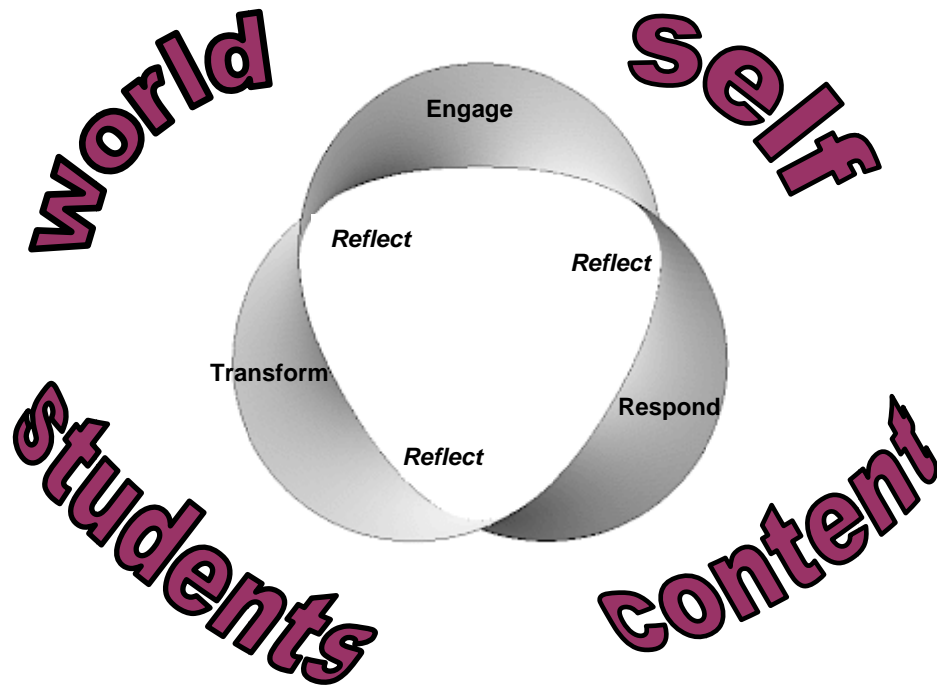


Lenoir-Rhyne University
School of Education

Student Teaching Handbook

EDU 440, 441, 442, SED 480

Spring, 2010



Reflective Practitioners intentionally engage in transformative cycles of learning about themselves, their content, their students, and the world.

Revised 11/09

QUICK REFERENCE GUIDE/FREQUENTLY ASKED QUESTIONS

1. What calendar does the student teacher follow—the university or the public school?

Answer: Student teachers follow the public school calendar once they begin their full time student teaching placement up until university classes end for that semester. Thus, student teachers report full time in January when public schools reopen, and student teachers are expected to take the holidays or breaks that the assigned public schools do, not the university. Also student teachers shall report daily at the time regular classroom teachers report and should stay the expected amount of time regular classroom teachers do, including participation in regular non-teaching duties. See page 11-14 in this handbook for more information on schedules, including convocation attendance and other attendance issues.

2. When should student teachers “pick up” or begin teaching classes? What is the time requirement for student teaching?

Answer: Student teachers should gradually assume teaching responsibilities during the initial weeks. The sequence varies depending on the level and number of placements the student teacher has, as well as his/her readiness to assume teaching responsibilities. A suggested sequence for various programs is found on pages 21-25 of this handbook. Overall, the full time student teaching experience consists of a minimum of 15 weeks of observing, assisting, and teaching with at least five full-time continuous weeks of full responsibility for teaching for those student teachers with one student teaching placement and three full-time weeks at each placement for those with dual student teaching placements.

3. Can a student teacher “substitute” teach?

Answer: Yes, a student teacher may substitute for their cooperating teacher up to 3 days during the 15-week student teaching period, but not for pay and not outside the school or classroom in which they have been placed (See p.13 for more information on substitute teaching.).

4. What are the requirements for lesson planning?

Answer: Student teachers should submit to their cooperating teacher and university supervisor a completed “weekly student teaching schedule” (see p. 36 for a sample form) and submit completed drafts of lesson plans (see p. 35 for the format) no later than 5 p.m. of the Friday of the week prior to the teaching of those plans or earlier as required by university supervisor. Hard copies of the final lesson plans should be kept in a notebook set up by the student teacher that can be accessed by the university supervisor when he/she arrives at the school for observations.

5. How often are student teachers observed and evaluated?

Answer: University supervisors conduct a minimum of three formal observations with written feedback provided to the student teacher following the observation. Additionally student teachers receive a midpoint evaluation and a final evaluation from both their cooperating teacher and their university supervisor (sample forms are included in this handbook). More information about student teacher supervision and evaluation can be found on page 25-26.

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Introduction

To the Candidate

Congratulations on reaching this point in your professional development as a future educator. Over the next semester, you will be assuming the full responsibilities of the teacher. This responsibility should not be taken lightly. You have a duty to your host school to educate your students to the very best of your ability. You have a duty to the parents of your students as well. They will be entrusting their children to your care and expertise each and every day—that also should be taken seriously. Respond to and support your students as you would want someone to respond to and support you and/or your own children. This student teaching semester is your opportunity to synthesize all you have learned so that you may demonstrate that you are a reflective teacher-leader who is knowledgeable, respectful, caring, and who responds to diversity positively.

To the Cooperating Classroom Teacher

The student teaching semester is perhaps both the most rewarding and the most challenging experience of the teacher education candidate's professional preparation. It is the most crucial step in the candidate's induction into the profession. Your support of the student teacher during this experience is essential for all involved. We are appreciative for your commitment to the development of a future colleague. We hope you will enjoy this experience and encourage you to contact the Field Experience Coordinator at any time with any questions or concerns. We know your focus is on the successful education of your students. That is our concern as well. Together, we can ensure that all will benefit during the time you will be sponsoring a student teacher. Please accept our thanks for your dedication and interest in our candidates and the Teacher Education Program at Lenoir-Rhyne University. At the close of the student teaching semester, you should receive a stipend and a Lenoir-Rhyne tuition voucher valid for one course.

About this Handbook

This handbook has been prepared to provide a guide to the student teacher and cooperating classroom teacher as to the roles and responsibilities of those involved in the internship and student teaching experiences. There is a description of the assignments required and a suggested outline for assuming and releasing duties during the full-time student teaching semester. There is also a description of the evaluation processes to be used. **All parties--the student teacher, the cooperating classroom teacher, and the university supervisor--should familiarize themselves with this handbook.** If we can provide any additional support, please do not hesitate to contact the Field Placement Coordinator, Prof. Angela Vandett, at 828-267-3450 or angela.vandett@lr.edu.

Teacher Education at Lenoir-Rhyne University

Philosophy and Purpose of the Senior Year Experience

The senior year fall and spring student teaching experiences are integral parts of the program of teacher education. This culminating field-based experience provides an opportunity for the prospective teacher to develop his/her own unique style of teaching. A candidate's teaching style develops through his or her own personal characteristics, cultural background, educational philosophy, professional personality, observations and interactions in the field, and application of methods learned in classes. Teaching style is refined during the extended practice of school-based teaching. We recognize that conscientious and capable public school cooperating classroom teachers are essential to the success of the culminating student teaching experience.

The teacher preparation program at Lenoir-Rhyne recognizes that schools are complex places. In order to prepare future professionals who can function in such schools, it is essential that teacher candidates

- consider the technical nature of teaching,
- analyze outcomes of their professional actions, and
- reflect upon the moral and ethical impact of teaching in today's society.

Reflective teacher candidates at Lenoir-Rhyne will develop a better sense of themselves so they become empowered not just to accept ideas handed to them, but also to think through why an approach is appropriate and to anticipate, document, and analyze effects upon students. Teacher education candidates from Lenoir-Rhyne will participate in the school culture as they develop partnerships with students, other teachers, counselors, parents, administrators, and the community.

Upon successful completion of the general liberal arts requirements for all Lenoir-Rhyne students, young men and women enter the specialized curriculum of their major fields. Teacher candidates first complete courses in the education core, then courses in their chosen area of certification, and in the senior year, take specialty studies methods courses as they begin their internship experience that leads to the culminating 15-week experience of student teaching.

Throughout the teacher candidate's experience in the education program at Lenoir-Rhyne, the conceptual framework of the **reflective practitioner** is discussed as candidates plan and deliver mock lessons and oral presentations and complete field experiences. Effective teaching involves a series of reflections and decisions based upon research, creative and conscientious practice, and ongoing data-based modifications. These decisions involve planning, instruction, classroom management, and meeting diverse student needs.

The student teacher-practitioner has the opportunity during the senior student teaching experience to

- reflect while teaching
- address student motivation
- modify instruction if students do not comprehend

This practicum is an opportunity for candidates to synthesize what they have learned with how they teach and reflect on the experience. The coordination of the fall internship and spring student teaching throughout the senior year in carefully selected settings with experienced mentor teachers allows for collegial dialogue and reflection in a guided professional experience.

The transition from student to teacher should be gradual and individualized. The student teacher should be given adequate opportunity to assist before being expected to do significant hours of actual teaching. When the student begins to teach, he or she should be given needed guidance and supervision by both the cooperating teacher and the university supervisor. **(For Teacher Education candidates, lesson plans should be studied and approved by the cooperating classroom teacher, and evaluative conferences should be conducted as frequently as necessary to help student teachers grow and to reassure them that they are succeeding.)**

- *During the full-time 15-week experience, the student teacher will carry the entire teaching load of the cooperating classroom teacher for at least **five** full weeks.*
- *In programs where the candidate has two placements, the student teacher should carry the entire teaching load of the cooperating classroom teacher for at least **three** full weeks in one placement and **five** full weeks in the other placement. The sequence of the placements is determined by the student teacher, the cooperating teachers, and the university supervisor collaboratively.*
- *We strongly suggest that this experience be deferred until all concerned are confident that it will be worthwhile for both student teachers and students.*

We believe that the basic purpose of the public school is the best possible education of each child. The student teacher, given guidance and encouragement, should add to the educational opportunity of public school students by exposing them to different points of view, youthful enthusiasm, and an attitude of discovery toward the teaching-learning process. Student teachers should never attempt to replace or compete with the cooperating classroom teacher, but should collaborate and apprentice as a professional alongside the mature guidance of the experienced classroom teacher. In those rare instances where the best interests of the students are not being served by the presence of the student teacher, the Lenoir Rhyne School of Education will act to improve the situation by formulating action plans, or if necessary, remove the student teacher from the classroom.

What should Lenoir-Rhyne student teachers know and be able to do?

