect to field experiences placements, admission to teacher education, and student teaching assignments.

The School of Education also offers the Master's Degree in Education (M.Ed.) designed for educators holding an "A" level license. The program consists of a core of education courses with a concentration in one of fifteen areas. The concentrations are: Biology Education, 9-12; Elementary Education, K-6; English Education, 9-12; History Education, 9-12; Mathematics Education, 9-12; Middle Grades Language Arts , 6-9; Middle Grades Science, 6-9; Middle Grades Social Studies, 6-9; Political Sciences Education, 9-12, Reading, K-12; Sociology Education, 9-12; Special Education, K-12 with emphasis in Behaviorally Emotionally Disabled, Learning Disabled, or Mentally Disabled.

Fayetteville State University School of Education Conceptual Framework



"The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society."

Description

The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (knowledgeable and reflective professionals; respect for diversity and individual worth; technological competence and educational applications; caring dispositions and ethical responsibility; working with families and communities; communication; research and leadership).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit's vision and mission statements.

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that under grids our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for your knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.

The unit's philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates' proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are knowledgeable and reflective; respect for diversity and individual worth; technological competence and educational applications; caring dispositions and ethical responsibility; working with families and communities; communication; and research and leadership. The candidate proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.

The conceptual framework themes help to strengthen the unit's and institution's mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces

teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

Conceptual Framework Themes	School of Education Expectations
Knowledgeable and Reflective	Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.
Respect for Diversity and Individual Worth	Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.
Working with Families and Communities	Candidates understand the contemporary family and communities and use that knowledge to help students learn, achieve, and succeed in life.
Technological Competence and Educational Applications	Candidates understand that technology is a tool that supports learning and know how to utilize technology to enhance instruction, learning, research, and data management.
Caring Dispositions and Ethical Responsibility	Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.
Communication	Candidates communicate effectively and proficiently with all students, parents, peers, and administrators.
Research and Leadership	Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to inform practice and to participate in research to expand their knowledge bases.

TEACHER EDUCATION COMMITTEE

The Teacher Education Committee is the existing body which ensures adherence to standards of state, regional, and national accrediting agencies. Therefore, it assumes the responsibility to facilitate and coordinate program evaluation efforts related to teacher education across all teaching licensure areas.

The Committee believes that a formal, systematic and continuous evaluation process of teacher education and licensure is critical to maintaining excellence in the preparation of teachers.

All teacher preparation programs adhere to the policies and procedures outlined by the Teacher Education Committee. The Committee develops, recommends, and implements curriculum policies and general administrative decisions involving the preparation of teachers.

Appointments to the Teacher Education Committee are made by the Dean of the School of Education through the Office of Teacher Education. The membership consists of university professors, education students, public school representatives, central office personnel, and other interested parties.

Meetings of the Committee are coordinated through the Office of Teacher Education.

OFFICE OF TEACHER EDUCATION

The mission of the Office of Teacher Education (OTE) is to enhance the goals of the teacher education programs in the School of Education, the School of Business & Economics, and the College of Arts & Sciences. This office initiates, monitors, and implements policies and practices of the University and ensures compliance with state, regional, and national guidelines and regulations.

To remain accredited, Fayetteville State University carefully responds to the Department of Public Instruction Program Approval Standards (DPI) and the National Council for the Accreditation of Teacher Education (NCATE). Since these requirements may change, our program requirements must also change. Therefore, students are strongly encouraged to have frequent conferences with their advisors and be alert for notices from the Office of Teacher Education.

The Office of Teacher Education coordinates the preparation programs with respect to field experiences, admission to teacher education, admission to student teaching, student teaching assignments, and licensure.

The Director of Teacher Education reports to the Dean of the School of Education. In addition to the Director, the OTE is maintained by a licensure processing assistant.

OBJECTIVES OF STUDENT TEACHING/INTERNSHIP

Student teaching/internship is a program requirement for students seeking recommendation for an initial license through Fayetteville State University. It is during the student teaching/internship experience that students utilize the skills and methodologies learned in their course work. Student teaching/internship is the last major step before the student enters the teaching profession.

Student teaching/internship is a cooperative endeavor between the University and the public schools. The partnership is designed to exchange ideas, to plan cooperatively, and to provide students with a realistic and natural setting for a culminating experience.

