

North Carolina A&T State University

**Office of Student Teaching, Internships, Partnerships,
and School Services**



**“Professional Educator: Catalyst For Learning”
Raising the Bar**

Student Teaching Handbook

Revised July 2006

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INTRODUCTION

This Student Teaching Handbook was prepared for student teachers, cooperating teachers, and university supervisors.

Teacher preparation at North Carolina Agricultural and Technical State University is of paramount importance in an effort to meet the challenges of society and to provide prospective public school teachers with a quality education. The Teacher Education Program provides its candidates with the opportunity to acquire the necessary knowledge, skills, and dispositions that will enable them to improve the academic quality of students in today's schools.

The Teacher Education Program at North Carolina A&T State University has two courses that address the Student Teaching experience. These courses provide major opportunities for the candidate to refine and orchestrate basic theories, methods, principles, and techniques in a teaching-learning experience.

In an effort to maintain the highest standards in student teaching, several workshops are conducted each semester to address such topics as "Effective Teaching: Methods and Strategies," "Differentiated Instruction", and "Infusing Technology in the Classroom." Additionally, orientation conferences, professional development workshops, supervisor training sessions, and biannual banquets are held for student teachers, cooperating teachers, and university supervisors to promote public relations and provide professional development.

The University greatly appreciates the cooperation from the public schools which serve as teaching centers and assist student teachers in developing the skills and abilities that will ultimately help each prospective teacher become an asset to the teaching profession.

Mission of the University

The mission of the University is to provide an intellectual setting where students in higher education may find a sense of identification, belonging, responsibility, and achievement that will prepare them for roles of leadership and service in the communities where they will live and work. This mission statement serves as a basis for the development of the vision and mission statement for the Unit.

Characteristics of the Unit

VISION

The vision of the School of Education (SOE) at North Carolina A&T State University is to evolve as the leader in the development of professionals who are catalysts for learning in local, state, national, and international communities and who understand the importance of using technology, assessment, and reflections to address challenges of the diverse needs of students in the teaching and learning process.

According to Bart (1990) in "Improving Schools From Within", a vision and a sense of purpose can help one respond to the complexities of school life. "Without a vision I think our behavior becomes reflexive, inconsistent, and shortsighted as we seek the action that most quickly puts out the fire so we can get on with putting out the next one. Without a clear sense of purpose, we get lost."

MISSION

The specific mission of the School of Education is to prepare students for careers in elementary and secondary schools, and for professional careers in industry, government, and other agencies. Included in this mission is the idea of providing high

quality programs through effective teaching, field experiences and internships, on-going assessment, professional development, and other opportunities to ensure that all graduates meet high professional standards. The vision of the School of Education at North Carolina A&T State University can be captured in the following theme.

THEME: The Professional Educator: Catalyst for Learning

The catalyst for learning evolved through the uniqueness of the unit standards: diversity, assessment, reflection, and technology (DART).

Diversity

Teachers who are catalysts for learning value the diverse, cultural, social, economic, and cognitive differences that students bring to the classroom. Teachers use this diversity as a creative force that drives the curriculum and develops an atmosphere within the classroom that builds on this organic diversity to facilitate learning.

Assessment

Assessment is provided through multiple pathways that inform curricula decisions including both traditional and authentic assessment. The purpose of such assessment is to meet candidates' needs so that they can build on prior understandings to create new knowledge. Assessment ensures that diversities are addressed rather than subsumed.

Reflection

The reflective practitioner motivates self-improvement through the practice of self-assessment. Thus, improvement of student learning will occur through the constructive use of reflective practice. This metacognitive process involves thinking critically and

creatively in solving problems.

Technology

The teacher who is a catalyst for learning understands technology and uses technology to bridge the social, cultural, and economic gaps among students. Such a catalyst uses technology as an equalizer to build on social, cultural, and economic realities to ensure equal access to educational opportunity.

AIM

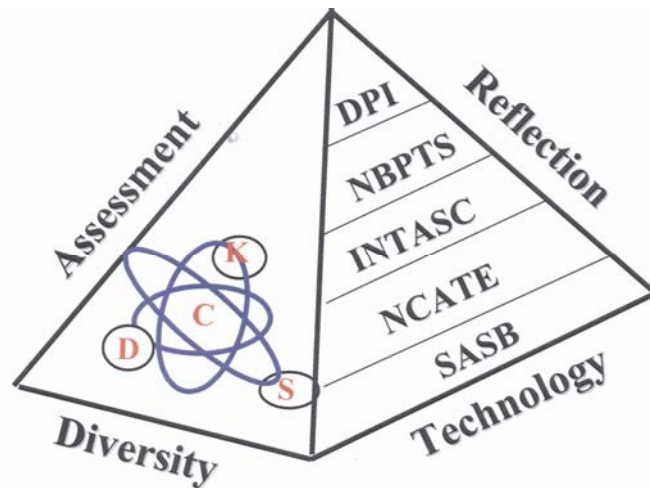
The overall aim of education at North Carolina A&T State University given its underlying vision, mission, and philosophy is to create candidates who are proficient at addressing diverse needs of students, who use assessment and reflection to inform the teaching and learning process and technology to equalize educational opportunities. The purposes, processes, and outcomes of the Unit emphasize content, pedagogy, professional knowledge, diversity, assessment, reflection, and technology (DART). The rationale for the model and the knowledge bases are directly related to the aims of the Teacher Education Program, which seeks to improve the quality of education available to the youth of North Carolina through improved preparation of teachers and other school personnel, including administrators, guidance counselors, and instructional supervisors. Thus, the aims of the Unit include the following:

- The encouragement of research, service, teaching, and other creative endeavors by the faculty and students.
- The preparation of students with the knowledge, skills, and dispositions based on professional standards, to think critically, express themselves creatively, make

independent judgments, communicate effectively, and reflect on practice.

- The maintenance of an environment that fosters quality instruction and encourages the further professional development of faculty and staff, which supports the ideals of academic freedom and shared governance.

Conceptual Framework Model



Professional Educator: Catalyst for Learning

SECTION I

GENERAL INFORMATION

A. **Description of Student Teaching**

The student teaching experience is considered to be possibly the most significant and important phase of the professional preparation of the candidate in a teacher education program. This part of the pre-service education program is the segment in which the prospective teacher works full time in a public school setting with a competent cooperating teacher.

The director, the overall manager of the student teaching program, conducts seminars during the fifteen (15) weeks of student teaching in a clinical setting.

The student teacher, through gradual involvement in a classroom or teaching situation, assumes increasing responsibility for teaching during the fifteen week period. During the fifteen week period, the teaching load gradually increases until the student teacher assumes the full classroom for a period of five weeks. In addition to the fifteen week student teaching experience, seminars are conducted by the Director of Student Teaching. The seminars are held at the University.

The two student teaching courses are ELED 559: Observation and Student Teaching in the Elementary School and CUIN 560: Observation and Student Teaching, both courses include the seminar and clinical experience. The course descriptions are as follows:

ELED 559: Student Teaching in the Elementary School

This course provides observation and supervised teaching experiences in the elementary grades (K-6). It includes the study of application and practice of methods, techniques, and materials of instruction in a classroom situation which

will be demonstrated and observed. Students must be admitted to the Teacher Education Program. Students will meet periodically during student teaching for the purpose of group discussion. This is a full semester experience.

CUIN 560: Observation and Student Teaching

This course examined the application and practice of methods, techniques, and materials of instruction in a real classroom situation under supervision and includes purposeful observation; organization of teaching materials; participation in other activities which will aid in developing a teacher (guidance activities, child accounting, co-curricular activities, parent-teacher associations, teachers' meetings), and ninety or more clock hours of actual teaching. Overall GPA of 2.80 in both the professional and major components and approval of major department are required.

B. Student Teaching Framework at North Carolina A&T State University

The following discussion reviews the overall framework of student teaching.

1. Admission to Student Teaching

In addition to the candidate's completion of the regular registration process, admission to student teaching requires:

- (a) formal admission to the Teacher Education Program,
- (b) an approved Student Teaching Application Form signed by the candidate's advisor and department head,
- (c) a completed Piedmont Alliance Form,
- (d) a personal data sheet,
- (e) a cumulative GPA of 2.80,
- (f) a copy of passing scores on Praxis II in licensure area.

These applications are generally submitted by April 15 for the fall semester and October 15 for the spring semester.

2. Placement, Supervision, and Instruction

When the student teaching application has been approved, the Director of Student Teaching submits the name of the student teacher to a school administrative unit for placement with an experienced teacher in a cooperating school. The experienced teacher is referred to as the cooperating teacher. The department from which the student teacher comes appoints a faculty member to supervise; that individual is known as the university supervisor.

3. Goals of Student Teaching

An effective student teaching program aids in developing the student teacher as a catalyst for learning by providing opportunities for the student teacher to obtain, under supervised guidance, an understanding of the teaching-learning process along with a mastery of the skills involved in helping students learn. Specifically, the student teaching experience should assist the professional educator in becoming a catalyst for learning by:

- a. Developing the candidate's ability to plan, organize, evaluate/assess, and manage routine elements of a classroom.
- b. Promoting the candidate's ability to apply theoretical and academic knowledge to the real classroom setting.
- c. Developing teaching competencies in a diverse learning environment.
- d. Promoting the candidate's ability to demonstrate proficiency in all communication skills and critical thinking skills.
- e. Creating opportunities for candidates to use technology as an instructional tool in the classroom.
- f. Developing the desired knowledge, skills, and dispositions through a professional laboratory experience in a real classroom setting.