Mission statement: *We believe that Reflective Practitioners intentionally engage in transformative cycles of learning about themselves, their content, their students, and the world. To that end, individuals who complete the Teacher Education program at Lenoir-Rhyne are respectful and caring teacher/leaders who know the content of their chosen specialization, know how to teach effectively, are successful with a diverse population of learners, and are reflective about the immediate and long-term consequences of their practice.*

Specific Competencies of Lenoir-Rhyne student teachers/student teachers:

- **know their content:**
 - have a broad knowledge base appropriate for their field
 - apply field-specific concepts and tools to their practice
 - understand ways their field-specific content connects to the broader school curriculum
- **possess professional knowledge and skills:**
 - understand how learning and change take place
 - use a variety of methods to facilitate learning and change
 - plan to meet student needs
 - use a variety of assessment approaches to inform practice appropriately
 - communicate effectively with all constituents
 - enhance practice with appropriate use of technology
 - create a context for learning that is supportive and inclusive
 - promote teamwork, cooperation, and leadership
 - align classroom instruction to the required curriculum in a student-centered manner
 - instill and model a love for life-long learning and development
 - use inquiry to promote critical thinking and problem-solving
- **appreciate diversity:**
 - demonstrate the belief that all students can learn and be successful through accommodating for individual needs in society
 - demonstrate their belief that diversity in the classroom, school, and society is a strength
 - know, respect, and utilize the influence race, ethnicity, gender, religion and other aspects of culture have on a child's development and learning
 - work collaboratively with families, public school personnel, and community resource personnel to enhance student success
- **be leaders:**
 - advocate for and/or with students, families, and the profession
 - demonstrate high ethical standards of professional practice
 - function effectively within an ever-changing environment
 - demonstrate self-knowledge, self-advocacy, and continued professional and personal development
 - realize there are strengths in diverse types of leaders
- **be reflective:**
 - analyze and evaluate the results of their practice
 - use research to inform practice
 - conduct research to expand their knowledge base and improve practice
 - construct and articulate rationale for what is done in practice and why
- **be respectful and caring:**
 - show an interest in students' development and life
 - be responsive to students and families
 - promote dignity of students and families
 - express pride in student efforts
 - build self-confidence and a positive self-concept

LRU TEACHER CANDIDATE COMPETENCIES	NC STANDARDS FOR PROFESSIONAL EDUCATORS
<p><u>KNOW CONTENT</u></p> <ul style="list-style-type: none"> • have broad knowledge base appropriate for field • apply field-specific concepts and tools to practice • understand ways their field-specific content connects to the broader school curriculum 	<p>Core Standard 1: Teachers know the content they teach</p>
<p><u>POSSESS PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE AND SKILLS</u></p> <ul style="list-style-type: none"> • understand how learning and change take place • use a variety of methods to facilitate learning and change • plan to meet student needs using a variety of assessment approaches to inform practice appropriately • communicate effectively with all constituents • enhance practice with appropriate use of technology • create a context for learning that is supportive and inclusive • promote teamwork, cooperation, and leadership • align classroom instruction to the required curriculum in a student-centered manner • instill and model a love for life-long learning and development • use inquiry to promote critical thinking and problem-solving 	<p>Core Standard 2: Teachers know how to teach students.</p>
<p><u>APPRECIATE DIVERSITY</u></p> <ul style="list-style-type: none"> • demonstrate belief that all students can learn and be successful through accommodating for individual needs • demonstrate their belief that diversity in the classroom, school and society is a strength • work collaboratively with families, public school personnel, and community resource personnel to enhance student success. 	<p>Core Standard 3: Teachers are successful in teaching a diverse population of students</p>
<p><u>BECOME TEACHER-LEADERS</u></p> <ul style="list-style-type: none"> • advocate for and/or with students, families, and the profession • demonstrate high ethical standards of professional practice • function effectively within an ever changing environment • demonstrate self-knowledge, self-advocacy, and continued professional and personal development • realize there are strengths in diverse types of leaders 	<p>Standards 3,4 & 5: Teachers are successful in teaching a diverse population of students; Teachers are leaders; Teachers are reflective about their practice.</p> <p>Standards 3, 4 & 5: Teachers are successful in teaching a diverse population of students; Teachers are leaders; Teachers are reflective about their practice.</p>

<p><u>BECOME REFLECTIVE</u></p> <ul style="list-style-type: none"> • analyze and evaluate the results of their practice • use research to inform practice • conduct research to expand knowledge base and improve practice • construct and articulate rationale for what is done in practice and why 	<p>Standard 5: Teachers are reflective about their practice.</p>
<p><u>BECOME RESPECTFUL AND CARING</u></p> <ul style="list-style-type: none"> • show an interest in students' development and life • be responsive to students and families • promote dignity of students and families • express pride in student efforts • build self-confidence and a positive self-concept in students 	<p>Standards 3, 4, 6: Teachers are successful in teaching a diverse population</p> <p>Teachers are leaders</p> <p>Teachers respect and care about students.</p>

Teacher Education Programs of Study

In order to develop reflective practitioners who know their content, know how to teach are successful with a diverse population, are leaders, are reflective about their practice for effective change, and are respectful and caring, Lenoir-Rhyne candidates complete a solid liberal arts core in their undergraduate program. To this content knowledge base, candidates add professional studies common to all teacher education programs, and then finally, specialty studies unique to the area of licensure.

Lenoir-Rhyne University offers the following teacher education programs leading to the Standard Professional I License granted by the North Carolina Department of Public Instruction:

Birth-Kindergarten (B-K)

Elementary Education/Special Ed (K-6)

Middle Grades Education (6-9): With concentrations in Language Arts, Mathematics, Science, Social Studies

Secondary Education (9-12): Biology, English, Mathematics, Science, Social Studies

Special Subject Areas: Deaf-and-Hard-of-Hearing Education, English-as-a-Second Language, Music, Physical Education, Spanish

Lenoir-Rhyne University also offers graduate programs leading to the advanced licensure granted by the North Carolina Department of Public Instruction in:

Birth-Kindergarten (B-K)

School Counseling

Policies for Admission and Continuation

Admission to the Teacher Education Program

- Admission to Lenoir-Rhyne University as a freshman or transfer student does not guarantee admission to the Teacher Education Program.
 - The Teacher Education Council admits candidates to the Teacher Education Program near the end of the sophomore year.
 - Admission to the Teacher Education Program requires a minimum 2.5 cumulative GPA.
 - Passing scores on the standardized PRAXIS I, SAT, or ACT tests of reading, writing, and math are also required, unless the candidate is a post-baccalaureate with a cumulative 3.0 GPA or higher.
 - Completion of a certified background check

- Admission to Teacher Education **does not** guarantee admission to student teaching.
 - In the middle of the junior year, the Teacher Education Council admits candidates to student teaching.
 - This admission point requires maintenance of the cumulative 2.5 GPA.
 - A minimum grade of C- is required in all education and licensure area courses. Candidates must have completed the majority of their professional and specialty studies courses as well as content courses in the area of licensure before student teaching.
 - Completion of a certified background check if one has not been completed within 6 months of the time of application to student teaching.
 - Successful completion of an interview with a team of teacher education and arts and science faculty and public school partners that includes a review of the candidate's developing professional portfolio is the final piece in admission to student teaching.

- Completion of student teaching **does not** guarantee recommendation for licensure as a teacher in the state of North Carolina.
 - At the end of student teaching, the cooperating classroom teacher and building level principal or his/her designee must certify that the student teaching experience has been successful.
 - The candidate must have maintained the cumulative 2.5 GPA.
 - The candidate must pass required PRAXIS II tests in the area(s) of licensure.
 - The Director of Teacher Education must recommend the candidate for licensure, which certifies that the candidate has satisfactorily completed an approved teacher education program, passed all required tests, completed the required E-portfolio with the technology product of learning, and has satisfactorily completed student teaching.
 - Candidates must pay the appropriate licensure fee.

Legal Issues

The Public School Laws of North Carolina provide:

115C-309

- (a) **Student Teacher and Student Teaching Defined-** A student teacher is any student enrolled in an institution of higher education approved by the State Board of Education for the preparation of teachers who is jointly assigned by that institution and a county or city board of education to student teach under the direction and supervision of a regularly employed certified teacher. Student teaching may include those duties granted to a teacher by G.S. 115C-307 and 115C-390 and any other part of the school program for which either the cooperating 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.

Key Personnel Addressed in this Document:

Candidate/Student teacher/Student Teacher—refers to the senior education major who is enrolled in one of the part-time student teaching courses during one semester and full-time Student Teaching courses during the following semester.

Cooperating Classroom Teacher – refers to the public school classroom teacher who is supervising the candidate in the public school classroom, serving as a role model, and actively teaching in the public school system.

Lenoir-Rhyne University Supervisor—refers to the faculty member from Lenoir-Rhyne University who has the responsibility to oversee and guide the internship and student teaching experiences and has final responsibility for the candidate's grade in the internship and student teaching courses.

The Senior Year Experience

Purpose of the Part Time Student Teaching Semester Courses

The purpose of EDU 430, 431, and 432 (education internship courses) is to offer prospective teachers the opportunity of an extended placement in the public school setting. It is expected that the student teacher has developed a good self-awareness by this point in the program. Study of the liberal arts core is necessary in developing self-knowledge and should be nearly complete by this point. Applying information gained through their completed preliminary education courses and applying new information learned in the methods courses that are taken along with this internship, student teachers begin to develop and polish their professional knowledge.

Purpose for the Full-time Semester Courses

In the full-time student teaching semester, the candidate enrolls in student teaching and student teaching seminar. The seminar course is a 2-hour course that meets one afternoon per week on the Lenoir-Rhyne University campus in order to ensure regular support and contact with university faculty and to provide a support network for the student teachers. This course is designed to allow the teacher candidates to visit strategies and instructional approaches with “new eyes” as they are beginning to engage in student teaching. Topics covered throughout the candidates’ career at Lenoir-Rhyne are cycled back to facilitate teacher candidates’ synthesis of professional knowledge and skill.

Expectations for Attendance

Candidates are expected to be in their student teaching placement for the entire full-time student teaching semester, all day, every day, from the first day of classes in the public schools until the last day of university classes. Student athletes are expected to place student teaching first throughout this semester and to work with their coaches to make this possible. Both the student teaching experience and the seminar are designed to provide a supportive environment in which candidates might try out their developing knowledge and skill with learners.

Upon successful completion of EDU 430, 431, or 432 during the part-time student teaching semester and EDU 440, 441, 442, or SED 480 during the full-time student teaching semester, education student teachers will have spent an entire year working under the direction of one or two experienced cooperating classroom teacher(s).

It is during this full year that student teachers engage in more complex role-taking experiences as they utilize decision-making skills based upon their personal and professional knowledge as they further experience the reflective approach to teaching. The coordination of experiences allows the candidate to spend the time during student teaching making the most of the guided teaching experience.

General Policies for the Senior Year Experience

I. Placement

- Placement is a joint responsibility of the School of Education at Lenoir-Rhyne and the public school official designated by the superintendent.
- Student teachers are placed in schools accredited by the NC State Department of Public Instruction and, preferably, SACS CASI as well.
- Student teachers are placed within a thirty miles radius from the university unless unique circumstances apply.
- Student teachers are not ordinarily placed:
 - in schools they have attended during the last 5 years.
 - under teachers who have previously taught them.
 - in schools where close relatives are faculty, administrative staff, or students.
- Cooperating classroom teachers shall have a minimum of an "A" or initial license and three years teaching experience in their current teaching field. In addition, they should have at least one year in their current teaching position.

II. Supervision

- During **the full-time student teaching semester, the university supervisor visits each student teacher and conducts a minimum of three formal observations** (i.e., full lesson followed by a post observation conference and a pre-observation conference if possible). Additional mandatory visits include an orientation visit and a final evaluation conference with the cooperating classroom teacher, the student teacher, and the principal, if available.
- The university supervisor's initial visit in the part-time student teaching internship and full-time student teaching semesters shall include conferences with the principal, the cooperating classroom teacher, and the student teacher. Subsequent visits shall include conferences with any or all of the above as needed.
- On campus group or individual conferences with student teachers may be scheduled at the discretion of the university supervisor in addition to weekly seminar class meetings.

III. Evaluation

- Awarding of a grade for the full-time student teaching is the responsibility of the university supervisor and is tempered by the written evaluation of the cooperating classroom teacher, other public school officials, and reports of the student teacher.
- Student teaching program evaluation is the responsibility of all concerned. Written or oral evaluations are welcomed from university supervisors, cooperating classroom teachers, school administrators, and student teachers.
- Candidates will evaluate the Teacher Education Program at the end of the "senior year experience."
- The cooperating classroom teacher and the university supervisor will also be invited to submit a written evaluation of the full-time student teaching experience.