An effective student teaching/internship program contributes to facilitating teamwork by providing the teacher candidate with the opportunities to acquire, under supervised guidance, an understanding of the teaching learning process. It also provides an appropriate environment where teacher candidates can demonstrate a mastery of the skills involved in guiding the teaching of children.

Specifically, the teaching intern experience aims to assist the candidate to be a facilitator of learning by expecting them to:

- Demonstrate a command of subject matter, displaying persistent daily preparation and skills in motivating students.
- Develop abilities involved in planning teaching learning activities to meet individual needs, handle routine elements of classroom management, and evaluate pupil growth and achievement.
- Understand and experience the total organizational structure of the public school. (See Orientation Log in Appendix)
- Develop as professionals through the integration of theory and practice, organizing materials of instruction, and providing for individual needs, interests, and capacities of students.

ADMISSION TO STUDENT TEACHING

Applications for student teaching/teacher internships must be made the semester before the experience is anticipated. Applications should be completed and submitted to the Department Chair. The Department Chair will present documents to the Office of Teacher Education in order to be presented to the Teacher Education Committee.

To be eligible for the teaching internship, candidates must:

- Have been admitted to the Teacher Education Program and have senior status.
- Have completed, to the satisfaction of the area, the teaching specialty component.
- Have a cumulative GPA of 2.50 or above with a minimum of "C" in all professional education courses.
- Have submitted a completed Student Teacher/Teacher internship Application to the Department Chair of the area through which licensure is sought.
- Have undergone an interview and speech clearance as outlined by their major department.
- Have a security background check cleared of any improprieties.
- Have been recommended to and approved by the Teacher Education Committee prior to being assigned a site.
- Participate in an **Information Session** for Teacher Candidates to become familiar with University expectations prior to reporting to assigned site.

NOTE: If a student has been approved for admission to student teaching and does not maintain the standards for admission, before he/she is permitted to reenter the program the Teacher Education Committee must review and act on the case.

ATTENDANCE POLICY

Traditional student teachers are required to complete five days of observation and **ten continuous weeks** of full-time supervised teaching at their assigned school site. Professional Development School Interns are required to complete a **full semester** internship. As transitioning professionals, teacher interns are expected to report to their assigned school the same as all other employed professionals.

In case of an emergency take the following steps:

- Contact your Cooperating/Partnership Teacher, as soon as possible
- Notify your University Supervisor and the Office of Teacher Education (leave a voice message if necessary)
- Upon return to your assigned school, fill out a Request for Leave Form and submit the completed form to your University Supervisor (www.uncfsu.edu/ote)
- University Supervisor will determine if absence is excused and submit the form to the Office of Teacher Education.

Absences will be considered on a case-by-case base. All non-excused absences **must** be made up at the end of the internship experience, which could result in a grade of Incomplete. Excessive absences (over five) and /or non-compliance with disposition issues of the overall teaching internship experience requires a meeting with the Director of Teacher Education, a possible conference with the Dean of the School of Education, and may result in removal from the program.

SUBSTITUTE TEACHING POLICY

Substitute teaching by teacher candidate is **not** allowed. An employed person of the school system **must** be assigned to the classroom where a teacher intern is assigned. Functioning as a substitute teacher denies the teacher intern the supervision necessary to be recommended for a license by the State Department of Public Instruction.

SCHOOL ACTIVITIES POLICY

Teacher candidates are expected to participate in all assigned school activities that is part of their cooperating/partnership teachers regular duties. These activities may include, but in not limited to the following:

- a. Extra-class activities, e. g. bus duty, hall duty, cafeteria duty
- b. Parent conferences and special service personnel
- c. Faculty and PTA meetings

UNIVERSITY ACTIVITIES POLICY

University activities, such as pictures, financial aid matters, graduation concerns, meeting with faculty/university supervisor, etc., are to be scheduled after the regular school day. Contact the office responsible for the activity and make arrangements to complete the necessary information after your school day ends.

COURSE LOAD POLICY

Teacher candidates are expected to complete **all degree requirements** prior to enrolling in the appropriate student teaching course. Teacher candidates are not allowed to enroll in courses totaling more than 15 hours, to include ELEM 471, Student Teaching in the Elementary School; EDMG 470, Student Teaching in the Middle Grades, or EDUC 480, Student Teaching in Secondary Schools, while completing the full-time internship experience.