4. Environment for Student Teaching Competence

The environment in which the student teaching experience takes place is extremely important in that several factors are considered that contribute to the development of competent teachers.

Some of these factors include:

- a. A school administration supportive of the professional growth of its staff and the development of the school programs.
- b. A basic democratic philosophy promoted by the administration and organization of the school as:
 - teachers and principals work cooperatively in planning school activities.
 - principals, teachers, and community work together on school-community problems.
 - teachers plan together and with students for the development of a desirable curriculum for all students.
- c. School personnel interested in the student teaching program and willing to enter into an agreement and a working relationship with student teachers.
- d. A cooperating school that exemplifies high standards of teaching and which has students, parents, faculty, and administrators who are enthusiastic about the work of the school.
- e. A school superintendent who gives approval and is willing to cooperate with the student teaching program.
- f. A school principal who has a good working relationship with all who are concerned with the school and shows interest in helping student teachers in the school.
- g. A cooperating teacher who possesses a current North Carolina Teaching License and has a minimum of three years teaching experience.

5. **Evaluation**

The evaluation of student teaching as a course depends upon two types of

feedback: (1) the grades earned from various activities/assignments completed in connection with the seminar (30%) and (2) the evaluation on the Student Teacher Appraisal Instrument (STPAI) done either separately or cooperatively by the university supervisor and the cooperating teacher (70%). Moreover, two kinds of evaluation instruments are completed by the cooperating teacher. These are as follows:

a. **Student Teaching/Internship Performance: Evaluation By A North Carolina Local Education Agency**

This document provides the State Board of Education with evidence of teaching competency accompanies the candidate's application for licensure along with transcript of credit earned.

As indicated on the Student Teaching/Internship Performance: Evaluation By A North Carolina Local Education Agency (LEA) Form, this document must be completed on each candidate and signed by the cooperating teacher and superintendent or designee of the LEA in which the student teaching experience was completed. It should be submitted to the University or College to be included with the Application for Initial Licensure. (See Appendix M.)

b. **The Student Teacher Performance Appraisal Instrument**

The Student Teacher Performance Appraisal Instrument (STPAI) is utilized by the Office of Student Teaching, Internships, Partnerships, and School Services to provide evaluation of the prospective teacher's performance while student teaching. This instrument was developed by

the North Carolina Department of Public Instruction as the North Carolina Teacher Performance Appraisal Instrument (TPAI) and was modified and adopted by the Teacher Education Council at North Carolina A&T State University. The Teacher Education Council adopted this instrument to assess the student teachers' performance utilizing the same format for assessing classroom teachers in North Carolina. The instrument assesses the student teachers' use of effective teaching strategies as identified by research, which fosters academic achievement.

As indicated on the STPAI (see Appendix O), the professional laboratory experiences provide the opportunity for the cooperating teacher, university supervisor, and the Director of Student Teaching to collaborate in the assessment of the student teacher's competence in the following eight major functions:

- 1) Management of Instructional Time
- 2) Management of Student Behavior
- 3) Instructional Presentation
- 4) Instructional Monitoring of Student Performance
- 5) Instructional Feedback
- 6) Facilitating Instruction
- 7) Communicating Within the Educational Environment
- 8) Performing Non-Instructional Duties

The recommended evaluation procedure includes the completion of three (3) STPAI forms:

- 1) The first (preliminary) during the 4th week of student teaching
- 2) The second (interim) during the 7th - 8th weeks
- 3) The third (final) STPAI at the end of the experience

The preliminary evaluation should be completed by the cooperating teacher and shared with the student teacher. This evaluation allows the student teacher to better understand the appraisal instrument and their performance in the classroom. The evaluation does not need to be

forwarded to the Student Teaching Office.

The interim and final evaluations should be completed either independently or collectively by the cooperating teacher, university supervisor, and the student teacher. These evaluations should then be discussed in a three-way conference. In this manner, the candidate should be able to profit from weaknesses discovered and also to build on strengths identified.

6. Licensure

In North Carolina, final teacher licensure includes three basic elements:

- a. Baccalaureate degree in a teaching area of specialization,
- b. Satisfactory completion of clinical experiences, and
- c. Passing of the appropriate Licensure Examinations.

North Carolina Agricultural and Technical State University makes its recommendations for licensure to the State Department of Public Instruction (SDPI) upon receiving a completed application from the candidate.

SECTION II

THE ROLE OF THE STUDENT TEACHER

This section presents a review of the general plan for development and the respective role of the student teacher.

A. Responsibilities of the Student Teacher

The student teacher represents both the University and the teaching profession, and therefore is expected to uphold high standards of professional and personal ethics. The success of student teaching will depend largely upon the student teacher's own enthusiasm, effort, and initiative.

Although student teaching is somewhat flexible, there are certain procedures and policies that should guide the student teacher towards successful achievement in student teaching.

1. Orientation

Generally speaking, the orientation phase for the student teacher is accomplished during the first two weeks. During this time, the student teacher should adhere to the following guidelines assigned by the director:

- a. Learn the general rules and policies of the school and reasons for the regulations. In addition, become familiar with school procedures concerning safety regulations, fire and security drills, hall or playground supervision, cafeteria schedules, and other routines of the school.
- b. Learn the names of students to be taught. Discuss with the cooperating teacher the abilities and backgrounds of the students. This information will give a better understanding of each individual's strengths and weaknesses and, in turn, should provide for a clear understanding and acceptance of each individual as a student.
- c. Become familiar with student records as much as possible. Keep in mind that student records are confidential materials and accessible for professional use only.
- d. Be familiar with the routines of the class. Know where the supplies

are stored, what the general housekeeping rules are, how attendance is kept, how technology and other equipment is acquired.

- e. Complete draft of unit and/or lesson plans for subjects/classes that will be assumed first.
- f. Submit the Initial Teaching Report and Observation Report to the Office of Student Teaching on the due date given.
- g. Review the textbooks to be used during the clinical experience.
- h. Join the Student National Education Association (SNEA) during the first week of the clinical experience.
- i. Provide proof of professional liability insurance coverage to the Office of Student Teaching.

2. **Initial Experiences**

Upon completion of the aforementioned orientation period the student teacher then begins the clinical experience. It is at this phase of the student teaching experience that the following guidelines are adhered to:

First Through Second Week. Arrive promptly at school each day. Dress in a professional manner. In addition, observe and collect data on the school and the cooperating teacher's methods. This includes:

- a. Learning the names of school personnel.
- b. Grading papers.
- c. Executing mini-lessons.
- d. Refining unit and lesson plans.
- e. Cooperating in teaching particular lessons for which the cooperating teacher has the major responsibility. These lessons should be planned and evaluated after teaching.
- f. Engaging in constant self-evaluation. Self-evaluation should provide the basis for conferences with the cooperating teacher and the

university supervisor.

g. Observing and analyzing the cooperating teacher's techniques and teaching styles. Teachers vary in their teaching techniques, styles, and behavior.

h. Completing a résumé and cover letter along with other items for the Professional Teaching Portfolio (College LiveText) and submitting them to the Office of Student Teaching on the due dates given.

i. Preparing a file of ideas for current events, pictures, bulletin boards, supplementary aids and use of audio-visual materials. A file of this nature may prove to be very beneficial.

3. **Suggested Phase-In Schedule for Teaching**

Third Through Twelfth Weeks. By agreement with the cooperating teacher and dependent upon the progress of the student teacher, the student teacher should gradually take on more teaching responsibilities until the full-time teaching is assumed.

Requirements for satisfactory performance are as follows:

- a. A minimum of ninety (90) hours of actual teaching must be completed.
- b. The student teacher should be able to carry on the cooperating teacher's full load for at least five weeks.

Thirteenth Through the Final Week. The cooperating teacher will begin taking back classes and related responsibilities to ensure a smooth transition. During the last week, the student teacher may visit other classes (pre-arranged by the cooperating teacher) but should report to assigned classroom each day.

4. **Other Important Facts about Student Teaching**

a. The student teacher should abide by the calendar and the work schedule of the cooperating school rather than that of the University. The student teacher is to participate in school activities approved by the principal including PTA meetings, work days, faculty meetings at the

school, committee functions if invited, and other school activities.

b. Attend all seminars and network with other student teachers.

c. Be punctual in meeting all responsibilities and requirements related to the student teaching experience.

d. Maintain professional code of conduct during the student teaching experience. Social relationships with students, colleagues, or other school personnel should remain on a high and respectful level at all times as to ensure one's effectiveness as a teacher.

e. Complete Teacher Education Candidate Portfolio (College LiveText).

f. Well-planned lessons are essential to being an effective teacher. All plans should be discussed with and approved by the cooperating teacher to check for continuity and accuracy. Only approved plans are to be taught. Under the direction of the cooperating teacher, the student teacher will plan, teach, and submit to be reviewed on an ongoing basis all unit plans, lesson plans, and other curriculum materials developed.

g. Maintain a reflection log on all lessons taught. This reflection journal will allow the student teachers to evaluate their own teaching and become reflective practitioners.

h. Classroom Management: This is an area in which student teachers have had very little experience. While student teachers are gradually assuming teaching responsibilities, this experience should facilitate their gaining confidence and success in classroom management skills. The suggestions that follow should assist the student teacher in building the type of student-teacher relationships that should contribute to prevention of problems related to classroom management.