IV. Duration

- The **full-time student teaching experience** shall consist of a minimum of 15 weeks of observing, assisting, and teaching for Birth-Kindergarten, Elementary, Middle Grades, Secondary, and K-12 candidates, with at least five full-time continuous weeks of full responsibility for teaching. This means carrying the full load of classes and assuming all record-keeping duties of the host teacher.
- **Candidates with dual placements** split their semester between their two placements by spending five weeks in one placement and 10 weeks in the other placement. The student teacher should carry the entire teaching load of the cooperating classroom teacher for at least **three** full weeks in one placement and **five** full weeks in the other placement. The sequence of the placements is determined by the student teacher, the cooperating teachers, and the university supervisor collaboratively.
- In the full-time teaching semester, student teachers shall maintain the same schedule as regular classroom teachers (arrival and departure time). Exceptions to this regulation are customarily not allowed and **must be approved in advance by the university supervisor and the cooperating classroom teacher**.
- The student teacher is expected to be in his/her assigned placement all work days **whether the cooperating classroom teacher is in attendance or not**.
- Student teachers **follow the host school calendar**. The host school determines holidays, inclement weather days, and workdays. The student teacher is expected to participate in all workdays and to make up inclement weather days however the host school calendar dictates.

V. Substitute Teaching

- During the 15-week student teaching period, student teachers may not substitute for pay. Student teachers may substitute for their cooperating teacher (not in other schools or in other classrooms) for a total of 3 days during the 15-week student teaching period. After the 15-week student teaching period, the student teacher may substitute for pay provided they meet the local requirements for substitute teachers.

VI. Attendance

Student teachers are expected to attend school in their assigned placements each day as required in the host school calendar.

All absences are expected to be made up before the student teaching experience is completed. The university supervisor should be notified of how absences are being made up.

- On-campus or off-campus required events (i.e. L-R Job Fair, Honors Convocation, or designated professional conferences) may be attended without penalty, but student teachers must give appropriate and sufficient notification to the cooperating classroom teacher and principal of their cooperating school. **Teacher candidates are expected to attend the required L-R convocations just like any other day student at Lenoir-Rhyne University. Student teachers may need to plan ahead to meet this requirement. Student teachers may not skip student teaching days to meet the convocation requirement.**

If, student teachers are going to miss a day of student teaching, they must:

- notify the cooperating classroom teacher in a timely manner,
- notify the university supervisor in a timely manner,
- notify the school principal in a timely manner, and
- provide lesson plans for the cooperating classroom teacher in a timely manner prior to the absence.

VII. Observations

Observations at the end of student teaching in classrooms other than the assigned school must be arranged through the teacher candidates' assigned placement principal on the school site or the L-R Director of Teacher Education.

- Prior to the observation, student teachers must develop a written observation plan to be approved by the university supervisor.
- Following the observation, student teachers must submit a reflection describing the accomplishment of observation objectives and lessons learned from the experience.

VIII. TaskStream

- Lenoir-Rhyne teacher education candidates compile paperless electronic evidences. Using the specially designed TaskStream system, student teachers build and maintain these electronic portfolios online throughout their professional program of study. Student teachers enrolled in the Educational Field Experiences EDU 430, 431, 432 and in Student Teaching EDU 440, 441, 442, SED 480 are expected to add significant evidence of their work and experience to their Professional Student Teaching Portfolios. Training and guidance will be provided to support the student in this task.
- TaskStream is subscription-based and all student teachers who are student teaching during this academic year must enroll in TaskStream. Students may enroll online using a credit card by going to <http://www.taskstream.com/pub/enroll/>.

XI. Technology (Personal Electronic Devices)

- Lenoir-Rhyne teacher education candidates should follow professional behavior relating to all personal electronic devices. Student teachers must keep cell phones turned off or on silent mode. Student teachers may not text message or use any personal electronic device of any kind in a classroom or school. Emergency situations should be discussed with the cooperating classroom teacher.
- Special consideration should be taken in the use of personal information published to any electronic website such as MySpace, Facebook, or other site. Inappropriate publications could affect the professional standing of a student teacher.

X. Demeanor

- Lenoir-Rhyne University teacher education candidates should consider that their conduct on and off university grounds reflects their university, their family, and their profession. Appropriate conduct is expected of all teacher education students on and off campus, during the week, as well as weekends and holidays.

XI. Background Check

- Lenoir-Rhyne Education students working in public school placements must submit electronically a certified background check to the Director of Teacher Education via the organization Certified Background. Com (www.certifiedbackground.org). Use the Package code of EO50. This check must be completed prior to a placement in a school. All background checks must have been completed within 12 months of your placement. Background checks older than 12 months are no longer valid; a new check must be completed.

XII. PRAXIS II

- Student teachers in all licensure program areas are required to take the PRAXIS II specialty area examination(s) specified by the university for their content area(s) as part of licensure program completion.

Roles and Responsibilities for Personnel

- Student teaching is the most relevant experience in teacher education because it is the final step in role-taking: taking on the role of teacher in the act of educating students. Student teaching is a full-time responsibility. Student teachers are expected to focus their full energies on this experience, just as the licensed teacher would. **Therefore, employment during the weekdays of the student teaching semester is highly discouraged. Taking courses beyond the required co-requisite of the student teaching seminar is also highly discouraged.**
- **Student athletes must also prioritize student teaching by working their athletic participation around student teaching.** Student athletes are encouraged to work with their coaches so they may arrange arriving at practices late in order to allow the appropriate focus on the student teaching experience. Parent conferences and team planning often occur after the school day. Student athletes are expected to maintain the same work hours as licensed teachers are each day.

Role and Responsibility of the Student Teacher

Dispositions

The student teaching experience is designed to help the student teacher bridge that gap between the experience of being a student and that of being a teacher. Since the entire experience is focused on the student teacher, he/she has a special role to play in the process. Among the things expected of him/her are the following:

1. Placing school duties and responsibilities ahead of personal wishes and accepting all duties assigned him/her.
2. Striving to exemplify the attitudes and actions of a teacher rather than those of a student.
3. Conforming to school regulations and policies and to local standards of behavior (including criminal record, university conduct and academic integrity records).
4. Reporting for all school appointments and duties on schedule.
5. Planning all work and submitting plans to the cooperating classroom teacher 24 hours prior to the teaching of a class, or as requested.
6. Safeguarding all personal and confidential information concerning his/her students and using it only for professional purposes.
7. Refraining from making unfavorable remarks about his/her university program, chosen profession, cooperating school, and the community (includes verbal remarks, as well as written correspondence, or online postings).
8. Having an appreciative attitude toward all services rendered in his/her behalf.
9. Dressing appropriately and in keeping with faculty standards.
10. Endeavoring continuously to discover and correct shortcomings.
11. Avoiding all partiality and favoritism toward his/her students.
12. Striving for personal and professional growth through continued study and effort.
13. Maintain the standards of the NC Code of Ethics for Educators and the Code of Professional Conduct for NC Educators (see appendices)

Role and Responsibility of the Cooperating Classroom Teacher

A cooperating classroom teacher is defined as any instructional staff member who has direct responsibility for a university or university student who has been assigned to the school system for student teaching. One individual may hold this responsibility, or two or more staff members may share it. A cooperating classroom teacher is directly responsible to the principal of the school in which student teaching is provided. The primary responsibilities of the cooperating classroom teacher include:

1. Providing orientation for the student teacher concerning the specific opportunities offered and responsibilities required by the student teaching assignment. This orientation shall include introducing them to the other staff members and with the school and community, and providing knowledge about:
 - a. the school's policies, procedures, and philosophy
 - b. the organization and administration of the instructional program
 - c. the specific students with whom the student teacher will work.
2. Ensuring that the student teacher experiences a breadth and depth of involvement commensurate with one's ability and training, the nature of the assignment, the resources of the situation, and the welfare of students in the school system.
3. Demonstrating a high quality of planning, organization, methodology, and professionalism.
4. Promoting the professional growth of the student teacher through encouragement, counsel, and suggestion, delegation of teaching responsibilities, and continuous evaluation of the candidate's student teaching activities.
5. Working in close cooperation with the university supervisor.
6. Completing written formal evaluations of the student teacher. These evaluations will be kept on file by the university.
7. Signing the North Carolina Local Education Agency Evaluation of Student Teaching/Interning Performance form.
8. Suggestions for the cooperating classroom teacher:
 - Help the student teacher develop a professional attitude toward all roles of the teacher. Establish good rapport with the student teacher. Gain the student teacher's confidence and respect; evaluate constructively and with empathy; let the student teacher know that all of us have made mistakes and are still trying to improve

- Introduce the student teacher to colleagues, parents, and students as another teacher who is going to work with the students during this period of time.
- Encourage students to display courtesy, cooperation, and appreciation toward their student teacher.
- Observe and review the strengths and weaknesses of the student teacher, never just the weaknesses. Emphasize strengths and successes during the early phase of student teaching. Be honest and frank, and never leave the student teacher in doubt as to how one is getting along.
- Encourage the student teacher to develop his/her own style of teaching and management rather than imposing your own upon the student teacher.
- Maintain an open mind toward the student teacher's suggestions and act on those that appear to be promising.
- Provide a work area commensurate with the classroom teacher (i.e., desk and other professional requirements).
- Give the student teacher increased responsibilities, as they are ready to accept additional roles and duties.
- Model a variety of procedures and methods to increase skill in teaching, and to show the many roles of the teacher.
- Support the student teacher in his/her efforts to solve teaching, professional, and related personal problems.
- Allow the student teacher to plan all matters of routine management.
- Help the student teacher recognize evaluation as the chief means of professional growth and improvement.
- Emphasize strengths and successes during the early phase of student teaching.
- Document concerns with detail. (Progress reports and records can be used advantageously; trusting your memory for details is dangerous.)
- Make evaluations comprehensive—do not let a single factor (such as personality, effort, or scholastic record) overly influence your final judgment.
- Give the student teacher both written and oral evaluations.
- Help the student teacher to gain confidence in teacher-parent conferences through participation in such conferences.

Role and Responsibility of the University Supervisor

The university supervisor has a crucial responsibility in the success of the student teaching experience. As the liaison between the teacher preparation program and the public school, the university supervisor facilitates the transition of the student teacher from “student” to “teacher.” If the resources of both the university and the public schools are to be utilized most effectively in this transition, there must be a thorough understanding of the unique role and contribution each can make in the education of teachers. Among the responsibilities of the university supervisor are the following:

- Consistently adhering to the policies and regulations for student teaching as specified in this handbook.
- Working in close cooperation with the cooperating classroom teacher.
- Providing the necessary orientation to prospective cooperating classroom teachers concerning the responsibilities of supervision of student teachers.
- Acquainting oneself with the school programs and the instructional personnel of the schools in which one will supervise.
- Acting as liaison person between the school and the university.
- Acquainting oneself with the qualifications - personal, social, and educational - of the student teachers one will supervise.
- Participating in orientation meetings for student teachers prior to the beginning of student teaching.
- Counseling with individual student teachers concerning personal and professional concerns.
- Participating with the student teacher, cooperating classroom teacher, and principal when appropriate in planning the individual student teacher's program and schedule.
- Visiting and observing in the cooperating schools and holding individual and joint conferences about the student teacher's progress.
- Assisting in arranging for resource persons to consult with special instructional problems when possible.
- Participating in the final student teacher conference to help student teachers generalize from the student teaching experience.
- Collecting and interpreting all evaluative information in collaboration with the principal, cooperating classroom teacher, and student teacher to arrive at a final report or grade for student teachers.