BACKGROUND CHECK POLICY

Prior to receiving a school assignment for the internship, teacher candidates must have a background security check cleared of any improprieties on file in the Office of Teacher Education. Dismissed or questionable improprieties will be dealt with on an individual bases by the Director of Teacher Education.

SCHOOL ASSIGNMENT POLICY

Official school and cooperating/partnership teachers' assignments are issued from the Director of Teacher Education. Assignments are made in accordance with the Collaborative Agreements* signed by superintendents of our service area schools. **Changes to school and teacher assignments must come from the Office of Teacher Education.**

TERMINATION OF STUDENT TEACHING/INTERNSHIP POLICY

The teacher candidate, the Director of Teacher Education, or the school site administrators can initiate termination of the internship experience. Reasons for termination can be personal, attendance, or disposition issues. Documentation detailing the termination will be retained in the student teaching file in the Office of Teacher Education.

If a situation threatens the students' quality of education, the teacher candidate's successful completion of the internship, or the University ongoing relationship with the public schools, the internship will be termination.

Before termination occurs, an Action Plan will be developed. The Plan may include additional observations by other teachers (i.e., lead teachers, team leaders, department head, public school administrators, and/or the Director of Teacher Education. Although the University Supervisor and Director of Teacher Education will work to support the teacher candidate's efforts, the teacher candidate must accept responsibility for their professional conduct and make a concerted effort to address all areas of concern in a positive, concrete way. If the Action Plan does not result in a successful performance, the teacher candidate will be removed.

RE-ADMISSION TO PROGRAM POLICY

Re-admission applies to a teacher candidate who has withdrawn or was unsuccessful in the internship experience. The following steps must be followed for re-admission:

Request in writing to be reinstated in the internship program addressed to the Director of Teacher Education. A rationale for the request should be stated, and if possible, a letter of support from the University Supervisor or Department Head should accompany the request.

The Director of Teacher will review the rationale, letter(s) of support and will make a recommendation as to whether or not to re-admit and under what conditions the readmission will occur to the Teacher Education Committee. If the teacher candidate is recommended for readmission, an Action Plan will be developed.

The Director of Teacher Education will communicate the decision, in writing, to the teacher candidate.

*Through special arrangements with Department of Defense Education Agency (DoDEA) teacher candidates, on occasions, may be assigned to sites outside of the United States in a DoDEA school. Participants in this program follow the established procedures in addition to following Student Teaching Aboard Regulations (STAR). See Appendix

EVALUATION POLICY

The teacher candidate will be evaluated officially by the cooperating/partnership and the University Supervisor. These evaluations will be maintained in the candidate's file in the Office of Teacher Education. The teacher candidate may also be evaluated by the site administrator, the Director of Teacher Education, and other School of Education faculty.

**LEGAL IMPLICATIONS OF STUDENT TEACHING/INTERNSHIP
PSL 115C (PUBLIC SCHOOL LAWS)
Issued by the State Board of Education**

The following definitions are found in *Public School Laws of North Carolina* and provide the legal context for understanding the role and responsibilities of public school teachers in North Carolina:

Teacher. A person who holds at least a current, not provisional or expired, Class A certificate or a regular, not provisional or expired, vocational certificate issued by the Department to Public Instruction; whose major responsibility is to teach or directly supervises teaching or who is classified by the State Board of Education or is paid as a classroom teacher; and who is employed to fill a full-time, permanent position. (115C-325)

Student Teacher. Any student enrolled in an institution of higher education approved by the State Board of Education for the preparation of teachers who is jointly assigned by that institution and the local board of education to student-teach [intern] under the direction and supervision of a regularly employed certified teacher. A student teacher [intern] under the supervision of a certified teacher or principal shall have the same protection of the laws accorded the certified teacher. (115C-309)

Section 115C-307 outlines the duties of the teacher as follows:

1. To maintain order and discipline.
2. To provide for the general well being of students.
3. To provide some medical care to students.
4. To teach the students.
5. To enter the superintendent's plans for professional development.
6. To discourage nonattendance.
7. To make required reports.
8. To take care of school buildings.

NOTE: PSL 115C-295 - 115C 309 are laws that pertain specifically to public school teachers.