- Use students' names as soon as possible. Be familiar with the seating arrangement.
- Focus your attention on the total classroom situation.

- Exhibit calmness, dignity and poise at all times. Refrain from the use of derogatory remarks, threats, expressions of anger, destructive criticism, and sarcasm.
- Stop problems and little things before they gain momentum.
- Be consistent with class rules, relations, and expectations.
- Work towards a high degree of participation.
- Consider the worth and dignity of the individual; this is of utmost importance.
- Be firm, friendly and fair (3 F's)

i. Before leaving the cooperating school, the student teacher must return all books, borrowed materials, and student records, and pay any debts or financial obligations incurred.

5. **Corporal Punishment**

Corporal Punishment is not permissible. Student teachers have no legal authority for this type of action.

6. **Reports**

Two typewritten reports are to be submitted to the Office of Student Teaching by the student teacher during the clinical experience. These reports should be shared with the university supervisor. They should include the following information:

- a. **Observation Report**
 The Observation Report should be prepared at the end of the second week in the field. This report should contain the following items:
- 1) Description of the school situation
 - 2) Management of the classroom
 - 3) Description of curriculum content
 - 4) Location of student teaching experience
 - 5) Classroom organization
 - 6) Diversity in the classroom
 - 7) Primary teaching responsibility

- 8) Teaching skills and techniques being implemented in the teaching-learning process
- 9) Methods and techniques for handling discipline problems
- 10) Integration of technology in the classroom
- 11) Assessment of the learning experience
- 12) Additional items and/or concerns to share, such as number of students enrolled in the class.

b. Initial Teaching Report

The Initial Teaching Report should be completed during the second week of student teaching. This report should include the following:

- 1) Location of student teaching experience
- 2) Daily schedule of student teacher, including time, subject, and teaching techniques
- 3) School district holidays and work days
- 4) Additional items to share, such as special programs and classroom management plan

7. Seminars

It is mandatory that student teachers attend all seminars which are scheduled throughout the term of the student teaching experience.

8. Absences

Student teachers are expected to be regular in attendance, to be punctual, and to give proper notification when illness or some serious circumstance prevents them from being in the classroom on any teaching day. Student teachers should contact the school assigned, call the Office of Student Teaching, Internships, Partnerships, and School Services, and the appropriate university supervisor when absence is essential. Student teachers who are absent more than three days may be required to extend their student teaching assignment.

9. **Substitute Teaching**

The student teacher should not be used as a substitute teacher during the student teaching experience. During the cooperating teacher's absence, the student teacher may continue with the teaching responsibilities already assumed. The substitute teacher will be responsible for the teaching duties of the cooperating teacher.

10. **Employment during Student Teaching**

Student teaching is a full-time responsibility. Therefore, student teachers are strongly urged not to hold employment while completing the student teaching experience.

11. **Videotaping**

Student teachers are encouraged to videotape several mini-lessons or other brief lessons during their clinical experience. At least one videotaped lesson is to be included in the Professional Teaching Portfolio along with the written lesson plan and the reflection of the lesson. Student teachers should use videotaped lessons to improve their teaching skills. Student teachers should also be aware of and comply with the rules and guidelines pertaining to videotaping at their cooperating school.

12. **Removal from Student Teaching**

When circumstances arise which prevent the student teacher from completing the clinical experience, the student teacher, cooperating teacher,

university supervisor, or Director of Student Teaching may initiate the procedures for withdrawal from student teaching. Prior to removal from student teaching, a conference will be held with the student teacher, the university supervisors, department chairperson, and the Director of Student Teaching. At this conference, a plan of action will be developed in order for the student teacher to be readmitted to the student teaching program. Student teachers may be removed for any of the following reasons:

- Failure to attend seminars and complete required assignments, activities, evaluations, etc.
- Failure to conduct themselves in a professional manner in keeping with the policies of the school and university
- Failure to meet requirements of the student teaching experience
- Failure to maintain adequate progress during the clinical experience
- Failure to maintain adequate attendance during the student teaching experience
- Any reason which impedes the progress of the student teacher

13. **Licensure**

Application and fees for licensure should be processed in the Office of the Dean, School of Education. A description of the procedures which candidates

are to follow is included in Appendix H.

14. Placement Credentials

Candidates should complete a placement file at the Career Planning and Placement Office in Murphy Hall and make certain that the appropriate forms are completed and filed.

SECTION III

THE ROLES OF THE COOPERATING TEACHER, UNIVERSITY SUPERVISOR, AND DIRECTOR OF STUDENT TEACHING

The cooperating teacher, university supervisor, and student teacher must share the responsibility for a good beginning in student teaching.

The involvement of public school personnel makes student teaching a cooperative venture between the University and a number of school districts. Although the cooperating teacher is the focal person in the clinical experience, principals, curriculum supervisors, and counselors may be asked to cooperate in consultation when dealing with student teachers.

A. **The Role of the Cooperating Teacher**

The cooperating teacher does each of the following to facilitate the induction of the candidate into the teaching profession:

1. Shows sincere interest and concern for the development of the student teacher. Model the instructional techniques and professional behaviors which will maximize learning for the student teacher.
2. Introduces the student teacher to students and other staff members in a respectful manner that allows the student teacher, students, and staff to feel he/she is truly an additional teacher on the staff.
3. Familiarizes the student teacher with school policies and procedures, including *Faculty Handbook*, *Student/Parent Handbook*, school map, and curriculum materials.

4. Conducts daily conferences to keep the student teacher informed of his/her progress, provide suggestions and constructive criticisms necessary to ensure proper planning and preparation is done to assure maximum learning by students.
5. Conducts ongoing evaluation and provide feedback.
6. Assists the student teacher in developing good teaching methods and techniques.
7. Instructs the student teacher in the use of both hardware and software for mediating instruction.
8. Reminds the student teacher to participate in all pertinent school-based instructional and non-instructional duties for which he/she is responsible. This includes, among many other activities, PTA meetings and playground/bus duties.
9. Seeks to develop the student teacher's confidence and understanding of the teaching profession by gradually granting to the student teacher an increase in responsibility from observation-participation during the first week to a full load of classes approximately by the fifth week.
10. Allows the student teacher to assume full responsibility (lead teacher role) for his/her teaching load or the equivalent for at least five weeks.
11. Communicates any concerns with the university supervisor so that guidance can be provided to the student teacher.
12. Completes and shares three (3) Student Teacher Performance Appraisal Instruments (STPAI) with the student teacher. The first STPAI should be completed at the end of the fourth week; the second STPAI should be completed

at the end of the seventh week; and the third STPAI completed at the end of the student teaching experience. The second and third STPAI should be forwarded to the Student Teaching Office as soon as possible after completion.

13. Encourage the student teacher and allow him/her the opportunity to try some innovative and creative ideas of his/her own.

14. Complete the personal data and other record forms pertaining to the cooperating teacher's credentials and honorarium.

15. Submits to the Student Teaching Office the second and third STPAI, Certificate of Hours Taught, and the North Carolina Local Education Agency Evaluation of Student Teaching Performance Form immediately after the experience is completed.

16. Assists the student teacher in all other responsibilities as reviewed in Section II of this handbook.

17. Submits, during the final week of Student Teaching, all reports and forms.

In summary, the student teacher should engage in all school activities in which the cooperating teacher's participation is expected. However, the cooperating teacher should be careful not to overload the student teacher with inside or outside activities just because the student teacher is willing to work hard and is energetic. Too much responsibility too soon is not recommended. It should also be noted that the cooperating teacher maintains legal responsibility for students in the classroom.

B. Compensation of Cooperating Teacher

An honorarium will be paid to the cooperating teacher for supervising a student

teacher. Cooperating teachers must submit the Student Teaching/Practicum Fee Request Form as included in Appendix G.

C. The Role of the University Supervisor

The University Supervisor is cooperatively involved in orientation, supervision, evaluation, and overall concern for the student teaching program. It is in this capacity that the university supervisor makes significant contributions.

The University Supervisor is responsible for the following:

1. Instructing the student teachers in methods and principles of teaching prior to and during entry into clinical experiences.
2. Conducting individual orientation session with student teacher and cooperating teacher on site.
3. Assisting the student teacher in becoming a Professional Educator: Catalyst for Learning using the institutional standards of diversity, assessment, reflection, and technology (DART).
4. Visiting and observing each student teacher a minimum of five times. Completing a minimum of three observation critiques and two STPAIs. However, additional visits should be made to provide assistance and problem resolution, as needed.
5. Attending meetings and staying in touch with the Director of Student Teaching to assure smooth operation of the program.
6. Assisting the cooperating teacher in evaluating the student teacher, especially in difficult cases, and for completing the STPAI.
7. Submitting during the final week of student teaching all evaluation forms,

observation reports, travel logs, and mileage reimbursement forms as indicated below:

- Student Teacher Appraisal Instrument (Interim and Final)
- Observation Critiques (minimum of three)
- Travel Logs
- Mileage Reimbursement Forms signed by immediate supervisor

D. The Role of the Director of Student Teaching

The Director of Student Teaching is responsible for the overall coordination and administration of the student teaching program. This includes:

1. Conducting regular seminars (i.e., post-student teaching) for the student teachers on campus and evaluating the pertinent assignments which include:
 - a. Oral group reports to check communication skills
 - b. Written tests on professional education
 - c. A planning package to check subject matter organization
 - d. Observation reports and student teaching schedules
 - e. Credentials for employment and licensure
2. Placing names of candidates with school districts for clinical assignments.
3. Conducting the orientation conference with the cooperating teachers, university supervisors, and other public school personnel.
4. Following through with visits to observe student teachers and disseminating rosters and pertinent communications to all parties participating in the program.
5. Working with university supervisors in providing transportation and

communication regarding visitations to student teachers, and addressing the concerns of the cooperating teachers, school district personnel, and others directly associated with the student teaching program.