- Assisting the Field Experience Coordinator in providing professional developmental opportunities for cooperating classroom teachers.
- Assisting in the continuous evaluation and revision of the student teaching program.
- Participating in the student teacher seminar as needed.
- Visiting each student under his/her supervision and **conducting a minimum of three (3) formal observations** (i.e., full lesson followed by a post conference and a pre-observation conference if possible.) Additional mandatory visits include an orientation visit and a final evaluation conference with the cooperating classroom teacher, the student teacher, and the principal, if available. (These observations in addition to the two of the cooperating teacher shall be used for assessment of the student teaching experience.)

Role and Responsibility of the School Administrator

The building level administrator supports the student teaching program by:

- Helping to select competent cooperating classroom teachers.
- Protecting the student teacher against exploitation.
- Orienting the student teacher at work and helping in the evaluation of progress.
- Making the student teacher's experience as meaningful as possible using whatever means are available and expedient.
- Signing the North Carolina Local Education Agency Evaluation of Student Teaching/Internship Performance as designee of superintendent.

Role and Responsibility of the Field Experience Coordinator

The Field Experience Coordinator has the responsibility for coordinating field experience and student teacher placements. Among the responsibilities of the Field Experience Coordinator:

- Acquainting oneself with the qualifications - personal, social, and educational - of the student teachers prior to placement by reading references, evaluations and other credentials.
- Acquainting oneself with the school programs and the instructional personnel of the schools in which candidates will be placed.
- Working with public school administrators and supervisory personnel in the selection of cooperating classroom teachers and placement of student teachers.
- Planning/implementing in-service programs for cooperating classroom teachers.
- Managing the field experiences component of all education courses at the university.
- Notifying student teachers of their placements and any subsequent changes in placements.
- Providing pertinent information concerning student teachers to the school principal and cooperating classroom teachers.

Role and Responsibility of the Director of Teacher Education

Among the responsibilities of the Director of Teacher Education are the following:

- Submitting the names of qualified candidates to the Teacher Education Council for admission to student teaching.
- Acquainting oneself with the qualifications – personal, social, and educational – of all student teachers prior to placement.
- Supporting the work of the Field Placement Coordinator in the placement of student teachers.
- Keeping current on changes in licensure requirements in the state.
- Compiling all required paperwork for licensure and signing the final recommendation for the student teacher to become licensed in the state of North Carolina.

Role and Responsibility of Other Key Personnel

The teacher preparation team is by no means limited to university faculty, the public school cooperating classroom teacher, and the student teacher. Various special subject teachers, supervisors, the school principal, the supervisor of instruction, and the superintendent all have definite, though somewhat limited, roles to perform.

Special Subject Teachers or Supervisors

The Special Subject Teacher or Supervisor assists in the student teaching program by:

- Helping the student teacher become familiar with the subject, and its methods and materials.
- Encouraging the student teacher to develop channels of communication and cooperation with special teachers.
- Conferring with the student teacher about those students with special abilities or disabilities in the area of specialization or enlist the services of the Exceptional Children's Coordinator in the school for conferences.

LEA Supervisor of Instruction/Coordinator

The Supervisor of Instruction/Coordinator assists in the student teaching program by:

- Helping in the selection of competent cooperating classroom teachers.
- Serving as a resource person to help cope with special instructional problems.
- Observing the student teacher at work when circumstances permit.
- Helping cooperating classroom teachers and university supervisors evaluate the overall student teaching program.

Superintendent or his/her designee

The Superintendent assists in the student teaching program by:

- Cooperating with the university in the location of schools and cooperating classroom teachers.
- Encouraging personnel in the administrative unit to participate in the student teaching program.

NOTE: New North Carolina Teacher and Teacher Candidate evaluation instruments and requirements (observation tools, exit evaluation forms, etc.) were recently adopted by the NC State Board of Education and will be in use at Lenoir-Rhyne University no later than the Fall semester of 2010;

Whenever possible, student teachers/interns during the spring 2010 semester should be introduced to these new instruments and evaluations that will be used to evaluate new teachers. This information can be secured from appropriate school district personnel, cooperating teachers, supervisors, and/or university student teaching seminar instructors. Training materials (including a handbook for teachers) are available at <http://www.ncpublicschools.org/profdev/training/>

Activities/Assignments

In order to fulfill the course requirements, student teachers are expected

- (a) to have substantial contact with school-related activities and participation in a variety of these activities and
- (b) to reflect on these activities, observations, interviews, and teaching experiences.

Assignments are specified in this Handbook with directions/guidance for each. These assignments may be amended as needed by the university supervisor, but may include observations, professional discourses, lesson presentations as well as reflections, or other activities.

- **Full time student teachers must maintain a notebook of lesson plans available to the cooperating teacher and university supervisor. Student teachers are expected to submit lesson plan drafts and final schedules signed by the cooperating teacher no later than 5 p.m. of the Friday of the week prior to the teaching of those plans or earlier as required by the university supervisor.**
- **Full time student teachers also complete a Summative Assessment Project (student teaching e-portfolio) as part of the concurrent seminar class in which they are enrolled during the 15-week student teaching semester. Additional or substitute assignments are at the discretion of the university supervisor and cooperating teacher.**

Sequencing the Student Teaching Experience

By the time student teachers begin their full-time student teaching semester, they have already spent a full semester observing and assisting in the student teaching placement. For this reason, student teachers should be ready to assume responsibilities more quickly. The following sequence is suggested for assuming responsibility during the student teaching semester:

Suggested Sequence for Assuming and Releasing Duties During the Full-time Student Teaching Semester (EDU 440, 441, 442, SED 480)

Week	Birth-Kindergarten	Elementary	Middle Grades	Secondary/K-12	Deaf Education
1&2	Begin in placement one with team teaching during week one. In week two, pick up planning and teaching for two activities in the day. Begin record keeping duties of taking attendance, recording anecdotal notes, accumulating portfolio documentation, tracking parent contacts, and attending any IEP meetings.	Assist the cooperating classroom teacher fully during weeks one and two. Monitor seat work and center activities. Check homework and assist with filing of work throughout the day. Begin taking attendance, recording grades, and tracking parent contacts. Escort children to lunch, playground, and special classes. Plan lessons for the whole week for one subject (math, for example) for week two.	Week one, team teach in all classes for one subject area while observing in the second subject area. Beginning with week two, team teach in the second subject area in all classes as well. In concert with the cooperating classroom teacher, plan and implement brief lessons in each subject area. Begin taking roll, tracking parent contacts, recording grades.	Team teach in all classes so students see the student teacher as a "teacher." Monitor group work, present a mini lesson within a 90 minute block as part of a larger lesson. Begin taking on record keeping duties such as taking roll, recording grades, tracking parent contacts. ** Dual placement K-12 student teachers should begin in placement one with team teaching during week one. In week two, pick up planning and teaching for two periods in the day.**	Begin in placement one with team teaching during week one. In week two, pick up planning and teaching for two subjects in the day. Begin record keeping duties of taking attendance, checking auditory equipment, recording homework and other grades, tracking parent contacts, and attending any IEP meetings if you begin with the exceptional placement.

Week 3	Plan and fully teach at least three activities during the day, including large and small group. Continue with record keeping.	Begin planning and teaching a second subject (language arts, for example). Continue planning and teaching the subject begun last week. Continue assisting and monitoring all other classroom work. Begin planning for the integrated unit.	Plan and teach one class fully. Continue team teaching and assisting in all other classes.	Plan and teach one class fully. Continue team teaching in all other classes. ** Dual Placement K12 student teachers should plan and teach fully at least 3 periods in the day.**	Plan and fully teach at least three subjects in the day. Continue with record keeping.
A pattern of adherence to deadlines and professional behavior needs to be established by this time. Failure to do so will result in the development of an Action Plan by the University Supervisor and the Cooperating Teacher or may result in removal from student teaching.					
4	Full teaching responsibility for all activities.	Begin planning and teaching a third subject (reading, for example). Continue planning and teaching the first two subjects. Continue assisting and monitoring all other classroom work.	Plan and teach all classes in one subject area. Continue team teaching in the second subject area.	Plan and teach a second class fully. Continue team teaching in the remaining class. **Dual Placement K-12 student teachers should assume all teaching responsibility for all subjects all day.**	Full teaching responsibility for all subjects all day.
5	Full teaching responsibility for all subjects for all day.	Begin planning and teaching science and/or social studies. Continue assisting and monitoring all other class work. Finalize plans for the implementation of the integrated unit.	Plan and teach one class in the second subject area. Team teach the remaining classes in the second subject area. Continue planning and teaching all classes in the first subject area.	Plan and teach the last class. A full load should be taken on for the first time this week. **Dual Placement K-12 should continue as in week 4.**	Full teaching responsibility for all subjects for all day.
6	Full time teaching	Full time teaching	Full time teaching	Full time teaching **Dual Pl. K-12 should continue as in week 4.**	Full time teaching
7	Last week in	Full time teaching	Full time	Full time	Last week in

	placement one. Drop one activity each day this week.		teaching	teaching **Dual Placement K-12 should drop one period.**	placement one. Drop one subject each day this week.
8	Begin placement two. Team teach this week in the new placement. Begin record keeping duties, tracking parent contacts, and attending any IEP meetings	Full time teaching	Full time teaching	Full time teaching **Dual Placement K-12 begins placement two. Team teach this week in the second placement.**	Begin placement two. Team teach this week in the new placement. Begin record keeping duties of taking attendance, checking auditory equipment, recording homework and other grades, tracking parent contacts, and attending any IEP meetings if this is the exceptional placement.
9	Pick up planning and teaching for two activities in the day.	Full time teaching	Full time teaching	Full time teaching ** Dual placement K-12 pick up planning and teaching for two periods in the day.**	Pick up planning and teaching for two subjects in the day.
10	Plan and fully teach at least three activities in the day. Continue with record keeping.	Full time teaching	Full time teaching	Full time teaching ** Dual Placement K12 student teachers should plan and teach fully at least 3 periods in the day.**	Plan and fully teach at least three subjects in the day. Continue with record keeping.
11	Full teaching responsibility for all activities for all day.	Drop the first subject picked up (math, for example). Continue full teaching all other subjects.	Drop one class in the first subject area. Continue full time teaching in all other classes	Drop one class and return to team teaching this class. Continue full responsibility in the other two classes.	Full teaching responsibility for all subjects for all day.