PROFESSIONAL EXPECTATIONS

Student teaching/internship is considered a full-time commitment; therefore, it is strongly recommended that teacher candidates should have no other major obligations during this period. Personal obligations that unduly influence the candidate's classroom performance may result in the candidate being asked to withdraw from the program until the situation has been dealt with properly.

Dress

Attire of teacher candidates should reflect the professional nature of the teaching profession. Visible body accessorizing is **not allowed**.

Disposition

It is the responsibility of the teacher candidate to respect the rights of students, teachers, administrators, and members of the community as demonstrated through behavior that is decent, humane, and just.

Specifically, the teacher candidate is expected to exhibit the following dispositions:

Professional Competence

- shows a commitment to ongoing learning
- appreciated and engages in self-reflection
- writes and speaks clearly and effectively
- uses culturally sensitive language when communicating with families
- respects the privacy of students and their families

Professional Responsibilities

- is punctual
- attends class regularly and participates in class activities (professional seminar)
- completes assignments and tasks in a timely manner (lesson plans, licensure paperwork, assigned school paperwork)
- shows initiative and motivation (attends faculty meetings, parent conferences, perform other related school duties)

Professional Integrity

- displays high and ethical professional standards (observation of LEA rules, university policies)
- accepts and uses constructive criticism
- maintains emotional control and appropriate behavior
- understands the culture of students and their families
- values and has respect for diversity and individual differences

CODE OF PROFESSIONAL ETHICS

Developed by the North Carolina Professional Practice Commission in consultation with North Carolina educators the purpose of the Code of Professional Ethics is to define standards of professional conduct of educators. Adopted by the State Board of Education, June 5, 1997.

TEACHING PRACTICUM SCHEDULE

Traditional Student Teaching

Prior to the first week of full time student teaching, the teacher candidate will spend one day a week for five consecutive weeks (all day) with the cooperating teacher in order to become familiar with the instructional environment. The **Student Teaching Schedule**, prepared by the Director of Teacher Education, will suggest an approximate timeframe for the teacher candidate to assume full responsibility for preparing, planning, and teaching lessons. The cooperating teacher and the teacher candidate will make the final decision for assuming responsibility of the teaching load.

During the five weeks of observation, the teacher intern should engage in the following activities:

First Week

- meet principal and cooperating teacher
- become familiar with school policies, discipline, philosophies, facilities, personnel, etc.

Second Week

- expand on any areas relating to operating of schools
- become more acquainted with classroom routines and procedures
- observe cooperating teacher and other classrooms
- assist with individual student or small group
- carry out other duties as assigned

Third Week

- observe and discuss lessons taught by cooperating teacher
- observe students in the class to identify and understand both the similarities and differences
- assume responsibility for bulletin board or interest area
- carry out other responsibilities as assigned

Fourth Week/Fifth Week

- continue to expand on activities and responsibilities suggested above
- continue working with groups and/or individuals
- prepare lesson plans for all teaching activities
- make preparation for gradual assumption of daily teaching

Sixth-Fifteenth Weeks

- refer to the **Student Teaching Schedule** prepared by the Director of Teacher Education

Professional Development Schools Interns (PDS)

The Professional Development Schools Internship consists of a full semester of continuous, full-time, supervised teaching. PDS teacher interns are offered additional opportunities to participate in professional development activities designed to enhance their teaching skills.

PDS teacher interns begin their internship the first day school opens and spend every day with the partnership teacher until the designated completion time of the experience. The **Internship Schedule**, prepared by the Director of Teacher Education, outlines the timeframe for evaluations and other related activities.

Professional Academic Training Highway (PATH)

Professional Academic Training Highway is a service and research project, which began in the fall of 1997, between Fayetteville State University and selected school districts in the FSU service area. The program is designed to facilitate teacher assistants satisfying the requirements for an undergraduate degree and meeting the North Carolina licensure requirements for teachers.

Adjustments are made in the student teaching schedule to accommodate the PATH students (See **PATH Schedule**) developed by the Director of Teacher Education. Their experience in the classroom allows for a shorten observation time, thus allowing them to begin the instructional process earlier.