6. Collecting data from all sources to make a final evaluation of the student teacher for a composite grade and eventual licensure.

7. Reporting to the Dean of the School of Education and communicating with concerned departmental chairpersons regarding the student teaching program.

8. Cooperating with the Teacher Education Council in communicating changes and/or modifications in the Teacher Education Program.

9. Convening meetings with university supervisors once each semester.

10. Convening meetings with cooperating teachers, public school administrators, and others when needed.

11. Planning and executing professional development workshops for cooperating teachers, student teachers, and university supervisors.

12. Writing the annual report for the Office of Student Teaching.

SECTION IV

DESCRIPTIONS, GUIDELINES, AND PROCEDURES FOR COMPLETING REPORTS

Sample letters, forms, records, and various reports which are needed by the student teacher, the cooperating teacher, and the university supervisor are reviewed in

this section. Copies of selected documents/materials can be found in the Appendices. All forms are available through the Office of Student Teaching, Internships, Partnerships, and School Services in Hodgin Hall, Room 113.

A. Student Teacher

1. Observation Report
2. Initial Teaching Report

a. The purposes of these reports are as follows:

- To provide an opportunity for the student teacher to evaluate and summarize the progress being made in student teaching
- To inform and update the director and university supervisor regarding the student teaching experience
- To provide an opportunity for the student teacher to cite problem areas in which assistance is needed from the University Supervisor, Cooperating Teacher, and the Director of Student Teaching
- To give the student teacher an opportunity to identify and discuss new insights and understanding acquired from student teaching

b. Guidelines for Submitting Reports

All reports should be typed, including a cover page, submitted on the due dates and shared with the University Supervisor.

Additional guidelines to follow when writing reports are:

- Write reports using fully developed paragraphs.

- Check for composition, grammar, and spelling.

B. Cooperating Teacher

There are several forms that must be completed by the Cooperating Teacher.

These forms are as follows:

1. Student Teacher Performance Appraisal Instrument (STPAI)
2. Student Teaching/Practicum Fee Request Form
3. Certificate of Hours Taught Form
4. North Carolina Local Education Agency (LEA) Evaluation of Student Teaching Performance

C. UNIVERSITY SUPERVISOR

The University Supervisor is responsible for submitting, during the final week of student teaching, all evaluation forms, observation reports, travel logs, and mileage reimbursement forms as listed below:

1. Student Teacher Performance Appraisal Instrument (STPAI), Interim and Final
2. Supervisor's Critique (minimum of 3)
3. Travel Logs
4. Mileage Reimbursement Form

D. DIRECTOR OF STUDENT TEACHING

The Director submits all final reports, grades, statistics and annual reports (as requested) to the appropriate offices.

SECTION V

STUDENT TEACHING SEMINAR

A. Description

This course examines the application and practice of methods, techniques, and materials of instruction in a real classroom situation under supervision, includes purposeful observation; organization of teaching materials; participation in other activities which will aid in developing a teacher (guidance activities, child accounting,

co-curricular activities, parent-teacher associations, teachers' meetings), and ninety or more clock hours of actual teaching. Prerequisites: Overall GPA of 2.80 in both professional and major components, successful completion of Praxis II, and approval of major department. This course is offered in the Fall and Spring semesters.

B. Course Objectives

Upon completion of this course, the candidate will meet State and Institutional (DART) Standards and be able to:

1. Demonstrate the ability to plan effectively, including the
 - a. specification of instructional objectives for specific students and specific lessons
 - b. diagnosis of student achievement and needs
 - c. identification of available resources
 - d. designing of appropriate instructional activities utilizing appropriate instructional strategies and instructional materials (Knowledge/Skills)
2. Modify learning experience to accommodate the students' diverse learning needs and different levels of difficulty (Knowledge/Skills)
3. Utilize knowledge of cognitive, social affective and psychomotor development in planning instruction (Knowledge/Skills)
4. Work effectively with other professionals and para-professionals for planning to meet student needs (Skills/Dispositions)
5. Demonstrate a command of subject matter necessary to carry out the instructional program objectives in the area of specialization (Knowledge/Skills)
6. Implement instruction that is appropriate to meeting student needs and achieving learning objectives (Knowledge/Skills)
7. Write reflections on lesson plans after each lesson presented

8. Employ motivational techniques appropriate to the student needs and instructional objectives (Knowledge/Skills)
9. Infuse learning technologies into instruction (Knowledge/Skills)
10. Implement effective classroom and behavioral management techniques to meet the learning needs of students (Knowledge/Skills)
11. Establish group structures appropriate to student learning needs and objectives (Knowledge/Skills)
12. Prepare learning experiences based on assessment data (Knowledge/Skills)
13. Monitor, assess, and document students' performance appropriately (Knowledge/Skills)
14. Demonstrate personal characteristics of responsibility and professional concern in laboratory observation and teaching (Dispositions)
15. Give evidence of self as a professional person especially in the area of ethical behavior expected of those in the profession (Dispositions)
16. Demonstrate an understanding of the constitutional rights of students and the implications for classroom practice (Knowledge/Skills)
17. Recognize the extra-classroom influences on students, including developmental patterns and maturation, and the physical, social, and emotional environment of the home and community (Knowledge)
18. Demonstrate knowledge about one's occupation/profession, including professional organizations and teacher rights and responsibilities (Dispositions)
19. Demonstrate in professional and personal interactions protection of individual privacy (Skills/Dispositions)
20. Demonstrate fair and equitable treatment of all students (Dispositions)
21. Demonstrate the ability to plan and implement learning experiences for diverse populations (Knowledge/Skills/Dispositions)
22. Demonstrate knowledge of the major North Carolina regulations governing the teacher's authority and responsibility for student management (Knowledge/Skills)

23. Demonstrate an awareness of the issues involved in provision of school services for diverse cultural and special needs groups (Skills)
24. Write a philosophy regarding teaching (Knowledge/Skills)
25. Demonstrate the ability to work cooperatively with other staff members (Dispositions)
26. Demonstrate effective communication skills (Skills)
27. Demonstrate suitable concern for one's personal health and vitality (Dispositions)
28. Demonstrate the ability to profit from constructive criticism (Dispositions)
29. Demonstrate the ability to apply principles of learning (Learning Theory) to the teacher/learning process (Skills)
30. Demonstrate the ability to employ a variety of standardized and teacher –made tests (Knowledge/Skills)
31. Demonstrate the ability to write an acceptable letter of application and resume, and to be knowledgeable regarding procedures to be followed in seeking employment (Knowledge)
32. Demonstrate the ability to satisfactorily assume the full load of classroom teaching for a minimum of five weeks. (Knowledge/Skills)
33. Prepare a technology portfolio addressing the state advance technology competencies and write reflections to address evidences presented (Knowledge/Skills)

Thus, the completion of the above objectives will enable the candidate to become the professional educator, a catalyst for learning.

C. Course Topical Outline

Introduction and Overview

Student Teaching Experience

- School Personnel
- Planning for Teaching
- Professional Ethics
- Privileges and responsibilities of a Teacher

Professional Growth Skills

- Professional Portfolio Development
- Resume/Interviews/References
- University Placement Office

Technology

- Teacher Education Candidate Portfolio
- Live Text

Planning Skills

- Learning Expectations
- Time Management
- Instructional Presentation
- Instructional Monitoring

Instructional Skills

- Instructional Feedback
- Instructional Presentation
- Instructional Monitoring

Diversity

- Special Needs Populations
- Cultural and Language Differences

Behavior Management Skills

- Student Interaction
- Discipline

Human Relations Skills

- Social Interaction

D. Course Requirements

Student teachers are expected to complete the following:

1. Attend all seminar classes.
2. Purchase LiveText.
3. Complete the Teacher Education Candidate Portfolio in LiveText.
4. Complete the Presentation Portfolio.
5. Complete and return on the due dates given, all reports, assignments, forms, and evaluations.

E. Policies

1. Seminars

Candidates are expected to attend all Student Teaching Seminars. They are also expected to complete assigned readings and participate in class discussions, role plays, demonstrations, and other learning experiences conducted by the instructor and guest speakers.

2. Late Work

All late work submitted without an official written excuse will be automatically lowered ten percent (10%) of the total grade for each day late. After five (5) days, no late work will be accepted and a grade of zero (0) will be given for that particular requirement. Equally important, once an official excuse has been submitted to the instructor, the candidate has five (5) days thereof to complete all late requirements. Please keep in mind that an official excuse does not exempt you from the class work you have missed during your absence(s).