				Dual Placement K-12 student teachers should assume all teaching responsibility for all subjects all day.	
12	Full teaching responsibility for all activities for all day.	Drop the second subject picked up (language arts, for example). Continue full teaching all other subjects.	Drop all remaining classes in the first subject area and return to team teaching in this subject. Continue full responsibility for the second subject area.	Drop a second class and return to team teaching. Continue responsibility for the remaining class. **Dual Placement K-12 should continue full time teaching responsibilities.* *	Full teaching responsibility for all subjects for all day.
13	Full time teaching	Drop the third subject picked up (reading, for example). Continue planning and teaching science/social studies.	Drop one class in the second subject area and return to team teaching. Continue full responsibility for teaching the remaining class in the second subject area.	Drop the last class and return to team teaching in all classes. **Dual Placement K-12 should continue full time teaching responsibilities.* *	Full time teaching
14	Last week in placement two. Drop one activity each day this week.	Return full responsibility to the cooperating classroom teacher and return to full assisting.	Return full responsibility for both subject areas to the cooperating classroom teacher. Return to team teaching/ assisting	Observe in the content area in the school placement, but in classes not yet seen. **Dual Placement K-12 should drop one period.**	Last week in placement two. Drop one subject each day this week.
15	Observe in the school placement. Observe in early childhood settings not yet seen.	Observe in the school placement. Perhaps one day at each grade level not seen.	Observe in the two content areas in the school placement, but in classes not yet seen.	Spend one day with the Assistant Principal for discipline, one day with the school counselor, one day with the	Observe in the school placement. Observe in other deaf education settings not yet seen.

				exceptional education teacher, and two days observing in the school/class of your choice. **Dual Placement K-12 should observe in the school placement.**	
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Evaluation of the Student Teacher

Evaluation of the student teacher is a joint venture of the personnel in the public school placement and the university supervisor. Regular feedback is essential in order for the student teacher to grow in his/her role as a prospective educator. Therefore, formative evaluation is essential and is expected throughout the student teaching semester. Toward that end, it is expected that:

The cooperating classroom teacher:

- Provides daily feedback on an informal basis.** Every lesson or activity a student teacher implements is deserving of feedback. The cooperating classroom teacher may choose to provide hand written feedback along with a scripted lesson, or may choose to provide verbal “pointers” following the lesson. The flow of the day for the students is essential, therefore, it is expected that such feedback be provided during planning periods or at the end of the day. Given this time delay, it is even more important that written notes of some kind be taken while the student teacher is teaching in order to recall points of strength and suggestions for improvement.
- Provides periodic written, formal observation feedback.** It is suggested that a minimum of two lessons or activities be observed formally during the semester. These observations should be provided to the university supervisor as well as the student teacher to assist in forming a comprehensive evaluation of the student teacher. Cooperating classroom teachers working with candidates in the dual placement programs should conduct at least one formal observation in each placement.
- Provides a midterm evaluation to the student teacher and the university supervisor evaluating the student teacher’s progress up to the mid-point of the semester.** This evaluation is essential in providing a check-point for goal-setting as the student teacher takes on more and more responsibility in the classroom. This evaluation will also be used to render a mid-term grade for student teaching. Cooperating classroom teachers working with candidates in the dual placement programs should provide this mid-point evaluation after four weeks in each placement.
- Provides summative feedback at the end of student teaching based on the exit criteria provided by the university.** This feedback should be provided to the student teacher along with the university supervisor in a conference at the close of the placement. Cooperating classroom teachers working with candidates in the dual placements should provide this summative feedback at the end of each placement.
- Recommends a grade for student teaching.** Student teaching is graded on a letter (A, B, C, D, F) basis. Cooperating classroom teachers working with candidates in dual placement programs will each recommend a grade for student teaching.

The university supervisor:

- Provides formal, written feedback following each of the three observations.** These observations should be provided to the student teacher as well as the cooperating classroom teacher in order to enable the classroom

teacher to support the student teacher in improving practice based on suggestions made by the university supervisor.

- **Determines the mid-term grade based on the cooperating classroom teacher's evaluation at mid-term.**
- **Provides summative feedback at the end of student teaching based on the exit criteria adopted by the university.** This feedback should be provided to the student teacher along with the cooperating classroom teacher in a conference at the close of the placement. University supervisors working with candidates in the dual placement programs should provide this summative feedback at the end of each placement.
- **Determines the final grade for student teaching, based on the input of the cooperating classroom teacher(s).** A student teacher will not be recommended for licensure if a grade lower than B- is granted.

The student teacher:

- **Engages in constant reflection about his/her progress and development.** Based on this reflection, the student teacher is expected to request constructive feedback from the cooperating classroom teacher and university supervisor.
- **Evaluates him/herself at mid-term. For candidates with dual placements, the student teacher will complete this mid-term evaluation twice: once in each placement, after four weeks in each placement.**
- **Participates in the summative evaluation conference at the end of the experience, completes the dispositions self-evaluation, and signs the completed exit criteria.** For candidates in dual placement programs, the student teacher will participate in this conference twice: once at the end of each placement.

The Director of Teacher Education:

- **Recommends the student teacher for licensure in the state of North Carolina.**
- Recommendation for licensure requires:
 - Completion of the approved teacher education program in the area of licensure for which the candidate is seeking licensure, verified by an official transcript with appropriate grades in licensure-related courses and an overall cumulative GPA of 2.5 or higher;
 - Passing scores on the PRAXIS II tests required for the endorsement of the university for licensure;
 - Completion of the E-portfolio that includes a technology product of learning;
 - Completion of Form S, indicating by the signature of the cooperating classroom teacher and building principal that student teaching has been successful.
 - Completion of official paperwork **and** payment for the license.

NOTE: New North Carolina Teacher and Teacher Candidate evaluation instruments and requirements (observation tools, exit evaluation forms, etc.) were recently adopted by the NC State Board of Education and will be begin use at Lenoir-Rhyne University no later than the Fall semester of 2010;

Whenever possible, student teachers/interns during the Spring 2010 semester should be introduced to these new instruments and evaluations that will be used to evaluate new teachers. This information can be secured from appropriate school district personnel, cooperating teachers, supervisors, and/or university student teaching seminar instructors. Training materials (including a handbook for teachers) are available at <http://www.ncpublicschools.org/profdev/training/>

Appendices

Code of Ethics and Code of Professional Conduct for NC Educators

Sample Observation forms

Checklist feedback form

Written feedback form

Lesson planning

Suggested format and elements of a six-point lesson (available on TaskStream)

Sample lesson plan form

Schedule forms

Tentative weekly schedule

Final weekly schedule

Evaluation forms

Mid-Term Evaluation Form

Teacher Education Exit Criteria

B-K Exit Criteria

Feedback forms

University Supervisor form

Cooperating Classroom Teachers Form

Student Teacher Form

Candidate Disposition

 Self-evaluation

 Cooperating Classroom Teacher evaluation

Planning Guide

Important phone numbers and email addresses

Licensure Form S

COEHS Policy on Background Checks

Professional Dress Guidelines

LR Candidate Snapshot Evaluation Form

CODE OF ETHICS FOR NORTH CAROLINA EDUCATORS

Preamble: The purpose of this Code of Ethics is to define standards of professional conduct.

The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model.

To uphold these commitments, the educator:

I. Commitment to the Student.

- A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
- B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.
- C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.
- D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.
- E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
- F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

II. Commitment to the School and School System

- A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.
- B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
- C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.
- D. Participates actively in professional decision-making processes and supports the expression of professional opinions and judgments by colleagues in decision-making processes or due process proceedings.
- E. When acting in an administrative capacity:
 - 1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
 - 2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.

3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.

4. Recommend persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

III. Commitment to the Profession

A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.

B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.

C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

Adopted by the State Board of Education June 5, 1997

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR NORTH CAROLINA EDUCATORS

PURPOSE AND APPLICABILITY

The purpose of these Rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as “educator” or “professional educator,” and the possible consequences of any willful breach shall include license suspension or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.

History Note: Authority G.S. 115C-295.3; Eff. April 1, 1998.

STANDARDS OF PROFESSIONAL CONDUCT

(a) The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.

(b) Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.

(1) Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.

(2) Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.

(3) Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:

- (A) statement of professional qualifications;
 - (B) application or recommendation for professional employment, promotion, or licensure;
 - (C) application or recommendation for university or university admission, scholarship, grant, academic award, or similar benefit;
 - (D) representation of completion of university or staff development credit;
 - (E) evaluation or grading of students or personnel;
 - (F) submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
 - (G) submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and
 - (H) submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.
- (4) Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.
- (5) Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
- (A) any use of language that is considered profane, vulgar, or demeaning;
 - (B) any sexual act;
 - (C) any solicitation of a sexual act, whether written, verbal, or physical;
 - (D) any act of child abuse, as defined by law;
 - (E) any act of sexual harassment, as defined by law; and
 - (F) any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.
- (6) Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.
- (7) Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.
- (8) Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.

(9) Alcohol or controlled substance abuse. The educator shall not:

(A) be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat. § 90-95, the Controlled Substances Act, without a prescription authorizing such use;

(B) be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or

(C) furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.

(10) Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.

(11) Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(12) Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.

(13) Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system, including but not limited to these Rules.

History Note: Authority G.S. 115C-295.3;
Eff. May 1, 1998.

LENOIR-RHYNE UNIVERSITY TEACHING OBSERVATION CHECKLIST

Teacher Candidate Name _____ **Grade level/Subject** _____ **School** _____
Person Observing _____ **Date/Time** _____

- 1. Management of Instructional Time** (L-R Candidate Comp: Possessing Prof. Knowledge and Skills; Being A Leader; Being Reflective) **3** **2** **1**
- 1.1 Teacher has materials, supplies, and equipment ready at the start of the lesson or instructional activity. _____
- 1.2 Teacher gets the class started quickly. _____
- 1.3 Teacher uses available time for learning and keeps students on task. _____

Comments: _____

- 2. Management of Student Behavior** (L-R Candidate Competencies: Possessing Professional Knowledge and Skills; Appreciating Diversity; Being A Leader; Being Reflective; Being Respectful and Caring)
- 2.1 Teacher has established a set of rules and procedures that govern the handling of routine administrative matters. _____
- 2.2 Teacher has established a set of rules and procedures that govern student verbal participation and talk during different types of activities—whole class instruction, small group instruction, etc. _____
- 2.3 Teacher has established a set of rules and procedures that govern student movement in the classroom during different types of instructional activities. _____
- 2.4 Teacher frequently monitors the behavior of all students during whole-class, small group, and seat work activities and during transitions between instructional activities. _____
- 2.5 Teacher stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student. _____
- 2.6 Teacher analyzes the classroom environment and makes adjustment to support learning and enhance social relationships. _____

Comments: _____

- 3. Instructional Presentation** (L-R Candidate Competencies: Knowing Content; Possessing Professional Knowledge and Skills; Appreciating Diversity; Being A Leader; Being Reflective; Being Respectful and Caring)
- 3.1 Teacher links instructional activities to prior learning. _____
- 3.2 Teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning activities that make these aspects of subject matter understandable and meaningful for students. _____
- 3.3 Teacher speaks fluently and precisely. _____
- 3.4 Teacher provides relevant examples and demonstrations to illustrate concepts and skills. _____
- 3.5 Teacher assigns tasks and asks appropriate levels of questions that students handle with a high rate of success. _____
- 3.6 Teacher conducts the lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding unnecessary slowdowns. _____
- 3.7 Teacher makes transitions between lessons and between instructional activities within lessons effectively and smoothly. _____
- 3.8 Teacher makes sure that assignment is clear. _____
- 3.9 The teacher creates instructional opportunities that are adapted to diverse learners _____
- 3.10 The teacher uses instructional strategies that encourage the development of critical thinking, problem solving, and performance skills. _____
- 3.11 The teacher uses technology to support instruction. _____
- 3.12 The teacher encourages students to be engaged in and responsible for their own learning. _____

Comments: _____

- 4. Instructional Monitoring** (L-R Candidate Competencies: Possessing Professional Knowledge and Skills; Appreciating Diversity; Being a Leader)
- 4.1 Teacher maintains clear, firm, and reasonable work standards and due dates. _____
- 4.2 Teacher circulates to check all students' performance. _____
- 4.3 Teacher routinely uses oral, written, and other work products to evaluate the effects of instructional activities and to check student progress. _____
- 4.4 Teacher poses questions clearly and one at a time. _____
- 4.5 Teacher uses student responses to adjust teaching as necessary. _____

Comments: _____

- 5. Instructional Feedback** (L-R Candidate Competencies: Possessing Professional Knowledge and Skills; Being Reflective)
- 5.1 Teacher provides feedback on the correctness or incorrectness of in-class work to encourage student growth. _____
- 5.2 Teacher regularly provides prompt feedback on out-of-class work. _____
- 5.3 Teacher affirms a correct oral response appropriately and moves on. _____
- 5.4 Teacher provides sustaining feedback after an incorrect response by probing, repeating the question, giving a clue, or allowing more time. _____
- 5.5 The teacher uses knowledge of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. _____

Comments: _____

- 6. Facilitating Instruction** (L-R Candidate Competencies: Possessing Professional Knowledge and Skills; Appreciating Diversity; Being Reflective)
- 6.1 Teacher has long- and short-term instructional plans that are compatible with school and district curricular goals, the school improvement plan, the NC Standard Course of Study, and the diverse needs of students and the community. _____
- 6.2 Teacher uses diagnostic information obtained from tests and other formal and informal assessment procedures to evaluate and ensure the continuous intellectual, social, and physical development of the learner. _____
- 6.3 Teacher maintains accurate records to document student performance. _____
- 6.4 Teacher understands how students learn and develop and plans appropriate instructional activities for diverse student needs and different levels of difficulty. _____
- 6.5 Teacher uses available human and material resources to support the instructional program. _____

Comments: _____

- 7. Communicating within the Educational Environment** (L-R Candidate Competencies: Possessing Professional Knowledge and Skills; Being A Leader; Being Respectful and Caring)
- 7.1 Teacher treats all students in a fair and equitable manner. _____
- 7.2 Teacher participates in the development of a broad vision of the school. _____
- 7.3 Teacher fosters relationships w/ school colleagues, parents, & community agencies to support students' learning & well-being. _____

Comments: _____

Lenoir-Rhyne University
Student Teaching Observation Feedback Form

Student teacher _____ Grade level/Subject _____ School _____

Person observing _____ Date/Time _____

The following observation has been completed to provide you feedback on your growth and development as a prospective educator. The feedback is meant to help you plan for further improvement in your teaching. Both written comments/suggestions are provided here along with a rating of your development.