To qualify as a PATH Student the following program components must apply:

Program Components

- must have three (3) years of successful experience as a teacher assistant
- be currently employed as a teacher assistant
- must have less than a baccalaureate degree
- must meet University admission requirements
- must satisfy requirements for admission to teacher education
- expect to be reassigned for teacher internship (11 weeks)

SUPERVISION AND EVALUATION OF STUDENT TEACHING/INTERNSHIP

An important element in the student teaching/internship experience is continuous feedback and evaluation. The evaluation process is maximized when the cooperating teacher, the University Supervisor and the teacher candidate participate jointly. As an outgrowth of continuous feedback and evaluation, it is hoped that the teacher candidate will overcome his/her weaknesses and capitalize on his/her strengths and emerge as an effective facilitator of learning.

Conferences

The conference is a most essential activity of student teaching/internship. It is during the conference that: (1) elements of good teaching are clarified; (2) constructive criticisms are offered; and (3) plans, including a commitment for change, are made. The ultimate goal of the conference is to help the teacher candidate become a self-analyzing, self-evaluating professional. To achieve this objective, each participant must be prepared to learn from others and to contribute freely his or her ideas and perceptions.

Interim Evaluations

Central to the student teaching experience is continuous feedback and evaluation. The cooperating/partnership teacher and University Supervisor evaluate the teacher candidate throughout the student teaching/internship experience. The cooperating/partnership teacher sends four (4) interim evaluations to the Office of Teacher Education as indicated on the STUDENT TEACHING SCHEDULE.

University Supervisors are expected to make a minimum of four visits (initial visit, two evaluative visits, and a summative evaluation visit) to the assigned site and submit paperwork after each visit to the Office of Teacher Education. Teacher candidates are to receive copies of their evaluations, both from the cooperating/partnership teacher and the University Supervisor.

Summative Evaluation

Portfolios are due at the end of student teaching/internship. The final due date will be set and distributed during the Professional Seminar class. Portfolios will be assessed by the University Supervisor, School of Education faculty, and possibly the cooperating/internship teacher and members of the Teacher Education Committee. Successful completion of the portfolio is required before a teaching license can be issued.

PROFESSIONAL EDUCATION SEMINAR

Teacher candidates are enrolled simultaneously in student teaching/internship and the Professional Development Seminar. This course provides an opportunity for students to discuss teaching strategies and methodologies; share materials and resources; receive feedback on actual experiences observed during the internship; and hear from experts in the field. Details on the preparation and presentation of the final portfolio will be distributed through this class.

LESSON PLANS

Thorough planning is the best guarantee of effective instruction. Therefore, the teacher candidate is expected to thoroughly plan all lessons to be taught. The School of Education endorses the well researched six-point lesson plan, however recognizing that content not format is more important, the teacher candidate is expected to work with the cooperating/partnership teacher in finding a format that is comfortable to both.

The following is a list of lesson planning components that are recommended for whatever format is used:

- Lesson topic(s): *Exactly what is being taught in this lesson?*
- General Purpose Statement: *This statement indicates the aims of the lesson in concise form and should communicate to the cooperating/partnership teacher, supervisor, or administrator the general intent of the lesson.*
- Objective(s): *Objectives specify what students will be able to do as a result of the lesson.*
- Teaching/Learning Activities: *This is a specific account of the things the teacher will do and will ask the students to do during the lesson.*
- Differentiated Instruction: *This addresses any teaching strategies that might be used to accommodate different learning styles in the classroom.*
- Evaluation: *What will be done in order to assess student achievement of the lesson objectives?*
- Closure: *Summarization of the lesson by teacher and/or students through activities, etc.*
- Reflective Comments: *Statements addressing your assessment of your performance.*

EVALUATION PROCESS

The *North Carolina Educator Evaluation System* refers to a comprehensive standards-based, integrated approach to personnel and program evaluation approved by the North Carolina State Board of Education.

The *Teacher Candidate Evaluation Rubric* is a tool to evaluate both eligibility for licensure of individual teacher candidates and institutions' teacher candidate preparation programs against the *North Carolina Professional Teaching Standards*.

Based on this system the evaluation form Observation of Candidate Performance and Guidelines for Evaluations of Teacher Candidates at Fayetteville State University is included in the Appendix.

LICENSURE PROCESS

After successfully completing the student teaching/teacher intern experience and all required coursework for a degree, students may make application for a North Carolina teaching license.

To apply for a teaching license, students must complete the following documents and submit to the Office of Teacher Education:

- An Application for Licensure of North Carolina Professional School Personnel (Form A)
- Official degree-dated transcript (black and white copy is not official)
- Student Teaching Performance in the Public Schools (Form S) (signed by classroom teacher and principal)
- PRAXIS II, specialty areas test scores, if applicable*
- Processing fee (check, credit card, or money order) payable to the Department of Public Instruction

*Required of all Elementary Education and Special Education majors for initial Standard Professional (SP1) license.

The Director of Teacher Education will complete Verification of Program Completion (Form V) and submit to the Licensure Section of the Department of Public Instruction. The license will be mailed to the applicant from the Department of Public Instruction.

NOTE: Middle Grades, Secondary, and Special Subjects (music, physical education, business education, Spanish) majors must have at least twenty-four (24) hours in their content areas to be eligible for the SP1 license.

The SP1 license is good for three (3) years, after which additional requirements, one of which is PRAXIS II, must be met in order to be eligible for a continuing Standard Professional 2 (SP2) license.

ROLE OF TEACHER CANDIDATE

The internship is perhaps the most important part of the candidate's professional preparation. During this period, the teacher candidate assumes the responsibilities and expectations of a classroom teacher.

- Being a candidate is a **full-time job**. It includes being responsible for the entire class load plus out-of-class responsibilities. **Attendance, punctuality, and preparation** must permeate this entire process.
- Candidates should take part in such out-of-class activities as PTA, faculty and professional meetings, evaluation conferences, routine teaching, and non-teaching tasks, including co-curricular activities. While it may be difficult to balance outside responsibilities, candidates must place their student teaching/internship responsibilities and activities in a primary position.
- Candidates understand the ultimate responsibility for the classroom remains with the cooperating/partnership teacher. A respect for the cooperating/partnership teacher as a professional, willing and capable of lending support and guidance, is expected at all times.
- Candidates are guests in the assigned schools; they are expected to support school policies and personnel. All school rules and regulations (e.g. daily arrival and departure times for teachers) are to be followed. The *Public School Law of North Carolina* is followed at all times.
- Candidates are to maintain a professional and ethical relationship with all members of the school community. A positive and enthusiastic attitude toward teaching and the subject matter must be exhibited at all times, along with a commitment to provide the best instruction possible.
- Candidates are to maintain accurate records of students' attendance, grades, and progress, carefully safeguarding personal and confidential information. Timely preparation of daily, weekly, and unit plans as directed by the cooperating/partnership teacher and the university supervisor is expected.

It is the responsibility of the candidate to respect the rights of students, teachers, administrators, and members of the community as demonstrated through behavior that is decent, humane, and just.

ROLE OF THE COOPERATING/PARTNERSHIP TEACHER

An important responsibility of the cooperating/partnership teacher is to oversee the progress of the teacher candidate. At the same time, the cooperating/partnership teacher should accept the teacher candidate as a professional associate and plan professional experiences that will enhance the teacher candidate's performance as a teacher. In carrying out these responsibilities, the cooperating/partnership teacher should plan for the initial orientation of the teacher candidate to the classroom and to the school.

- **Provide the best instruction possible for students in the classroom.** The cooperating/partnership teacher is responsible for discerning and meeting the needs of students under their tutorage as well those of the teacher candidate.
- **Help the teacher candidate through orientation.** The teacher candidate should learn as much as possible about the students; about the philosophy, organization, and instructional program of the school; and about the community where the internship is occurring.
- **Become well acquainted with the intern.** Acquaint yourself with the teacher candidate as a person and as a prospective teacher. The induction process involves close day-by-day guidance and direction and recognition of the teacher candidate's readiness to teach and to assume increasingly difficult assignments and responsibilities.
- **Perform the role of counselor.** This suggests the development of a program that would stimulate growth and progress of the teacher candidate. Constant effort is required to anticipate needs, apprehensions, and hope of the teacher candidate.
- **Exemplify a high professional interest and ability.** The teacher candidate should be regarded as a professional colleague. The cooperating/partnership teacher should be strong in support of professional organizations, and should encourage the teacher candidate to share in similar experiences. The cooperating/partnership should model proper ethics and professional behavior.
- **Help the teacher candidate through planning.** All teaching should be carefully planned. The cooperating/partnership teacher should stress the importance of planning and assist in the teacher candidate in daily, weekly, and unit planning. Familiarity and experience with available instructional materials, equipment, and resources will enhance the teacher candidate's performance.
- **Help the teacher candidate through reflection and evaluation.** The cooperating/partnership should assist in the official evaluation of the teacher candidate's progress and encourage personal, professional, and academic reflection and self-evaluation.
- **Evaluation of the intern.** The cooperating/partnership teacher is expected to submit interim evaluations and a summative evaluation to the Office of Teacher Education. Also *Form S, Student Teaching/Student Interning Performance: Evaluation by North Carolina Local Education Agency*, must be completed and submitted to the Office of Teacher Education.

Note:

An honorarium and certificate renewal credit (3) will be awarded to cooperating/partnership teachers upon receipt of four (4) evaluations, a summative evaluation and other required paperwork in the Office of Teacher Education.

ROLE OF THE UNIVERSITY SUPERVISOR

The University Supervisor serves as a liaison between the cooperating public schools and the University. An important function of the University Supervisor is to cooperate with the cooperating/partnership teacher in improving the performance of the teacher candidate.

The University Supervisor's responsibilities are:

- To visit, at least four times, each student who has been assigned to him/her specifically with the objectives of (a) initial visit or "howdy visit" to check adjustment, (b) two interim visits to check progress, and (c) a final visit during the full-time teaching period for evaluative purposes.
- To consult with cooperating/partnership teachers and other professionals in order to analyze the performance of teacher candidates and plan experiences that will lead to their greater understanding and improvement of their teaching.
- To counsel with teacher candidates concerning problems of adjusting to their teaching role.
- To consult with cooperating school personnel on curricular, instructional and organizational matters-WHEN REQUESTED.
- To turn in all evaluation forms, as they are completed, and other pertinent information to the Office of Teacher Education.
- To determine a final grade in conjunction with the cooperating teacher.

NOTE: The final grade should be supported by a sufficient number of completed, dated and signed evaluation forms. The teacher candidates should receive a copy of each evaluation form completed by the University Supervisor and the cooperating/partnership teacher. The teacher candidate should be informed of the final grade. In cases where the teacher candidate challenges a final grade, the Dean of the School of Education and the Director of Teacher Education should serve as the internal point of challenge.

- To establish and maintain good relationships between Fayetteville State University and the cooperating schools.
- To acquaint cooperating school personnel with the philosophy, objectives, organization and content of the Teacher Education Program.

ROLE OF SCHOOL ADMINISTRATOR

The school administrator will endeavor to provide the best possible internship experience for teacher candidate(s) assigned to their school. In order to do this, the school administrator will:

- Assign the teacher candidate to a career status teacher with exceptional qualities as a classroom teacher.
- Be responsible for seeing that proper orientation is provided for the teacher candidates(s) assigned to the school.

NOTE: Orientation should include introduction to critical school personnel, essential persons from the education community, and other persons in the community important to operation of the school.

- Work directly with the University Supervisor and Director of Teacher Education in regards to issues involving the teacher candidate.
- Ensure that the internship program complements the regular instructional program.
- Assists the cooperating/partnership teacher in providing a well-balanced learning situation for the teacher candidate.
- When possible, observe and evaluate the overall progress of the teacher candidate.
- **Sign Student Teaching Performance Evaluation (Form S) upon completion of internship.**

ROLE OF DIRECTOR OF TEACHER EDUCATION

The Director of Teacher Education has the responsibility for coordinating and evaluating the activities of the student teaching program for the university. The Director will work closely with the teacher candidate, the cooperating/partnership teacher, and the University Supervisor.

Among the responsibilities relating to the student teaching program are:

- Providing pertinent information concerning the student teaching program and the teacher candidates to interested audiences.
- Serving as a liaison between the University and Local Educational Agency.
- Providing orientation to the Teacher Education Program, specifically the student teaching component, to cooperating/partnership teachers, school administrators, and University Supervisors.
- Conducting information sessions for student teachers before reporting to assigned schools.
- Advising teacher candidates concerning assigned responsibilities.
- Visiting teacher candidates at least once during the student teaching experience, if possible.
- Collecting and interpreting evaluation data completed by the cooperating/partnership teacher and the University Supervisor.
- Assisting with the development of Action Plans to remove an incomplete grade, when necessary.
- Processing compensation and or renewal credit paperwork for cooperating/partnership teachers.
- Submitting completed documents to the Department of Public Instruction for issuance of an initial license at the successful conclusion of the internship experience.