3. Attendance Policy

The University's attendance policy will be adhered to in this class. Due to the importance of this course in your training, it is essential that candidates actively participate in all aspects of the class during the semester. Of course, this objective cannot be achieved if you are absent from class. All candidates are expected to attend **regularly and punctually**. Candidates, who are absent when assignments are given out, are expected to secure the necessary information from the professor outside of class time.

We all recognize there are unforeseen circumstances and emergencies, which could affect one's class attendance. If such an occasion arises, you should secure an official written excuse from the appropriate office. This document will void the recorded absences in the instructor's roll book. Therefore, candidates will be held responsible for all work he/she missed. Remember that your grade must reflect your academic performance, not other factors. The instructor expects **mature judgment and behavior** of candidates concerning this course. Please consult the University Bulletin for complete details relative to class attendance policies.

4. Professional Memberships

Student teachers are expected to join the Student National Education Association (SNEA).

Student teachers are also expected to purchase professional liability insurance to cover themselves during the student teaching clinical experience. Proof of coverage must be provided to the Office of Student Teaching, Internships, Partnerships, and School Services.

APPENDIX A

SUGGESTED COMPETENCIES AND INDICATORS FOR STUDENT TEACHERS*

- 1.0 The student teacher demonstrates an open and flexible teaching personality by:
 - 1.1 Consistently maintaining a fair and friendly attitude
 - 1.2 Displaying ability to accept each student "as is" and helping him/her from that point
 - 1.3 Accepting students' responses and responding to students' questions in a non-defensive manner
 - 1.4 Exhibiting a positive self-image
 - 1.5 Individualizing instruction to the extent possible in a classroom situation
-

- 2.0 The student teacher demonstrates an appropriate understanding of teaching-learning situations by:
 - 2.1 Adapting the materials to the level of the learners
 - 2.2 Setting attainable goals for all students and for the teacher
 - 2.3 Presenting materials at proper level of concreteness-abstraction
 - 2.4 Diagnosing student achievement and prescribing appropriate learning activities and materials based upon the diagnosis
 - 2.5 Setting reasonable, measurable objectives and evaluating outcomes
- 3.0 The student teacher demonstrates suitable concern for personal health and vitality by:
 - 3.1 Arriving at school punctually, alert, and "ready to go" each day
 - 3.2 Being consistently prompt and in attendance
 - 3.3 Discharging teaching and related responsibilities promptly and efficiently
- 4.0 The student teacher demonstrates effective speaking and listening skills by:
 - 4.1 Pronouncing words clearly and distinctly
 - 4.2 Using an adequate and appropriate vocabulary
 - 4.3 Using the voice to set a variety of moods
 - 4.4 Using standard English
 - 4.5 Speaking on the grammatical level appropriate to the situation
- 5.0 The student teacher demonstrates the ability to work cooperatively with other staff members by:
 - 5.1 Listening rather than talking at appropriate times
 - 5.2 Assuming shared responsibilities
 - 5.3 Responding positively toward supervision by principal and/or supervisor(s)
 - 5.4 Accepting criticism and suggestions from peers

- 5.5 Sharing materials, techniques, and space with staff
- 6.0 The student teacher demonstrates the ability to profit from feedback by:
 - 6.1 Taking criticism in a positive manner
 - 6.2 Utilizing self-evaluation
 - 6.3 Being available and willing to discuss criticism
 - 6.4 Properly reading student responses for understanding of material
- 7.0 The student teacher demonstrates maturity of judgment and ability to make realistic decisions by:
 - 7.1 Weighing alternatives and choosing wisely
 - 7.2 Basing decisions on adequate information
 - 7.3 Behaving calmly and rationally during a crisis
 - 7.4 Designing achievable objectives
 - 7.5. Making decisions which support clearly expressed goals
- 8.0 The student teacher demonstrates command of subject matter by:
 - 8.1 Identifying major concepts of the subject area
 - 8.2 Selecting content appropriate for level of class
 - 8.3 Identifying skills basic to content area
 - 8.4 Integrating knowledge from various fields
 - 8.5 Using questioning techniques incorporating various levels of questioning
 - 8.6 Helping students recognize the purpose and importance of topics or activities
- 9.0 The student teacher demonstrates effective lesson preparation by:
 - 9.1 Specifying or selecting learner objectives for lessons
 - 9.2 Specifying or selecting teaching procedures for lessons

- 10.0 The student teacher demonstrates effective classroom management by:
 - 10.1 Providing feedback to learners about their behavior
 - 10.2 Promoting comfortable interpersonal relationships
 - 10.3 Maintaining appropriate classroom behavior
 - 10.4 Managing disruptive behavior among learners
 - 10.5 Demonstrating consistency in the conduct of classroom management problems
 - 10.6 Reinforcing students in a positive manner
 - 10.7 Developing a sense of self-management on the part of students
- 11.0 The student teacher demonstrates ability to perform a variety of critical teaching tasks by:
 - 11.1 Reinforcing students' positive self-concepts
 - 11.2 Diagnosing class and individual problems
 - 11.3 Planning for the individual needs of students
 - 11.4 Handling confidential information appropriately
 - 11.5 Asking thought-provoking questions
 - 11.6 Diagnosing student achievement and prescribing appropriate learning activities and materials based upon the diagnosis
- 12.0 The student teacher demonstrates competence in evaluating students by:
 - 12.1 Using teacher-made or teacher-selected evaluation materials or procedures which are valid and reliable to obtain information about learner progress
 - 12.2 Communicating with individual learners about their needs and progress
 - 12.3 Using a variety of procedures, techniques, and instruments in evaluation

- 12.4 Applying results of evaluation for diagnostic purposes
- 12.5 Using evaluations as a basis for re-teaching
- 12.6 Establishing clearly stated standards of achievement for students
- 13.0 The student teacher demonstrates ability to motivate learners by:
 - 13.1 Showing enthusiasm through voice, actions, and preparation
 - 13.2 Setting realistic expectations
 - 13.3 Relating subject matter content to daily problems and occupational experiences
 - 13.4 Taking advantage of existing student interest as a vehicle to more effective motivation

- 14.0 The student teacher demonstrates a fair and just attitude in dealing with students by:
 - 14.1 Setting realistic standards of behavior
 - 14.2 Practicing courtesy with students
 - 14.3 Exhibiting honesty and high morals as a model for students
 - 14.4 Showing no bias towards students
 - 14.5 Refraining from derogatory statements about students to colleagues
- 15.0 The student teacher demonstrates a commitment to teaching by:
 - 15.1 Spending adequate time in preparation
 - 15.2 Participating actively in student teaching seminars or seminars for regular teachers where appropriate
 - 15.3 Centering attention on students' needs rather than on personal concerns
 - 15.4 Continuing attempts to correct weaknesses and enhance strengths
 - 15.5 Giving student teaching first priority in thinking and planning
- 16.0 The student teacher engages in continuing professional growth by:
 - 16.1 Participating in professional growth activities
 - 16.2 Sharing and seeking professional materials and ideas
 - 16.3 participating in pre-professional organization(s)

APPENDIX B

**NORTH CAROLINA AGRICULTURAL & TECHNICAL STATE UNIVERSITY
Office of Student Teaching, Internships, Partnerships, and School Services**

Technology Standards

- Standard 1: Teachers demonstrate a sound understanding of technology operations and concepts.
- Standard 2: Teachers plan and design effective learning environments and experiences supported by technology.
- Standard 3: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
- Standard 4: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.
- Standard 5: Teachers use technology to enhance their productivity and professional practice.
- Standard 6: Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

APPENDIX C

**NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY
Office of Student Teaching, Internships, Partnerships, and School Services**

Unit Plan Format

- I. Unit Title
- II. Unit Goal
- III. Rationale
- IV. Content Outline
 - A. General Topic
 - B. Teachable Sub-topics
- V. Specific Objectives
 - A. Mandated Content Objectives
 - B. Mandated Content Standards/Competencies
- VI. Teaching Strategies
 - A. Adaptations and Modifications for Special Needs Students
 - B. Integrating Subject Matter
 - C. Infuse Technology
 - D. Infuse Cultural Diversity
 - E. Infuse Parental Involvement with Parents/Families
- VII. Evaluation
 - A. Examples of Evaluation Procedures
 - B. Pre- and Post-test Instrument
 - C. Pre- and Post-test Evaluation Results
- VIII. Learning Resources
 - A. Teacher Resources
 - B. Student Resources
 - C. Technology Resources
- IX. Appendices
 - A. Sample Lesson Plans
 - B. Sample Assignments/Worksheets
- X. Reflections

APPENDIX D

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

Office of Student Teaching, Internships, Partnerships, and School Services

Lesson Plan Format

Teacher_____

Date_____

Academic Subject Area_____

Grade Level_____

Standard Course of Study Competency_____

- I. Focus and Review
- II. Lesson Objective
- III. Teacher Input
- IV. Guided Practice
- V. Independent Practice
- VI. Closure/Evaluation
- VII. Adaptations and Modifications
- VIII. Infuse Technology
- IX. Infuse Cultural Diversity
- X. Infuse Involvement with Parents/Families
- XI. Reflections

Kea@2005

APPENDIX E

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY
Office of Student Teaching, Internships, Partnerships, and School Services

CERTIFICATE OF HOURS TAUGHT

Semester_____

Date_____

This is to certify that _____did his/her
OBSERVATION AND DIRECTED TEACHING IN THE _____
(Elem., Jr., and Sr. High) School located in _____

I have the following report to make in regards to his/her work:

- 1. Subject(s) Taught _____
- 2. Trainee did his/her work in grade(s)_____
- 3. Conference held with student teacher _____Hours
- 4. Observation _____Hours
- 5. Actual Teaching _____Hours

Total Hours: _____

Name (print):(Mr.) (Mrs.) (Miss) _____

Signature: _____

Official Title or Position

PLEASE RETURN ALL COPIES WITH FINAL REPORTS TO:

**Director of Student Teaching, Internships, Partnerships, & School Services
North Carolina Agricultural and Technical State University
113 Hodgin Hall
Greensboro, North Carolina 27411**

APPENDIX F

**NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY
Office of Student Teaching, Internships, Partnerships, & School Services**

STUDENT TEACHING/PRACTICUM FEE REQUEST FORM

Date _____

I submit this as a statement of \$100.00 due me for services as a cooperating teacher for _____, whose student teaching I supervised from

Name of Student Teacher

_____ to _____
Beginning Date Ending Date

Name (print) _____

Signature _____

Social Security # _____

School _____

Location _____

Approved _____
Director of Student Teaching

Cooperating Teacher's Mailing Address:

Box or Street Address

City State Zip Code

RETURN TO:

**Director of Student Teaching, Internships, Partnerships, & School Services
North Carolina Agricultural and Technical State University
113 Hodgin Hall
Greensboro, North Carolina 27411**

APPENDIX G

**NORTH CAROLINA AGRICULTURAL & TECHNICAL STATE UNIVERSITY
INITIAL TEACHING REPORT**

Student Teacher: _____ Date: _____
Last First Middle

Student Teacher E-Mail Address: _____

School Placement: _____ Telephone: () _____

School Address: _____
Street/PO Box City State Zip Code

Cooperating Teacher(s) : (Dr.) (Mr.) (Mrs.) (Miss) (Ms) _____ Room# _____

Cooperating Teacher(s) E-mail Address: _____

Principal: (Dr.) (Mr.) (Mrs.) (Miss) (Ms.) _____ School District: _____

Subjects and/or Grade(s): _____

DAILY SCHEDULE OF STUDENT TEACHER
(If schedule varies make notations on back)

Time	Subject	Teaching Techniques

DATE SCHEDULED TO BEGIN TEACHING: _____

SCHOOL DISTRICT HOLIDAYS AND WORK DAYS

Please list all School District Holidays and Work Days in the space provided below to preclude our visiting the school when it is not in session.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Signature: _____ Local Telephone Number: _____

Local Address while Student Teaching: _____

IMPORTANT: °This form is to be filled out and submitted with your observation report. Submit one copy of this form to the Student Teaching Office and submit one copy to your university supervisor. If changes occur in the schedule, please provide a revised report.

Revised 8/2006

APPENDIX H

The Road to N.C. "A" License

STOP The candidate submits *Form A* and the following items to the Dean, School of Education:

Pick up Application from Chairperson or School of Education Office. (*Form A* - Application for a North Carolina License)

_____ transcripts from other colleges/universities

(if applicable)

_____ PRAXIS Scores

_____ credit card, check or money order for \$55
made payable to *Certification Section - DPI*

_____ certified check or money order for \$4 for
transcript to NC A&T State University

Chairperson & Dean, School of Education

_____ Validate Program
_____ <i>Form IHE-01</i> (North Carolina Recommendation for Professional School Personnel) signed by Chairperson
_____ <i>Form V</i> (Verification by Institution Completion of Approved Education Program) signed by Dean, School of Education
_____ <i>Form S</i> (Student Teaching/Interning Performance Evaluation by North Carolina Local Education Agency- LEA)
_____ Dean's Office validates package
_____ Entire package forwarded to Registrar's Office (excluding <i>Form IHE-01</i>)

University Registrar's Office

_____ Attach official NC A&T State University transcript to package, then forward to SDPI

SDPI

_____ Validate and send License to candidate
--

Revised 9/06

APPENDIX I

**North Carolina Agricultural and Technical State University
Office of Student Teaching, Internships, Partnerships, & School Services**

Teacher Education Candidate Portfolio Requirements

The following items should be inserted into the "ST Teacher Education Candidate Portfolio" template in College LiveText. (Please note that some of these items may be used for the

Presentation Portfolio, too.)

1. Cover Page (include your picture and a brief biographical statement)
2. Resume
3. Philosophy of Education
4. Non-linear PowerPoint Presentation or game that is level and content appropriate for your licensure area.
5. Lesson Plan, using correct format, with modifications for challenged learners to use technology.
6. Lesson Plan, using correct format, that will engage limited English speaking students.
7. Spreadsheet of students' grades which includes assignments, percentages, and due dates.
8. An activity or assignment with a rubric developed to assess the activity/assignment.
9. Unit plan, using correct format, which includes sample assessment measures and pre- and post-test assessment results.
10. Spreadsheet of teaching resources (i.e. books, websites, videos, special programs/kits)
11. Daily log of lesson plans taught, and reflections on the lessons. Lessons should be in the correct format.
12. Videotaped lesson with lesson plan and reflection.
13. Parent Communication Log and an additional parent communication such as a letter, newsletter, website, conference notes, etc.
14. Tri-fold pamphlet addressing classroom computer rules, guidelines, schedule of computer use, copyright rules, and parental permission.
15. Linear PowerPoint Presentation for a lesson (lesson must meet Standard Course of Study in your area)
16. Classroom Management Plan that includes class rules, incentives, consequences, low-profile classroom control, instructional routines, and a technology rich classroom layout.

17. Student work samples with a description of the activity.
18. Photographs of Bulletin Boards/Displays and Instructional activities; be sure to include captions
19. Special Programs/Workshops attended (include copies of agendas or certificates)
20. Special Honors/Certificates
21. Reflections of the Student Teaching Experience (this is a final reflection)
22. Evaluations
23. Two Letters of Recommendations: one from a professional educator and one from a professor

APPENDIX J

NORTH CAROLINA AGRICULTURAL & TECHNICAL STATE UNIVERSITY Office of Student Teaching, Internships, Partnerships, and School Services

Presentation Portfolio Requirements

The following items are to be included in the candidate's Professional Presentation Portfolio. Please note that some of these items are the same as those included in the Professional

Teaching Portfolio (College LiveText).

1. Title Page and Table of Content
2. Cover Letter
3. Resume
4. Philosophy of Education
5. 2 Lesson Plans (in the correct format)
6. Unit Plan (in the correct format)
7. Classroom Management Plan
8. PowerPoint Presentation
9. Spreadsheet of Resources
10. Student Work Samples
11. Photographs
12. Special Honors/Certificates
13. Two Letters of Recommendation
14. Evaluation

APPENDIX K

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

- 1.0 The cooperating teacher demonstrates evidence of continuous professional development by:
-

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

- 5.1 Planning learning activities in a logical sequence
 - 5.2 Planning lessons for individuals, and small and large groups
 - 5.3 Planning lessons for students with exceptional needs
 - 5.4 Developing teaching methods appropriate for objectives, learners, and environments
- 6.0 The cooperating teacher demonstrates the ability to utilize effective instruments and techniques for instruction by:
- 6.1 Implementing learning activities in a logical sequence
 - 6.2 Conducting lessons using a variety of teaching methods
 - 6.3 Using teaching methods appropriate for objectives, learners, and environment
 - 6.4 Working appropriately with individuals, and small and large groups
 - 6.5 Working appropriately with students with exceptional needs
- 7.0 The cooperating teacher demonstrates the ability to communicate clearly in speaking by:
- 7.1 Giving oral directions that are understood by the learner
 - 7.2 Clearly explaining lesson content
 - 7.3 Clarifying lessons that may be understood by the learner
 - 7.4 Effectively using oral communication with parents, students, and other professionals
 - 7.5 Using listening skills as an effective means of communication with parents, students, and other professionals
- 8.0 The cooperating teacher demonstrates the ability to communicate clearly in writing by:
- 8.1 Providing written directions that are understood by the learner
 - 8.2 Providing lesson content in written form

- 8.3 Constructing evaluative instruments
- 8.4 Using effective written expression
- 8.5 Using written communication with parents, students, and other professionals
- 9.0 The cooperating teacher demonstrates the ability to apply learning theory and research findings to classroom practice by:
 - 9.1 Understanding and using lesson plans effectively
 - 9.2 Changing and adapting instructional materials and activities to fit the needs of each child
 - 9.3 Using a variety of techniques to achieve student success
 - 9.4 Using methods of instruction appropriate for individual student learning styles
 - 9.5 Providing a variety of instructional materials appropriate for a variety of learning styles
 - 9.6 Studying, evaluating, and utilizing research findings and resources in instructional activities
- 10.0 The cooperating teacher demonstrates the ability to utilize effectively the available school and community resources in the delivery of instructional services by:
 - 10.1 Understanding the functions of resource personnel within the school
 - 10.2 Using school resource personnel in the instructional program
 - 10.3 Identifying, contacting, and using community resources personnel
 - 10.4 Conducting orientation programs for all volunteers
 - 10.5 Using instructional and media materials of the school and community agencies
 - 10.6 Sharing knowledge of available resources with other school personnel

- 10.7 Using parents, retired persons, and other community volunteers
- 11.0 The cooperating teacher demonstrates knowledge of overall curricula goals and objectives in area or grade level of specialization by:
 - 11.1 Relating objectives of the subject to demands of contemporary society
 - 11.2 Demonstrating broad knowledge of subject content in the appropriate academic disciplines
 - 11.3 Developing units of study and lesson plans that relate to the subject area
 - 11.4 Giving clear concise instructions and explanations
 - 11.5 Organizing learning activities in a logical and sequential manner
 - 11.6 Providing experiences for students to apply understandings that they have acquired
 - 11.7 Choosing materials that are appropriate for each instructional level
 - 11.8 Identifying needs and using techniques that work best for the student
 - 11.9 Working closely with fellow teachers to continually revise and update the educational plan used in the school
- 12.0. The cooperating teacher demonstrates the ability to construct appropriate instruments for the evaluation of student learning by:
 - 12.1 Developing effective communication skills in order to empathize with the problems of the student teacher
 - 12.2 Constructing guidelines to observe student teacher effectiveness in the classroom
 - 12.3 Coordinating daily activities with the student teacher
 - 12.4 Developing a plan to systematically relinquish control of the classroom to the student teacher
- 13.0 The cooperating teacher demonstrates the ability to utilize appropriate techniques for the evaluation of student teaching by:
 - 13.1 Using effective communication skills in order to empathize with a student

teacher who has problems

- 13.2 Exhibiting the ability to utilize guidelines for the observation of the student teacher in the classroom
- 13.3 Exhibiting the ability to plan jointly with the student teacher
- 14.0 The cooperating teacher demonstrates knowledge of the theories and techniques of supervising student teachers by:
 - 14.1 Adapting methods of supervision to fit the individual needs of the student teacher
 - 14.2 Utilizing supervisory techniques based on a consistent theoretical position
 - 14.3 Demonstrating awareness of research related to supervision of student teaching
 - 14.4 Exhibiting the capacity for effective and meaningful evaluations of student teachers
- 15.0 The cooperating teacher demonstrates the ability to utilize appropriate techniques for the evaluation of student teaching by:
 - 15.1 Utilizing methods of supervision to fit the individual needs of the student teacher
 - 15.2 Utilizing supervisory techniques based on a consistent theoretical position
 - 15.3 Applying research related to supervision of student teaching
 - 15.4 Giving effective and meaningful evaluation of student teacher's performance
- 16.0 The cooperating teacher demonstrates knowledge of the various roles of cooperating teachers by:
 - 16.1 Empathizing with the student teacher who has problems
 - 16.2 Exhibiting a willingness to provide the student teacher with a meaningful experience in the classroom
 - 16.3 Planning jointly with the student teacher
 - 16.4 Offering positive criticism

- 17.0 The cooperating teacher demonstrates knowledge of the roles of the university/college supervisor by:
 - 17.1 Working in partnership with the university/college supervisor
 - 17.2 Successfully completing training which defines the roles of the university/college supervisor

- 18.0 The cooperating teacher demonstrates an understanding of the nature and purposes of the student teaching experience by:
 - 18.1 Successfully completing training which defines and elaborates upon the nature of the student teaching experience
 - 18.2 Successfully planning for the student teaching experience
 - 18.3 Demonstrating the ability to provide the student teacher with appropriate guidance and assistance for assuming classroom responsibility
 - 18.4 Providing various types of experiences during the student teaching process

- 19.0 The cooperating teacher demonstrated the ability to create a learning environment appropriate to the goals of instruction by:
 - 19.1 Providing a learning environment that is attractive and orderly
 - 19.2 Properly using instructional aids
 - 19.3 Using teaching methods which are appropriate for objectives
 - 19.4 Using instructional materials that provide learners with appropriate practice on objectives

APPENDIX L

SUGGESTED COMPETENCIES AND INDICATORS FOR UNIVERSITY SUPERVISORS OF STUDENT TEACHERS OR INTERNS*

- 1.0 The college/university supervisor demonstrates advanced knowledge of curriculum, materials, and learning resources appropriate for grade level or subject area supervised by:
 - 1.1 Holding a minimum of a Master's degree from an accredited institution of higher education
 - 1.2 Participating in or directing research projects related to the curriculum area
 - 1.3 Conducting staff development activities in subject area for public school personnel
 - 1.4 Attending conferences and meetings of professional association(s)
 - 1.5 Teaching courses in curriculum area
 - 1.6 Participating in curriculum development activities related to subject area
-

- 2.0 The college/university supervisor demonstrates knowledge or instructional methods/strategies appropriate for grade level or subject area supervised by:
 - 2.1 Evidencing successful teaching experience
 - 2.2 Serving as a demonstration teacher for subject area
 - 2.3 Producing research and publications related to teaching
 - 2.4 Holding a North Carolina "G" license in the subject area supervised
 - 2.5 Engaging periodically in teaching activity in the public schools
- 3.0 The college/university supervisor demonstrates knowledge and skill in supervision and evaluation of student teachers by:
 - 3.1 Completing course work in supervision and evaluation
 - 3.2 Documenting experience in supervision
- 4.0 The college/university supervisor demonstrates ability to communicate clearly in speaking by:
 - 4.1 Pronouncing words clearly and distinctly
 - 4.2 Using an adequate and appropriate vocabulary
 - 4.3 Using the voice to set a variety of moods in the classroom
 - 4.4 Using standard English
 - 4.5 Speaking on the grammatical level appropriate to the situation
- 5.0 The college/university supervisor demonstrates respect for the dignity and worth of all individuals by:
 - 5.1 Conducting classes so that no partiality is shown to any special group or person
 - 5.2 Treating each person as a unique individual
 - 5.3 Considering the needs of others
 - 5.4 Using positive techniques of discipline
- 6.0 The college/university supervisor demonstrates the ability to communicate clearly

in writing by:

- 6.1 Providing written directions that are understood by the learner
- 6.2 Providing lesson content in written form
- 6.3 Constructing evaluative instruments
- 6.4 Using effective written expression

- 6.5 Using written communication with parents, students, and other professionals
- 7.0 The college/university supervisor demonstrates an understanding of the various agencies involved in the preparation of teachers by:
 - 7.1 Identifying and using community resources appropriate for the preparation of teachers
 - 7.2 Identifying and using State, regional, and national professional association concerned with the preparation of teachers
 - 7.3 Successfully completing designated training which defines the role(s) of LEAs, IHEs, professional association(s), State Department, etc. in the preparation of teachers
- 8.0 The college/university supervisor demonstrates continuous involvement in professional growth and development by:
 - 8.1 Maintaining membership in professional associations
 - 8.2 Attending professional meetings
 - 8.3 Participating in professional improvement activities
- 9.0 The college/university supervisor demonstrates ability to model professional values by:
 - 9.1 Planning, implementing, and evaluating instruction effectively, as evidenced by student evaluation
 - 9.2 Endorsing the ethics of the profession
 - 9.3 Working cooperatively with colleagues, administrators, and members of other agencies involved in the profession

APPENDIX M
North Carolina A&T State University

NORTH CAROLINA AGRICULTURAL & TECHNICAL STATE UNIVERSITY
SUPERVISOR'S CRITIQUE on OBSERVATION of STUDENT TEACHER

Date _____ Time _____

Student teacher _____

Cooperating Teacher: _____ School: _____

Supervisor _____
Signature _____

Instructions: Use this sheet to record the events that occur during the classroom observation. Be sure to code each instance of a STPAI practice as follows: appropriate use of practice (); strong or positive use of practice (+); weak or negative use of practice (-).

I. Instructional Time

- 1.1 Materials ready _____
- 1.2 Class started quickly _____
- 1.3 Time-on-task for learning _____

II. Student Behavior

- 2.1 Rules - Administrative matters _____
- 2.2 Rules - Verbal participation _____
- 2.3 Rules - Movement _____
- 2.4 Frequently monitors behavior _____
- 2.5 Stops inappropriate behavior _____
- 2.6 Reflective practice - Student behavior _____

III. Instructional Presentation

- 3.1 Links to prior learning _____
- 3.2 Understanding content; makes it meaningful _____
- 3.3 Speaks fluently _____
- 3.4 Relevant examples _____
- 3.5 High rate of success on tasks _____
- 3.6 Brisk pace _____
- 3.7 Effective, smooth transitions _____
- 3.8 Assignment clear _____
- 3.9 Adapts instruction to diverse learners _____
- 3.10 Develops critical thinking, problem solving, and performance skills _____
- 3.11 Uses technology to support instruction _____
- 3.12 Students engaged, responsible for learning _____

IV. Instructional Monitoring

- 4.1 Maintains deadlines, standards _____
- 4.2 Circulates to check students' performance _____
- 4.3 Uses varied work products to check progress _____
- 4.4 Questions clear, one at a time _____
- 4.5 Uses response to adjust teaching _____

V. Instructional Feedback

- 5.1 Feedback on in-class work _____
- 5.2 Prompt feedback on out-of-class work _____
- 5.3 Affirms correct response quickly _____
- 5.4 Sustaining feedback after incorrect response _____
- 5.5 Fosters active inquiry supportive interaction _____

VI. Facilitating Instruction

- 6.1 Aligned instructional plans _____
- 6.2 Uses diagnostic information, assessment _____
- 6.3 Maintain accurate records _____
- 6.4 Appropriate instructional activities _____

6.5 Available resources support program

VII. Communicating in Educational Environment

7.1 Treats all student fairly

7.1 Participates in development of school vision

7.3 Relationships with colleagues, parents,
community

VIII. Performing Non-Instructional Duties

8.1 Carries out non-instructional duties

8.2 Adheres to laws, policies, rules, and
regulations

8.3 Plan for professional development

8.4 Reflective practitioner

Suggestions for
Improvement: _____

Rating (circle one): 4=Well Above Standard 3=Above Standard 2=At Standard 1=Below Standard

White Copy - Student Teaching Office Yellow Copy - University Supervisor Pink Copy - Student

APPENDIX N

APPENDIX O

**NORTH CAROLINA AGRICULTURAL & TECHNICAL STATE UNIVERSITY
STUDENT TEACHER PERFORMANCE APPRAISAL INSTRUMENT**

Student Teacher's Name

School/Location

Grade/Assignment(s)

School Year

INSTRUCTIONS

- Based on the evidence from observation, artifacts, and discussion, the evaluator is to rate the student teacher performance with respect to the 8 major functions of teaching listed below.
- The evaluator must add pertinent comments at the end of each major function for which a rating of Well Above Standard, Above Standard, At Standard, Below Standard, or Unsatisfactory is given.
- The student teacher is provided an opportunity to react to the evaluator's rating and comments.
- The evaluator and the student teacher must discuss the results of the appraisal and any recommended actions pertinent to it.
- The student teacher and the evaluator must sign the instrument in the assigned spaces.
- The rating scale will include the five Levels of Performance described below.

5. Well Above Standard (A)

Performance within this function area is frequently outstanding. Some teaching practices are demonstrated at the highest level while others are at a consistently high level. The student teacher continuously seeks to expand scope of competencies and constantly undertakes additional, appropriate responsibilities.

4. Above Standard (B)

Performance within this function area is consistently high. Teaching practices are demonstrated at a high level. Student teacher seeks to expand scope of competencies and undertakes additional, appropriate responsibilities.

3. At Standard (C)

Performance within this function area is consistently adequate/acceptable. Teaching practices fully meet all performance expectations at an acceptable level. Student teacher maintains an adequate scope of competencies and performs additional responsibilities as assigned.

2. Below Standard (D)

Performance within this function area is sometimes inadequate/unacceptable and needs improvement. Student teacher requires supervision and assistance to maintain a adequate scope of competencies and sometimes fails to perform additional responsibilities as assigned.

1. Unsatisfactory (F)

Performance within this function area is consistently inadequate/unacceptable and most practices require considerable improvement to fully meet minimum performance expectations. Student teacher requires close and frequent supervision in the performance of all responsibilities.

Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

1. Major Function: Management of Instructional Time

- 1.1 Student teacher has materials, supplies, and equipment ready at the start of the lesson or instructional activity.
- 1.2 Student teacher gets the class started quickly.
- 1.3 Student teacher uses available time for learning and keeps students on task.

Comments

Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

2. Major Function: Management of Student Behavior

2.1 Student teacher has established a set of rules and procedures that govern the handling of routine administrative matters.

2.2 Student 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 Student teacher has established a set of rules and procedures that govern student movement in the classroom during different types of instructional activities.

2.4 Student teacher frequently monitors the behavior of all students during whole-class, small group, and seatwork activities and during transitions between instructional activities.

2.5 Student teacher stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.

2.6 Student teacher analyzes the classroom environment and makes adjustment to support learning and enhances social relationships.

Comments

Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

3. Major Function: Instructional Presentation

3.1 Student teacher links instructional activities to prior learning.

3.2 Student 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 Student teacher speaks fluently and precisely.

3.4 Student teacher provides relevant examples and demonstrations to illustrate concepts and skills.

3.5 Student teacher assigns tasks and asks appropriate levels of questions that students handle with a high rate of success.

3.6 Student teacher conducts the lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding unnecessary slowdowns.

3.7 Student teacher makes transitions between lessons and between instructional activities within lessons effectively and smoothly.

3.8 Student teacher makes sure that assignment is clear.

3.9 The student teacher creates instructional opportunities that are adapted to diverse learners.

3.10 The student teacher uses instructional strategies that encourage the development of critical thinking, problem solving, and performance skills.

3.11 The student teacher uses technology to support instruction.

3.12 The student teacher encourages students to be engaged in and responsible for their own learning.

Comments

Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

4. Major Function: Instructional Monitoring

4.1 Student teacher maintains clear, firm, and reasonable work standards and due dates.

4.2 Student teacher circulates to check all students' performance.

4.3 Student teacher routinely uses oral, written, and other work products to evaluate the effects of instructional activities and to check student progress.

4.4 Student teacher poses questions clearly and one at a time.

4.5 Student teacher uses student responses to adjust teaching as necessary.

Comments _____

Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

5. Major Function: Instructional Feedback

5.1 Student teacher provides feedback on the correctness or incorrectness of in-class work to encourage student growth.

5.2 Student teacher regularly provides prompt feedback on out-of-class work.

5.3 Student teacher affirms a correct oral response appropriately and moves on.

5.4 Student teacher provides sustaining feedback after an incorrect response by probing, repeating the question, giving a clue, or allowing more time.

5.5 The student teacher uses knowledge of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Comments _____

Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

6. Major Function: Facilitation Instruction

6.1 Student teacher has long-and short-term instructional plans that are compatible with school district curricular goals, the school improvement plan, the NC Standard Course of Study, and the diverse needs of students and the community.

6.2 Student 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 Student teacher maintains accurate records to document student performance.

6.4 Student teacher understands how students learn and develop and plans appropriate instructional activities for diverse student needs and different levels of difficulty.

6.5 Student teacher uses available human and material resources to support the instructional program.

Comments _____

Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

7. Major Function: Communicating within the Educational Environment

7.1 Student teacher treats all students in a fair and equitable manner.

7.2 Student teacher participates in the development of a broad vision of the school.

7.3 Student teacher foster relationships with school colleagues, parents, and community agencies to support students' learning and well-being.

Comments _____

Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

8. Major Function: Performing Non-Instructional Duties

8.1 Student teacher carries out non-instructional duties as assigned and/or as need is perceived to ensure student safety outside the classroom.

8.2 Student teacher adheres to established laws, policies, rules, and regulations.

8.3 Student teacher follows a plan for professional development and actively seeks out opportunities to grow professionally.

8.4 Student teacher is a reflective practitioner who continually evaluates the effects of his or her decisions and actions on students, parents, and other professionals in the learning community.

Comments _____

Suggested Grade (circle one)

Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

Evaluator's Summary Comments _____

Student Teacher's Reactions to Evaluation _____

Evaluator's Signature and Date

Student Teacher's Signature and Date

Signature indicates that the written evaluation has been seen and discussed.

APPENDIX P

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY
Office of Student Teaching, Internships, Partnerships, and School Services

OUTSTANDING STUDENT TEACHER AWARD NOMINATION APPLICATION

SECTION I - TO BE COMPLETED BY APPLICANT

student teaching.

Attached is the rating scale evaluation form.

B. Additional Comments:

Outstanding Student Teacher Award Nomination Application

SECTION III - TO BE COMPLETED BY THE UNIVERSITY SUPERVISOR

A. I recommend _____ to the Student Teaching (Name of Nominee) Committee to be considered for the Outstanding Student Teacher Award and believe that he/she has done an excellent job in student teaching.

Attached is the rating scale evaluation form.

C. Additional Comments:

C. Overall Grade Point Average _____

D. Major Grade Point Average _____

Signature _____
University Supervisor Date

Name of School

**Office of Student Teaching, Partnerships, & School Services
Evaluation Form for Outstanding Student Teacher Award**

Applicant

This section landscape

Outstanding Student Teacher Award Nomination Application

SECTION III - TO BE COMPLETED BY THE COOPERATING TEACHER

- A. I recommend _____ to the Student Teaching (Name of Nominee) Committee to be considered for the Outstanding Student Teacher Award and believe that he/she has done an excellent job in student teaching.

Attached is the rating scale evaluation form.

D. Additional Comments:

Outstanding Student Teacher Award Nomination Application

SECTION III - TO BE COMPLETED BY THE COOPERATING TEACHER

A. I recommend _____ to the Student Teaching (Name of Nominee) Committee to be considered for the Outstanding Student Teacher Award and believe that he/she has done an excellent job in student teaching.

Attached is the rating scale evaluation form.

E. Additional Comments:

C. Overall Grade Point Average _____

D. Major Grade Point Average _____

Signature _____
Cooperating Teacher Date

Name of School

**Office of Student Teaching, Partnerships, & School Services
Evaluation Form for Outstanding Student Teacher Award**

Applicant

This section landscape

Outstanding Student Teacher Award Nomination Application

SECTION IV - ESSAY

DIRECTIONS: Prepare a type written essay-addressing the topic: What Student Teaching Means to Me and a ten-minute videotape displaying your teaching style.