The following rating scale is used: 3=exceptional performance, 2=expected performance, 1=unacceptable performance

L-R Comp	Skill Area	Feedback/Comments	3	2	1
2, 4, 5	Managing instructional time: Skills include having materials, supplies, and equipment ready at the start of the lesson; getting the class started quickly; and using available time for learning and keeping students on task.				
2, 3, 4 5, 6	Managing student behavior: Skills include having and following established rules and procedures for class behavior and verbal participation; frequently monitoring behavior; stopping inappropriate behavior promptly while maintaining dignity of students; and assessing and adjusting class environment as needed.				
1, 2, 3 4, 5, 6	Presenting instruction effectively: Knowledge & skills include linking activities to prior learning; understanding content and creating meaningful activities; speaking fluently and precisely; assigning tasks/questions at appropriate level; maintaining a brisk pace, slowing when needed for understanding; transitioning smoothly and effectively; making clear assignments; adapting for diverse learners, encouraging critical thinking; using technology that supports instruction; and encouraging student engagement and responsibility for learning.				
2, 3, 4	Monitoring instruction: Skills include maintaining clear, firm, and reasonable standards for work; circulating to check student performance; using oral, written, and other work products to evaluate learning.				
2, 5	Providing instructional feedback to students: Skills include providing feedback on the accuracy of in-class work; providing prompt feedback on out-of-class work; affirming correct oral responses and moving on; and sustaining feedback by probing, giving clues, extending time, repeating.				
2,3,5	Facilitating instruction: Skills include planning for long and short terms of time; using diagnostic information to evaluate and ensure student growth; maintaining accurate records to document performance; and developing plans appropriate to the students level				
2,4,6	Communicating effectively within the educational environment: Skills include treating all students in a fair and equitable manner; participating in school development; and fostering relationships with school colleagues, students, & parents.				
2,4,5,6	Professionalism: Skills include appearance (professional dress), standard/acceptable grammar, enthusiasm, confidence, preparation (lesson plans available)				

GUIDELINES FOR LESSON PLANNING

Pre-Planning:

Why am I teaching this lesson? Who might be able to support me in my development of this lesson? What diverse learning needs/backgrounds exist that I should consider? What should I do to make sure I am practicing culturally responsive teaching? How might I involve families and/or learners from diverse backgrounds in an authentic way? What will I need to plan and implement the lesson?

Planning:

Focus and Review: activate prior knowledge

How can I motivate/stimulate thinking and prior knowledge?

How can I support schema building/connecting with students' every day lives—relevance?

How can I review for prior knowledge?

How can I communicate a compact statement of why what I am about to teach is important? This is my “best shot” to let students know what it is they are about to learn.

Statement of Objectives: Include conditions, learner behavior, criteria. Competency goals should be converted to full objectives using performance verbs.

Is this objective appropriate for the age group? (Developmentally appropriate)

Have I referenced the NCSCOS or other appropriate national standards?

Does my activity truly coincide with the stated objective?

Do I need different objectives for different learners for this activity?

Teacher Input: Structure the lesson. Make sure to prepare higher order questions.

How will I present this information/directions—how can I use multiple strategies?

What demonstrations/examples can I use so students understand?

How can I adapt for students with different learning needs?

How will I check for understanding, monitor learning and adjust presentation if necessary?

Guided Practice: Plan here to step back a bit and allow/encourage students to be active.

How will I scaffold students' first attempts at learning so they keep trying?

How will I redirect students' efforts at learning when necessary?

How am I going to ensure learners are engaged in critical thinking, and problem solving?

How can I adapt for students with different learning needs?

Independent Practice: Students should now apply what they've learned on their own.

How will I ask students to demonstrate specific content/skill knowledge?

How to ensure learners are engaging in critical thinking and problem solving on their own?

Closure/Assessment: Collect data on student learning to know where to go next.

How can I restate my goal/objective, summarize major concepts?

What evidence of student learning will I collect—how can I assess through various means?

Why have I selected this approach to assessment for this activity?

When I teach this lesson again, what changes might I make and WHY?

Family/Community Connection: Consider how you can keep families informed and involved.

How can I share with families what we have just learned?

How can I involve families and their children meaningfully in an application of what we have just learned?

How can I include minority families' cultural backgrounds in applying this lesson at home?

How can I connect related community resources to the unit?

Sample Lesson Plan Format

Objective(s)

Activity	Description of Activities and Settings	Materials and Supplies	Time
A. Focus and Review			
B. Statement of Objectives			
C. Teacher Input			
D. Guided Practice			
E. Independent Practice			
F. Closure/ Assessment			
G. Family/ Community Connection			

L-R FINAL WEEKLY STUDENT TEACHING SCHEDULE

Directions: This student teaching schedule should be completed and submitted to the university supervisor by the end of the day each Friday to summarize what occurred during any given week. Please use the key provided to indicate observation, assisting, and teaching.

KEY: O = Observing

A = Assisting (e.g., team teaching, monitoring, distributing and collecting papers, etc.)

T = Teaching

Name _____ Dates for this schedule _____

Participation in other activities _____

Participation in school activities may be listed on the back of this sheet. (e.g., PTA, check papers, prepared bulletin boards, etc.)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Total Hours	O A T	O A T	O A T	O A T	O A T

Hours this week: Observing _____ Assisting _____

Teaching _____

Hours last week: Observing _____ Assisting _____ Teaching _____

Cumulative hours: Observing _____ Assisting _____ Teaching _____

School _____ Cooperating classroom teacher signature _____

Lenoir-Rhyne University
Mid-Term Evaluation
Student Teaching

Student teacher _____ **Grade Level(s)/Subject(s)** _____

Cooperating classroom teacher _____ School _____

Overall evaluation:

At this mid-point in the student teacher's placement, this student teacher's performance:

- _____ exceeds expectations
- _____ meets expectations
- _____ does not meet expectations

Performance on competencies Lenoir-Rhyne licensure candidates should be able to demonstrate:

(Rate each competency : 3=exceeds expectations, 2=meets expectations, 1=does not meet expectations)

Lenoir-Rhyne public school licensure candidates should know their content. They should:

- _____ have a broad knowledge base appropriate for their field.
- _____ apply field-specific concepts and tools to their practice.
- _____ understand ways their field-specific content connects to the broader school curriculum.

Lenoir-Rhyne public school licensure candidates should possess professional knowledge and skills. They should know how to teach by:

- _____ understanding how learning and change take place
- _____ using a variety of methods to facilitate learning and change
- _____ planning to meet student needs
- _____ using a variety of assessment approaches to inform practice appropriately
- _____ communicating effectively with all constituents
- _____ enhancing practice with appropriate use of technology
- _____ creating a context for learning that is supportive and inclusive
- _____ promoting teamwork, cooperation, and leadership
- _____ aligning classroom instruction to the required curriculum in a student-centered manner
- _____ instilling and modeling a love for life-long learning and development
- _____ using inquiry to promote critical thinking and problem-solving

Lenoir-Rhyne public school licensure candidates should appreciate diversity by:

- _____ demonstrating the belief that all students can learn and be successful through accommodating for individual needs in society
- _____ demonstrating their belief that diversity in the classroom, school, and society is a strength
- _____ knowing, respecting, and using the influence race, ethnicity, gender, religion and other aspects of culture on a child's development and learning
- _____ working collaboratively with families, public school personnel and community resource personnel to enhance student success

Lenoir-Rhyne public school licensure candidates should be leaders who:

- _____ advocate for and/or with students, families, and the profession
- _____ demonstrate high ethical standards of professional practice
- _____ function effectively within an ever-changing environment
- _____ demonstrate self-knowledge, self-advocacy and continued professional and personal development
- _____ realize there are strengths in diverse types of leaders

Lenoir-Rhyne public school licensure candidates should be reflective as they:

- _____analyze and evaluate the results of their practice
- _____use research to inform practice
- _____conduct research to expand knowledge base and improve practice
- _____construct and articulate rationale for what is done in practice and why

Lenoir-Rhyne public school licensure candidates should be respectful and caring by:

- _____showing an interest in students' development and life
- _____being responsive to students and families
- _____promoting dignity of students and families
- _____expressing pride in student efforts
- _____building self-confidence and a positive self-concept in students

Recognition of strengths of the student teacher:

Acknowledgement of areas for improvement:

Specific suggestions to address the areas for improvement:

Signatures

Cooperating classroom teacher

Date

Student teacher

Date

University supervisor

Date

Submit the completed form to the university supervisor by the end of the first month of student teaching if the student teacher is a candidate with dual placements or by the end of the seventh week for all other candidates.

**Teacher Education Program
Exit Criteria**

Student teacher _____ **Grade Level(s)/Subject(s)** _____
Cooperating classroom teacher _____ School _____

Overall evaluation:

At this final point in the student teacher's placement, this student teacher's performance:

- _____ exceeds expectations
- _____ meets expectations
- _____ does not meet expectations

Performance on competencies Lenoir-Rhyne licensure candidates should be able to demonstrate:

(Rate each competency : 3=exceeds expectations, 2=meets expectations, 1=does not meet expectations)

Lenoir-Rhyne public school licensure candidates should know their content. They should:

- _____ have a broad knowledge base appropriate for their field.
- _____ apply field-specific concepts and tools to their practice.
- _____ understand ways their field-specific content connects to the broader school curriculum.

