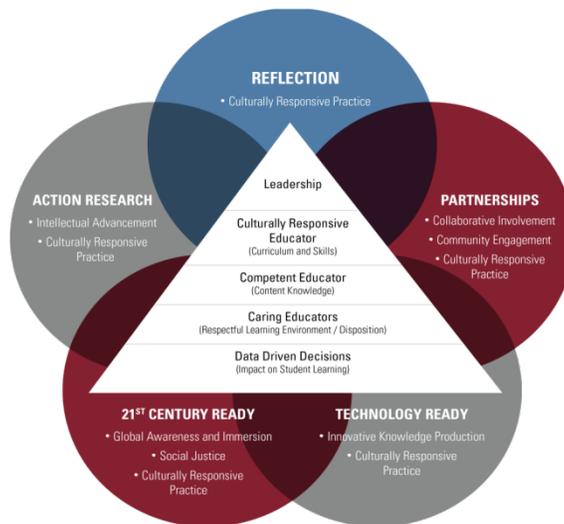# A Handbook for Student Teachers, Cooperating Teachers, and University Supervisors

Preparing Educators for Diverse Cultural Contexts in the 21st Century

North Carolina Central University
Teacher Education Program

Revised 2014-15

Table of Contents

Introduction

The preparation of teachers to fill the classrooms of America's public schools is a noble task, for no profession touches the lives of more people in more significant ways than the teaching profession. As our society, and thus our classrooms, become more and more diverse, the task becomes more and more challenging. At North Carolina Central University, we have chosen to meet that challenge by focusing our efforts on "preparing educators for diverse cultural contexts" with a view toward preparing a diverse citizenry to be full participants in our democratic society.

To meet the ever increasing challenges of public schooling, teacher preparation must be viewed as a continuous act, a cycle of assistance that runs from pre-service, through induction, throughout the teacher's entire career. The student teaching internship is the culminating clinical experience in the pre-service teacher education program. It is designed to bridge the traditional gap between theory and practice in the preparation of K-12 teachers. It is an opportunity for pre-service teachers, on one hand, to develop professional relationships and become fully immersed into their new profession. On the other hand, it is their opportunity to demonstrate in a live theatre their mastery of the concepts and skills taught over the course of their pre-service program. The successful student teaching internship should result in a seamless transition between the student teacher's life as a pre-professional and his or her life as a professional. It provides the knowledge, skills and dispositions necessary for the student teacher to

- assume challenging, emerging new roles as teacher leaders and researchers

- review the work of the individual teacher in relation to the entire teaching and learning community

- employ sound instructional strategies appropriate to the physical, psychological and social development of the students

- provide an environment conducive to maximum academic achievement for all students

- manage routine matters so as to economize on time and promote maximum student growth

- develop and carry through both long-term (unit) and daily lesson plans for teaching

- assess students' work and use assessment results to reflect on and modify his or her own teaching

- guide both curricular and extra-curricular student activities

- participate effectively in school and community activities

- plan for professional growth directed toward an attitude and a philosophy that will result in further growth, including an understanding of an adherence to a professional code of ethics.

North Carolina Professional Teaching Standards

Standard 1-- Teachers Demonstrate Leadership

- Teachers lead in their classrooms
- Teachers demonstrate leadership in the school
- Teachers lead the teaching profession
- Teachers advocate for schools and students
- Teachers demonstrate high ethical standards

Standard 2 -- Teachers Establish a Respectful Environment for A Diverse Population Of Students

- Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults
- Teachers embrace diversity in the school community and in the world
- Teachers treat students as individuals
- Teachers adapt their teaching for the benefit of students with special needs
- Teachers work collaboratively with the families and significant adults in the lives of their students

Standard 3 – Teachers Know The Content They Teach

- Teachers align their instruction with the North Carolina Standard Course of Study
- Teachers know the content appropriate to their teaching specialty
- Teachers recognize the interconnectedness of content areas/disciplines
- Teachers make instruction relevant to students

Standard 4 – Teachers Facilitate Learning for Their Students

- 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 plan instruction appropriate for their students
- Teachers use a variety of instructional methods
- Teachers integrate and utilize technology in their instruction
- Teachers help students develop critical thinking and problem-solving skills
- Teachers help students work in teams and develop leadership qualities
- Teachers communicate effectively
- Teachers use a variety of methods to assess what each student has learned

Standard 5 – Teachers Reflect On Their Practice

- Teachers analyze student learning
- Teachers link professional growth to their professional goals
- Teachers function effectively in a complex, dynamic environment

Standard 6 – Teachers Contribute to the Academic Success of Students

The Student Teacher

Students who are preparing for the initial teaching license in North Carolina are required to complete a student teaching experience designed to help them continue to build the bridge between theory and practice. At North Carolina Central University, that internship is a full semester long. However, some programs (e.g., elementary, middle grades, and secondary mathematics provide a pre-student teaching experience within the school and classroom in which the student teacher will ultimately complete a full-time student teaching internship. Thus, some programs have a "year-long" student teaching experience. State law and university regulations define the role and responsibilities of the student teacher as follows:

Student Interns and Program Regulations

The Teacher Education Program has established specific regulations for the student teaching experience.

- Student interns must complete all other program requirements prior to a school placement

- Student interns must follow the calendars and schedules of the schools to which they are assigned.

- Student interns are considered members of the faculty of the schools to which they are assigned and, as such, are expected to participate in all school functions normally expected of the regular classroom teacher.

- Student interns are expected to dress appropriately, be punctual and conduct themselves in a professional manner.

- Student interns must follow the Student Teaching Attendance Policy.

Student Teaching Attendance Policy

Regular attendance is imperative to the successful completion of the student teaching experience. The student intern is expected to be present every day, all day. In the event that the student teacher is sick, the student teacher must make up all absences. Absences may be made up during the week following the practicum, according to plans approved by the university supervisor, the cooperating teacher, and the director of teacher education. Excessive absences could result in withdrawal from student teaching and/or a delay in program completion.

In cases of absence, the student intern *must* notify the cooperating teacher and the university supervisor as soon as possible, but no later than by the start of the school day on the morning of the absence. If the student intern was responsible for teaching lessons on the day of the absence, the student intern is responsible for providing the plans and materials for the classroom teacher.

Student Teachers and State Law

G.S. 115G-309. Student teachers.

a) *Student Teacher and Student Teaching Defined*. A "student teacher" is any student enrolled in an institution of higher education approved by the State Board of Education for the preparation of teacher who is jointly assigned by that institution and a local board of education to student teach under the direction and supervision of a regularly employed certified teacher. "Student teaching" may include those duties granted to a teacher by G.S. 115G-307 and 115G-309 and any other part of the school program for which either the supervising teacher or the principal is responsible.

b) *Legal Protection*. A student teacher under the supervision of a certified teacher or principal shall have the protection of the laws accorded the certified teacher.

c) *Assignment of Duties*. It shall be the responsibility of a cooperating teacher, in cooperation with the principal and the representative of the teacher-preparation institution, to assign to the student teacher responsibilities and duties that will provide adequate preparation for teaching. (1969, c., 638, s. 1; 1981, x. 423, 2.1.)

G.S. 115G-307. Duties of the Teacher.

a) *To Maintain Order and Discipline*. It shall be the duty of all teachers, including student teachers, …to maintain good order and discipline in their respective schools.

b) *To provide for General Well-Being of Students*. It shall be the duty of all teachers, including student teachers,…to encourage temperance, morality, industry and neatness; to promote the health of all pupils…by providing frequent periods of recreation; to supervise the play activities during recess; and to encourage wholesome exercises for all children.

Record Keeping and Reports

It is important that the student intern have experience in record keeping and reporting. To the extent that the cooperating teacher is responsible for them, the student intern should assist in completing the following:

1. The North Carolina school attendance record
2. Monthly attendance reports
3. Book inventories and reports
4. Collection, receipts, and reports of fees
5. Student progress reports, and
6. Other such duties required of the teacher

Planning for Instruction

Thorough, clear and precise planning is important for successful teaching. While the Teacher Education Program subscribes to the six-step lesson plan, other appropriate models may be used. Use of the six-step lesson plan does not imply an expectation for direct instruction. In fact, the NCCU Teacher Education Program encourages lesson planning that includes inquiry, cooperative learning, and other brain-friendly, engaging methods, strategies and models to meet the needs of diverse learners in the classroom. We recommend that the university supervisor and the cooperating teacher mutually agree on modifications to lesson plan formats.

In any case, the following guidelines apply:

1. Prepare and submit lesson plans to the cooperating teacher prior to the actual use of the plans.

2. Maintain a Student Internship Notebook in which copies of all plans are filed.

3. Provide copies of plans to the university or clinical supervisor. This is especially critical for formal observations.

Performance Evaluation

The university supervisor and the cooperating teacher will conduct both formative and summative evaluations. Formative evaluations are used to provide appropriate feedback to the student during the student teaching internship. The Teacher Candidate Evaluation Rubric and, specifically, the Certificate of Teaching Capacity (CTC) are designed to facilitate this evaluation.

Generally students will be evaluated on instructional time management, facilitation and presentation, monitoring and feedback, student behavior management, personal interactions, and completion of non-instructional duties.

For purposes of these evaluations, the supervisor is required to observe the student teaching performance a minimum of four times with a conference following each observation.

Performance assessment and feedback are essential for professional growth. For maximum effectiveness, evaluation should be continuous and directed toward successful self-appraisal. The most effective evaluation takes place day-to-day in cooperative planning and work between the cooperating teacher and student teacher.

If there are concerns at any point during the internship, the university supervisor will develop a written action plan to assist the intern in improving his or her knowledge, skills and/or dispositions.

Suggested Internship Schedule

Depending upon individual readiness and previous experience, student interns may be phased into full-time classroom duties at different rates. However, all interns are expected to engage in full-time teaching for at least four weeks. The cooperating teacher, university or school-based supervisor, and student intern may collaboratively determine the phase-in process. A suggested phase-in schedule follows.

• *Week 1*--observation, orientation to the classroom, the school and the school system, and instructional planning.

- *Weeks 2-6*--The student intern should begin to assume some teaching responsibility, gradually increasing to the assumption of full-time teaching duties.

- *Weeks 7-10*--The student intern should be teaching full-time.

- *Weeks 11-14*--The student intern should gradually relinquish teaching responsibilities to the cooperating teacher.

- *Week 15*--The student intern should submit an activity schedule to the cooperating teacher and supervisor. The schedule should include the intern's participation in and observation of other activities and classes within the school or, in special circumstances, in other schools.

The student teaching intern must attend a weekly seminar during the entire student teaching semester. The seminar may meet on campus, at the school sites, or at a combination of sites including the schools and campus.

The Cooperating Teacher

Cooperating teachers belong to a select group of school-based educators who willingly accept a major responsibility for preparing new teachers for their profession. Models and mentors to the developing student teacher, they have one of the most important roles in the teacher education program. Research has shown that the relationship that builds between the cooperating teacher and the student intern, and the direction and supervision provided by the cooperating teacher, good or bad, have a lasting impact on the novice teacher. No student teaching program can be effective unless a large measure of support, founded upon mutual respect and understanding, exists among the university or school-based supervisor, the student intern and the cooperating teacher.

Therefore, the Teacher Education Program gives special care to the selection of master teachers who are specially trained as clinical supervisors and who have a clear disposition for the induction of new professionals. In addition, the cooperating teacher must have completed a minimum of three years of successful teaching within the five years prior to his or her selection and must have taught at least one semester at the current school site. The Program makes every effort to select teachers who are technology proficient and recognized by their peers as highly effective in teaching students of diverse backgrounds.

Responsibilities of the Cooperating Teacher

In serving as the primary mentor to the student intern, the cooperating teacher is expected to

- Prepare his or her class for the intern, including expectations for appropriate behavior, and for the intern's increased responsibility for the teaching and learning process;

- Facilitate the immersion of the intern into the total school environment;

- Explain policies and routine procedures of the classroom and school;

- Plan a well-balanced program of learning activities that allow the intern to participate actively in, observe, and evaluate his or her (the teacher's) performance;

- Plan with the intern a schedule for assuming increased responsibility in the classroom;

- Help the student intern develop constructive approaches to classroom management and discipline, intervening if students fail to treat the student teacher appropriately ;

- Help the intern develop a professional attitude toward all teacher roles;

- Plan carefully for the intern's professional growth;

- Observe and comment on lessons taught by the student, encouraging new and creative strategies;

- Explain the methods and procedures of record keeping, reporting to parents, and evaluating and grading students;

- Work closely with the university supervisor and immediately call attention to any situation that is not productive for the intern, the students, or the cooperating teacher; and

- Assist in the student's final evaluation.

The University Supervisor

The university supervisor may be a university faculty member or a specially trained school-based educator. To serve as a university supervisor, the candidate should have at least a master's degree and training in methods of teaching in the subject or grade level of the assignment. In addition, the candidate must hold a current North Carolina teaching license and must have had successful teaching or supervisory experience at the level of the assignment.

The university supervisor assumes the major responsibility for guiding the student teaching function, including serving as the liaison between the Teacher Education Program, the school, and the school system in which the intern is assigned. In addition, a close and positive working relationship with the intern and the public school personnel, especially the cooperating teacher, must be maintained so that the needs, interests, and expectations of each are met.

Responsibilities of the University Supervisor

Along with serving as coordinator of the student internship and as liaison between the Teacher Education Program and the assigned school, the university supervisor is expected to

- Participate in an orientation for student teachers, cooperating teachers, and university supervisors on the policies and procedures related to student teaching;

- Apprise the cooperating teacher and other public school officials of all policies and procedures related to the North Carolina Central University Student Teaching Program;

- Provide the cooperating teachers with evaluation forms and procedures;

- Counsel individual interns on personal and professional problems and concerns as they impact the intern's professional growth;

- Conduct an initial conference with the intern and the cooperating teacher to plan the intern's program and schedule;

- Conduct student intern weekly seminars or conferences;

- Assist the Director of Teacher Education in providing in-service programs for cooperating teachers;

- Complete a <u>minimum</u> of four (4) formal observations, each followed by a conference with the student. Following each observation, the supervisor must <u>submit</u> a completed written evaluation to the Director of Teacher Education;

- Develop, implement, and monitor an action plan, if needed, to support student teacher success and growth;

- Complete and <u>submit</u> the mid-term and final Certificate of Teaching Capacity (CTC) forms to the Director of Teacher Education; and

- Assist in the continuous evaluation and revision of the student teaching program.

Frequently Asked Questions and Answers
Regarding the Student Teaching Internship

Does the student intern have the same legal standing as a regular teacher?

G.S. 115G-309 confers upon the student teacher the same responsibilities and grants the same authorities as a regular teacher. It provides that the student teacher, under the supervision of a certified teacher or principal, shall have "the protection of the laws accorded the certified teacher."

What are the health requirements for student teachers and interns?

Student interns are required to file a completed Health Examination Certificate with the Director of Teacher Education prior to visiting the schools.

Are student interns entitled to review the records of students under the Family Education Rights and Privacy Act of 1974?

The Family Education Rights and Privacy Act (FERPA) of 1974 generally prohibits the release of personally identifiable records or files of a student without the written consent of a student's parents or the student. An exception is provided for other school officials, including teachers who have a legitimate educational interest. Student teaching interns are considering as having a legitimate educational interest and therefore should have access to student records.

What is the role of a student intern in parent-teacher conferences?

A student intern's role in the parent conference is determined by school policy, the cooperating teacher, and the parent. The initial role should be that of observing the conference, which will provide general knowledge for later conferences. During later conferences, when appropriate, the student teacher may provide information and general input into the discussion concerning the child.

Is it necessary for student interns to write lesson plans?

Student interns **must** write lesson plans with sufficient detail, as determined by the cooperating teacher and university or school-based clinical supervisor.

If the student intern becomes, ill, what procedures should he or she take?

If the student intern becomes ill and cannot attend school, he or she must notify the university supervisor and the cooperating teacher as soon as possible, but no later than by the start of the school day. The intern must provide an expected return date. Extended illness causing excessive absences may result in a withdrawal from the student teaching internship. If the student teacher has lesson plans or materials needed for that day, he or she is expected to get those to the school prior to the start of the school day. Ideally, the plans and materials would already be prepared and in the classroom.

Who decides when the student intern will teach full-time?

That decision will be made by both the cooperating teacher and the university supervisor, based on the intern's ability to handle small and large groups and to manage the teaching and learning process.

How is the final evaluation determined?

Evaluation is a collaborative activity between the cooperating teacher and university supervisor. Together, they complete the appropriate evaluation forms, the results of which will be reflected in the final grade.

Does licensure automatically come with program completion?

No. Licensure is not automatically awarded with program completion. The student must submit a complete NCDPI licensure application packet to the NCCU Office of Teacher Education. Complete instructions and forms are in **Appendix B** of this handbook and online at www.nccu.edu/soe. The Office of Teacher Education processes the application and will then forward the application and required verifications to the North Carolina Department of Public Instruction Licensure Office. The required documentation includes official transcripts and may include Praxis II score reports if required (listed on the instructions in Appendix B).

Challenges

For the Student Teacher:

- Fitting into an already established classroom

- Disequilibrium

- Applying what you have learned within another teacher's framework

- Keeping up with the demands of the job

- Transitioning to a professional career

- Completing the portfolio

- Turning in lesson plans in advance

For the Cooperating Teacher:

- Inviting someone else into your classroom

- Giving up instruction time to another teacher

- Sharing ideas, materials, and resources

- Taking the time to coach a beginner

- Observing and giving constructive feedback

- Knowing when to call the university supervisor (i.e. problems)

For the University Supervisor:

- Balancing time for school visits with university responsibilities

- Finding time to meet with cooperating teachers

- Completing all the paperwork

- Dealing with problems between the student teacher and cooperating teacher

- Dealing with student teacher issues (i.e. not doing what they are supposed to be doing)

Tools for the Student Teacher

This section includes forms that the student teacher must complete and checklists of things the student teacher must do. Additionally, there are a variety of lesson plan formats and reflection forms to use when planning, teaching, and reflecting on how well the lesson went and how the student teacher is feeling.

INFORMATION SHEET FOR STUDENT TEACHING INTERNS

Semester _____ **Year** _____ **Program** _____
Please return this form to your __Program Coordinator__.

Name _____

Local Address _____

Local Phone _____

Permanent Address _____

Permanent Phone _____

Current **working** email _____

Best way to contact you _____

Internship School _____ System _____

Cooperating Teacher _____ Grade/Subject _____

Please Check Your Status: [ ] 1st or 2nd Degree (graduating) [ ] Licensure Only [ ] Lateral Entry

Praxis II Stage (if your program area requires Praxis II): [ ] have passed Praxis II [ ] am not registered yet

[ ] have registered to take it on _____

Optional Demographic Information:

Gender [ ] M [ ] F **Ethnicity** _____ **Age** [ ] 20-24 [ ] 24-30 [ ] 31- 40 [ ] over 41

Do you have children? Yes ____   No ____   Number ____

Do you have any special concerns that we need to be aware of during the internship?

Permission to Photo: During the course of this semester, videos and photographs may be taken in seminar and at your school sites. Additionally, we will be accepting several assignments prepared by you during and outside of class. Your signature below indicates your permission for us to use these artifacts for professional purposes such as portfolio development, scholarly research, and publication. **(You need to get written permission to photograph students.)**

Student Signature _____ Date _____

NCCU SCHOOL OF EDUCATION STUDENT TEACHING CONTRACT

Please return this form to your Program Coordinator.

NAME _____ DATE _____

PROGRAM AREA _____

Your initials before <u>each</u> item below and signature at end indicate that you have read and will adhere to the following policies:

_____ **PLACEMENT:** I understand that interns receive ONE PLACEMENT per semester, and that I must do my part to make the experience a positive one. Barring extreme conditions, interns typically are not permitted to switch teachers or schools mid-semester. I also understand that my University Supervisor is my first point of contact if concerns arise.

_____ **STUDENT TEACHER HANDBOOK**: I have read and understand the policies in the student teacher handbook.

_____ **ATTENDANCE - INTERNSHIP**: I understand that I must attend all school days and teacher workdays according to the calendar of the school to which I am assigned. I also understand that I am required to attend workshops, faculty meetings, grade level meetings, and other meetings and events as deemed necessary by my cooperating teacher. I understand that I must inform my cooperating teacher and university supervisor immediately if I am unable to attend a school day, or workshop. I also understand that I am required to make up any days (including ½ days) missed from the student teaching internship.

_____ **ATTENDANCE – WEEKLY SEMINAR**: I understand that I must attend all weekly seminar sessions as outlined by the calendar distributed by my program coordinator. I understand that this **may** include times other than the scheduled Thursday 4:00 block and sites other than NCCU. I also understand that I must inform my cooperating teacher if the scheduled seminar is during a regular instructional day, **and** that I must leave plans and materials for any subjects I am responsible for teaching. I also understand that I must inform my university supervisor and the seminar leader immediately if I am unable to attend a scheduled seminar, and that make-up days are not allowed.

_____ **PUNCTUALITY – INTERNSHIP**: I understand that I must arrive prepared for work at the required time specified for teachers at my assigned school. I also understand that I must remain at school until the end of the work day (i.e., when teachers are permitted to leave).

_____ **PUNCTUALITY – WEEKLY SEMINAR**: I understand that I must arrive on time and prepared for the weekly seminar, and that I must remain in seminar until it ends. I understand that if I arrive late or leave early, this will be reflected in my seminar grade.

_____ **PROFESSIONALISM**: I understand that I must present myself as a professional educator during the internship. *Professional dress means <u>no jeans</u> unless my school has a designated casual policy on Fridays.* I also understand that I must interact professionally with my cooperating teacher, students, families, and the school community at all times.

_____ **COMMUNICATION**: I understand that it is my responsibility to inform my cooperating teacher of School of Education obligations (Professional Development Day, workshops, etc.). I understand that the "chain of command" is Cooperating Teacher →University Supervisor → Program Coordinator, and will follow this chain if a problem or unexpected development occurs during my internship.

_____ **TEACHING DURATION**: I understand that my cooperating teacher will assist me in creating a schedule (teaching, observation, professional development, etc.) for the student teaching internship. I understand that this schedule is subject to revision *at any time* during the internship and may be modified to help me meet my professional development needs.

_____ **LESSON PLANS**: I understand that I must submit my complete lesson plans (with all supplemental material) to my cooperating teacher one week in advance, unless otherwise indicated by my cooperating teacher and university supervisor. I also understand that copies of those plans must be organized in a notebook to remain in my assigned classroom throughout the course of the internship.

_____ **TEACHING PERFORMANCE**: I understand that I must perform my teaching responsibilities **at minimum** at the level of "At Standard." I also understand that if I experience difficulty in meeting program expectations, I will receive additional support and remediation from my cooperating teacher and university supervisor. *I understand that if there are concerns about my ability to achieve satisfactory levels of competency to be recommended for licensure, my student teaching internship may be postponed or terminated.*

_____ **PORTFOLIO**: I understand that I am required to compile a professional portfolio (on my personal Foliotek account) by the deadline indicated on the schedule. Failure to submit a portfolio will result in a grade of "Incomplete" for the seminar.

_____ **LICENSURE**: I understand that passing my university courses is not enough to be recommended for licensure. I understand that I must receive the endorsement of my cooperating teacher in order to satisfy state requirements. I also understand that I must attend the required licensure seminar to complete the necessary paperwork for the SOE to submit my licensure application to the NC Department of Public Instruction.

_____ I have read and agree to all stipulations as outlined in this contract for my student teaching internship.

_____   _____
Student Teacher's Signature   Date

COMMUNITY SERVICE and VOLUNTEER TIME SHEETS

- Hours spent in student teaching count towards your regular 15 hours of "Community Service." If you are a degree-seeking student, you must complete the community service requirement using the university's community service form.

- Ask your Cooperating Teacher to sign in the "Supervisor Signature" column.

- It is your responsibility to submit this completed form to the ACSLP. You can mail it, fax it, or hand-deliver it.

- Students who do not submit the form **will receive a letter from the ACSLP** stating that they will not be cleared for graduation due to missing community service hours.

YOU DO NOT HAVE TO COMPLETE THE FORM FOR HOURS BEYOND THE REQUIRED 15.

LICENSURE-ONLY STUDENTS DO NOT HAVE TO COMPLETE THE FORM.

Directory

Use this directory sheet to keep track of important phone numbers, i.e. cooperating teachers, school buildings, supervisors, student teachers, etc.

Name	e-mail address	Phone number

School Profile Form

Name of School _____

Address _____

Phone number _____

School hours _____

Special focus area or theme of the school _____

Principal _____

Assistant Principal(s) _____

School Secretaries _____

Custodian _____

Bookkeeper _____

Other important contacts:

COMPONENTS OF A GREAT LESSON PLAN (REGARDLESS OF SUBJECT)

Lesson Title:

Grade level of the students**:**

Date of Lesson**:**

Name of Unit the Lesson is Associated with**, if Applicable:**

State and National Standards the Lesson Will Address for Student Learning Outcomes:

> Lesson must include the state or national standard numerical reference number and the learning outcome as described by the state or national standard

Objectives Achieved by the Lesson**:** The student will be able to . . . (Use action words from Bloom's Taxonomy)

Materials Needed For Lesson**:** Include everything you use for the lesson including chalkboard and any instructional technology.

Logistics: This describes how you manage the class. You may even include disciplinary measures you are prepared to implement if and when an appropriate time calls for such action.

Motivational Techniques: This describes what you, the teacher, will do to entice the students into actively being involved in the learning process.

Procedures: Describe step-by-step procedures of the lesson following your motivational technique.

Closure: This describes the activity you are doing near the end of the lesson that reinforces the BIG IDEA for the day and highlights the next lesson that will be done in association with your subject.

Independent Practice/Homework/Assignment/Extension Activities: This describes an activity associated with the lesson that helps students reinforce the new concepts gained from the BIG IDEA you wanted your students to obtain through your lesson.

Assessment: This describes the means of assessment that you will use for determining how much knowledge your students acquired and maintained that is associated with the BIG IDEA of your lesson.

Adaptations: How will you adjust your pedagogy, activities, and/or assessment strategies for the diverse needs of your students?

Diversity: How does this lesson highlight the respective diversity of your students as defined by either ethnicity, gender, class, age, religion, sexual orientation, geographic location, language, and the methods that they have demonstrated works for the acquisition of knowledge and assessing the degree of knowledge obtained from the lesson?

Resources: List the scholarly resources (that includes textbooks, workbooks, and other pertinent information) you used to develop your lesson.

Eight Lesson Plan Components (Madeline Hunter)

Although there are many good lesson plan formats, all good lessons have the following characteristics. You do not have use direction instruction to use these components

Step 1: Anticipatory Set
In every lesson the teacher provides initial motivation and focus for the lesson. Some key words to help the understanding may be: alerting, relevance, relationship (to previous lesson).

Step 2: Objective
The teacher specifies the behavior the students will be expected to perform. Some words that help clarify the task may be: say, write, cut locate, sequence, etc.

Step 3: Input (presenting the information)
In every lesson the teacher presents some information through some means. This may be content information, or instructions or both. It is often simultaneously done with the next step, modeling.

Step 4: Modeling
The teacher models the behavior that the student is expected to perform. Sometimes the modeling is done with student input.

Step 5: Checking for Understanding
Every lesson includes a section in which the teacher checks for student understanding of the various parts of the lesson that has been presented. Don't assume each student understood. Questions like: "Do you understand?" or "Do you have any questions?" do not typically yield any useful, specific information for the teacher. Have each student complete one item/task and walk around and check before assigning several items/tasks.

Step 6: Guided Practice
The importance of including this component in the lesson relates to the need to check whether the student understands the whole part rather than the small parts. The teacher checks to see if the student can perform the behavior specified in the objective.

Step 7: Independent Practice
This component is the section in which the behavior specified in the objective is performed by the student without teacher guidance. The main purpose is to develop student retention through practice.

Step 8: Closure
This component is to review with the student what was accomplished in the lesson. The teacher may refer to the objective and ask the students if the class accomplished what it set out to accomplish. This part may include:
- a summary of the lesson (by the teacher or students)—this part is key to reinforcing the objective
- evaluation by the teacher
- assignment for independent practice, and
- reference to tomorrow's work.

Before Teaching Each Lesson Ask Yourself:

FOCUS
How will I introduce the lesson? And motivate my students?

OBJECTIVE
What are the students expected to learn?

INSTRUCTIONAL PRESENTATION/MODELING
What teaching method(s) will I use? What will the students be doing? How will I keep the students involved?

CHECKING FOR UNDERSTAND
How will I know what the students learned?

ADJUST INSTRUCTION-RETEACH
What will I do if the students did not learn?

ASSESSMENT
How will I evaluate student learning?

CLOSURE
What will I do to summarize the lesson?

Sample Lesson Plan for Elementary/Middle

Lesson: _____of Unit: _____

Subject:_____ Date: _____ Time: _____

Objectives:

1. _____

2. _____

3. _____

Key Vocabulary	Key Questions
1. _____ 4. _____	1. _____
2. _____ 5. _____	2. _____
3. _____ 6. _____	3. _____

Materials/resources/technology

Procedure (Beginning, Middle, Closing)

Assessment

Classroom management notes/Lesson modifications

Homework/Follow-up/Enrichment

Teacher Self-Assessment of Lesson-- What would you do differently? Write on back or attach.

Sample Lesson Plan for Secondary

Date: _____ **Period:** _____ **Time:** _____

Subject: _____ **Block:** _____

Objectives	Key Questions
1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____

Vocabulary
_____ _____ _____   _____ _____ _____   _____ _____ _____   _____ _____ _____

Textbook _____ **Pages** ___ **Material/Handouts** _____

Procedure	
Introduction	**Overview**
Mini-lecture	**Key Points**
Student pairs, group work, or way in which students are engaged	**Activities**

Closing	**Summary**

Assessment

Homework

Teacher Self-Assessment of Lesson-- What would you do differently? Write on back or attach.

STUDENT TEACHER'S SELF ASSESSMENT OF A LESSON (1)

I.   **Feeling-**- Feelings I had during the lesson.

II.   **Teaching** – What did you do well? What would you like to change?

III.   **Learning Outcomes**

      1.   What was the evidence that the learning outcomes were met?

      2.   What will I do differently if the learning outcomes were not met?

      3.   What interfered with the learning outcomes being met?

IV.   **Classroom Management**
Place an **X** on the line below to indicate where you see your classroom management in supporting or interfering with achievement of the learning outcomes during this lesson.

    Interfered _____ **Supported**

Explain:

V.   **Teaching Behavior Focused on** _____
1.   List behaviors you did to show competency in the above teaching behavior:

2.   List those you could have done but did not:

VI.   **New Teaching Behavior Focus** _____

VII.   **Plan to prepare for New Teaching Behavior Focus** (Use back of this form.)

STUDENT TEACHERS SELF EVALUATION OF A LESSON (2)

Student Teacher: _____ Date: _____

Subject: _____ Lesson Focus: _____

    1. Reflections on teaching the lesson:

    2. Did I achieve lesson goals and objectives? How were these evidenced in my teaching?

    3. What classroom management procedures did I use? Did they work? Why/why not?

    4. What were the strengths of my lesson?

    5. In re-teaching this lesson, what would I change and why?
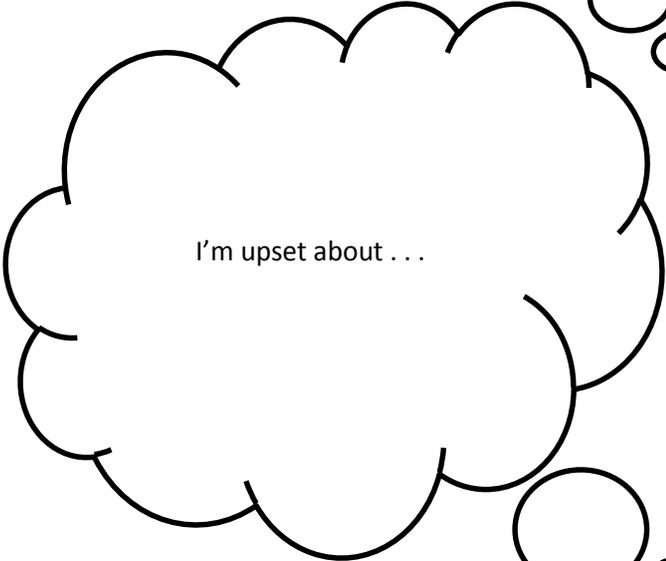
    6. Concerns and/or comments:

Reflections of the Student Teacher
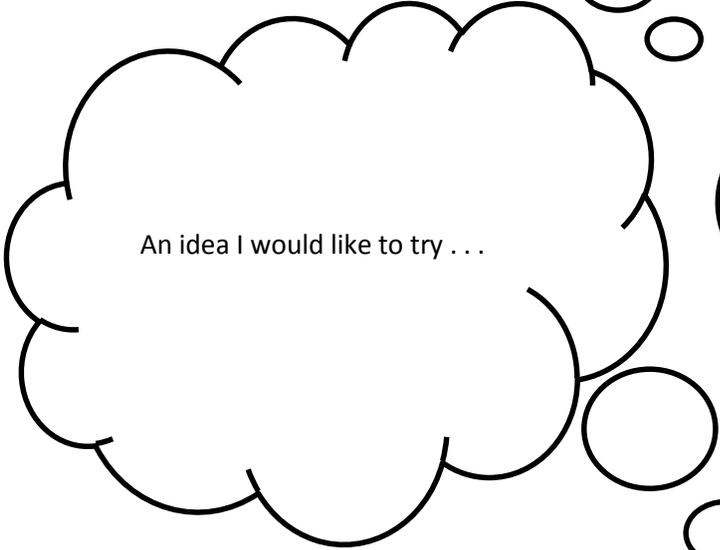
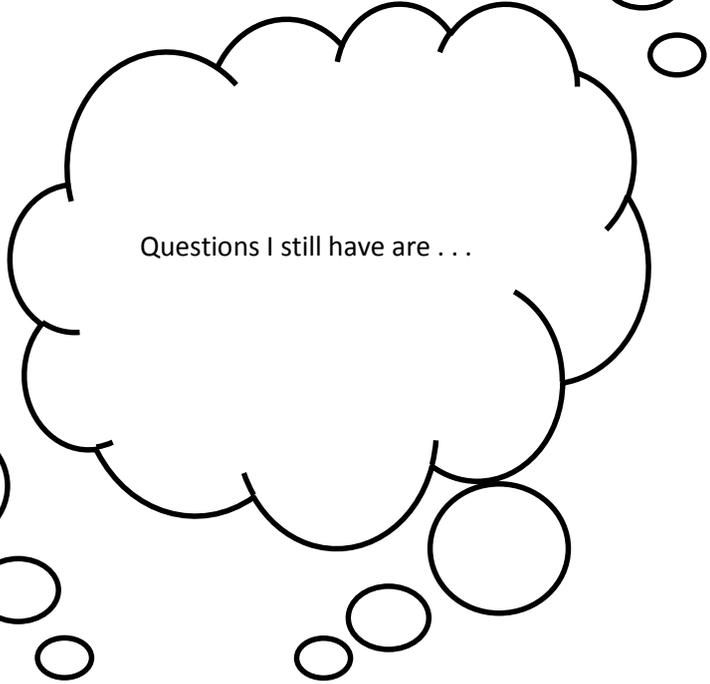I'm feeling great about …..
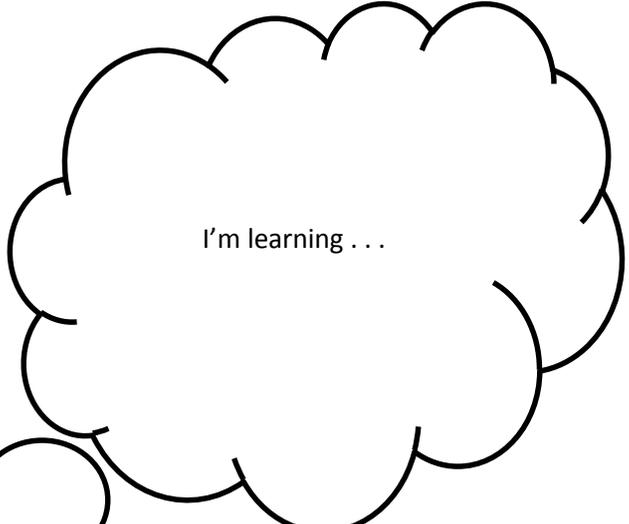
I'm learning . . .

I'm upset about . . .

Something I am working on . . .

An idea I would like to try . . .

Questions I still have are . . .

29

Internship Conference Log

Date	Type	Requested By	In Attendance (Name, Position)	Reason for Conference

Outcome/Action Plan	Signatures

Date	Type	Requested By	In Attendance (Name, Position)	Reason for Conference

Outcome/Action Plan	Signatures

Codes for Conference Types: **P** = Phone **M** = Meeting **E** = Email (attach)
L = Letter/Note (attach)

Cooperating Teacher Essentials Checklist

[ ] Hold a "Getting To Know You Conference" with the Intern (include the Teaching Assistant if here is one).
- *Getting to Know You Conference*

[ ] Introduce the Intern to your class(es), grade level/team, principal and assistant principal, office staff, and other key people in the school.

[ ] Attend the Student Teaching Orientation Session.
- *Information Sheet for Cooperating Teachers (give completed form to your intern)*

[ ] Return the *Vendor Form* promptly *to receive your Honorarium at the end of the semester* (The form will be provided to you via email; please return as indicated on the form.)

[ ] Collaborate with the Intern on a 15-week Phase In/Out Schedule (can be tentative)
- *Phase In/Out Suggested Time Frame*
- *Phase In/Out Plan (blank)*

[ ] View and provide comments on the Intern's lesson plans in advance of instruction. *If the intern does not have a plan, do not allow the intern to teach <u>and</u> notify the University Supervisor as soon as possible.*
- *Lesson Plan Expectations During the Internship*
- *Evaluating a Lesson Plan*
- *Seven Steps to Building an Effective Lesson (Alternative Observation Forms also available)*

[ ] Keep a conference log of issues discussed and any suggestions/plans of action.
- *Planning Conference Forms*
- *Reflective Conference Form*
- *Coaching Plan*
- *Internship Conference Log (please make several blank copies)*

[ ] Observe the Intern <u>informally</u> on a regular basis and provide positive and constructive feedback (document conferences on log).
- *Observing Your Student Teacher - What are you looking for?*
- *Supervisor's Observation of a Lesson (Informal Observation Form)*

[ ] Observe the Intern <u>formally</u> 4 times with a conference afterward.
- *Student Teacher Formative Observations Forms via Foliotek link sent to you.*

[ ] Conduct a Mid-Semester Conference and complete an Evaluation form. The University Supervisor may participate in this conference.
- *Mid-Semester Evaluation Form*

[ ] Conduct a Summative Evaluation with the University Supervisor and a final conference with both the Intern and University Supervisor. Collaborate with University Supervisor on final grade.
- *Certificate of Teaching Capacity (CTC)*

[ ] Sign the Certificate of Teaching Capacity (CTC). Give copies to the Intern and University Supervisor.

Conditions Needed for Growth

Significant role-taking experience (such as teaching)

- Action oriented (person is actually involved in a new role, not just learning about it)
- Not a contrived role-play
- Person is involved in a more complex, real-life experience

Consistent guided reflection

- Person thinks about the meaning of his/her own experiences
- Person processes what changes are occurring and what still needs to happen
- Experiences that are not reflected upon lead to no change, only repetition (i.e., if the person does not think about what they did, how they could do it better, and how they would do it differently next time, they will do it the same way and, therefore, not show growth)

Balance of action and reflection

- Experience without refection or reflection without experience will not lead to growth

Positive support and challenge

- Atmosphere of trust is essential
- Support is the key element in the helping process
- Challenge is healthy and promotes growth if support is present.
- If support is not present and the challenge is too great, the person will retreat into the old ways of doing things.

Continuity

- Growth requires time.
- New roles/experiences, like teaching, must be balanced with reflection, positive support and challenge. This is not a one-shot experience, but a continuous process.

Adapted from Thies-Sprinthall, L. & Sprinthall, N.A. (1983). *The teacher as an adult learner,* Eighty-second Yearbook of the National Society for the Study of Education. Chicago: The University of Chicago Press.

Getting to Know You Conference for Cooperating Teachers

As soon as possible, hold a getting to know you conference with your student teacher. Below is a list of topics that you might want to talk about and activities you might want to do:

- Tell student teacher a bit about yourself

- Ask student teacher to tell you a bit about them

- Discuss basic responsibilities of the student teacher

- Discuss your responsibilities as teacher

- Orient student teacher to the classroom

- Give student teacher a tour of the school

- Introduce student teacher to other personnel (secretary, principals, custodian, other teachers, cafeteria workers, librarian, etc.)

- Show student teacher the copier and how to use it

- Set up calendar and review any special calendar dates

- Discuss daily routines, schedules, duties, etc.

- Review handbook with student teacher

- Review lesson plan formats

- Discuss possible feedback strategies

- Review self-evaluation and reflection options

- Discuss appropriate dress code for student teacher

- Share discipline code for classroom and the school

Reflections of the Cooperating Teacher
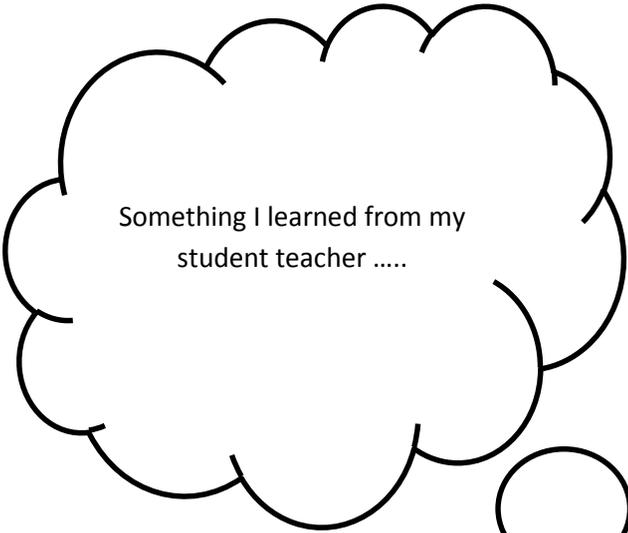
Something I learned from my student teacher .....

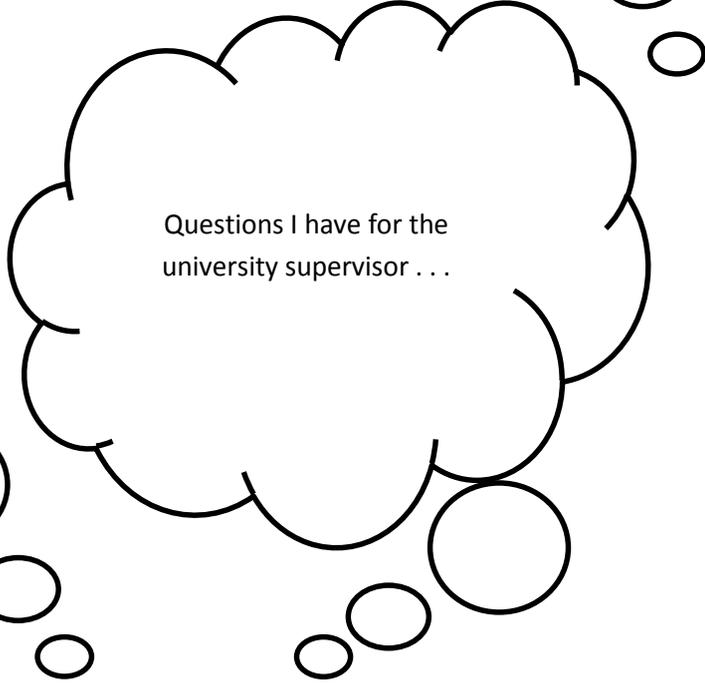A compliment I have for my student teacher . . .

A comment about my student teacher's lesson plans . . .

A recommendation I have about teaching . . .

Something to focus on this week is . . .

Questions I have for the university supervisor . . .

INFORMATION SHEET FOR COOPERATING TEACHERS

Name _____Semester/ Year _____

Student Teacher's Name _____

School _____ Grade/Subject Area _____

School Phone Number _____

Current **working** email _____

Best way to contact you _____

Do you have any classroom/student concerns that you feel the University Supervisor should be aware of ahead of time?

Do you have any general questions about Student Teaching at NCCU? (describe below)
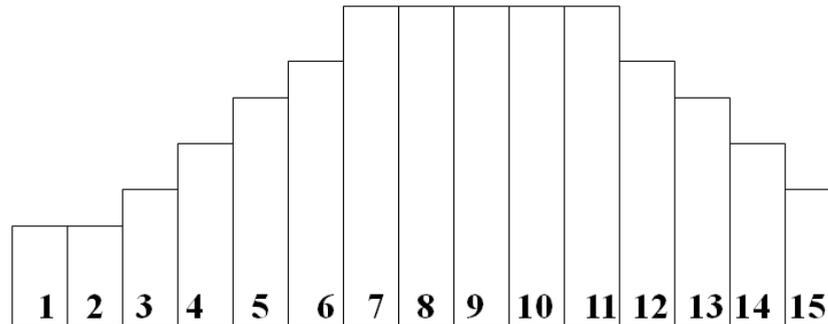
Optional **Demographic Information:**

Gender   M   F

Ethnicity _____

Number of Years Teaching   [ ] 3-5 [ ] 6-8 [ ] 9+

Have you ever hosted a student teacher before? [   ] Yes [ ] No

Have you ever hosted an NCCU student Teacher before? [   ] Yes [   ] No

Phase In-Phase Out Suggested Time Frame

Weeks 1-4   Student teacher observes and gradually increases responsibilities. Typically, one formal observation should occur, but this may vary depending on the number of student teachers a university supervisor is responsible for observing.

Weeks 5-8   Finish gradual increase and begin fulltime-student teaching within these weeks. A second formal observation should occur.

Weeks 8/9   Midterm Evaluation and Conference

Weeks 9-12   Student teacher should be completing full-time student teaching and beginning to gradually decrease load. A third formal observation should occur.

Weeks 13-14   Student teacher should be significantly decreasing responsibilities and planning for observations in other classrooms and/or schools during week 15. The fourth formal observation should occur during this time, if not before.

Week 14-15   Summative evaluation and conference should occur and CTC should be collected and submitted (with all required signatures) to the Office of Teacher Education.

Student Teaching Phase-In/Phase-Out Plan

- Cooperating Teachers and Interns should collaborate on this plan for **gradually** assuming and releasing control of classroom instructional responsibilities.
- Keep in mind that interns need <u>at least</u> **4 weeks of full responsibility**, and that they should spend their first and last weeks of the internship observing.
- *For Spring Semester Interns*: Follow the Spring Break of the Host School, rather than the University. **Include a week of Spring Break on the plan.** This will extend your number of weeks to 17.
- *For Year-Round Placements*: Be sure to plan <u>instructional time in a classroom</u> during your track-out or intersession weeks. **Only one week can be considered a "break" and only during the Spring semester.**
- Provide a final copy of this plan to your University Supervisor, and submit a copy to the Seminar Leader at the next seminar.

Week	Dates	Phase In, Full Responsibility, or Phase Out?	What will I observe or teach?
1			Observe in your classroom
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			Observe in other classrooms
16 *			*Make-up Days, if needed, Exit Interviews, and other final tasks

Lesson Plan Expectations during the Internship

During Phase In:

1. Interns ARE EXPECTED to write lesson plans for **ALL** instruction, including "guided reading/reading groups," "centers," and "small group work."

2. Interns ARE EXPECTED to write **detailed 7-step lesson plans** prior to beginning full-time responsibility. Other school required planning templates should be discussed with the supervisor. Regardless of plan format, the student teacher must plan in written detail.

3. Interns ARE EXPECTED to submit all plans **one week in advance**. This gives the Cooperating Teacher an opportunity to review the plans and provide feedback, as well as a chance for the intern to make any revisions.

During Full-Time Responsibility and Phase-Out:

If the Cooperating Teacher is satisfied with the quality and timeliness of the lesson plans and instructional preparation and presentation:

1. Interns MAY begin to submit less-detailed lesson plans, still following the **7-step structure**.

2. Interns MAY begin to submit plans approximately **3 days in advance**.

3. Interns MUST CONTINUE to write plans for **all instruction. Please note: This modification is at the Cooperating Teacher's discretion.**

Other Points of Interest:

- **Interns should NOT teach if they have not provided the Cooperating Teacher with a lesson plan.**
- If the intern does not provide lesson plans, or does not provide them within the designated time frame, **the Cooperating Teacher should contact the University Supervisor** *as soon as possible*.
- At any time during full-time and phase-out, the Cooperating Teacher may request lesson plans with either more or less detail (still following the 7 step format), based on the performance of the intern.
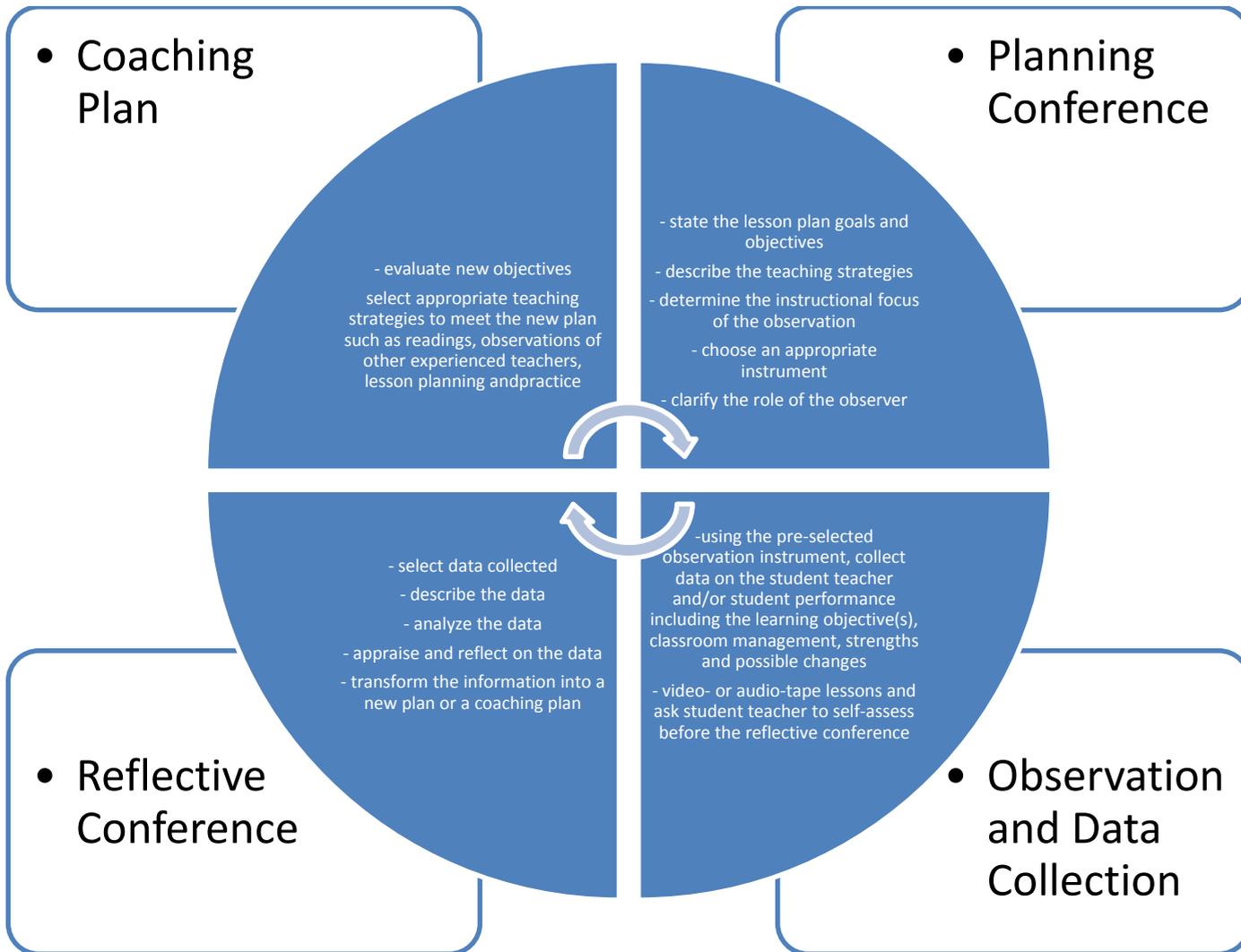
Evaluating A Lesson Plan

	Yes	No	Comments:
1. Are adequate descriptive data provided in a form that is clear, distinguishing the subject, grade level, lesson topic, etc.?			
2. Is the rationale clear and justifiable?			
3. Are goals clearly stated?			
4. Are instructional objectives clear, aligned with the curriculum, and practical?			
5. Is the plan's content appropriate for the grade level and instructional levels of the students?			
6. Does the plan's content contribute to the achievement of the objectives?			
7. Does the plan's content include the use of technology?			
8. If technology is an integral part of the lesson, does the use of technology contribute to the students' understanding of the content?			

9. Is the instructional plan workable?			
10. Does the set engage students, motivating them to want to learn?			
11. Does the plan indicate how guided practice will be provided for each student?			
12. Are assignments clear and manageable and related to the lesson objective?			
13. Is adequate closure provided to reinforce learning, convey a sense of completeness and synthesize the content of the lesson?			
14. Are materials appropriate for the grade level, are they adequate to meet the needs of all students, and do they contribute to the lesson?			
15. Do evaluative criteria provide informal data to determine how much students have learned from the lesson?			
16. Do evaluative criteria provide formal data to determine how much students have learned from the lesson?			
17. Do evaluative criteria provide informal data to determine how well the teacher accomplished the objectives?			

18. Do evaluative criteria provide <u>formal</u> data to determine how well the teacher accomplished the objectives?			
19. Is the lesson plan, in any way, coordinated with core, co-curricular, exploratory, or any other program to provide for integration of subject matter?			
20. Does the lesson fit the needs of students by attending to the whole child—emotionally, physically, mentally, socially, morally, and ethically?			
21. Does the lesson provide a sense of meaning for students?			
22. Is an adequate amount of time allotted to address the information presented?			
23. Could another teacher or substitute follow this plan?			

Additional Comments:

The Coaching Cycle

- Coaching Plan
- Planning Conference

- evaluate new objectives

select appropriate teaching strategies to meet the new plan such as readings, observations of other experienced teachers, lesson planning andpractice

- state the lesson plan goals and objectives
- describe the teaching strategies
- determine the instructional focus of the observation
- choose an appropriate instrument
- clarify the role of the observer

- select data collected
- describe the data
- analyze the data
- appraise and reflect on the data
- transform the information into a new plan or a coaching plan

-using the pre-selected observation instrument, collect data on the student teacher and/or student performance including the learning objective(s), classroom management, strengths and possible changes
- video- or audio-tape lessons and ask student teacher to self-assess before the reflective conference

- Reflective Conference
- Observation and Data Collection

Adapted from Costa, A. & Garmston, R. (1994). *Cognitive coaching: A foundation for renaissance schools.* Norwood, MA: Christopher-Gordon Publishers, Inc.

Planning Conference Form

1. **Discussion of feelings/perception**

   Supervisor asks student teacher to share feelings about being observed. At the beginning of the conference, if feelings are defused the person is more open to learning from the event. All of the active listening skills will come into play. Supervisors should:
   - Use nonverbal body language to encourage the student teacher
   - Use acknowledging responses
   - Use encouraging phrases like "tell me more" and that's interesting"
   - Paraphrase the content of what the student teacher said
   - Paraphrase the feelings that the student teacher expresses

2. **Learning Outcomes**

   Supervisor and student teacher identify the specific learning outcomes for the lesson to be observed and the rationale for their selection. (Learning outcomes are those things that the classroom student's will know and be able to do at the end of the lesson.) The supervisor probes, if necessary, to clarify the learning outcomes and the reasons they were selected. If the student teacher cannot state the learning outcomes, the supervisor does. Supervisor asks for the student teacher's lesson plan for the lesson to be observed.

3. **Teaching Behavior Focus**

   Supervisor and student teacher identify the teaching behavior (skill) focus on which the student teacher wants data to be gathered. They should also discuss why the teaching behavior focus is important to promoting learning. If the student teacher has chosen an inappropriate teaching behavior, the supervisor should assign one based on the needs of the beginning teacher.

4. **Data Collection**

   The supervisor and the student teacher select and appropriate way to gather data. Student teachers experience difficulty in three primary areas
   - Learning outcomes
   - Classroom management
   - Actual teaching practices

   Therefore, in addition to the teaching behavior on which the supervisor plans to collect data, the supervisor should also tell the student teacher that he/she will record data to answer three questions:
   - Were the leaning outcomes met?
   - Did classroom management interfere or support reaching the learning outcomes?
   - What other teaching behaviors should the student teacher continue doing?

5. **Ground Rules**

   The supervisor reminds the student teacher that notes will be taken during the observation so that accurate data may be recorded and that the notes will be shared after the observation. The supervisor tells the student teacher that notes will be taken on the learning outcomes, classroom management and teaching behavior.

6. **Follow-up**
   The supervisor and student teacher will set a meeting time for feedback.

Planning Conference Form

Components	Documentation
1. Opening __ Begin the conference on a positive note.	
2. Feelings __ S. T. shares feelings. Supervisor shares feelings.	
3. Learning outcomes __ Learning outcomes discussed __ Reasons for learning outcomes __ Review of lesson plan	
4. Teaching Behavior Focus of Observation __ Discuss instructional focus __ Reasons for selecting that focus	
5. Data Collection __ Select observation instrument __ Explain additional data needed on learning outcomes, classroom management, strengths and changes	
6. Ground rules __ Share notes __ Logistics (where should observer sit, etc.)	
7. Follow-up __ Self-assessment form __ Feedback date and time __ Any questions??	

Reflective Conference

1. **Feelings**
   - Supervisor asks student teacher to describe feelings while being observed.
   - Supervisor gives a listening response to indicate that he/she heard the student teacher.
   - Supervisor share own feelings during observation.

2. **Learning Outcomes**
   - The supervisor asks the student teacher to share information about reaching the learning outcomes for the lesson.
   - Supervisor gives a listening response to indicate that he/she heard the student teacher.
   - After the student teacher has shared this information, the supervisor shares his/her observation data about the learning outcomes.
   - The supervisor and student teacher discuss changes that could be made to improve reaching the learning outcomes or delivery of the lesson. It is not necessary to ache changes for every lesson.

3. **Classroom Management**
   - The supervisor asks the student teacher about his/her opinion of the effectiveness of classroom management.
   - Supervisor gives a listening response to indicate that he/she heard the student teacher.
   - The supervisor relays his/her observations of the effectiveness of the student teacher's classroom management.

4. **Teaching Behavior Focus**
   - The supervisor asks the student teacher to share information about his/her teaching behavior focus.
   - Supervisor gives a listening response to indicate that he/she heard the student teacher.
   - The supervisor shares his/her observations.

5. **Focus on Next Cycle and Coaching Plan**
   - Supervisor and student teacher discuss the skill that should be the focus of the next coaching cycle.
   - If the student teacher has had difficulty reaching the student learning outcomes, that will become the focus of the next cycle.
   - If the student teacher has a problem with classroom management, that becomes the next focus.
   - If the earning outcomes and classroom management are both in place, the supervisor and student teacher will decide whether to refine the current teaching behavior focus or chose a new one for the next cycle.
   - Supervisor and student teacher will either revise the current Coaching Plan or develop a new one. It may be necessary to schedule a separate conference to revise or develop a plan.
   - Supervisor gives listening response as appropriate.

6. **Summary**
   - The supervisor leads the student teacher to summarize the conference and any follow-up plans they have agreed on.
   - The supervisor gives some type of encouraging closing statement to bring closure to the conference.

Reflective Conference Form

Components	Documentation
1. Feelings __ S. T. shares feelings. __ Evidence of supervisor listening __ Supervisor shares feelings.	
2. Learning outcomes __ S.T. shares learning outcomes __ Evidence of supervisor listening __ Supervisor shares notes/data __ Any changes made next time? __ Evidence of supervisor listening	
3. Classroom management __ S.T. shares learning outcomes __ Evidence of supervisor listening __ Supervisor shares notes/data __ Any changes made next time? __ Evidence of supervisor listening	
4. Teaching Behavior Focus __ S.T. shares learning outcomes __ Evidence of supervisor listening __ Supervisor shares notes/data __ Any changes made next time? __ Evidence of supervisor listening	
5. Implementation of Coaching Plan __ S.T. shares next behavior focus __ Evidence of supervisor listening __ Supervisor and S.T. develop coaching plan	
6. Summary __ S.T summarizes __ Supervisor gives encouraging closing statement __ Any questions??	

Coaching Plan

Coaching Plan	Supervisor Follow-up Dates
List strengths **Skills to Improve** (write as a learning outcome for the ST) ***Plan of Action** 1. **Read and/or review the following:** 2. **Observe:** (Use designated observation instruments to observe someone else using the skill.) 3. **Practice the skill in the following ways:** 4. **Demonstrate successful understanding of the skill by:** Time Needed: Resources Needed:	

These steps are based on the Joyce Model.

Observing Your Student Teacher – What Are You Looking For?

When observing your student teacher, you are looking for evidence that the student teacher is progressing as a beginning teacher and that he or she has the skills to maintain his or her own classroom independently. As a cooperating teacher you should, document teaching instruction through specific observable behaviors. Use the following chart as a guide in learning to understand which behavior matches the competencies and principles of teaching. Adapted from *A Handbook of Techniques and Strategies of Coaching Student Teachers* (2000). Allyn and Bacon.

Teaching Competencies	Teaching Principles	Example of specific behavior by student teacher
Knowledge of Subject	Demonstrates a current working knowledge of the subject.	Designs lessons and units that are accurate and implements them with confidence.
Communication	Communicates high expectations and high standards for all learners.	Regularly discusses progress with students and provides parent updates.
Instructional Practice	Effectively plans instruction and manages the daily and long-term environment of teaching.	Daily, weekly, and monthly plans for student growth are completed and adapted as needed. Classroom is orderly and shows understanding of child growth and development.
Evaluation	Determines appropriate standards for all learners and incorporates time for individual differences using both formal and informal assessments.	Designs teacher-made tests that are challenging and that match the objective of the lesson taught. Uses other assessments appropriately and adapts for learners where needed. Maintains a journal and thinks about the real issues in the classroom and talks with others about them.
Problem-solving	Demonstrates an understanding and openness to student challenges while fostering critical and creative thinking in the classroom.	Designs lessons to stimulate and promote critical thinking and student questions using a variety of teaching strategies and inquiry approaches.
Equity	Addresses and appreciates the diversity of students in the classroom.	Uses teaching strategies and lessons that include all students from other cultures, genders, and special needs, and promotes integrated heterogeneous groups.
Professionalism	Demonstrates professionalism through collaboration and participation in all aspects of the school.	Reads current journals, completes all requirements on time, attends in-service workshops with cooperating teacher, and participates fully as a professional during student teaching.

Informal Observations of Student Teacher

Student Teacher: _____   Date:_____

Subject: _____   Grade:_____

Lesson Focus: _____   Time:_____

Observer: _____

1. Evidence and understanding of lesson goals and objectives—were they clear and did students achieve the objectives? What is the evidence?

2. Evidence of classroom management—did it support or interfere teaching the lesson and learners achieving the objectives?

3. Strengths of lesson

4. Suggestions for change

5. Comments

University Supervisor Checklist

[ ] **Meet your interns** during the first week of the internship. Exchange contact information. Set up a time to visit each intern at his/her school site.

[ ] **Visit your interns' schools** during weeks 1 and 2. Introduce yourself to the cooperating teachers, teacher assistants, and school principals. Explain what to do if concerns arise during the internship.

[ ] Attend the **Student Teaching Orientation** Session.

[ ] Review each intern's 15-week **Phase In/Phase Out Plan** (can be tentative).
- *Phase In/Out Suggested Time Frame*

[ ] Keep a **conference log** of all meetings, issues discussed, and any suggestions/plans of action.
- *Internship Conference Log (please make several blank copies or maintain an electronic file for each student teacher)*

[ ] Observe the intern **formally 4 times** with a conference afterward. Provide positive and constructive feedback. Document the conference on Conference Log.
- *Student Teacher Formative Observations Form – **this form is on Foliotek***
  [ ] Observation 1: by week 4 [ ] Observation 2: by week 7 [ ] Observation 3: by week 10
  [ ] Observation 4: by week 13

[ ] Hold a **formal conference** at mid-semester. Document the conference on Conference Log.
- *Mid-Semester Evaluation Form –**This form is on Foliotek***
  [ ] Mid-semester Conference and Evaluation: by week 8 or 9

[ ] Visit the intern for additional observations and/or conferences as needed, or as requested by the Cooperating Teacher. Document conferences on the Conference Log. Develop an action plan *as needed* and monitor implementation of the action plan closely.

[ ] Complete a **Summative Evaluation (CTC) on Foliotek and print it for signatures**, conduct a **Summative Conference** with the Cooperating Teacher and the intern, and get all signatures on the CTC (including the principal's). Collaborate with the Cooperating Teacher on a **final grade**. **DUE TO GRADUATION DEADLINES, IT IS IMPORTANT THAT YOU NOTIFY THE PROGRAM COORDINATOR OF THE INTERNS' FINAL GRADES DURING WEEK 15.**
- *Certificate of Teaching Capacity*
  [ ] Summative Conference: by week 15

[ ] Complete the **Gateway 4 Form** for each intern. Be sure to write the intern's **final grade** in the "Comments/Recommendations" area.
- *Handout: Gateway 4: Program Completion*

[ ] **Return all documents** to the Program Coordinator (one complete packet per intern, please):
- Signed copies of all formative/summative observations and mid-semester evaluation
- Copies of conference logs
- Certificate of Teaching Capacity (CTC), with all required signatures.

Reflections of the University Supervisor

Something that went well in the lesson …..

A compliment I have for my student teacher . . .

Something that needs improvement from this lesson is . . .

Something to focus on in the next lesson is . . .

Questions I have for the student teacher . . .

My next visit will be . . .

Evaluation Forms—Formative, Midterm, and Summative –

and Policy for Student Teachers Not Making Adequate Progress

This section includes samples forms for formative, midterm, and summative evaluations. The **formative evaluation** form shown below includes all four observations on the same form; however, the electronic versions on Foliotek are separate forms and are sent out at intervals during the student teaching semester. The **midterm evaluation** aligns with the summative evaluation (EE 4: Certificate of Teaching Capacity), removing some of the detail in the formative evaluations, but maintaining the performance levels (emerging, developing, proficient, and accomplished). The **summative evaluation**, used by the North Carolina Department of Public Instruction as part of the licensure packet (**EE 4: Certificate of Teaching Capacity**) removes the levels of performance and uses Met/Not Met as the sole criteria. Because the student teacher must meet all standards on the Certificate of Teaching Capacity, specific performance ratings and feedback throughout the semester are key to ensuring that all standards are met.

This section also outlines the Policy for Student Teacher Not Making Adequate Progress and the plan to implement to help the student teacher achieve success.

Student Teacher Formative Evaluations

Student Teacher: _____

School and System: _____ **Grade(s):** _____

Cooperating Teacher: _____

University Supervisor: _____

Observation 1-Subject, Date, Time: _____

Observation 2-Subject, Date, Time: _____

Observation 3-Subject, Date, Time: _____

Observation 4-Subject, Date, Time: _____

There are five overarching elements to rate, including Professionalism, Classroom Climate/Culture, Instruction, Assessment, and Impact on Student Learning, each of which has specific standards and descriptors outlined by the North Carolina Department of Public Instruction. The Professional Educator understands the role of effective planning to accomplish these standards and indicators at a high level of performance.

Please rate the student on each indicator using the following scale for, minimally, four formative observations. The midterm and summative evaluations are separate forms.

Rating Descriptions

4=Accomplished
> Candidate exhibits exceptional consistency in meeting all or most indicators at a high level. The candidate demonstrates depth of understanding of how to impact student learning.

3=Proficient
> Candidate knows what the standards mean, can identify the appropriate practice in the classroom, and can demonstrate the standard consistently to impact student learning.

2=Developing *
> Candidate demonstrates a pattern of improvement toward proficiency by meeting some standards and impacting student learning, but not consistently.

1=Emerging *
> Candidate demonstrates limited understanding of the standards and/or does not apply understanding consistently and/or cannot determine the impact on student learning.

*Document specific concerns on this form for candidates who have not been rated "Proficient" or "Accomplished." For those concerns, develop **action plans** for candidates.

Note: Several indicators will require input from the Cooperating Teacher.

Standard/Element	Indicator	Observations
Professionalism		

Standard/Element	Indicator	Observations				
		1st	2nd		3rd	4th
1e. Teachers demonstrate high ethical standards.	1e.1 Upholds the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*. □ Has read and agreed in writing to uphold the Code of Ethics Note: Any violations to the principles of the Code of Ethics identified and documented by the cooperating teacher and/or university supervisor should be discussed with the student teacher immediately and made part of an action plan)					

Comments:

Classroom Climate/Culture						
		1	2		3	4
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning. □ Rules and procedures are evident, established, and followed by teacher and students. □ Classroom is orderly to allow for safe student participation and movement. □ Classroom is organized for effective teacher access to students and teacher/student access to materials.					
	1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint. □ Has a plan for managing behavior that can be articulated by the student teacher and the students □ Elements of the plan are reinforced consistently □ Remains calm when students are disruptive □ Effectively defuses and deescalates disruptive behavior, while maintaining the dignity of the student					

Standard/Element	Indicator	Observations				
2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	2a.1 Maintains a positive and nurturing learning environment. □ Speaks positively toward students to build relationships □ Is patient and kind with students □ Reinforces positive behavior to maintain an effective learning environment					
2c. Teachers treat students as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every student. □ Treats students fairly and equitably □ Differentiates curriculum to provide the appropriate level of challenge for individual students □ Refrains from assuming students' prior knowledge without pre-assessment □ Refrains from "evaluating" how students should perceive the level of difficulty of the task					
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students □ Uses active listening (e.g., paraphrasing content and feelings) to ensure understanding □ Uses writing and other visual means while communicating thoughts and ideas □ Uses demonstrations and models					
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively. □ Affirms correct responses □ Sustains feedback (e.g., probing, cuing, increasing wait time) □ Provides opportunities to revise work to ensure learning					

Comments:

Standard/Element	Indicator	Observations				
		Instruction				
		1	2		3	4
2b. Teachers embrace diversity in the school community and in the world.	2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. □ Selects materials that include multiple perspectives and cultures □ Purposefully calls attention to stereotypes and provides opportunities for discussion					
	2b.2 Incorporates different points of view in instruction. □ Provides a variety of perspectives in lessons □ Provides opportunities and encourages students to express a variety of points of view □ Models acceptance of opposing points of view □ Establishes and maintains norms for appropriate student responses to different points of view					
3a. Teachers align their instruction with the *North Carolina Standard Course of Study*.	3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning. □ Designs lessons that include activities for developing reading, writing, speaking, listening, and critical viewing skills □ Requires students to use technology that demonstrates their understanding of the most effective use of new media for learning					
3b. Teachers know the content appropriate to their teaching specialty.	3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity. □ Develops lessons which include historical, cultural, socio-economic, and other perspectives to inter-relate content with other disciplines □ Encourages students to investigate areas of interest by providing time for further research					
3d. Teachers make instruction relevant to students.	3d.1 Integrates 21st century skills and content in instruction. □ Develops lessons/activities which increase critical thinking, problem solving, and use of information and communications technology (ICT) as appropriate to the curriculum and developmental levels of the students □ Develops activities which promote understanding of global awareness, civic literacy, financial literacy, health awareness					

Standard/Element	Indicator	Observations				
4c. Teachers use a variety of instructional methods.	4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students. □ Incorporates a variety of teaching strategies to provide differentiated instruction □ Plans for choice in activities, work products, and materials to demonstrate student learning					
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Integrates technology with instruction to maximize students' learning. □ Matches appropriate technologies to instruction □ Seamlessly infuses technology as a natural part of learning (a tool for research or presentation) vs. a special event					
4e. Teachers help students develop critical-thinking and problem-solving skills.	4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving. □ Uses questions/tasks to promote application, critical thinking, problem-solving, and reflection □ Incorporates tasks that are authentic in purpose and audience					
4f. Teachers help students to work in teams and develop leadership qualities.	4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership. □ Regularly uses student learning teams to develop cooperation, collaboration, and leadership skills □ Requires equitable contributions by team members					

Comments:

Standard/Element	Indicator	Observations				
		Evaluation/Assessment				
		1	**2**		**3**	**4**
1a. Teachers lead in their classrooms.	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the *North Carolina Standard Course of Study*. ☐ Can articulate what each student and the class have achieved and what must still be mastered in the Standard Course of Study					
4h. Teachers use a variety of methods to assess what each student has learned.	4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction. ☐ Can articulate an awareness of multiple indicators or measures of student progress. ☐ Interprets data on student progress accurately and can draw appropriate conclusions. ☐ Uses information gained from assessment activities to improve teaching practice and students' learning. ☐ Provides opportunities for students to assess themselves and others.					
	4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions. ☐ Analyzes student work samples, projects, products, and tests ☐ Uses the analysis of student learning to modify instruction and ensure achievement of learning outcomes ☐ Provides written documentation of analysis, modifications, and positive impact					
5a. Teachers analyze student learning.	5a.1 Uses data to provide ideas about what can be done to improve students' learning. ☐ Uses multiple sources of information to determine whether student learning outcomes have been met. ☐ Uses data to improve whole group instruction and meet individual needs					
Comments:						

Standard/Element	Indicator	Observations				
		1	2		3	4
Impact on Student Learning						
1d. Teachers advocate for schools and students.	1d.1 Implements and adheres to policies and practices positively affecting students' learning ☐ Adheres to school policies and practices that positively affect students' learning ☐ Works with others to develop and/or revise policies and practices to improve students' learning.					
2d. Teachers adapt their teaching for the benefit of students with special needs.	2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students. ☐ Seeks assistance from specialists to understand the IEP of students with special needs ☐ Uses special materials, either provided by or recommended by the specialist or classroom teacher, for working with students with special needs.					
	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs. ☐ Seeks assistance from specialist for support in modifying instruction to address the learning needs of students.					
Comments:						

Observation/Conference Signatures and Dates

Observation/Conference 1

Individual	Printed Name	Signature	Date
Candidate			
Cooperating Teacher			
University Supervisor			

Observation/Conference 2

Individual	Printed Name	Signature	Date
Candidate			
Cooperating Teacher			
University Supervisor			

Observation 3

Individual	Printed Name	Signature	Date
Candidate			
Cooperating Teacher			
University Supervisor			

Observation 4

Individual	Printed Name	Signature	Date
Candidate			
Cooperating Teacher			
University Supervisor			

Note: Teacher candidates may provide a written response to observation evaluations.

NCCU Student Teaching Mid-Semester Evaluation

Candidate Name: _____   **School:** _____

Cooperating Teacher Name: _____   **Grade:** _____

LEA: _____   **IHE:** _____

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

Standard/Element	Proficient Descriptor	Rating
Professionalism		
1e. Teachers demonstrate high ethical standards.	1e.1 Upholds the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*.	o **Accomplished** o **Proficient** o **Developing** o **Emerging**
Classroom Climate/Culture		
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.	o **Accomplished** o **Proficient** o **Developing** o **Emerging**
	1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.	o **Accomplished** o **Proficient** o **Developing** o **Emerging**
2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	2a.1 Maintains a positive and nurturing learning environment.	o **Accomplished** o **Proficient** o **Developing** o **Emerging**
2c. Teachers treat students as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every student.	o **Accomplished** o **Proficient** o **Developing** o **Emerging**
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students.	o **Accomplished** o **Proficient** o **Developing** o **Emerging**
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	o **Accomplished** o **Proficient** o **Developing** o **Emerging**

Standard/Element	Proficient Descriptor	Rating
Instruction		
2b. Teachers embrace diversity in the school community and in the world.	2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	o **Accomplished** o **Proficient** o **Developing** o **Emerging**
	2b.2 Incorporates different points of view in instruction.	o **Accomplished** o **Proficient** o **Developing** o **Emerging**
3a. Teachers align their instruction with the *North Carolina Standard Course of Study*.	3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	o **Accomplished** o **Proficient** o **Developing** o **Emerging**
3b. Teachers know the content appropriate to their teaching specialty.	3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	o **Accomplished** o **Proficient** o **Developing** o **Emerging**
3d. Teachers make instruction relevant to students.	3d.1 Integrates 21st century skills and content in instruction.	o **Accomplished** o **Proficient** o **Developing** o **Emerging**
4c. Teachers use a variety of instructional methods.	4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.	o **Accomplished** o **Proficient** o **Developing** o **Emerging**
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Integrates technology with instruction to maximize students' learning.	o **Accomplished** o **Proficient** o **Developing** o **Emerging**
4e. Teachers help students develop critical-thinking and problem-solving skills.	4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	o **Accomplished** o **Proficient** o **Developing** o **Emerging**
4f. Teachers help students to work in teams and develop leadership qualities.	4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	o **Accomplished** o **Proficient** o **Developing** o **Emerging**

Standard/Element	Proficient Descriptor	Rating
Evaluation/Assessment		
1a. Teachers lead in their classrooms.	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the *North Carolina Standard Course of Study*.	o **Accomplished** o **Proficient** o **Developing** o **Emerging**
4h. Teachers use a variety of methods to assess what each student has learned.	4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	o **Accomplished** o **Proficient** o **Developing** o **Emerging**
	4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.	o **Accomplished** o **Proficient** o **Developing** o **Emerging**
5a. Teachers analyze student learning.	5a.1 Uses data to provide ideas about what can be done to improve students' learning.	o **Accomplished** o **Proficient** o **Developing** o **Emerging**
Impact on Student Learning		
1d. Teachers advocate for schools and students.	1d.1 Implements and adheres to policies and practices positively affecting students' learning	o **Accomplished** o **Proficient** o **Developing** o **Emerging**
2d. Teachers adapt their teaching for the benefit of students with special needs.	2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.	o **Accomplished** o **Proficient** o **Developing** o **Emerging**
	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.	o **Accomplished** o **Proficient** o **Developing** o **Emerging**

SIGNATURES

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

Individual	Printed Name	Signature	Date
Candidate			

Cooperating Teacher			
University Supervisor			

Comments (optional):

Summative Evaluation

EE 4

LEA/IHE Certification of Teaching Capacity

Candidate Name: _____ **School:** _____

Cooperating Teacher Name: _____ **Grade:** _____

LEA: _____ **IHE:** _____

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

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

Standard/Element	Proficient Descriptor	Rating
	2b.2 Incorporates different points of view in instruction.	☐Met ☐Not Met

Candidate initials: _____

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

Standard/Element	Proficient Descriptor	Rating
students with special needs.	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.	☐Met ☐Not Met

Candidate initials: _____

LEA/IHE Certification of Teaching Capacity

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

SIGNATURES

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

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

Policy for Student Teachers
Who Are Not Making Adequate Progress

Policy Statement

Students who are at risk of being able to successfully complete their student teaching internship will be provided with a procedural process involving support, plans for action, and a final assessment of program continuation.

Part I: Signs of problems with student teaching

- scoring below standard (emerging or developing)—candidate's performance is consistently inadequate or unacceptable and most practices require considerable improvement and supervision to fully meet "proficient" expectations (on the formative or summative assessment)

- ongoing inconsistencies in performance progression as evidenced by data from formative observations completed by the university supervisor (US) and cooperating teacher (CT)

- having difficulty following directions, adhering to NCCU standards for student teaching, and being one to constructive feedback and support

- acting in an unprofessional, a questionable, or an illegal manner in a school setting (i.e., not adhering to school, district, and state policies)

- experiencing personal problems that are overwhelming and impacting the candidate's ability to successfully and effectively complete student teaching

Part II: Steps to take once problem(s) has/have been identified

A.   Development of an Action Plan

- US and CT provide informal and formal feedback to student teacher, specifically noting areas of concern on evaluation forms.

- Both US and CT, following a one to two week period, observe the student teacher again formally to determine improvement.

- When the data indicate a lack of improvement:

  - establish an action plan focusing on only one or two specific areas/skills at a time, with benchmarks identified toward improvement,

  - provide necessary human and material resources, and

  - schedule additional informal and formal observations, as needed.

69

- If adequate improvement if not noted, request a formal observation from the program coordinator, department chair, or director of teacher education.

The following format should be used for the action plan:

Major standard, or element	Objective or proficiency descriptor	Action/ Strategy	Time Frame	Person(s) Responsible	Evidence of Completion

- The supervisor should meet with the student teacher weekly to assess progress on the action items and add new ones as indicated.

- If progress is evident, the cooperating teacher and university supervisor will continue to work with the student teacher on area(s) of concern.

- If progress is not evident for each action item, the student teacher (ST) will phase back on some teaching responsibilities to observe the CT and/or other teachers at the same grade level and/or in the same subject area.

- After the agreed phase back is completed, the student teacher will phase in part of the day teaching. If problem areas persist, an alternate plan or termination must be determined.

B. Termination of the Internship and Next Steps

- Once the decision has been made to terminate a student teaching placement, the decision must be made as to whether to allow for another placement in the next semester. The candidate must submit a written request, including a summary of the areas of concern, reflection, and initial plan for improvement prior to a second placement.

- A team will review the request, observational data, and progress on the previous action plan to determine if a second placement is warranted.

- If a second placement is warranted, a plan of action will be developed which may include research (content or pedagogy), writing lesson plans, and observing and assisting in classroom(s) to improve in the areas of concern and increase the likelihood of success during the second placement.

- If a second placement is made, the university supervisor will monitor the student teacher frequently, especially the beginning of the internship.

- If a second placement is not recommended based on the observational data and progress on the previous action plan, the department chair and program coordinator will meet with the student teacher to discuss new career or degree paths that the candidate may wish to pursue.