Lenoir-Rhyne public school licensure candidates should possess professional knowledge and skills. They should know how to teach by:

- _____ understanding how learning and change take place
- _____ using a variety of methods to facilitate learning and change
- _____ planning to meet student needs
- _____ using a variety of assessment approaches to inform practice appropriately
- _____ communicating effectively with all constituents
- _____ enhancing practice with appropriate use of technology
- _____ creating a context for learning that is supportive and inclusive
- _____ promoting teamwork, cooperation, and leadership
- _____ aligning classroom instruction to the required curriculum in a student-centered manner
- _____ instilling and modeling a love for life-long learning and development
- _____ using inquiry to promote critical thinking and problem-solving

Lenoir-Rhyne public school licensure candidates should appreciate diversity by:

- _____ demonstrating the belief that all students can learn and be successful through accommodating for individual needs in society
- _____ demonstrating their belief that diversity in the classroom, school, and society is a strength
- _____ knowing, respecting, and using the influence race, ethnicity, gender, religion and other aspects of culture on a child's development and learning
- _____ working collaboratively with families, public school personnel and community resource personnel to enhance student success

Lenoir-Rhyne public school licensure candidates should be leaders who:

- _____ advocate for and/or with students, families, and the profession
- _____ demonstrate high ethical standards of professional practice
- _____ function effectively within an ever-changing environment
- _____ demonstrate self-knowledge, self-advocacy and continued professional and personal development
- _____ realize there are strengths in diverse types of leaders

Lenoir-Rhyne public school licensure candidates should be reflective as they:

- _____ analyze and evaluate the results of their practice
- _____ use research to inform practice
- _____ conduct research to expand knowledge base and improve practice
- _____ construct and articulate rationale for what is done in practice and why

Lenoir-Rhyne public school licensure candidates should be respectful and caring by:

- _____ showing an interest in students' development and life
- _____ being responsive to students and families
- _____ promoting dignity of students and families
- _____ expressing pride in student efforts
- _____ building self-confidence and a positive self-concept in students

Summary comments from the cooperating classroom teacher:

Summary comments from the university supervisor:

Summary comments from the student teacher:

Signatures

Cooperating classroom teacher	Date
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Student teacher	Social Security #	Date
-----------------	-------------------	------

University supervisor	Date
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Submit the completed form to the university supervisor by the end of each student teaching placement if the student teacher is a candidate with dual placements or by the end of the semester for all other candidates.

BIRTH-KINDERGARTEN: EXIT CRITERIA

Student Teacher's Name _____ Area of Student Teaching _____

University Supervisor's Name _____

	Competency Demonstrated	Needs Continued Improvement	Unsatisfactory	No Opportunity to Observe
1. EMPLOYS BEST PRACTICE				
A. Selects appropriate materials	_____	_____	_____	_____
B. Supports inclusion of all children	_____	_____	_____	_____
C. Uses naturalistic strategies	_____	_____	_____	_____
D. Accepts varying cultural beliefs	_____	_____	_____	_____
2. FOSTERS SELF-REGULATION				
A. Uses preventive strategies	_____	_____	_____	_____
B. Supports independence	_____	_____	_____	_____
C. Sets limits, redirects	_____	_____	_____	_____
D. Offers appropriate support	_____	_____	_____	_____
3. FACILITATES CHILD ENGAGEMENT				
A. Children plan and review learning	_____	_____	_____	_____
B. Child rhythms respected	_____	_____	_____	_____
C. Language and questions appropriate	_____	_____	_____	_____
D. Intervention strategies support play	_____	_____	_____	_____
4. MONITORING/ASSESSMENT				
A. Tracks IEP/IFSP goals	_____	_____	_____	_____
B. Family involved in assessment	_____	_____	_____	_____
C. Observes and interacts in classroom	_____	_____	_____	_____
D. Evaluates environment periodically	_____	_____	_____	_____
5. FEEDBACK/FACILIATATION				
A. Supports child inquiry	_____	_____	_____	_____
B. Responds positively	_____	_____	_____	_____
6. PLANS FOR CHILD/FAMILY NEEDS				
A. Has a flexible classroom plan	_____	_____	_____	_____
B. Observations guide planning	_____	_____	_____	_____
C. Accommodates strengths/needs	_____	_____	_____	_____
D. Integrates language, math, science	_____	_____	_____	_____
7. INTERACTS/RELATES WITHIN ENVIRONMENT				
A. Is available, calm, consistent	_____	_____	_____	_____
B. Enhances self-esteem	_____	_____	_____	_____
C. Facilitates family empowerment	_____	_____	_____	_____

Evaluator's Summary Comments, signature, date:

Cooperating Classroom Teacher's Comments, signature, date:

Student Teacher's Comments, signature, date:

University Supervisor's Feedback

<i>University Supervisor</i>	
<i>Date</i>	
<i>Cooperating Classroom Teacher/Subject/Grade</i>	
<i>School System</i>	
<i>School</i>	
<i>Student Teacher</i>	

Please rate each of the following items on a scale of 1 (disagree) to 5 (agree).

1.	The cooperating classroom teacher demonstrated command of the Standard Course of Study/Grade level expectations/subject matter.	1	2	3	4	5
2.	The cooperating classroom teacher held appropriate expectations of the students in his/her class.	1	2	3	4	5
3.	The cooperating classroom teacher held appropriate expectations of the student teacher as a still emerging professional.	1	2	3	4	5
4.	The cooperating classroom teacher was supportive of the student teacher providing positive, constructive feedback to guide continued growth.	1	2	3	4	5
5.	The cooperating classroom teacher supported the development of the student teacher's own teaching style.	1	2	3	4	5
6.	The cooperating classroom teacher was available for brief conferences to provide feedback on the student teacher's performance.	1	2	3	4	5
7.	The cooperating classroom teacher's evaluation of the student teacher was fair and reasonable.	1	2	3	4	5
8.	I would recommend placing future student teachers with this cooperating classroom teacher.	1	2	3	4	5

9. *Comments:*

Student Teacher's Feedback

<i>Student Teacher Name</i>	
<i>Date</i>	
<i>University Supervisor</i>	
<i>Cooperating Classroom Teacher</i>	
<i>Name of School and School System</i>	

Please rate each of the following items on a scale of **1 (disagree) to 5 (agree)**

1.	The University informed me of my student teaching placement within the first week of the semester.	1	2	3	4	5
2.	The University clearly informed me of expectations during the student teaching semester.	1	2	3	4	5
3.	I received a student teaching handbook that included information about the Reflective Practitioner model.	1	2	3	4	5
4.	My cooperating classroom teacher helped me feel welcome and included in the classroom and school.	1	2	3	4	5
5.	My university supervisor observed me at least three times in the semester.	1	2	3	4	5
6.	My university supervisor conferred with me on each visit when possible.	1	2	3	4	5
7.	Support and appropriate assistance was provided by: My university supervisor.	1	2	3	4	5
	My cooperating classroom teacher.	1	2	3	4	5
8.	Constructive feedback was given to support my growth as a teacher by: My university supervisor.	1	2	3	4	5
	My cooperating classroom teacher	1	2	3	4	5
9.	Realistic expectations for me as a student teacher were exhibited by: My university supervisor.	1	2	3	4	5
	My cooperating classroom teacher.	1	2	3	4	5
10.	Expectations of me were fair and reasonable from: My university supervisor.	1	2	3	4	5
	My cooperating classroom teacher.	1	2	3	4	5

Please rate each of the following items on a scale of **1 (disagree) to 5 (agree)**.

11.	Flexibility and support to develop my own teaching style was given by: My university supervisor.	1	2	3	4	5
	My cooperating classroom teacher.	1	2	3	4	5
12.	My student teaching experience was valuable.	1	2	3	4	5
13.	I would recommend placing other student teachers with my cooperating classroom teacher.	1	2	3	4	5
14.	This classroom reflected much of what I have learned in my course work.	1	2	3	4	5
15.	Student teaching helped me better understand what being a Reflective Practitioner is all about.	1	2	3	4	5

16. Additional Comments

L-R Cooperating Teacher's Feedback

Cooperating Classroom Teacher (optional)	
Date	
School/Subject/Grade	
School System	
University Supervisor's Name	
Student Teacher's Name	

Please rate each of the following items on a scale of 1 (disagree) to 5 (agree).

1.	The orientation/cooperating teachers meeting held by the University was helpful.	1	2	3	4	5
2.	The University's supporting framework of the Reflective Practitioner was shared with me.	1	2	3	4	5
3.	The Student Teaching Handbook I was given was helpful in explaining roles, policies, and paperwork required.	1	2	3	4	5
4.	The university supervisor consulted with me regarding my feedback on my student teacher's performance.	1	2	3	4	5
5.	The university supervisor conducted at least three formal observations.	1	2	3	4	5
6.	The university supervisor visited on a regular basis, spacing visits throughout the student teaching semester.	1	2	3	4	5
7.	The university supervisor's visits were of appropriate length to get a true picture of my student teacher's performance.	1	2	3	4	5
8.	My school system shared information about my student teacher and the student teaching experience in a timely manner.	1	2	3	4	5

9. Comments:

Thank you for taking the time to complete this survey. Your input is welcomed and appreciated. Please return in a sealed envelope by student teacher to Angela Vandett, Field Experience Coordinator. Return to Prof. Vandett by April 29, 2010.

Lenoir-Rhyne Teacher Education Candidate Dispositions

Student Teacher Self-Evaluation

Teacher education candidates are expected to demonstrate and continually improve the following professional behaviors and dispositions during student teaching opportunities. Please indicate your behaviors using the following scale.

4=always/almost always, 3=usually, 2=sometimes, 1=rarely/never

The candidate behaves in a professional manner. _____

Shows pleasant and serious tone of voice, posture, choice of words, eye contact.

The candidate shows respect for the opinions and feelings of others. _____

Allows other persons to speak; makes eye contact; acknowledges other's perspectives; refrains from dogmatic and global judgments of people or situations.

The candidate shows appreciation of diversity of people and ideas. _____

Restrains from labeling or making discriminatory statements about ethnic, socioeconomic, regional or cultural characteristics; comments constructively, appreciatively, and empathetically to all aspects of diversity.

The candidate takes responsibility for his or her own actions. _____

Restrains from blaming other people or situations for own behaviors; expresses ways to improve interpersonal stresses without blaming others. Looks for constructive solutions within own behavior.

The candidate is a thoughtful and responsive communicator. _____

Considers questions carefully, and communicates a concern for the issues facing educators; attempts to converse in a way that expresses personal values; reflects thoughts and experiences as well as standards established by professional educator. Monitors voice, body language, facial expression, and manner for respectful and professional tone.

The candidate is receptive to constructive criticism and feedback. _____

Waits for authority figures to finish speaking, acknowledging what is valid in criticism; calmly and briefly describes any points of disagreement; restates the concerns implicit in the feedback, and voices ideas for his or her own ways to resolve any issue.

The candidate displays a positive attitude toward teaching. _____

Expresses belief that all students can learn and expresses an interest in teaching.

The candidate responds to frustration and stress with poise. _____

Describes personal challenges accurately and thoughtfully and plans for maintaining self control in difficult circumstances. Seeks positive outlets for emotions.

The candidate thinks critically, perceiving multiple sides of an issue or problem to develop creative solutions and make appropriate decisions. _____

Verbal behaviors indicate understanding that simple answers are not usually sufficient, and indicate that multiple perspectives are considered.

The candidate demonstrates resourcefulness and initiative in proceeding towards acceptable performance. _____

Articulates an understanding of what is acceptable professional behavior and reflects continually on how to improve collaborative behaviors that could be critical in building relationships with children, families, and colleagues.

**Lenoir-Rhyne Teacher Education Candidate Dispositions
Student Teacher Evaluation by Cooperating Classroom Teacher**

Teacher education candidates are expected to demonstrate and continually improve the following professional behaviors and dispositions during student teaching experience opportunities. Please indicate the behaviors of your student teacher using the following scale.

4=always/almost always, 3=usually, 2=sometimes, 1=rarely/never

The candidate behaves in a professional manner. _____
Shows pleasant and serious tone of voice, posture, choice of words, eye contact.

The candidate shows respect for the opinions and feelings of others. _____
Allows other persons to speak; makes eye contact; acknowledges other's perspectives; refrains from dogmatic and global judgments of people or situations.

The candidate shows appreciation of diversity of people and ideas. _____
Restrains from labeling or making discriminatory statements about ethnic, socioeconomic, regional or cultural characteristics; comments constructively, appreciatively, and empathetically to all aspects of diversity.

The candidate takes responsibility for his or her own actions. _____
Restrains from blaming other people or situations for own behaviors; expresses ways to improve interpersonal stresses without blaming others. Looks for constructive solutions within own behavior.

The candidate is a thoughtful and responsive communicator. _____
Considers questions carefully, and communicates a concern for the issues facing educators; attempts to converse in a way that expresses personal values; reflects thoughts and experiences as well as standards established by professional educator. Monitors voice, body language, facial expression, and manner for respectful and professional tone.

The candidate is receptive to constructive criticism and feedback. _____
Waits for authority figures to finish speaking, acknowledging what is valid in criticism; calmly and briefly describes any points of disagreement; restates the concerns implicit in the feedback, and voices ideas for his or her own ways to resolve any issue.

The candidate displays a positive attitude toward teaching. _____
Expresses belief that all students can learn and expresses an interest in teaching.

The candidate responds to frustration and stress with poise. _____
Describes personal challenges accurately and thoughtfully and plans for maintaining self control in difficult circumstances. Seeks positive outlets for emotions.

The candidate thinks critically, perceiving multiple sides of an issue or problem to develop creative solutions and make appropriate decisions. _____
Verbal behaviors indicate understanding that simple answers are not usually sufficient, and indicate that multiple perspectives are considered.

The candidate demonstrates resourcefulness and initiative in proceeding towards acceptable performance. _____
Articulates an understanding of what is acceptable professional behavior and reflects continually on how to improve collaborative behaviors that could be critical in building relationships with children, families, and colleagues.

Signature _____ Date _____

PLANNING GUIDE

Week	Dates	Classes to be assumed/returned	Additional Responsibilities/Duties	Paperwork
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

Important Phone Numbers and Email Addresses

Faculty Member	Phone Number	Email Address
Dr. Terri Barrett	828-328-7192	terri.barrett@lr.edu
Dr. Monica Campbell	828-328-7907	Monica.Campbell@lr.edu
Prof. Joyce Davis	828-328-7912	Joyce.davis@lr.edu
Prof. Joan Huffman	828-267-3442	joan.huffman@lr.edu
Ms. Scotti Lafone (TF Asst.)	828-328-7507	Scotti.Lafone@lr.edu
Dr. Kim Matthews	828-328-7451	kim.matthews@lr.edu
Dr. Janet Painter	828-267-3423	janet.painter@lr.edu
Dr. Katherine Pasour	828-328-7126	katherine.pasour@lr.edu
Ms. Dianna Schumacher (Admin. Asst.)	828-328-7189	Dianna.Scumacher@lr.edu
Prof. Angela Vandett	828-267-3450	angela.vandett@lr.edu
Dr. David Wiley	828-328-7035	David.Wiley@lr.edu

COEHS Policy on Candidate Background Check

This policy is implemented in order to clarify the requirement for, and conditions that may arise from, a criminal check as applies to internships and student teaching assignments made by Lenoir-Rhyne University's College of Education and Human Services (COEHS).

1. The Criminal History Check

- A. All students of Lenoir-Rhyne University requiring placements for field study arranged for by the COEHS (candidates) are required to obtain a background check as a requirement. Field study includes any field experience or other work tied to a course, lab, or service requirement of a program of the COEHS in which candidates may come in contact with students in schools, or with other individuals who are clients of agencies.
- B. This may exclude candidates who are already licensed professionals serving in a role with the school or agency with which the field placement will be made. To be excluded from this policy, a candidate must have been serving continuously with a school or agency entity that conducted a criminal history check.
- C. For all candidates not excluded from this policy, the background check will be conducted according to all sections of the following schedule that applies:
 1. At the point of entry into teacher education or a counseling program.
 2. Immediately previous to service in the schools in an internship or field-based course or experience and/or student teaching such that the background check is in hand before the student enters the school or agency facility.
 3. Immediately previous to any service in either schools or an agency as a counseling intern or other human services role such that the background check is in hand before the student enters the school or agency facility.
 4. Renewal of the background check is also required if the background check is older than one calendar year from the date printed on the background check.
- D. In order for a candidate to begin their field placement, the background check must be "clear," that is show neither a criminal history nor history of inappropriate behavior with or toward children or potential agency clients. The Chair of the School appropriate to the field placement will notify the candidate that their placement is canceled when a background check is received that is other than "clear."
- E. A "clear" background check is defined as a report that shows no criminal charge (misdemeanor or felony), serious summary charge that is entered into a criminal history, or report from a governmental agency regarding inappropriate behavior with or toward children or potential agency clients. This background check will be conducted to examine the North Carolina, Federal, or other state records.
- F. A record other than "clear" may show evidence of the following, but is not limited to the following examples:
 1. Any history indicating a conviction, no contest or other similar plea that suggests that the candidate a) poses a threat to the physical safety of school students, agency clients or

- personnel, or b) behaves in a way that the integrity or honesty of the candidate interferes with their performance in their professional role. This includes, but is not limited to, inappropriate behavior involving drugs and alcohol.
2. Any history with “no decision” or “pending” will also be considered as other than “clear” until such time that official evidence of disposition is presented that would show that charges are dismissed or withdrawn.
 3. A more complete list of examples of offenses that may result in a criminal history are presented in North Carolina Law, §115C-238.
- G. An outside vendor approved by the COEHS will complete the background check. The candidate will bear the financial responsibility for the background check. Applications are available from the Field Placement Coordinator who is also the person to whom the background check report should be directed. Reports that are other than “clear” will be referred to the appropriate School Chair for action.
- H. Ordinarily, a copy of the background check is maintained by the COEHS for that period of time a candidate remains a student at Lenoir-Rhyne University. Should it be the explicit policy of a school district or agency, a copy of the “clear” background check will be supplied to the entity with which the candidate will do their field experience. Assurance from any entity receiving such documentation will guarantee the security of the private and confidential information that may be part of the background check.

II. The Appeal Process

- A. In the event a candidate has other than a “clear” background check, the candidate can appeal the decision of the Chair to block the placement of the candidate into a field setting.
- B. Any appeal of a denial of field placement based on the background check may be filed within fourteen (14) calendar days from the date of notification of such denial.
- C. An appeal shall utilize the following procedure:
 1. In the event that the candidate is a student in the School of Education, the appeal shall go to the Teacher Education Council through its Chair. Their recommendation would be via written request of the candidate, and a personal appearance in front of the committee is available at the election of the candidate.
 2. In the event that the candidate is a student in the School of Counseling and Human Services, the appeal shall go to the Graduate Student Council.
 3. The recommendation of the appellate committee will be forward with all pertinent documents to the Dean of the COEHS. A decision of the Dean of COEHS, which may involve appropriate consultation with legal counsel of the University or of the NC-DPI, will be made and the decision will be communicated to the candidate in writing.
 4. Should the candidate desire to appeal the decision of the Dean, such appeal should be in writing within 14 (fourteen) days of notification and will be directed to the Provost of the University. The Provost will render the final decision in this process.

Approved March, 2009

Professional Dress Guidelines

- **Guiding principle:** Dress should be professional and provide the viewer with the impression that the teacher-candidate is mature and is learning to present him/herself in a professional manner in the classroom (on and off campus) in interactions with students, parents, colleagues, and the community.
- Class attire and jewelry worn while in Education classes at LRC can be more casual, but should not be revealing or provocative (e.g., cleavage, midsections, underwear showing, objectionable prints, etc.). Students should change clothes before going to a P-12 school site for any reason if their clothing does not meet the guidelines below. **Failure to follow the established guidelines will result in restrictions that ban students from school-site field experiences, thereby negatively impacting course grades.**
- L-R students are guests on school grounds and must comply with any additional dress and conduct guidelines established by individual schools.

General: Clothing should be clean and neat without tears, patches or inappropriate words or pictures.

Women: Dress, suit, skirt and blouse or sweater, top and pants
Short skirts or shorts are not appropriate.
Tops must not be revealing (no cleavage showing).
Tops and bottoms must overlap. (No midsection showing when raising arms, sitting, or bending over; no underwear showing).
No spaghetti straps or strapless tops.
Shoes are required and should be clean and professional. (For safety reasons: No flip flops, bedroom shoes, or beach shoes).
No loungewear or athletic wear *

Men: Shirt and pants
Short shorts or gym shorts are not appropriate
In general, most shirts should be tucked in.
Tops and bottoms must overlap. (No midsection showing when raising arms, sitting, or bending over; no underwear showing).
Shoes are required and should be clean and professional. (For safety reasons: No flip flops, bedroom shoes, or beach shoes).
Either grow a beard or shave.
No loungewear or athletic wear *

Jewelry (men and women) when visiting, tutoring, or student teaching at school sites:

Keep it simple. Don't over accessorize.
The only acceptable facial/head jewelry is in the ears.
Women: maximum of 2 per ear
Men: maximum of 1 per ear

Make-up: In good taste, not flashy or heavy. You are not going to a club!

Hair: Clean at all times

Other: Any tattoos must be covered, if possible.

Student teachers should refrain from wearing blue jeans, shorts, and T-shirts.
Male student teachers should abide by school policy concerning wearing a tie.

* Physical education teachers may wear attire appropriate for their jobs.



LENOIR-RHYNE UNIVERSITY TEACHER CANDIDATE SNAPSHOT EVALUATION

DATE:	TIME:	TEACHER:	COURSE/SUBJECT:	GRADE(S):	If Evident, rate as: 4- Emergent, 3- Developing, 2- Proficient, 1- Accomplished
Focus Area 1: Leadership Behaviors					PERFORMANCE RATINGS
1a. Readiness and sufficiency of materials					<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
1b. Effective procedures/ routines in place that facilitate learning in a safe orderly environment (including time management)					<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
1c. Use of data to assess skills and abilities of students to make progress					<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
1d. Classroom climate that empowers students to collaborate and become future-ready learners					<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
1e. Content and skill connections to the NC Standard Course of Study					<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Focus Area 2: Learning Environment Behaviors					PERFORMANCE STANDARDS
2a. Positive nurturing exchanges with students					<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
2b. Incorporating diverse views and encouraging cultural relevancy					<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
2c. Maintaining high expectations for student performance and behavior					<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
2d. Effective methods to address special needs of learners					<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
2e. Communication with adult advocates (i.e., significant adults, supervisors, assistants, co-workers, family/guardians and/or community)					<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Focus Area 3: Content Behaviors					PERFORMANCE STANDARDS
3a. Alignment and application of lessons based on the state curriculum (NC Standard Course of Study)					<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
3b. Appropriate depth and breadth of knowledge in the content being taught					<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
3c. Ability to point out cross-disciplinary connections and promote global awareness					<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
3d. Integration of 21 st Century Skills and content into instruction and assessment					<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Focus Area 4: Facilitating Learning Behaviors					PERFORMANCE STANDARDS
4a: Ability to assess learner development and apply knowledge to instructional opportunities					<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
4b: Use of formative and summative assessments and data to tailor approaches and for short and long-range planning, monitoring, and collaboration					<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
4c: Intentional selection and use of a variety of instructional methods and materials that engage students in critical thinking and problem solving					<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
4d: Appropriate technology integration to promote meaningful thinking and problem solving					<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
4e: Use of learning configurations that promote cooperation, collaboration, and student leadership					<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
4f: Use (by self) of and encouragement of (to students) clear effective articulation of thoughts and ideas					<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Focus Area 5: Reflective Practice Behaviors					PERFORMANCE STANDARDS
5a: Use of reflection about data in order to tailor approaches to students' learning needs					<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
5b: Linking of professional growth to professional goals (e.g., participates in recommended activities, seeks out or engages in prof. dev. opportunities)					<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
5c: Ability to function effectively in a complex, dynamic environment (e.g., uses, investigates and implements a variety of research-verified approaches)					<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

Painter, September 09

COMMENTS: