

HIGH POINT UNIVERSITY

Stout School of Education



EDUCATOR PREPARATION PROGRAM

Student Teaching Handbook

Fall 2021 - Spring 2022

***“Today’s teachers must have the energy of a volcano,
the precision of a calculator, the memory of an elephant,
the diplomacy of an ambassador, the patience of a turtle,
and the compassion of a doctor when the patient
says where it hurts”.***

***Jamie Escalante
Stanford University. 1990***

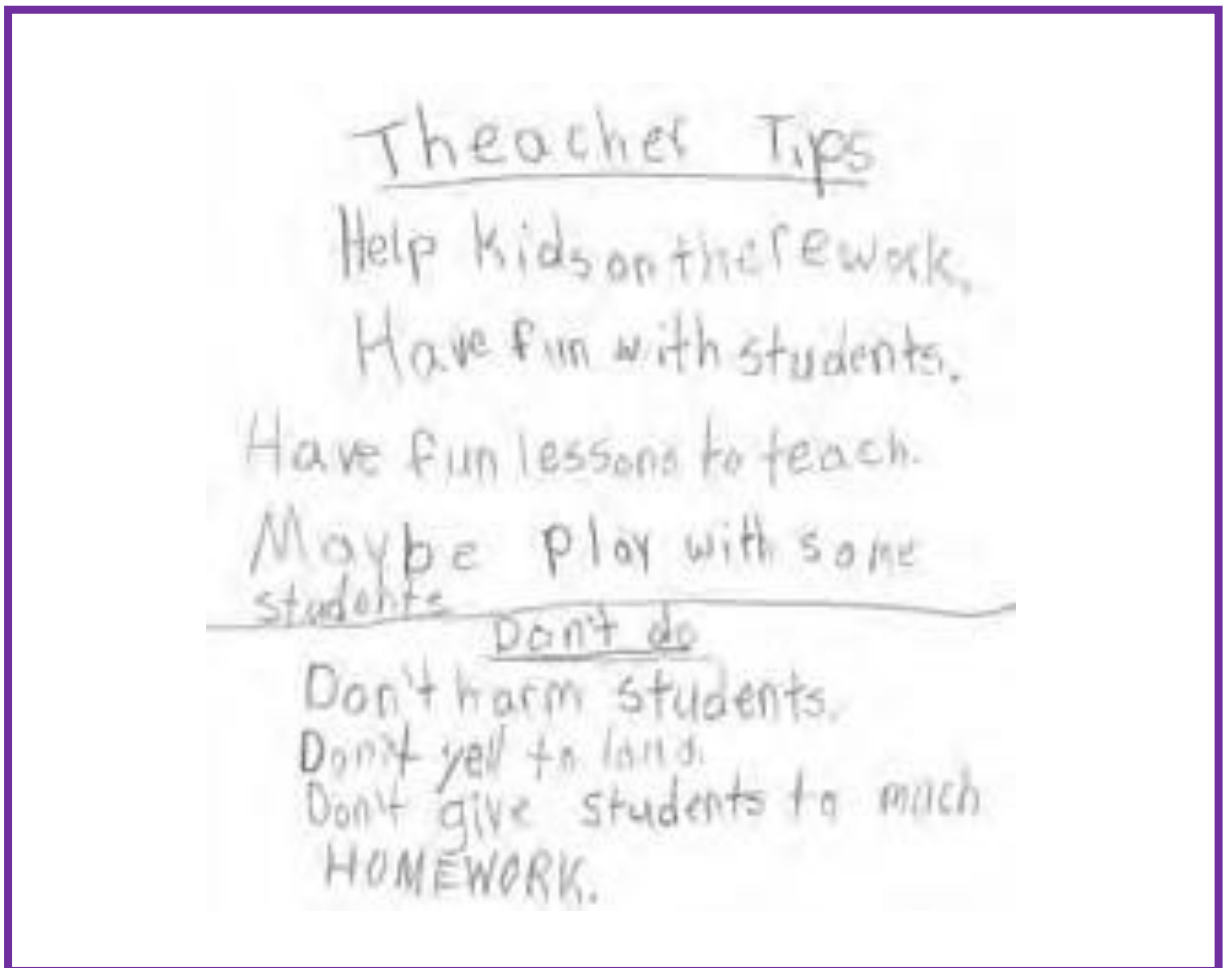


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FALL 2021

Introduction to Student Teaching University Supervisors

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High Point University Stout School of Education Conceptual Framework



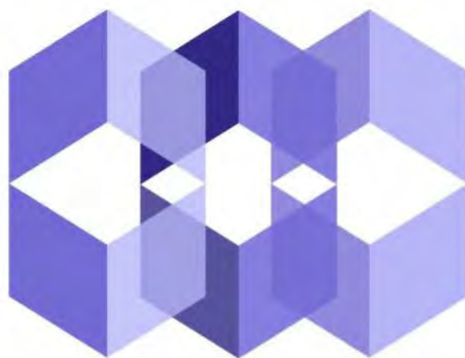
“The teacher as leader for learners in a global world.”

The conceptual framework, “The teacher as leader for learners in a global world,” reflects an intention to create a learning environment in which teacher candidates become reflective practitioners who collaborate and lead in their classrooms and schools for the purpose of preparing students to meet the challenges of a global society.

With the beginning of the 21st century and the explosion of digital technologies, the classroom has become the world. The learner must now navigate the world with 21st century literacies. The teacher facilitating the development of the learner must not only be a reflective decision-maker, continue to have a strong knowledge base and understanding of the learner, but also to be an effective leader and collaborator.

The professional development of the effective teacher is portrayed in the triangle which showcases the characteristics of **reflection, collaboration, and leadership**. The effective teacher must be able to **reflect** in order to make informed decisions and develop the skills needed to **collaborate** with colleagues, parents and the community to improve the ability of the learner to succeed in the P-12 environment. Along with reflection and collaboration, the effective 21st Century teacher must expand the role by development of **leadership** skills. With the combination of these three characteristics, the effective teacher can facilitate change and innovation in the experiences of the learner, via the classroom and the school as well as professional development.

Surrounding the professional development of the teacher candidate is the **21st century** knowledge of the **learner**, knowing the developmental, emotional and cultural aspects of each learner. This leads to the teacher’s facilitation of the acquisition of **21st century skills** needed by the learner to critically think, problem solve, utilize technology, communicate, and collaborate. All this occurs in the **21st Century classroom** which mirrors the world both in diversity and communication but also provides the learner an environment that is nurturing, inclusive, healthy, and safe.



Valuing Diversity, Embracing Inclusion

HIGH POINT UNIVERSITY

High Point University Mission Statement

The mission of High Point University is to deliver educational experiences that enlighten, challenge, and prepare students to lead lives of significance in complex global communities.

Commitment to Diversity, Equity, & Inclusion

High Point University considers a strong commitment to diversity, equity, and inclusion as a core component of our mission and an essential ingredient to a holistic education in the liberal arts tradition. A liberal arts education forms critical-thinkers, moving students from a fixed-mindset to a growth-mindset. This approach to learning prepares students for reflective action in an interdependent and diverse world. We not only understand and respect the unique talents and perspectives of all individuals, but we also embrace and utilize their contributions. Our breadth of inclusiveness creates a path by which all individuals can achieve their highest potential in an increasingly complex and pluralistic society.

We strive toward the recruitment and retention of students, faculty, and staff who reflect an intersectional range of races, ethnicities, religions, genders, sexual orientations, sexual identity and gender expression, abilities, classes, ages, and political ideas. We recognize that diversity also includes a range of geographic locations, communication styles, family makeup, educational background, military service, and other unique life experiences. To encourage diversity and inclusion we endorse dynamic curricula and research agendas—through the university's core education as well as all fields of study, programming, and community engagement—that include a multiplicity of views and perspectives.

Diversity, equity, and inclusion are not merely moral imperatives or societal goals, they are a competitive advantage. Our continued success as a university rests in our collective ability to embrace a multitude of opinions, ideas, and beliefs so that we can effectively educate the next generation of leaders who are culturally responsive, knowledgeable, and globally engaged. Our commitment to diversity, equity, and inclusion cultivates students' desire for citizenship in complex global communities.

HPU Stout School of Education Diversity Vision Statement

In conjunction with High Point University's Commitment to Diversity, Equity, and Inclusion and the Stout School of Education's Conceptual Framework, the Stout School of Education envisions an inclusive community that reflects the diversity of America's public schools. This vision for diversity encompasses three goals. First, in keeping with the university's perspective that inclusivity "creates a path by which all individuals can achieve their highest potential" and recognition that U.S. students benefit from having a diverse body of educators, the Stout School of Education aims to recruit and retain a diverse population of students, faculty, and staff. Second, the Stout School of Education's Conceptual Framework maintains that part of preparing teachers for 21st century classrooms includes ensuring teacher candidates can recognize the "developmental, emotional, and cultural aspects of each learner." Thus, the Stout School of Education strives to impart in its students the knowledge and skills that will enable them to advocate for and recognize and meet the needs of the learners in their schools. Third, the Stout School of Education acknowledges the national demands for teachers in high-need schools and specialty fields, like STEM, special education, and English language instruction. Therefore, it seeks to help meet those demands through promoting careers in high-need schools and specialty fields among its teacher candidates and graduate students.

Approved by the High Point University Teacher Education Council, March 2015

KNOWLEDGE BASE SUMMARY/PROGRAM OBJECTIVES

The knowledge base for a teacher education program is the body of research, expert opinion, and professional practice that undergirds and informs that particular program. The knowledge base helps to define what an effective teacher needs to know and be able to do, and it helps to determine the essential knowledge, skills, and attitudes, that each student in the program will have an opportunity to acquire.

In August 2006, the State Board of Education adopted a new guiding mission for North Carolina Public Schools which ensures that "every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century". Within this initiative, several goals were outlined to guide professional educators to make the necessary and sweeping changes needed to achieve this mission. Broadly, these goals include a focus on the development of 21st century curriculum that is both rigorous and inclusive with visionary leaders who are capable of using innovative 21st century systems.

In 2006, the State Board of Education charged the North Carolina Professional Teaching Standards Commission with the task of aligning its standards for teachers with this newly adopted mission. Critical to the success of these new initiatives is the recognition that in an increasingly challenging, and ever-changing environment, today's practicing teachers must effectively possess the knowledge, skills, and dispositions to lead in the real-world environment of 21st century schools. Different demands dictate new roles for teachers in their classrooms and in their schools. An increased focus on the development of teacher leadership skills, collaboration, and delivery of instruction that is integrated with 21st century technologies has become paramount in significance in the newly approved North Carolina Professional Teaching Standards (2008).

Research on Effective Teaching for the 21st Century: Clearly, the vision for today's 21st century teachers not only embraces the need for reflective decision-making but also addresses the need for educators to be effective leaders, and collaborators. Professional development opportunities which enhance problem-solving and exposure to problem-based learning designed to stimulate inquiry, reflection, and to challenge perspectives regarding key issues, values and needs

has become the focus of structured leadership training (Rowley, 1999). It is imperative that teachers develop a strong knowledge base and expertise in their craft to assume the role of teacher leader in a rapidly changing setting that must increasingly value individual and cultural diversity, while striving toward higher standards for academic achievement (Grant & Gillette, 2006). It is no longer enough to know what and how to teach, but in the 21st century, it is incumbent upon teachers to develop the skills base to guide students in becoming caring, competent, collaborative individuals. Danielson (2006) notes that a learning environment which is conducive to enabling students to acquire 21st century skills must not only exist for the students but also for the educators tasked with preparing the students, as they themselves must be well versed in and practicing these skills as professionals. According to the 2001 Report of the Task Force on Teacher Leadership, "No single principle of school reform is more valid or durable than the maxim that student learning depends first, last, and always on the quality of the teachers. Experts may disagree about how the system functions, or whether it is adequately funded, but no list of educational priorities fails to place teacher quality at or very near the top" (School Leadership for the 21st Century, 2001).

Leadership in the "Global" 21st Century Classroom: In order for today's students to be prepared to navigate the 21st century world, they must become proficient in 21st century literacies, including media, information and cyber literacies. Twenty-first century curriculum has certain critical attributes in that it should be interdisciplinary, project-based, and research-driven. Multiple literacies such as higher order thinking skills, multiple intelligences, and 21st century technologies should be emphasized. The classroom must be expanded to include the greater community and service learning should become the focus of many critical long-term projects. The curriculum and instruction should be designed to challenge all students and provide for differentiation. There is substantial research supporting the effectiveness of 21st century instructional methodologies which include technology-assisted and inquiry-based learning activities. When these instructional strategies are used in a cooperative learning environment, students are seen to learn more and retain knowledge better (Moursund, 2004; President's Committee of Advisors on Science and Technology, 2001). Teaching through "inquiry" involves engaging students in the process of researching and collecting data with teacher support and coaching. The inquiry-process emphasizes web research and critical thinking skills through active teacher coaching to model effective inquiry and to promote reflection (Roy, D.; Kustra, E; & Borin P., 2003). Because this approach to teaching and learning is significantly different from the "stand and deliver" approach used by many teachers, it tends to require a significant amount of ongoing and sustained professional development for its effective implementation (Sandholtz et al. 2000). Although the incorporation of technology is central to the types inquiry-based instruction found in a 21st century classroom, research suggests that most teachers have difficulty incorporating these tools into daily instruction (Comeau, 2008). In many countries today's students are referred to as "digital natives" and today's educators as "digital immigrants" (Wesch, 2008)).

Teacher Leadership in the School: The vision for 21st century schools emphasizes that today's teachers are empowered to expand their leadership by working collaboratively with all school personnel on important issues such as curriculum design and school improvement. Darling-Hammond (1996) cited shared decision making as a factor in curriculum reform and the transformation of teaching roles in some schools. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning. This process, in turn, leads to higher levels of teacher commitment and subsequent student achievement (Maxwell, 2005). Despite compelling evidence indicating that working collaboratively represents best practice, teachers in many schools continue to work in isolation. Even in schools that endorse the idea of collaboration, the willingness to collaborate often equates with congeniality or developing consensus on operational procedures, and committees to oversee different facets of the school's operation, such as discipline, technology, and social climate. Although each of these activities can serve a useful purpose, none represents the kind of professional dialogue that can transform a school into a professional learning community. The development of professional learning communities requires training, structure, and support for this expanded professional role for today's teacher leaders. As an organizational arrangement, the professional learning community is seen as a powerful staff development approach and a potent strategy for school change and improvement (Dufour, 2004). Professionally, teachers who have participated in professional learning communities have reported benefits such as a reduction in feelings of isolation, increased commitment to the mission and goals of the school, and increased feelings of professional renewal, morale, and desire to inspire students (Hord, 1997).

Toward this end, the teacher education programs at High Point University have adopted the following program objectives (effective fall, 2009):

1. To provide a teacher education program that provides candidates with the experiences needed to become 21st century professionals.
2. To facilitate the teacher education candidate's acquisition of the 21st century knowledge, skills, and dispositions needed to produce globally competitive P-12 students.
3. To help prospective teachers to develop the leadership skills needed to effectively collaborate, facilitate change and innovation, and make informed decisions which impact student success.
4. To promote the teacher education candidate's understanding of how to develop a learning environment that is nurturing, inclusive, healthy, and safe.

In addition, those completing the High Point University Teacher Education Program are expected to meet or exceed proficiency in the following areas:

- Content Knowledge in the Major
- Leadership skills
- Collaboration Skills
- Relationship Building
- Use of Technology
- A knowledge of Research
- Media and Financial Literacy
- A knowledge of diverse cultures and global issues
- A knowledge of multiple languages
- An understanding of the process of life-long learning
- Reading, Science, Mathematics, and Communication Skills
- Critical Thinking and problem-solving skills
- Innovative and Creative Thinking
- Reflection and Informed Decision Making

In addition to the Conceptual Framework and the Objectives of the program, the Stout School of Education's Code of Professional and Ethical Behaviors is a framework of behaviors expected by our student interns. This document outlines the expectations for the High Point University interns which also complement s the Code of Ethics for North Carolina Educators published by the North Carolina Board of Education.

Educator Preparation Program Revised August 2021 CODE OF PROFESSIONAL AND ETHICAL BEHAVIORS

All school system employees hold positions of public trust. They are responsible for the education of students and also serve as examples and role models to students. As prospective and current employees of the school system, candidates enrolled in both the initial and advanced teacher education and administration programs at High Point University are responsible for both the integrity and the consequences of their own actions. The highest standards of honesty, integrity, and fairness should be exhibited by each candidate when engaging in any activity concerning teaching or school administration, particularly in relationships with their peers, faculty, P-12 students, parents, the public, and other employees of the school system. (Adopted from the Code of Ethics for North Carolina Educators approved by the North Carolina State Board of Education in March, 2002).

Candidates enrolled in the Stout School of Education are provided with many opportunities to develop the attributes necessary for successful teaching and/or school administration careers. Along with these opportunities come the serious responsibilities of the candidate to students, school, community, and the University. Each candidate, initial and advanced, is required to comply with the following expectations:

1. Adhering to the University Honor Code adopted and endorsed by the faculty and Board of Trustees of High Point University.
2. Maintaining regular attendance, being punctual and, when engaged in field-work, staying in the school for the time scheduled. Only illness or true emergencies excuse an absence or tardy. Candidates are expected to notify mentor teachers and university supervisors by phone immediately if the schedule cannot be met. This process is expected on any day a candidate is absent even in the event of consecutive days absent.
3. Exemplifying the attitudes and actions expected of a teacher or school administrator rather than those which characterize a student. Residents should never engage in any inappropriate social interaction (including but not limited to, profane or lewd remarks, dating, phone calls, texting, etc.) with the students of the cooperating school.
4. Transmission on any social media platform with students or mention of students or partnering schools is strictly prohibited. (including but not limited to, Facebook, Instagram, SnapChat, etc.)
5. Placing school duties and responsibility as a priority and willingly accepting all reasonable duties assigned.
6. Never misrepresenting one's professional qualifications.
7. Conforming to university and school policies regarding standards of behavior.
8. Insubordination (failure to comply) with directives given by university faculty can result in dismissal from the internship and/or the degreed program.
9. Safeguarding all personal and confidential information concerning pupils and use it only for professional purposes. Remember that much damage can be done to students as a result of inappropriate sharing of information. *This includes refraining from texting and discussions on social networking websites and emails.*
10. Acknowledging the diverse views of P-12 students, their families, and professional colleagues. Students should be challenged to look at all sides of controversial issues and refrain from exerting one's own personal beliefs on others.
11. Following the rules of basic courtesy toward school administrators, teachers, pupils, staff, and members of the community. Refraining from making unfavorable remarks about the students, the cooperating teacher, the school, the staff, the community, and the University or its faculty.

12. Dressing appropriately and in keeping with faculty and University standards. Personal hygiene and grooming should be of the highest order. Provocative or sloppy dress is always unacceptable. *Visible body piercing and tattoos may be unacceptable depending upon local school policies.* Schools have differing policies so principals or cooperating teachers should be consulted and the policies of the school strictly followed.
13. Avoiding all partiality and favoritism toward students.
14. Maintaining good professional relationships. Always deal with the personnel of the cooperating school in an open, honest, and fair way. Without the cooperation of the area schools, High Point University could not properly train its undergraduate and graduate students. It is the responsibility of each of these students to maintain a good professional relationship with the cooperating schools.
15. Refraining from using personal cellphones, computers and other personal devices in the school setting unless approved by the cooperating teacher, administration and University.
16. Refraining from using social networking sites [such as Facebook, Twitter, Instagram and others.] in the school setting other than for instructional purposes. Texting and friending students, parents and teachers (unless the school administration approves) is not permitted.
17. *Absolutely no posting of any pictures of students on any website or social networking sites or picture sites such as Instagram. Pictures/videos of students can only be posted on approved websites approved by the school principal or a protected website approved by the High Point University Technology Coordinator.*
18. Showing good *common sense* in all situations. If one is unsure, questions should be taken to the University supervisors, Student Teaching Coordinator, the Associate Dean or Dean of the Stout School of Education.
19. All initial and advanced students enrolled in the educator preparation program are expected to be familiar with the *Code of Ethics for North Carolina Educators* adopted by the North Carolina State Board of Education in March, 2002.

Each candidate must seriously assume the above responsibilities to maintain good standing. Failure to do so could result in removal from the program.

COVID Policy
Revised Fall 2021

The School of Education at High Point University is committed to operating its programs safely as we transition into the 2021/2022 academic year. Toward that end, we have continued to collaborate with our district partners in planning for K-12 clinical experiences that are vital to the preparation of future teachers and school administrators. As we monitor trends in coronavirus outbreaks in our state as well as developing public health authority guidance and legal requirements, the following are expectations to which you will be held responsible as you begin your required internships in EDU 4134, 44, 54, 64, or 74 this fall.

Please review each statement and indicate your agreement by initialing to the left in the space provided:

1. _____ I understand that I am to work with [department or individuals] and follow the policies for [accommodations or COVID-19 related assignments} in order to address any physical, mental or emotional disorder that could prevent me from participating fully in the expectations outlined in EDU 4134/44/54/64/74. I understand all University OARS accommodations must be followed and authorized prior to any adjustments made for courses that qualify. Contact Rebecca Berger in OARS for assistance.
2. _____ I understand based on any need for accommodations related to COVID-19, my internship school placement, cooperating teacher, or university supervisor may change in order to provide me with a reasonable accommodation to reduce health risks. The Stout School of Education will work with impacted students to present accommodations that preserve the integrity of the clinical placement requirements while maintaining the safety and well-being of highly impacted interns.
3. _____ I understand that some districts may make modifications in instructional delivery and I agree to (1) fully participate in any virtual teaching should my assigned school implements, (2) support my cooperating teacher with any virtual teaching, student or parent interactions, (3) if working remotely, to maintain regular and prompt responses to my university supervisor, and (4) keep a record of any virtual lessons and activities in accordance to the expectations outlined by my university supervisor and the School of Education's Field Placement Coordinator, Mrs. Debbie Albert. Virtual teaching will be the expectation only if instructional modifications are made by the school district or due to policy changes in the SSOE.
4. _____ I understand that each school district will have required protocols in place to protect the health and well-being of their K-12 students. I will comply with all safety protocols that may be put into place at the school(s) I am assigned to such as daily temperature checks, providing an assessment of my daily health that may include providing information on possible exposures to coronavirus, symptoms associated with coronavirus and I will comply with wearing a face covering/mask while on school grounds. I understand that even with all appropriate protocols, there is no guarantee that I will not be exposed to COVID-19 at a placement. Furthermore, The School of Education reserves the right to alter or withdraw any student from EDU 4134/44/54/64/74 who does not comply with school protocols.

INTRODUCTION – Introduction to Student Teaching and Student Teaching Continuation

Introduction to Student Teaching and Student Teaching Continuation is a year-long field experience. Participation in these courses is without question, one of the most critical components of the Educator Preparation Program (EPP).

This Handbook contains the guidelines, policies, and expectations for candidates, cooperating teachers, instructors and University supervisors. It includes the conceptual framework for the EPP, the EPP's Code of Professional and Ethical Behaviors, HPU and EPP Diversity statement and a chart of how the two courses connect. Policies governing the selection of cooperating teachers and school sites, and the roles of the cooperating teacher, University supervisor or instructor are outlined. The Introduction to Student Teaching section describes the expectations and defines the assignments and evaluations that occur during that semester for the different EPP majors and licensure candidates. Introduction to Student Teaching places candidates with a cooperating teacher in the fall for a field experience concurrent with methods and technology courses. This Handbook contains the application process, the legal status of the candidate according to North Carolina statute, general campus information such as food service over the Fall/Spring breaks, the roles and responsibilities of the different constituents, a timeline for the experience and the policies such as the one governing interns as substitutes. The Handbook has appendices, which include copies of the assessment and evaluation rubrics, testing information for N.C. licensure and information on edTPA requirements.

Expectations, Evaluation & Connections – Introduction to Student Teaching and Student Teaching Continuation

Introduction to Student Teaching EDU 4134/44/54/64/74	Student Teaching Continuation EDU 4230/40/50/60/70
Student teachers will use the cooperating school's login system to sign in and out at each school visit. The student teacher is responsible for requesting a printed copy of the school-based recorded attendance to submit to the University supervisor at the midterm evaluation and the final week of Introduction to Student Teaching. In addition, university supervisor may require a weekly log to be signed by the cooperating teacher.	Student teachers will use the cooperating school's login system to sign in and out at each school visit. The student teacher is responsible for requesting a printed copy of the school-based recorded attendance to submit to the university supervisor at the midterm evaluation conference and the final week of Student Teaching Continuation. In addition, university supervisor may require a weekly log to be signed by the cooperating teacher.
All student teachers are evaluated on a scale of 1-3 during the Junior Year Review (JYR) for predictive success during <u>Introduction to Student Teaching</u> . Any candidate flagged during the JYR is required to meet with Associate Dean and generate an intervention plan in which progress is assessed mid-semester.	All student teachers are evaluated using noted forms in <u>Introduction to Student Teaching</u> for predictive success and these ratings are used to determine <u>Student Teaching Continuation</u> final placements and university supervisor selection.
Student teacher attendance is mandatory for all scheduled seminars designed to explain and support edTPA and for general student teaching. Student teachers should see course syllabi, in addition to any updated requests for meetings, for detailed information on course assignments.	Student teachers should see course syllabi for detailed information on course assignments, edTPA, and seminars. Attendance to all seminars is mandatory.
All student teachers are required to teach a lesson with support from the cooperating teacher prior to midterm. See your Introduction to Student Teaching syllabus for details. The student teacher will write a reflection following the	All student teachers are required to have one formal observation completed by the university supervisor prior to midterm and one formal observation completed by the university supervisor after midterm. The cooperating teacher

<p>cooperating teacher's feedback. Ongoing Reflection Rubric The cooperating teacher will use the McRel form to provide narrative feedback. Following midterm, the student teacher will teach a minimum of two lessons. The first of these lessons will be formally observed by the university supervisor, and one formally observed by the cooperating teacher. The lessons formally observed will be evaluated using the Student Teaching Formal Observation rubric. If the candidate is placed on an Intervention Plan, additional formal observations may be required.</p>	<p>will complete one formal observation after midterm. Each formal observation is to be a different lesson and may not be lessons used for the edTPA portfolio. If the candidate is placed on an intervention plan, additional formal observations may be required. The cooperating teacher/university supervisor will complete the Student Teaching Formal Observation rubric for all formal observations. Additional formal observations may be required. Authentic and specific feedback encourages further growth.</p>
<p>The student teacher is required to complete a total of two (2) reflections during <u>Introduction to Student Teaching</u>. The Ongoing Reflection Rubric scoring criteria will be used to assess the reflection of the lesson taught prior to the midterm. The Semester Reflection criteria will be used to evaluate the final reflection that is completed at the conclusion of <u>Introduction to Student Teaching</u>. See course syllabi for specific due dates. All evaluation forms are included in the appendix of Student Teaching Handbook.</p>	<p>A final reflection using the Semester Reflection scoring criteria will be completed at the end of the student teaching experience. If a student teacher is placed on an intervention plan, additional observations and reflections may be required. All evaluation forms are included in the appendix of the Student Teaching Handbook.</p>
<p>A Professional Development Plan (PDP) will be developed by the conclusion of <u>Introduction to Student Teaching</u> which will outline areas of needed improvement. Goals, objectives and an anticipated timeline for making progress should also be included. The plan will be used by the intern to target areas of needed growth during <u>Student Teaching Continuation</u>. The PDP will be created and evaluated using the C-PAST evaluation tool. The PDP will be reviewed with the university supervisor by the end of the semester.</p>	<p>The Professional Development Plan (PDP) will be reviewed by the university supervisor at midterm of Student Teaching Continuation in order to provide feedback on the student teacher's progress on the stated goals and actions outlined in the PDP. It is the expectation that the student teacher implements the plan during Student Teaching Continuation.</p>
<p>At the midterm, student teacher will be evaluated by the cooperating teacher and university supervisor using the Performance in the Field Experience form. For self-reflection, the student teacher will also be asked to complete the Performance in the Field Experience form as well. In the midterm conference with the student teacher and the university supervisor, observations, reflections, attendance and the Performance in the Field Experience evaluation will be reviewed.</p>	<p>The student teacher will be evaluated at midterm using the C-PAST evaluation instrument to assess growth in meeting proficiency and to note progress in those areas outlined in the PDP. Any student teacher not making satisfactory progress at midterm will be required to participate in an intervention plan developed by the university supervisor. The intervention plan will address areas of concern and provide a plan for improvement. The student teacher will be required to have a minimum of <u>one additional</u> formal observation using the Student Teaching Formal Observation Rubric. An additional reflection following the formal observation and university supervisor's feedback using the Ongoing Reflection scoring criteria will also be required. Disposition areas are also considered and reviewed when determining the need for an intervention plan.</p>
<p>All student teachers will have a final evaluation of their Introduction to Student Teaching experience, which includes a conference with the university supervisor and cooperating teacher using the C-PAST form to assess growth in meeting proficiency. The university supervisor and the cooperating teacher will collaborate in the completion of this evaluation. Any student teacher who is not making satisfactory progress</p>	<p>All student teachers will be required to have a final evaluation and exit conference with the university supervisor and cooperating teacher. The university supervisor will complete the NC Student Teacher Evaluation Rubric and Certification of Teaching Capacity after collaboration with the cooperating teacher. The Stout School of Education may extend the</p>

<p>at the end of the fall semester will be required to participate in an intervention plan developed by the university supervisor. The intervention plan will address areas of concern as indicated by the evaluations and observations across the semester.</p>	<p>student teaching experience in the event the student teacher does not score a minimum of "Proficient" on all standards.</p>
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All student teachers should review course syllabi for detailed information on course assignments and the timeline for completion.

Introduction to Student Teaching is a part-time student teaching internship with one full-time week in the fall semester, while Student Teaching Continuation is full-time. Due to changes in the NC Licensure requirements, student teachers must complete 16 full-time weeks of student teaching. Given the university spring calendar does not accommodate the required number of weeks, one of the 16 required weeks are met in the fall semester in Introduction to Student Teaching. In addition to the hours prescribed in Introduction to Student Teaching internship, an additional one full-time week is required during Introduction to Student Teaching. Specific dates will be shared at the Introduction to Student Teaching Orientation in August. An example of how these weeks are structured are as follows.

<p>Elementary/Special Education *Tuesday, August 24th-Friday, August 27th (Full days)</p>	<p>Middle/Secondary/Health/PE *These days may be met by attending the school placement 5 full days across the fall semester that accommodates the content area of the content area major. OR *The week at the official end of student teaching during the spring semester. (Week of May 3rd-May 7th). You are to determine which option you prefer and confirm with your university supervisor the first week of the fall semester.</p>
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Selection of the Student Teaching Site and Cooperating Teachers

The selection of sites for student teaching is a cooperative responsibility of the university and local school districts. The Student Teaching Coordinator submits student teaching requests along with additional pertinent information to the Director of Human Resources. The Director (or designee) will select and/or confirm the placement site. Selected cooperating teachers meet guidelines set forth by the state of North Carolina and individual school districts.

Once a student teaching placement has been approved by the school district and the Stout School of Education, the placement will not be changed unless an unforeseen circumstance dictates doing so. In those rare cases, it is the Student Teaching Coordinator and the Associate Dean of the Stout School of Education who will make the final decision. **Under no circumstances are students permitted to contact cooperating teachers or school principals to discuss placement options.** Requests for additional information concerning student teaching should be directed to the Associate Dean of the Stout School of Education. Approval for a change in a student teaching placement must be approved by the Internship Coordinator and the Associate Dean.

A student's dissatisfaction with his/her student teaching placement is not appealable to the Dean of the Stout School of Education.

Roles and Responsibilities

Student Teacher - The student teacher should display enthusiasm, initiative, and a positive attitude toward students, colleagues, and his/her responsibilities. All policies prescribed by the school or cooperating teacher should be thoroughly studied. Appropriate personal hygiene and dress are essential elements of the student teacher's professional role. Relationships with colleagues and students should be friendly and professional. Tact and discretion must always be utilized. Student Teachers are expected to adhere to the Stout School of Education's ***Code of Professional and Ethical Behaviors*** at all times. A copy of the ***Code of Professional and Ethical Behaviors*** was provided for student teachers in Introduction to Student Teaching and Student Teaching Orientations, as well being accessible through the Stout School of Education website and in the Student Teaching Handbook. Additionally, it is the responsibility of all High Point University student teachers to review and be familiar with the **Code of Professional and Ethical Behavior for North Carolina Educators**. It is recommended that the student teacher become familiar with the personnel policies of the school system in which the student teaching is taking place. Some systems post their personnel handbook online.

Cooperating Teacher - The Stout School of Education recognizes that student teaching offers some of the most valuable experiences teacher education majors receive during their program of study. The feedback and support provided by experienced cooperating teachers contribute significantly to the growth our students achieve in their knowledge, skills and dispositions for classroom teaching. Each cooperating teacher should be prepared for the student teacher's arrival. Emphasis on the student teacher's role as a team member and co-teacher is vital if the student teacher is to successfully establish a positive professional rapport with students. Supervision of student teaching should be a cooperative responsibility. The cooperating teacher should assist the student teacher in any aspect of their development. Student teachers are reminded that praise and constructive criticism are vital elements of every student teaching experience. Student teachers should expect both and accept them with equal appreciation.

University Supervisor - The university supervisor serves as a resource and support person to both the cooperating teacher and student teacher. The university supervisor should be contacted immediately if either the cooperating teacher or student teacher has questions or concerns. The supervisors are expected to provide written documentation of each student teacher's progress using the appropriate evaluation instruments assigned by the Stout School of Education to maintain accountability and record-keeping. The university supervisors are responsible for assigning the grade or score for Introduction to Student Teaching or Student Teaching Continuation. Student teachers will also evaluate the university supervisor (Appendix D) at the end of the semester.

Cooperating Principal - The principal will provide assistance to the cooperating teacher and student teacher in the fulfillment of any aspect of their responsibilities. Principals are notified in advance of orientation sessions, the university school calendar and other important events to ensure consistency and support throughout the student teaching experience.

Introduction to Student Teaching

Attendance at Placement Site:

At the start of student teaching, student teachers should exchange telephone numbers, e-mail, and any special communication instructions with the university supervisor and cooperating teacher. Maintaining regular attendance, being punctual, and staying in the school for the time scheduled are expectations of all student teachers. In case of an emergency or illness the student teacher should follow the procedures below.

- 1) Notify cooperating teacher by phone immediately.
- 2) Notify university supervisor immediately.
- 3) Notify Student Teaching Coordinator, Mrs. Debbie Albert at (336) 841-9472 or dalbert@highpoint.edu. Leave a message stating the date of your absence and reason.

It is the expectation that this process be followed each time the student teacher is absent even in the event of consecutive absences.

A student teacher who is absent for more than two consecutively scheduled days, or a total of more than two non-consecutive days during Introduction to Student Teaching or Student Teaching Continuation must make arrangements (with the approval from the University Supervisor, and Internship Coordinator) to extend the student teaching date in order to receive credit for the course. Any absences beyond the two days will be required to be made up during the semester, regardless the reason for the absence.

****A student teacher may be excused for no more than one day to attend a Job Fair or interview **during Student Teaching Continuation**. This absence counts as one of the two, therefore days would be required to be made up if student teacher exceeds the two allowed absences. Student teachers are to schedule job interviews at the end of school days. Principals understand you have obligations in the classroom in your student teaching placement and are most always willing to accommodate your scheduled responsibilities.***

After the third absence in Introduction to Student Teaching or Student Teaching Continuation, the student teacher is required to meet with the university supervisor. If a student teacher does not contact the cooperating teacher, university supervisor and/or leave a message for the student teaching coordinator or simply does not go to the cooperating classroom, a conference is required with the university supervisor. At that time, the student teacher will be placed on an intervention plan. If the lack of attendance continues, the student teacher risks being withdrawn from the course. This withdrawal will delay the student teacher's ability to continue in student teaching.

Introduction to Student Teaching - Assignments

First Weeks and Seminars

- 1) Attend Introduction to Student Teaching Orientation session
- 2) Letter of Introduction to Cooperating Teacher
- 3) Student Teaching Information Sheet
- 4) Login and out each day using the school site's electronic visitor sign in system and/or attendance log as directed by your university supervisor.
- 5) Sign and submit the Code of Ethics form

Letter of Introduction: The student teacher will email a letter of introduction to the cooperating teacher, which includes the areas specified below. The university supervisor must approve the email before it is sent. The principal of the assigned school as well as the university supervisor are to be included in the email correspondence. The letter will include:

- Brief introduction of yourself (where you are from, major, previous work experience [with children], university involvement)
- Your contact information (ie: email, phone)
- The days and times you will be in the classroom
- An expression of appreciation to be invited to work with the cooperating teacher and students

Introduction to Student Teaching Information Sheet: Submit your completed student teaching information sheet by the required date set by the university supervisor.

Seminars: Attendance is mandatory for **ALL** scheduled seminars for **Introduction to Student Teaching**.

It is the expectation that students review course syllabi for specific directions regarding further assignment details.

HIGH POINT UNIVERSITY

Stout School of Education

Steps to apply for Student Teaching

Instructions for Completing the Student Teaching Application in Foliotek:

- 1) Choose "**Gateway 3**" from the main page in Foliotek.
- 2) Choose "**Student Teaching Application**"
- 3) Choose the application titled "**Student Teaching Application**".
- 4) Complete the application

Background Check Forms:

The process for completing criminal background checks vary across school districts. You will be notified by the Internship Coordinator or Ms. Heather Slocum, administrative assistant in the Stout School of Education, for the specific steps to be completed for your assigned school district's protocol for completing the background check.

In order for student teachers to begin in their student teaching placement by the start date of Introduction of Student Teaching, student teachers must complete all required documents by the deadline provided by the Internship Coordinator or Ms. Heather Slocum.

Student Teaching Continuation

STUDENT TEACHING CONTINUATION: Student Teaching Continuation is 8 credit hours and therefore is considered to be a full-time experience. Student Teaching Continuation begins after the orientation meetings within the first week of school at the beginning of the semester. Student teachers are concurrently enrolled in EDU 4166 and EDU4001. Student teachers are not to be enrolled in any other courses other than EDU 4111 for seminars. Student teachers are requested not to hold jobs during the school week. Student teachers who live on campus need to be prepared for the unavailability of on-campus food services during HPU's spring break. **Student teachers are required to attend all scheduled seminars across the semester. Failure to attend seminar meetings could result in additional requirements and potential delay in the processing of required licensure paperwork with the State Department of Public Instruction.**

APPLICATION FOR STUDENT TEACHING: Teacher Education students are required to submit an application for student teaching. **Applicants for student teaching who are majoring in elementary and special education are also required to show progress in meeting the testing requirements for the North Carolina license.** Applications can be accessed in Foliotek and is to be completed by the required deadline in the spring semester of the junior year. **All candidates applying to student teaching MUST complete a criminal background check form and any other documents required by the school system which the student placement is assigned.** Most school systems now perform routine criminal background checks on all applicants. HPU Student Life will also be asked for the applicants' conduct record. **Educator Preparation Program candidates are notified of all of these requirements, and it is the responsibility of each student to follow through in meeting deadlines and obtaining all necessary documentation as requested on the application. Not completing all of these steps by the designated dates can result in a delay in beginning student teaching, consequently extending the completion date as well.**

Educator Preparation Program candidates may not be permitted to student teach if, at the commencement of the semester in which student teaching is scheduled, **any** of the following conditions exist:

- The student has not completed the application for student teaching placement
- The student has not completed all required professional education coursework
- The student has a cumulative GPA of less than 3.0.
- The student has an **Incomplete** in any professional education course
- The student has an unsatisfactory grade of C- or lower in a professional education course
- The student, if flagged during the *Junior Year Review* has not satisfactorily responded to the intervention plan outlined by him/her and the Associate Dean of the Stout School of Education
- **The student does not have a cleared criminal background check.**
- **The current conduct report from Student Life is unfavorable.**
- **All student teachers must provide evidence of having passed the required North Carolina licensure tests or evidence any outstanding tests or retakes are scheduled. This information is to be submitted to Ms. Heather Slocum in the Stout School of Education and is the sole responsibility of the student teacher to provide the required documentation**

Any student who is not permitted to student teach because of any of the conditions noted above, has the right to appeal this decision by following the guidelines described in the 2021-2022 **Educator Preparation Handbook** which can be accessed on the Stout School of Education website.

LEGAL STATUS OF Student Teacher: The Public School Laws of North Carolina provide: 115C-309

- (a) **Student Teacher Defined** – A student teacher is any student enrolled in an institution of higher education approved by the State Board of Education for the preparation of teachers who is jointly assigned by that institution and a county or city board of education to student teach under the direction and supervision of a regularly employed licensed teacher.
Student teaching may include those duties granted to a teacher by G.S. 115C-307 and 115C-390 and any other part of the school program for which either the supervising teacher or the principal is responsible.
- (b) **Legal Protection** – An intern under the supervision of a licensed teacher or principal shall have the protection of the laws accorded the licensed teacher.

- (c) **Assignment of Duties** – It shall be the responsibility of a supervising teacher, in cooperation with the principal and the representative of the teacher preparation institution, to assign to the student teacher responsibilities and duties that will provide adequate preparation for teaching.

SCHEDULE: Student teachers follow the calendar of the assigned school district, not the HPU calendar. Consequently student teacher will take the spring break of the cooperating school district, not the HPU spring break. Student teachers should review the school district calendar and plan accordingly. **Student Teaching Continuation** is a full-time internship. The student teacher will follow, at minimum, the start and end times for faculty at the cooperating school with the expectation at times there may be events/assignments which may extend beyond the regular daily faculty hours.

FOOD SERVICES INFORMATION FOR STUDENT TEACHERS: Student teachers are reminded that HPU dining services are not available during HPU spring break. Student teachers are responsible for making alternate arrangements for meals during this time. The HPU Passport can be used at local restaurants. Lunch is available for purchase at assigned schools. The student teacher should inquire about cost.

During spring semester, student teachers with meal plans can take advantage of the following suggestions from food services:

- Pick up a meal from The Café the evening before and take it “to go”. The student teacher must let The Café staff know that they are with the student teacher program and need to get a meal for the next day.
- Email the Café manager and place an order for a deli sandwich or a salad to be picked up at 7 am. The student teacher must come to The Café and swipe their Passport and pick up the meal before leaving campus for the day
- **It is the student teacher’s responsibility to stay informed through university communications of any possible changes regarding food availability across campus during spring break and make arrangements accordingly.**

TRANSPORTATION: Student teachers must provide their own transportation to and from the assigned school. The student teacher should confirm with the cooperating teacher or school personnel regarding designated parking at the school site.

ROLES AND RESPONSIBILITIES: A general description of each participant’s roles and responsibilities are as follows:

Student Teacher: The student teacher should display enthusiasm, initiative, and a positive attitude toward students, colleagues, and his/her responsibilities. All policies prescribed by the school or cooperating teacher should be thoroughly studied. Textbooks, curricula guides, and other instructional materials must be carefully reviewed. As soon as possible, the student teacher should become acquainted with the faculty and staff, as well as the physical school building. Attendance at faculty meetings, parent conferences, and in-service workshops is an important component of the student teacher’s development and is expected of each student teacher.

Appropriate personal hygiene and dress are essential elements of the student teacher’s professional role. Relationships with colleagues and students should be friendly and professional. Tact and discretion must always be utilized. Student teachers are expected to adhere to the Stout School of Education’s **Code of Professional and Ethical Behaviors** at all times. The Code of Ethics can be reviewed by on the Stout School of Education website. Additionally, it is the responsibility of all High Point University student teachers to review and be familiar with the **Code of Ethics for North Carolina Educators**. It is recommended that the student teacher become familiar with the personnel policies of the school system in which student teaching is taking place. Often school districts post personnel handbooks online for ease of access. It is the student teacher’s responsibility to work with the cooperating teacher to secure school/district policies.

Student Teachers are reminded that both praise and constructive criticism are vital elements of student teaching. Student teachers should expect both and accept them with equal appreciation. The primary goal of the cooperating teacher and the university supervisor is to help make student teaching a successful and enjoyable experience.

The student teacher will complete one (1) reflection during the semester. The reflection is required after the formal observation by the University Supervisor prior to midterm. (See course syllabi for specific dates) The **Ongoing Reflection Rubric** will be used for scoring the reflection after the formal observation.

edTPA Performance Based Portfolio (effective 2019-2020)

In August 2016 the North Carolina General Assembly approved legislation stating that all student teachers completing an approved educator preparation program in N.C. must submit a performance-based portfolio to demonstrate readiness for teaching. Effective September 1, 2019, all students completing undergraduate licensure programs in elementary, special education, middle grades, special subjects, and secondary 9-12 licensure programs or the initial licensure MAT programs must submit and earn a passing score on the edTPA portfolio in order to meet this licensure requirement set by the state of North Carolina.

HPU licensure candidates will have several opportunities to practice and receive support with the edTPA process. Candidates will prepare their portfolios and submit them to Pearson for official scoring following the timeline provided during student teaching. Please note that during the student teaching semester, faculty, cooperating teachers, and student teaching supervisors are restricted in the type of direct support or comments they can provide to candidates in order to maintain assessment validity. Therefore, it is the responsibility of the candidate to review guidelines closely, to prepare materials accurately, and to submit them following the guidelines provided.

For undergraduate candidates, EDU4001 is a required course designed to support student teachers/candidates for K-12 teaching licensure in completing the teacher performance assessment portfolio required to qualify for licensure in the state. Candidates will design, plan, instruct, and assess their K-12 students, as well as analyze and evaluate their teaching performance

Successful completion of the edTPA portfolio is a licensure requirement set by the State of North Carolina. Therefore, in order for the HPU Educator Preparation Program to recommend a candidate for licensure, that candidate must have earned a passing edTPA score as determined by state scoring guidelines. Students who do not earn a passing edTPA score may choose to participate in support activities and to resubmit the portfolio if they wish to pursue a licensure recommendation. Resubmission costs and additional coursework costs beyond the student teaching semester are the responsibility of the candidate.

DESCRIPTION:

The edTPA is a performance-based assessment portfolio, which teacher candidates complete during their student teaching semester as a licensure requirement. The edTPA consists of three major areas of evaluation: Planning, Instruction and Assessment. Within each of these three categories student teachers will be asked to complete a series of tasks that provide evidence of competency in planning, instructional delivery and assessment of students. In Planning, student teachers will complete a Context for Learning task which requires them to describe their district, school, classroom, and students. They will develop a series of sequenced lesson plans and all relevant instructional materials to accompany these lessons during Planning. Once they have crafted their lesson plans, students will be required to complete a commentary in which they are prompted to describe and reflect on their planning with special attention to the central focus, objectives, differentiation, rationale, and incorporation of academic language throughout the learning segment. In the category of Instruction, student teachers will be required to video record themselves teaching the previously described learning segment and choose clips to submit from their lessons, along with a written commentary addressing the atmosphere of the classroom, the engagement of students, and differentiation. Finally, in the third category of

Assessment, students will choose one assessment and analyze the students who have been highlighted in the video they have chosen to upload into the portfolio. Student teachers will be required to submit three student work samples of this assessment (one student must have a specific learning need such as an Individualized Education Plan or be designated as an English Language Learner) along with their feedback to those students. Student teachers also submit a written commentary, addressing class performance on the assessment, how the feedback will help students, academic language and plans for future lessons. Requirements for the edTPA portfolio are detailed in the edTPA Handbook for your licensure area. This handbook will be provided to you in the semester prior to student teaching.

- Module 1: edTPA Overview/Academic Knowledge (1 CR)
- Module 2: Planning (Will include samples of exemplar lesson segments) (1 CR)
- Module 3: Instruction (Will include Video Samples) (1 CR)
- Module 4: Assessment (Will include sample “exemplar” commentaries) (1 CR)

Cooperating Teacher: The feedback and support provided by experienced cooperating teachers contribute significantly to the growth student teachers achieve in their knowledge, skills and dispositions for classroom teaching. Each cooperating teacher should be prepared for the student teacher’s arrival. Emphasis on the student teacher’s role as a team member and co-teacher is vital if the student teacher is to successfully establish a positive professional rapport with students. The student teacher should be provided with copies of appropriate instructional materials. Assistance in meeting colleagues and understanding school policies should be offered. **The Stout School of Education provides orientation training for new cooperating teachers for all student teachers.** During orientation training cooperating teachers will have an opportunity to learn more of the responsibilities and requirements for student teachers, university supervisors, in addition to their role as mentors. Strategies for maximizing the success of university student teachers as well as Stout School of Education policies, procedures, and expectations are outlined during this session. All documents may be accessed via the Cooperating Teacher Resources area on the left side of the High Point University Stout School of Education website.

The cooperating teacher will complete a minimum of one formal observation following the midterm. The formal observation of teaching is followed by a conference between the cooperating teacher and the student teacher. The cooperating teacher will use the **Formal Observation forms** to provide documented feedback to the student teacher.

Supervision of the student teacher is a cooperative responsibility. The primary on-site supervisor is the cooperating teacher. Feedback to the student teacher should be provided on a daily basis. Communication may be accomplished through informal discussion or a formal conference. While independence is a primary goal, student teachers gain great benefits from frequent discussion of their performance. **See Appendix F for additional Guidelines concerning Cooperating Teachers** The university supervisor and student teacher will provide an evaluation of their experiences with their cooperating teacher at the conclusion of the semester using the **University Supervisor Survey of Cooperating Teacher** and the **Student Teacher Survey of Cooperating Teacher** (See Appendices B and C).

University Supervisor: The university supervisor is to consult the **Student Teaching Handbook** and familiarize themselves with the guidelines and expectations. The university supervisor must complete a minimum of five on-site visits across the semester. Observation of teaching is followed by a conference that often includes both the student teacher and cooperating teacher. **The supervisor must make one formal observation prior to midterm [using the Formal Observation forms], timely enough for the student teacher to receive feedback and one formal observation following the midterm.** After the first formal observation by the university supervisor (prior to midterm), the student teacher must write a reflection after receiving feedback. The supervisor will use the **Rubric for Ongoing Reflection** to score the reflection. The university supervisor will help the cooperating teacher coordinate student teacher involvement and evaluate the student teacher’s performance both at mid-semester and during the final week of the student teaching experience. The student teacher receives assistance from the supervisor in any area related to student teaching. The university supervisor should

be contacted immediately if either the cooperating teacher or student teacher has questions or concerns. The university supervisor is responsible for notifying the Associate Dean and/or the Student Teaching Coordinator if a student teacher's mid-semester evaluation indicates the need for an intervention plan or an extension of the student teaching experience. Supervisors are expected to provide documentation of mid-semester and final evaluations using the appropriate evaluation instruments provided by the Stout School of Education to maintain accountability and record-keeping.

Intervention Plans:

To ensure that student teachers are developing the ability to positively impact all students, Student Teaching Continuation is structured with a series of assessments which address knowledge, skills and dispositions. The process includes the development of intervention plans for student teachers who are not performing at the expected level after the midpoint of Student Teaching Continuation. At the midpoint of Student Teaching Continuation, the University supervisor, cooperating teacher and the student teacher will participate in a midterm conference to document the student teacher's progress. The **C-PAST** evaluation instrument includes the teaching standards. Considerations for scoring ratings on the C-PAST are from the **Formal Observation Rubric** forms, student teacher reflection rubrics, and the **Professional Development Plan**, as well as the performance of the candidate observed by the cooperating teacher. If the student teacher's score falls below satisfactory in any area, an intervention plan is developed by the university supervisor. Student teachers must demonstrate proficiency in all areas by the conclusion of **Student Teaching Continuation** in order to successfully complete the full-time internship. If a student teacher does not demonstrate sufficient improvement prior to the end of the University's semester, the Stout School of Education has the right to extend the student teaching experience to the end of the next month (generally 4-5 additional weeks). The student teacher has the option of agreeing to the extension or taking the grade earned at the end of the traditional semester and possibly repeating Student Teaching Continuation the following semester. In the event the course work is extended or the course must be retaken, the Stout School of Education gives the cooperating teacher the option of continuing with the candidate or requesting that a change be made.

Cooperating Principal: The principal will provide assistance to the cooperating teacher and student teacher in the fulfillment of any aspect of their responsibilities. Principals are notified in advance of orientation sessions, the university school calendar and other important events to ensure consistency and support throughout the student teaching experience. School principals will also be consulted in the event that student teacher's mid-semester evaluation necessitates an extension of student teaching. The cooperating principal, or designee, is required to sign the **LEA/IHE Certification of Teaching Capacity** at the end of the student teaching experience.

ATTENDANCE: The student teacher's time commitment during Student Teaching Continuation is exactly the same as the cooperating teacher. Student teachers are to arrive by the start time designated for teachers at the cooperating schools and expected to leave the school site no earlier than the expectation for the teaching faculty. After assuming teaching responsibilities in the spring semester, it is likely it will be necessary for the student teacher to remain at the school site beyond the established end times in order to complete lesson plans, attend parent conferences, faculty meetings, professional development, etc. An arrival and departure schedule should be developed and agreed upon by all participants and documented with the university supervisor.

The student teacher follows the school calendar rather than the university calendar during the spring semester. Student Teaching Continuation extends through the HPU spring break period. On campus housing can be arranged for resident students. Student teachers are required to be in attendance for all normal school activities, such as faculty meetings, in-service workshops, and parent conference days.

At the start of student teaching, student teachers should exchange telephone numbers, e-mail, and any special communication instructions with the university supervisor and cooperating teacher. Maintaining regular attendance, being punctual, and staying in the school for the time scheduled are expectations of all student teachers. In case of an emergency or illness the student teacher should follow the procedures below.

- 4) Notify cooperating teacher by phone immediately.
- 5) Notify university supervisor immediately.
- 6) Notify Student Teaching Coordinator, Mrs. Debbie Albert at (336) 841-9472 or dalbert@highpoint.edu. Leave a message stating the date of your absence and reason.

It is the expectation that this process be followed each time the student teacher is absent even in the event of consecutive absences.

A student teacher who is absent for two or more consecutively scheduled days, or a total of two or more non-consecutive days during Student Teaching Continuation, must make arrangements (with the approval from the university supervisor, and internship coordinator) to extend the student teaching date in order to receive credit for the course. Any absences beyond the two days will be required to be made up, regardless the reason for the absence.

****A student teacher may be excused for no more than one day to attend a Job Fair or interview. **This absence counts as one of the two, therefore days would be required to be made up if this event takes you beyond the two allowed absences.** Student teachers are to schedule any potential job interviews at the end of school days. Principals understand you have obligations in the classroom in your student teaching placement and are most always willing to accommodate your scheduled responsibilities.***

Any absences beyond the two allowed, the student teacher is required to meet with the university supervisor. If a student teacher does not contact the cooperating teacher, university supervisor and/or leave a message for the student teaching coordinator or simply does not go to the classroom, a conference is required with the university supervisor. At that time, the student teacher will receive a probation notice. If the lack of attendance continues, the student teacher risks being withdrawn. Any withdrawal during Student Teaching Continuation will result in dismissal from the course, therefore the student teacher could not be recommended for licensure by the Stout School of Education.

During Student Teaching Continuation, the student teacher assumes the professional role of teacher, therefore should not plan trips, vacations, doctor appointments, job interviews, etc. during the scheduled student teaching days and hours.

INVOLVEMENT SCHEDULE: The appropriate level of involvement in extra duties, coaching, club sponsorship, etc., is variable. The student teacher, cooperating teacher, and university supervisor should discuss school events and additional responsibilities and determine participation.

The student teacher should gradually assume classroom responsibilities. While individual situations vary, the normal guideline is for the student teacher to have full planning and instructional responsibilities taking on one subject (section for secondary) per week until full-time classroom responsibilities are assumed. In the final week of the student teaching experience, the student teacher, cooperating teacher, and university supervisor should coordinate the transfer of teaching duties and important information, such as instructional materials, attendance records, and grades. Student teachers are expected to retain planning and teaching duties through the entire semester up to the final week of the full-time student teaching semester.

Student teachers who are expected to complete their student teaching in more than one setting may be required to extend student teaching beyond the completion date designated for candidates. For student teaching placements in which the student teacher is seeking a license in a K-12 area, they may elect to complete the first placement for 10 weeks in elementary, middle or high school setting and the second placement for four weeks at a different level. For double majors in any two licensure areas, the student teachers are to complete 10 weeks in each area.

STUDENT TEACHERS AS SUBSTITUTE TEACHERS: Student teachers should never be used as substitute teachers in another teacher's classroom. A student teacher can substitute in their assigned cooperating teacher's classroom when the cooperating teacher is absent if all participants, including the principal, cooperating teacher, and university supervisor agree that the student teacher is ready to assume full responsibility, then a substitute teacher is not necessary. The principal or designee should assume, in this arrangement, formal responsibility for the classroom and periodically check in with the student teacher.

Student Teachers may not be hired or receive compensation for their classroom, substitute teaching, coaching, tutoring, or other related assignments during the student teaching experience. Student teachers who have completed all student teaching requirements successfully may be considered for interim or substitute-teaching positions after the mandatory student teaching requirements have been met. ***Prior to the issuance of a N.C. teaching license, student teachers are only eligible to be paid as substitute teachers in these circumstances.*** The Dean of the Stout School of Education must be notified and give approval for any such activity if it occurs prior to the student teacher's graduation from the university.

INSTRUCTIONAL PLANNING: One of the most critical factors in the success level of student teaching is the quality of planning by the student teacher. The student teacher is expected to develop detailed, written plans for each subject/period of instructional responsibility. Lesson plans are to be submitted a week in advance to the cooperating teacher and the university supervisor for review and feedback. The submission date and method of submission are to be determined by the cooperating teacher and university supervisor. The cooperating teacher should review plans prior to submission to the university supervisor. Lesson plans are to be kept in an organized file in the classroom for review by the cooperating teacher and university supervisor as necessary. **Lesson plan formats are included in Appendix G if needed. Some schools/districts do not have required templates. However, the student teacher needs to check with the cooperating teacher to determine if the school has a set template. Additionally, there may be requirements regarding lesson plan formats imposed by the university supervisor even if the cooperating school has no specific requirement.**

Student teachers are reminded that praise and constructive criticism are vital elements of every student teacher. Student teachers should expect both and accept them with equal appreciation. The primary goal of each supervisor is to help make student teaching a successful and enjoyable experience.

IMPACT ON P-12 STUDENT LEARNING: A focus for educators today is the impact a teacher makes on P-12 student learning. In the **Formal Observation** forms, there is a section entitled **Impact on Student P-12 Learning Checklist**. This section focuses on the student response to teaching. During formal observations, the university supervisor will assess both instructional performance as well student engagement and participation.

STUDENT TEACHING CONTINUATION EVALUATION: One of the most significant gateways used to assess the competency of teacher education majors is the **Formal Observation** forms. The evaluation process used to assess each student teacher includes regular written feedback based on formal observations from the university supervisor and cooperating teacher. The university supervisor will make a minimum of five visits with written feedback throughout the semester. One formal observation before the midterm using the **Formal Observation** forms must be completed. Once the feedback has been shared with the student teacher at the first observation conference before midterm, the student teacher will complete a written reflection. The **Ongoing Reflection scoring criteria** will be used by the university supervisor to evaluate the reflection. At midterm the University Supervisor, the cooperating teacher and the student teacher will confer and during the formal mid-semester evaluation, the **C-PAST** evaluation instrument will be used as a means of identifying any student in need of an intervention plan for the remainder of the student teaching experience. The university supervisor may complete additional formal observations using the **Rubric for Introduction to Student Teaching/Student Teaching Continuation Formal Observation forms** if the student teacher is not making satisfactory progress. The student teacher will again receive feedback. (additional reflections may be required) A student teacher on an intervention plan may be expected to extend their student teaching beyond the required full-time sixteen weeks if adequate progress is not demonstrated. Student teachers who are recommended for intervention plans will be asked to meet with the Associate Dean of the Stout School of Education and/or the student teaching coordinator to review the intervention plan and

timeline for demonstration of expected progress in areas of deficiency. Student teachers who fail to demonstrate “proficiency” in the areas deemed deficient as outlined in the intervention plan will receive a grade of F for student teaching. Consistent with university policy, a student teacher will be permitted to repeat Student Teaching Continuation during the semester immediately following (not summer) upon approval of the Dean of the Stout School of Education. Student teachers who fail to complete student teaching for unusual circumstances (medical emergency, medical withdrawal from the university) may be allowed to take an incomplete and return in the next academic semester (not summer) to complete student teaching upon approval of the Dean of the Stout School of Education.

NORTH CAROLINA LICENSURE REQUIREMENTS: Student teachers are recommended for Standard Professional I level licensure by the Division of Teacher Education of the North Carolina Department of Public Instruction (NCDPI) when the following criteria have been met:

1. The student teacher has received a minimum of “Proficient” ratings indicating proficiency across all items on the ***LEA/IHE Certification of Teaching Capacity*** during the final evaluation.
2. Completion of all degree and/or licensure requirements with a 3.0 GPA.
3. Passing scores on all required NC Licensure tests and edTPA portfolios.

COMPLETION OF TEACHER LICENSURE PROGRAM: Student teachers who complete the prescribed course of study for their major area, maintain a grade point average of 3.0, have a successful student teaching experience (see criteria above), and meet the N.C. testing requirements are recommended for licensure to the Division of Teacher Education of the North Carolina State Department of Public Instruction. [see Appendices] Student teachers completing the teacher education program are eligible to receive a Standard Professional I North Carolina teaching license which is accepted in most all states.

Special Note: At the time of application for a teaching license, each student teacher must sign a statement regarding any past felonies or crimes. Background investigations are now carried out by the North Carolina State Department of Public Instruction. In addition, local school systems may require a criminal records check.

APPLYING FOR A TEACHING POSITION: During Student Teaching Continuation student teachers will be required to attend various seminars that focus on interviewing strategies, resume writing and other items of support. School districts vary with regard to their application and interviewing process and often these procedures are discussed during these seminars.

Students are reminded that submission of licensure materials to DPI and receipt of the N.C. license can take up to a month or more. The Dean of the Stout School of Education can provide written documentation for a candidate verifying completion of the teacher education program for interviewing purposes if necessary.

FILING FOR ADDITIONAL LICENSES: The North Carolina State Department of Public Instruction allows student teachers who hold a clear initial teaching license to add additional licenses by passing the required Praxis II Specialty Exams in the additional teaching areas. **It is the policy of the Stout School of Education that unless the candidate has completed the approved program of study leading to licensure in the additional area through High Point University, recommendations for the add-on license will not be made. Those who wish to initiate this process should submit the necessary documentation and fees to the State Department of Public Instruction himself/herself.**

STANDARD PROFESSIONAL I LICENSE -Description: The Standard Professional 1 License (SP-1) is the first license issued to teachers in North Carolina. It is equivalent to what was formerly referred to as the “initial license.” To be eligible for the SP-1 license, the individual must have **completed** an approved teacher education program **and** must meet the federal requirements to be designated as **Highly Qualified**.

The SP-1 license is issued for three years. Individuals who hold SP-1 licenses are expected to have mentors, Individual Growth Plans, must have 4 observations per year and a summative evaluation.

APPENDICES

(Please visit the Stout School of Education website to print out original copies of the following forms.)

SECTION I:

Introduction to Student Teaching and Student Teaching Continuation
Observation and Evaluation Forms

SECTION II:

Principal Evaluation of Cooperating Teacher
Student Teacher Survey of Cooperating Teacher
University Supervisor Survey of Cooperating Teacher
Student Teacher Survey of University Supervisor
Guidelines for Cooperating Teachers
Sample lesson plan formats (Elementary Level/Secondary Level)
Testing Information

Section I

Introduction to Student Teaching – Information Sheet

Name: _____

Phone Contact: _____

School Name: _____

School Address: _____

School Phone Number: _____

School Principal: _____

School Principal Email: _____

Cooperating Teacher: _____

Cooperating Teacher's Email Address: _____

Student Teacher HPU course schedule (including room numbers):

DAY	TIME	SUBJECT	ROOM #

* Attach Cooperating Teacher's Weekly Schedule

**Ongoing Reflection Rubric
Introduction to Student Teaching
&
Student Teaching Continuation**

Description and Scoring Criteria

The student teacher will write and submit a 500-word reflection following formal observations as outlined in the Student Teaching Handbook.

Scoring Criteria	Points	Comments
Reflection includes grade level, standards addressed, class make up (ESL, AIG, EC, etc.), lesson duration, and materials used in the lesson. 10 pts.		
Classroom management: Students' engagement in lesson, classroom management plan used in the cooperating classroom. 20 pts.		
Discuss ways in which the lesson was differentiated to meet the needs of diverse learners 20 pts.		
Address ways students were formatively assessed in the lesson. Include any pre/post assessments. 10 pts.		
Reflect on instructional strategies used in the lesson. 20 pts.		
Discuss general areas of strengths and areas in need of improvement. 20 pts.		

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Semester Reflection

Scoring Criteria	Points	Comments
<p>Reflection discusses areas of strengths and areas in need of improvement.</p> <p>45 pts.</p>		
<p>Discuss next steps to be taken in addressing the areas in need of improvement.</p> <p>45 pts.</p>		
<p>Reflection provides true introspect in the student teacher's cooperating classroom using a minimum of 500 words. Grammar/spelling/typographical errors are considered in scoring.</p> <p>10 pts.</p>		
Score		

Performance in Field Experience Introduction to Student Teaching

(Completed at Midterm by Cooperating Teacher, Student Teacher, and University Supervisor)

Student Teacher:	Major:
Cooperating Teacher:	
School:	Grade Level:
Date:	Course:
Mid-term Score:	

Performance Evaluation

Cooperating teachers should use the following guidelines when completing student evaluations: **Accomplished:** *Well above standard, shows strength and the student performs these expectations without any prompting or guidance. (This rating would not be typical of students at the beginning of the teacher education program and should be used only in those instances when performance is clearly exceptional).* **Proficient:** *Meets Standards, Engages in...demonstrates.... Displays.* A rating of **Developing** indicates that the standard is performed but not freely, consistently or without some prompting. A rating of **Emerging** suggests awareness but more growth in this standard is needed or expected. **For ratings at Developing or Emerging, additional comments are required.**

Accomplished (4 points)	Proficient (3 points)	Developing (2 points)	Emerging (1 point)	Standards	Comments
				1. Exhibits professionalism in attitudes, behavior, dress and attendance	
				2. Demonstrates enthusiasm and initiative	
				3. Interacts positively with students, colleagues, and school personnel	
				4. Demonstrates adequate knowledge of available technology and/or content	
				5. Effectively fulfills instructional responsibilities	
				6. Displays responsibility, dependability, promptness, and organization	
				7. Is sensitive to individual student needs and differences	
				8. Demonstrates appropriate oral and written language skills; uses Standard English	
				9. Uses good judgment and self-control	
				10. Is a willing learner; accepts suggestions and feedback positively	

(Accomplished: 36-40; Proficient: 30-35 Developing: 27-29; Emerging: 26 or below)

*Any student scoring below 26 at the midterm of Introduction to Student Teaching will be provided an Intervention Plan for improvement.

Signatures:

Student Teacher: _____ Date _____

Cooperating Teacher: _____ Date _____

Or

University Supervisor: _____ Date _____



HIGH POINT UNIVERSITY

Stout School of Education

Formal Observation Form

Introduction to Student Teaching/Student Teaching Continuation /3 Parts

Student Teacher:		Class:	
Type an "X" to the left of the appropriate response:			
Mathematics	Language Arts/Reading/Writing	History/Social Studies	
Science	Health/Physical Education	Other:	

(Note): One formal observation of the student teacher with the accompanying Impact on Student Learning Checklist must be completed during the face-to-face observation in Introduction to Student Teaching and before the midterm evaluation in Student Teaching Continuation. The student teacher should use the results of this formal evaluation to self-reflect and assess strengths and areas for improvement. Student teachers who require an intervention plan at mid-semester in Student Teaching Continuation must have at least one additional formal observation and P-12 Student Learning Assessment with additional reflection prior to the final exit evaluation.

Criteria	Proficient: Shows strength and has internalized expectations so that delivery is fluid and natural. Developing: Engages in, uses, demonstrates, participates, displays. Emerging: May need some additional improvement/can identify, shows understanding, acknowledges. <i>Additional comments required.</i>	Emerging 1 point	Developing 2 points	Proficient 3 points
Learner and Learning:	Conveys a positive message in class that "we're all in this together".			
	Attempts to incorporate their interests, aspirations, and backgrounds into the lesson.			
	Differentiates instruction so students of all styles and ability levels can experience success.			
	Builds a classroom sense of community that inspires respect and mutual support for each student's learning.			
	Designs activities that call for high levels of collaboration, discussion, and interaction among students.			
	Engages students in diverse forms of thinking that also explores feelings, <u>SEL</u> , and values.			
	Assesses students' background knowledge, skill levels, and interests to define learning goals.			
	Uses heterogeneous and homogeneous groups to maximize student learning (e.g., grouping students according to ability levels, interests, learning styles, etc.).			
	Differentiates assessment tasks so that students can show what they know in different ways.			
Creates a classroom environment that has the capacity to surprise and delight (e.g., through enthusiasm, humor, novelty, color, movement)				
Score				
Content Knowledge	Selects relevant standards that are appropriate to the content and grade level.			
	Demonstrates an understanding of the central concepts, tools of inquiry, and content discipline he or she is teaching about.			
	The candidate effectively uses his/her content knowledge to <u>connect</u> concepts to engage learners in critical thinking, problem-solving and creativity.			
	Challenges students' minds with rigorous content and equips them with the skills they need to handle rigorous content			
	Designing lessons and units around the way the content is organized (e.g., topic-subtopic, cycle, procedural, comparison, etc.) and breaking the content up into manageable "chunks?"			
Score				

		Emerging 1 point	Developing 2 points	Proficient 3 points
Instructional Practice	Begins lessons and units with engaging “hooks”—thought-provoking activities or questions that activate their prior knowledge? [SEP]			
	Introduces students to the key vocabulary terms they will need to know and understand to successfully learn the content.			
	Uses essential questions to guide learning and promote deep thinking			
	Organizes classroom space (e.g., seating, resources, technology, decoration) to ensure safety, maximize [SEP] learning, and meet overall goals and objectives *Not rated in fall semester			
	Keeps the flow of activities in the classroom moving smoothly			
	Effective transitions between aspects of the lesson and overall pacing supports student learning.			
	Employs a wide variety of tools and strategies to keep students excited and on-task.			
	Uses a variety of presentation techniques (e.g., visuals, drama, stories, use of imagery, etc.) to make lessons vivid and memorable			
	Incorporates multiple sources of information, including multimedia resources, into lessons to help students acquire new knowledge.			
	Provides a wide variety of resources (e.g., manipulatives, models, learning centers, multimedia) to enhance learning.			
	Encourages discussion, dialogue, and debate around important ideas.			
	Probing, extending, and clarifying student responses using effective questioning techniques			
	Building in periodic review and guided practice opportunities to help students master key skills and content			
	Making sure students understand what’s expected of them (e.g., examining rubrics, checklists, models of exemplary work, etc.) and providing feedback as they work.			
	Helping students reflect on their own learning process to identify what they did well and where they’d like to improve.			
Celebrating student learning and achievement.				
Score				
Professional Responsibility	Understands and adheres to the Expectations and Code of Ethics of the Teaching Profession			
	Works effectively with other adults in the classroom (e.g., co-teachers, paraprofessionals, teacher assistants, parent volunteers).			
	Uses conventional and professional oral and written language in teaching.			
	Is consistent and fair in the treatment of all students in the classroom.			
	Is respectful of school policies and procedures.			
Scores:				
Total Score				
Comments:				
Co-operating Teacher OR University Supervisor:				
Signature: _____ Date: _____				

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Introduction to Student Teaching Continuation	Student Teaching
94-105 A	97-108 A
84-93 B	86-96 B
73-83 C	76-85 C

72 and below, not passing passing	75 and below not
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Impact on Student P-12 Learning Checklist (Part 2)

Please type an "X" for all that Apply

Impact on Student Behavior	X
Students show respect for each other and the intern	
Students seem to understand the classroom rules and procedures and follow them.	
Students make good use of their time.	
Students seem to know what to do after being given directions by the intern.	
Students generally have a positive attitude.	
Students appear energetic and enthusiastic during the lesson.	
Students collaborate appropriately with each other.	
Students generally display good effort during the lesson.	
Students generally appear to be on-task and motivated.	
Students seem curious about the lesson being presented.	
Impact on Student Learning	
Students participate in whole-class and small-group discussions.	
The lesson presented allows students to use thinking and learning strategies effectively.	
Students seem to understand the content being presented by the intern	
Students are able to identify big ideas and important details about the lesson.	
The lesson allows students to draw from prior knowledge to facilitate understanding.	
The lesson allows student to actively process new content.	
The lesson allows students to raise their own questions about the content and new ideas.	
Students seem able to summarize what they've learned.	
Students are able to make connections to real world.	
Students have access to necessary supplies and resources.	
Students appear to know what's expected of them.	
Students are able to answer questions about their learning.	
Students are able to present and explain their work products when asked.	
Students seem to take pride in their work.	
The intern uses strategies during the lesson and at its conclusion to assess impact.	

Total Score Max=25	
Comments: 	
Signature: _____	Date: _____



McRel Teacher Observation Form

(Completed by Cooperating Teacher and University Supervisors during formal observations in Intro to Student Teaching and Student Teaching Continuation)

Notes:	Classroom Observation #: Observer:	Date:
--------	---------------------------------------	-------

Grade & Room #:	Candidate:
Subject Time or Period:	
Number of Students:	
Type of Class (Type an "X" to the left of the appropriate response):	
<input type="checkbox"/> Gen. Ed	<input type="checkbox"/> Exceptional Children (EC)
<input type="checkbox"/> Limited English Proficiency (LEP)	<input type="checkbox"/> Other:

Lesson Objective:

Evidence and Observations:

Teacher Actions (Cause)	Impact on Student Learning (Effect)
Teacher Actions (Cause)	Impact on Student Learning (Effect)

Key Strengths:	
Classroom Behavior Management: (Must be completed in every formal observation)	
Key Areas of Improvement:	
Notes and Quotes for Coaching Conversations:	
Connections to Professional Development Plan and Self-Assessment	

_____ Observer

Valid and Reliable Instruments for Educator Preparation Programs (VARI-EPP)
 Candidate Preservice Assessment of Student Teaching (CPAST)

Rubric and assignments may not be shared without permission

- [Pedagogy](#) Evaluation
- [Dispositions](#) Evaluation
- [Goals](#)

Pedagogy	Alignment	Dispositions	Alignment
Planning for Instruction and Assessment		Professional Commitment and Behaviors	
A. Focus for Learning: Standards and Objectives/Targets	InTASC 7a	N. Participates in Professional Development	
B. Materials and Resources	InTASC 7b	O. Demonstrates Effective Communication with Parents or Legal Guardians	InTASC 10d
C. Assessment of P-12 Learning	InTASC 6b	P. Demonstrates Punctuality	InTASC 9o
D. Differentiated Methods	InTASC 2c	Q. Meets Deadlines and Obligations	InTASC 9o
		R. Preparation	InTASC 3d
Instructional Delivery		Professional Relationships	
E. Learning Target and Directions	InTASC 1e	S. Collaboration	InTASC 10b
F. Critical Thinking	InTASC 5d	T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	InTASC 10j
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	InTASC 8b	Critical Thinking and Reflective Practice	
H. Digital Tools and Resources	CAEP 1.5	U. Responds Positively to Constructive Criticism	InTASC 9n
I. Safe and Respectful Learning Environment	InTASC 3d		
Assessment			
J. Data-Guided Instruction	CAEP 2.3		
K. Feedback to Learners	InTASC 6d		
L. Assessment Techniques	InTASC 7d		
Analysis of Teaching			
M. Connections to Research and Theory	CAEP 1.2		

Rubric and assignments may not be shared without permission

Pedagogy Evaluation

Student Teacher: _____ University Supervisor: _____
 Cooperating Teacher/s: _____ Semester: _____ Date: _____

Directions - The form will be used **twice** during the course of the term and will be provided by the Program Coordinator to the University Supervisor, Cooperating Teacher, and Student Teacher.

Each member of the team (Cooperating Teacher, University Supervisor, and Student Teacher)

- 1) Completes the evaluation in week 6 (Mid-term) of the student teaching experience AND in week 13 or 14 (Final)
- 2) Brings the completed form to the mid-term and final 3-way conference

At the Mid-term 3-way conference

- 1) Goals are set for the remainder of the student teaching experience
- 2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 7

At the Final 3-way conference

- 1) Suggestions and comments are made to assist in the transition to teaching role
- 2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 14

Additional information about and support for using the form can be found in the VARI-EPP Student Teaching Form Training Modules, the "Glossary" and the "Look Fors" document.

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
Planning for Instruction and Assessment					
A. Focus for learning: Standards and Objectives <u>/Targets</u> InTASC 7a	Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/targets, and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners and attend to appropriate developmental progression relative to age and content area	Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/targets, and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners	Plans align to appropriate P-12 state learning standards AND/OR Some goals are measurable AND/OR Standards objectives/targets, and learning tasks, are loosely or are not consistently aligned with each other AND/OR Articulates some objectives/targets that are appropriate for learners	Plans do not align to the appropriate P-12 state learning standards AND/OR Goals are absent or not measurable AND/OR Standards, objectives/targets, and learning tasks are not aligned with each other AND/OR Does not articulate objectives/targets that are appropriate for learners	--
8. Materials and Resources InTASC 7b	Uses a variety of materials and resources that 1. Align With all objectives/targets 2. Make content relevant to learners 3. Encourage individualization of learning	Uses a variety of materials and resources that 1, Align with all objectives/targets 2, Make content relevant to learners	Uses materials and resources that align with some of the objectives/targets	Materials and resources do not align with objectives/targets	--

<p>C. A s e s s m e n t of P-12 Learning InTASC 6b</p>	<p>Plans a variety of assessments that 1. Provide opportunities for learners of <i>varying abilities</i> to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. Are culturally relevant and draw from learners' funds of knowledge 4. <i>Promote learner growth</i></p>	<p>Plans a <i>variety</i> of assessments that 1. Provide opportunities for <i>learners</i> to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. <i>Are culturally relevant and draw from learners' funds of knowledge</i></p>	<p>Planned assessments 1. <i>Provide opportunities for some learners to illustrate competence (whole class)</i> 2. <i>Align with the appropriate P-12 state learning standards</i></p>	<p>Planned assessments 1. <i>Are not included</i> OR 2. <i>Do not align</i> with the appropriate P-12 state learning standards</p>	<p>--</p>
<p>D, D i f f e r e n t i a t e d M e t h o d s InTASC 2c</p>	<p>Lessons make meaningful and culturally relevant connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning 4. Other disciplines and real-world experiences AND D i f f e r e n t i a t i o n of instruction supports learner development AND Organizes instruction to ensure content is comprehensible relevant, and challenging for learners</p>	<p>Lessons make clear and coherent connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning AND D i f f e r e n t i a t i o n of instruction supports learner development AND Organizes instruction to ensure content is comprehensible and relevant for learners</p>	<p>Lessons <i>make an attempt to build on, but are not completely successful at</i> connecting to 1. Learners' prior knowledge, 2. Previous lessons, OR future learning AND Differentiation of instruction is minimal AND <i>Organizes instruction to ensure content is comprehensible for learners</i></p>	<p>Lessons <i>do not build on or connect to</i> learners' prior knowledge AND/OR Explanations given <i>are illogical or inaccurate</i> as to how the content connects to previous and future learning AND/OR Differentiation of instruction is absent</p>	<p>--</p>
Instructional Delivery					
<p>E, l e a r n i n g T a r g e t a n d D i r e c t i o n s InTASC 7c</p>	<p>Articulates accurate and coherent learning targets AND Articulates accurate directions/ explanations <i>throughout the lesson</i> AND Sequences learning experiences appropriately</p>	<p>Articulates an accurate learning target AND Articulates <i>accurate</i> directions/ explanations AND <i>Sequences learning experiences appropriately</i></p>	<p>Articulates an inaccurate learning target AND/OR <i>Articulates inaccurate directions/explanations</i></p>	<p>Does not articulate the learning target OR <i>Does not articulate directions/ explanations</i></p>	<p>--</p>
<p>F, C r i t i c a l T h i n k i n g InTASC 5d</p>	<p><i>Engages learners in critical thinking in local and/or global contexts that</i> 1. Fosters Elaborative Learning 2. Encourages conceptual connections 3. <i>Challenges assumptions</i></p>	<p><i>Engages learners in critical thinking that</i> 1. Fosters problem solving 2. Encourages conceptual connections</p>	<p><i>Introduces AND/OR models critical thinking that</i> 1. Fosters problem solving 2. Encourages conceptual connections</p>	<p><i>Does not introduce AND/OR model critical thinking that</i> 1. Fosters problem solving 2. Encourages conceptual connections</p>	<p>--</p>

G. Checking for Understanding and Adjusting Instruction through Formative Assessment InTASC Bb	Checks for understanding (whole class/group <i>AND</i> individual learners) during lessons using formative assessment AND Differentiates through <i>planned and responsive adjustments</i> (whole class/group and <i>individual learners</i>)	<i>Checks for understanding</i> (whole class/group) during lessons using formative assessment AND Differentiates through adjustments to instruction (whole class/group)	<i>Inconsistently checks for understanding</i> during lessons using formative assessment AND Adjusts instruction accordingly, but adjustments may cause additional confusion	<i>Does not check for understanding</i> during lessons using formative assessment OR <i>Does not make any adjustments</i> based on learners' responses	--
H. Digital Tools and Resources CAEP 1.5	Discusses <i>AND</i> uses a <i>variety of developmentally</i> appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration of knowledge or skills 3. <i>Extend learners' understanding of concepts</i>	Discusses <i>AND</i> uses developmentally appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/ targets of the lesson 2. <i>Engage learners in the demonstration of knowledge or skills</i>	<i>Discusses developmentally appropriate</i> technologies (digital tools and resources) <i>relevant to learning objectives/ targets of the lesson</i> AND Technology is <i>not available</i>	One of the following: A. <i>Does not use</i> technologies (digital tools and resources) to engage learners AND Technology is <i>available</i> in the setting OR 8. Use of technologies- is <i>not relevant</i> to the learning objectives/ targets of the lesson OR C. <i>Does not discuss</i> technologies AND Technology is <i>not available</i> in the setting	--
I. Safe and Respectful Learning Environment InTASC 3d	<i>Actively involves learners to create and manage</i> a safe and respectful learning environment through the use of routines and transitions AND Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners' attention (individual and whole group)	<i>Manages</i> a safe and <i>respectful</i> learning environment through the use of routines and transitions AND <i>Establishes and promotes</i> constructive relationships to equitably engage learners AND <i>Uses research-based</i> strategies to maintain learners' attention (individual and whole group)	<i>Attempts to manage</i> a safe learning environment <i>through the use of routines and transitions</i> AND/OR <i>Attempts to establish</i> constructive relationships to engage learners AND/OR <i>Attempts to use</i> constructive strategies to maintain learners' attention (individual and whole group)	<i>Does not manage</i> a safe learning environment OR <i>Does not establish</i> constructive relationships to engage learners OR <i>Does not use</i> constructive strategies to maintain learners' attention (individual and whole group)	--
Assessment					
J. Data-Guided Instruction CAEP 2.3	Uses <i>data-informed</i> decisions (<i>trends and patterns</i>) to <i>set short and long term goals for future</i> instruction and assessment AND Uses <i>contemporary tools</i> for learner data record-keeping and <i>analysis</i>	Uses <i>data-informed</i> decisions to design instruction and assessment AND Uses <i>contemporary tools</i> for learner data record-keeping	Uses <i>minimal data</i> to design instruction and assessment	<i>Does not use data</i> to design instruction and assessment	--

K. Feedback to Learners InTASC 6d	Provides feedback that 1. Enables learners to recognize strengths AND areas for improvement 2. Is comprehensible 3. Is descriptive 4. Is <i>individualized</i> AND Provides timely <i>feedback, guiding learners on how to use feedback to monitor their own progress</i>	Provides feedback that 1. Enables learners to recognize strengths OR areas for improvement 2. Is <i>comprehensible</i> 3. Is <i>descriptive</i> AND Provides <i>timely feedback</i>	<i>Provides minimal feedback</i> that 1. <i>Enables</i> learners to recognize strengths OR areas for improvement OR Feedback is provided in a <i>somewhat</i> timely fashion	<i>Does not provide feedback</i> OR Feedback <i>does not enable</i> learners to recognize strengths OR areas for improvement OR Feedback is <i>not provided</i> in a timely fashion	--
L. Assessment Techniques InTASC 7d	Evaluates and supports learning through assessment techniques that are 1. Developmentally <i>appropriate</i> 2. Formative AND summative 3. <u><i>Diagnostic</i></u> 4. <i>Varied</i>	<i>Evaluates and supports learning through</i> assessment techniques that are 1. Developmentally appropriate 2. Formative AND summative	Assessment techniques are 1. Developmentally <i>appropriate</i> 2. <i>Formative OR summative</i>	Assessment techniques are 1. Developmentally <i>Inappropriate</i> OR <i>Not used</i>	--
Analysis of Teaching					Row Score
M. Connections to Research and Theory CAEP 1.2	Discusses, provides <u>evidence</u> of, and <i>justifies</i> connections to educational research and/or theory AND <i>Uses research and/or theory to explain their P-12 learners' progress</i>	<i>Discusses and provides evidence of</i> connections to educational research and/or theory	<i>Mentions</i> connections to educational research and/or theory	<i>No connections OR inaccurate connections to educational research and/or theory</i>	--

Professional Dispositions Evaluation

What are dispositions? The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

What else should a teacher candidate know? It is the student teacher's responsibility to **ask** clarifying questions as well as **demonstrate** the expected dispositional behaviors.

REMEMBER: Only those dispositions observed in student teaching can be measured, therefore it is up to the student teacher to demonstrate the dispositions

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
Professional Commitment and Behaviors					
N. Participates in Professional Development (PD)	Participates in at least one professional development opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization) AND Provides evidence of an increased understanding of the teaching profession as a result of the PD	Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference) AND Provides evidence of an increased understanding of the teaching profession as a result of the PD	<i>Participates in at least one</i> professional development opportunity (e.g. workshop, seminar, attending a professional conference)	<i>Does not participate</i> in any professional development opportunity (e.g. workshop, seminar, attending a professional conference)	--

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
	<p>AND</p> <p><i>Reflects on own professional practice with evidence of application of the knowledge acquired from PD during student teaching</i></p>				
<p>O. Demonstrates Effective Communication with Parents or Legal Guardians InTASC 10d</p>	<p>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</p> <p>AND</p> <p>Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress</p> <p>AND</p> <p><i>Interacts with parents or legal guardians in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)</i></p>	<p>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</p> <p>AND</p> <p><i>Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress</i></p>	<p><i>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</i></p>	<p><i>Does not provide evidence of communication with parent or legal guardians</i></p>	<p>--</p>
<p>P. Demonstrates Punctuality InTASC 9c</p>	<p>Reports on time or early for daily student teaching</p> <p>AND</p> <p>Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p><i>Reports on time</i> for daily student teaching</p> <p>AND</p> <p>Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p><i>Inconsistently reports on time</i> for daily student teaching</p> <p>AND/OR</p> <p>Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p><i>Does not report on time</i> for student teaching</p> <p>AND/OR</p> <p>Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p>--</p>
<p>Q. Meets Deadlines and Obligations InTASC 9c</p>	<p>Meets deadlines and obligations established by the cooperating teacher and/or supervisor</p> <p>AND</p> <p>Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND</p> <p>Provides clear and complete directions and lessons for substitutes/cooperating teacher without reminders</p>	<p><i>Meets</i> deadlines and obligations established by the cooperating teacher and/or supervisor</p> <p>AND</p> <p>Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND</p> <p>Provides <i>clear and complete</i> directions and lessons for substitutes/cooperating teacher</p>	<p><i>Most of the time meets deadlines and obligations</i> established by the cooperating teacher and/or supervisor</p> <p>AND</p> <p><i>Informs some</i> stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p>	<p><i>Frequently misses deadlines or obligations</i> established by the cooperating teacher and/or supervisor</p> <p>AND/OR</p> <p><i>Does not inform</i> stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p>	<p>--</p>

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
			<i>AND</i> <i>Provides incomplete</i> directions and lessons for substitutes/ cooperating teacher	AND/OR <i>Does not provide</i> directions and lessons for substitutes/cooperating teacher	
R. Preparation InTASC 3d	Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible AND organized AND <i>Prepared for the unexpected and flexible</i>	<i>Prepared to</i> teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible AND organized	<i>Not consistently prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND/OR Materials are easily accessible OR organized	<i>Not prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND/OR Materials are <i>not</i> organized NOR easily accessible	--
Professional Relationships					
S. Collaboration InTASC 10b	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND <i>Works with</i> and learns from colleagues in planning and implementing instruction <i>to meet diverse needs of learners</i>	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND <i>Attempts to work with and learn from colleagues in planning and implementing instruction</i>	<i>Demonstrates collaborative</i> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	<i>Does not demonstrate collaborative</i> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	--
T. <u>Advocacy</u> to Meet the Needs of Learners or for the Teaching Profession InTASC 10j	Recognizes and articulates specific areas in need of advocacy, including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices) AND <i>Takes action(s) based upon identified needs, while following district protocols</i>	Recognizes and <i>articulates specific</i> areas in need of advocacy, including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	<i>Recognizes</i> areas in need of advocacy, <i>but cannot articulate</i> the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	<i>Does not recognize</i> areas in need of advocacy, including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	--

Critical Thinking and Reflective Practice				
U. Responds Positively to Feedback and Constructive Criticism InTASC 9n	Is receptive to feedback, constructive criticism, supervision, and responds professionally AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice AND <i>Proactively seeks opportunities for feedback from other professionals</i>	Is receptive to feedback, constructive criticism , supervision, and <i>responds professionally</i> AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) <i>to improve practice</i>	Is receptive to feedback, constructive criticism , and supervision AND/OR <i>Incorporates feedback inconsistently</i>	Is <i>not</i> receptive to feedback , constructive criticism , and supervision AND/OR <i>Does not incorporate feedback</i>
What went well? Areas of strength!				
Possible OQQR unit ideas for growth				

Goals for Improvement: Pedagogy and Dispositions

Following the Three-way Midterm Evaluation between the Student Teacher, University Supervisor, and Cooperating Teacher, the Student Teacher will identify three specific and measurable goals for improvement for the duration of the student teaching experience. The University Supervisor and Cooperating Teacher will then affirm and/or suggest goals for the Student Teacher. As part of the final summary evaluation, goals for the Resident Educator Program should be identified.

Connection to 3-way form	Goal (must have a minimum of one goal) with Details
L. Assessment: Feedback to Learners	I will focus on providing specific (not general) feedback to individuals and to groups- with a focus on task and process. I will focus on "quick and quiet feedback". I will prepare feedback ahead of time using data.
	1.
	2.

Comments

Glossary of Terms

Advocacy: Any action within professional boundaries that speaks in favor of, recommends, argues for a cause, supports or defends, or pleads on behalf of others. This may be to advocate for the profession, an individual student, or other ideas.

Analysis: Careful and critical examination of data and/or processes to identify key components and potential outcomes.

Assessment: "Process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and relearning to ensure that learners reach high levels of Achievement."¹

Contemporary Tools: Electronic/digital recording tools such as an online grade book and progress monitoring systems, spreadsheets software, etc.

Cooperating Teachers: {Also known as "mentor teachers"} Teachers in schools who mentor and supervise student teachers in their classrooms for the duration of a student teaching and/or field experience.

Critical Thinking: Refers to the "kind of thinking involved in problem solving" and includes an ability to "examine assumptions, discern hidden values, evaluate evidence, and assess conclusions."²

Culturally Relevant: Incorporating the tenets of culturally relevant/responsive teaching (i.e., "teachers create a bridge between students' home and school lives, while still meeting the expectations of the district and state curricular requirements. Culturally relevant teaching utilizes the backgrounds, knowledge, and experiences of the students to inform the teacher's lessons and methodology."³

Data-informed decisions: "Focuses on using student assessment data and relevant background information to inform decisions related to planning and implementing instructional strategies at the district, school, classroom, and individual student levels."⁴

Developmental Theory (General): Theories that describe the stages of development of children/adolescents (e.g., Erikson's Theory of Psychosocial Development, Kohlberg's Theory of Moral Development, Piaget's Cognitive Development Theory, Behavioral Theories, and Sociocultural Theories).

Developmental Theory (Content-Specific): Content-specific teaching that organizes activities and learning tasks to help learners move from one level to the next.⁵

Diagnostic Assessment: {Also known as "pre-assessment"} "Involves the gathering and careful evaluation of detailed data using students' knowledge and skills in a given learning area."⁶

Differentiation of Instruction: "To respond to variance among learners" (e.g., learners with exceptional needs, second language learners, gifted learners) by modifying "content, and/or process, and/or products, and/or the learning environment" according to learners' "readiness, interest, or learning profile."⁷

Digital Tools: Technologies that enable learners to engage with the teacher and/or content on an individual level. Examples: SMART Boards, learner response systems (i.e., clickers), and computers, tablets, etc.

Evidence: Artifacts that document and demonstrate how [the student teacher] planned and implemented instruction⁸

Feedback: "Information communicated to the learner that is intended to modify the learner's thinking or behavior for the purpose of improving learning."

Formative Assessment: "Assessment used continuously throughout learning and teaching, allowing teachers to adjust instruction to improve learner achievement."⁹

Fosters: To promote the growth or development of, encourage.¹⁰

Funds of Knowledge: "Historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being."¹¹

Goals: See definition for "Measurable Goals."

Learner: Any P12 student in the student teacher's classroom.

Learning Environment: Any setting where learning occurs. The term may refer to the physical environment (e.g., the classroom), as well as the classroom management procedures and activities that enable teaching and learning to take place.

"Look Fors-" Document: A document accompanying this form containing a non-exhaustive list to describe examples of the qualities and behaviors a student teacher is expected to demonstrate for a given level of performance.

Measurable Goals: "Provides information for describing, assessing, and evaluating student achievement."¹²

Mentor Teachers: See definition for "Cooperating Teachers."

Objectives/Targets: P12 student (learner) learning outcomes to be achieved by the end of the lesson or learning segment."

Problem solving: A mental process that involves discovering, analyzing and solving problems. The ultimate goal of problem-solving is to overcome obstacles and find a solution that best resolves the issue.

Program Coordinator: Faculty or staff member from a college or university who coordinates/manages the administrative components of a teacher educator licensure program.

¹ Arizona K12 Center. (2012). *Standards continuum guide for reflective teaching practice*. Northern Arizona University

² http://sites.harvard.edu/fs/docs/icb.topic265890.files/Critical_Thinking_File/06_CT_Extended_Definition.pdf

³ <http://www.learnnc.org/lp/pages/4474#notel>

⁴ <http://www.clrn.org/ear/dddm.cfm#A>

⁵ Stevens, S., Shin, N., & Krajcik, J. (2009, June). Towards a Model for the Development of an Empirically Tested Learning Progression. Paper presented at the Learning Progressions in Science (LeAPS) Conference, Iowa City, IA.

⁶ <http://www.education.nt.gov.au/parents-community/assessment-reporting/diagnostic-assessments/diagnostic-assessments>

⁷ Carol Ann Tomlinson <http://www.ericdigests.org/2001-2/elementary.html>

⁸ Stanford Center for Assessment, Learning and Equity (SCALE). (2015). *edTPA world language assessment handbook*. Board of Trustees of the Leland Stanford Junior University.

⁹ Shute, V.J. (2008). Focus on formative feedback. *Review of Educational Research*, 78(1), 153-189.

¹⁰ Merriam Webster Dictionary (<http://www.merriam-webster.com/dictionary/foster>)

¹¹ Mol, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 132-141.

¹² <https://education.alberta.ca/media/525540/ipp7.pdf>

¹³ <https://www.csun.edu/science/courses/555/pact/glossary.htm>

Research: "The use of rigorous, systematic, and objective methodological approaches to obtain reliable and valid knowledge"

student Teacher: (Also known as "Intern" or "Candidate") An individual participating in a full-time, field experience in a P-12 classroom in order to obtain professional certification/licensure/certification.

Student Learning: (Also known as "Learning Objectives") A full-time field experience in a P-12 classroom that is designed to be completed during the field experience period. The field experience is designed to be completed during the field experience period.

Summative Assessment: "Assessment activities used at the culmination of a given period of time to evaluate the extent to which instructional objectives have been met."

Targets: See definition for 'Objectives/Targets.'

Technologies: See definition for 'Digital Tools.'

University Supervisor (US): The university instructor assigned to the student teacher who regularly observes his/her performance to provide feedback on strengths and weaknesses. The US coordinates the student teacher's field experience.

Form developed by:

The Ohio State University: Beitelman, F., Bendure, M., Bode, P., Brown, E., Ody, K., Fresch, M., Kaplan, C., Warner, C., and Whittington, M.	Bowling Green State University: Fogel, D., University of Toledo: Slewo, T. V., University of Akron: LeWell, W., Ohio University: C. Patterson	Cleveland State University: Price, A., Crell, A., Wilringun College: Hendricks, M., Wright State University: Kahr, T., Kent State University: Arhar, J., Turner, S.	Willamette University: Brannan, S., Willamette University of Dayton: Bowman, C.
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¹⁰ <http://www.aera.net/AboutAERA/KeyProjects/EdUCationResearchandResearchPolicy/AERAOfferedDefinitionofScientificBasedResearch/10877/Default.aspx>

¹⁵ Mollaville, A. & Blank, M.J. (1998). *Li, umir, g lu g, t, j, ,: The devii, u p i l t y { t, / r j } v f, s d, p d l, c v m m u l i t y* in li a [iv, , , F l r, l, M l: MuU F d u m l a t i o l l.



**NC STUDENT TEACHER EVALUATION RUBRIC &
CERTIFICATION OF TEACHING CAPACITY**

Candidate Name	
School	
Cooperating Teacher	
Grade	
LEA	
IHE	

**EDU-4230/40/50/60/70
Student Teaching Continuation**

Professionalism

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

Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Rating/Comments
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Recognizes the need for ethical professional behavior.	AND	Articulates the importance of ethical behavior as outlined in the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	AND	Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	AND	Models the tenets of the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> , and encourages others to do the same.
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Classroom Climate/Culture

1a. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners

Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Rating/Comments
<p>Acknowledges the importance of high school graduation for students.</p> <p>Identifies the types of data that are commonly available to and used in schools.</p>	<p>AND</p> <p>Demonstrates how teachers contribute to students' progress toward high school graduation by following the <i>North Carolina Standard Course of Study</i>.</p> <p>Uses data to identify the skills and abilities of students.</p> <p>Describes the characteristics and importance of a safe and orderly classroom environment.</p> <p>Understands positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint.</p>	<p>AND</p> <p>Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i>.</p> <p>Draws on appropriate data to develop classroom and instructional plans.</p> <p>Maintains a safe and orderly classroom that facilitates student learning.</p> <p>Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.</p>	<p>AND</p> <p>Takes responsibility for student progress toward high school graduation by aligning instruction and assessment with the <i>North Carolina Standard Course of Study</i>.</p> <p>Maintains or supports a classroom culture that empowers students to collaborate and become lifelong learners.</p>	

2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers provide an environment for student learning that is inviting, respectful, supportive, inclusive, and flexible.

Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Rating/Comments
Articulates the need to treat students as individuals.	AND Encourages and values individual student contributions, regardless of background or ability.	AND Maintains a learning environment that conveys high expectations of every student.	AND Enhances a learning environment that meets the needs of individual students.	

4g. Teachers communicate effectively. Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Rating/Comments
Communicates effectively both orally and in writing. Recognizes a variety of methods for communicating effectively with students.	AND Demonstrates the ability to communicate effectively with students. Provides opportunities for students to articulate thoughts and ideas.	AND Uses a variety of methods to communicate effectively with all students. Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	AND Establishes classroom practices that encourage all students to develop effective communication skills.	

Instruction

2b. Teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Rating/Comments
Acknowledges that diverse cultures impact the world. Identifies the range and aspects of diversity of students in the classroom.	AND Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues. Acknowledges the influence of all aspects of diversity on students' development and attitudes.	AND Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. Incorporates different points of view in instruction. Understands the influence of diversity and plans instruction accordingly.	AND Consistently integrates culturally relevant and/or sensitive materials and ideas throughout the curriculum. Builds on diversity as an asset in the classroom.	

3a. Teachers align their instruction with the North Carolina Standard Course of Study. In order to enhance the *North Carolina Standard Course of Study*, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Rating/Comments
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Demonstrates awareness of the <i>North Carolina Standard Course of Study</i> . Understands the importance of literacy instruction across all subjects, grades and ages.	AND	Demonstrates knowledge of the <i>North Carolina Standard Course of Study</i> by referencing it in the preparation of lesson plans. Integrates literacy instruction in individual lessons and in particular subject areas.	AND	Develops and applies lessons based on the <i>North Carolina Standard Course of Study</i> . Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	AND	Develops and applies strategies reflecting the <i>North Carolina Standard Course of Study</i> and standards developed by professional organizations to make the curriculum balanced, rigorous, and relevant. Evaluates and reflects upon the effectiveness of literacy instruction within and across content areas.
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3b. Teachers know the content appropriate to their teaching specialty. Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Rating/Comments
Successfully completes general education coursework across the required range of disciplines.	AND Demonstrates a basic level of content knowledge in the teaching specialty.	AND Demonstrates an appropriate level of content knowledge in the teaching specialty. Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	AND Demonstrates extensive knowledge of content in the teaching specialty. Prompts students' curiosity for learning beyond the required coursework.	

3d. Teachers make instruction relevant to students. Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the *North Carolina Standard Course of Study* and 21st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Rating/Comments
Recognizes the relationship between the <i>North Carolina Standard Course of Study</i> and life in the 21st century. Identifies 21 st century skills and content as specified in the <i>Framework for 21st Century Learning and Critical Elements for 21st Century Skills</i> .	AND Identifies relationships between the <i>North Carolina Standard Course of Study</i> and life in the 21st century. Demonstrates understanding of 21 st century skills and content as specified in the <i>Framework for 21st Century Learning and Critical Elements for 21st Century Skills</i> .	AND Integrates 21st century skills and content in instruction.	AND Consistently integrates 21st century skills and content throughout classroom instruction and assessment.	

4c. Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate		Rating/Comments
Understands a range of methods and materials that can be applied in the classroom.	AND	Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	AND	Uses a variety of appropriate methods and materials to meet the needs of all students.	AND	Consistently enables the success of all students through the selection and use of appropriate methods and materials.	

4d. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate		Rating/Comments
Demonstrates knowledge of methods for utilizing technology in instruction.	AND	Assesses effective types of technology to use for instruction.	AND	Integrates technology with instruction to maximize students' learning.	AND	Engages students in higher level thinking through the integration of technology.	

4e. Teachers help students develop critical-thinking and problem-solving skills. Teachers encourage students to ask questions; think creatively; develop and test innovative ideas; synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate		Rating/Comments
Demonstrates an understanding of the importance of developing students' critical-thinking and problem-solving skills.	AND	Demonstrates knowledge of processes needed to support students in acquiring critical-thinking and problem-solving skills.	AND	Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	AND	Creates or maintains instruction that consistently engages students in the processes of critical thinking and problem solving in meaningful contexts.	

4f. Teachers help students work in teams and develop leadership qualities. Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate		Rating/Comments
Recognizes the need to encourage the development of cooperation, collaboration, and student leadership.	AND	Demonstrates awareness of multiple approaches or strategies for developing and supporting student learning teams.	AND	Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	AND	Encourages students to create and manage learning teams.	

Evaluation/Assessment

1a. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate		Rating/Comments
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<p>Acknowledges the importance of high school graduation for students.</p> <p>Identifies the types of data that are commonly available to and used in schools.</p>	AND	<p>Demonstrates how teachers contribute to students' progress toward high school graduation by following the <i>North Carolina Standard Course of Study</i>.</p> <p>Uses data to identify the skills and abilities of students.</p> <p>Describes the characteristics and importance of a safe and orderly classroom environment.</p> <p>Understands positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint.</p>	AND	<p>Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i>.</p> <p>Draws on appropriate data to develop classroom and instructional plans.</p> <p>Maintains a safe and orderly classroom that facilitates student learning.</p> <p>Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.</p>	AND	<p>Takes responsibility for student progress toward high school graduation by aligning instruction and assessment with the <i>North Carolina Standard Course of Study</i>.</p> <p>Maintains or supports a classroom culture that empowers students to collaborate and become lifelong learners.</p>	
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4h. Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.

Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Rating/Comments	
<p>Demonstrates awareness of multiple indicators or measures of student progress.</p>	AND	<p>Interprets data on student progress accurately and can draw appropriate conclusions.</p>	AND	<p>Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.</p> <p>Provides evidence that students attain 21st century knowledge, skills and dispositions.</p>	<p>Uses information gained from assessment activities to improve teaching practice and students' learning.</p> <p>Provides opportunities for students to assess themselves and others.</p>

5a. Teachers analyze student learning. Teachers think systematically and critically about student learning in their classrooms and schools: Why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Rating/Comments
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Recognizes multiple sources of information on students' learning and performance.	AND	Identifies data sources to improve students' learning.	AND	Uses data to provide ideas about what can be done to improve students' learning.	AND	Based upon data, selects or develops instructional approaches that are intentionally tailored to students' learning needs.	
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Impact on Student Learning

1d. Teachers advocate for schools and students. Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate	Rating/Comments
Demonstrates awareness of school practices and policies.	AND	Identifies the policies and practices affecting students' learning.	AND	Implements and adheres to policies and practices positively affecting students' learning.	AND	Works with others to develop and/or revise policies and practices to improve students' learning.	

2d. Teachers adapt their teaching for the benefit of students with special needs. Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate	Rating/Comments
Recognizes that students have individual learning needs.	AND	Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students.	AND	Cooperates with specialists and uses resources to support the special learning needs of all students. Uses research-verified strategies to provide effective learning activities for students with special needs.	AND	Coordinates and collaborates with the full range of support specialists and resources to help meet the special needs of all students. Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	

LEA/IHE Certification of Teaching Capacity

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

SIGNATURES

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

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

Section II

Appendix A

HPU Stout School of Education Principal Evaluation of Cooperating Teacher

Please rate the cooperating teacher with respect to the characteristics below:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Appears sensitive to the intern's feelings and challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides constructive criticism, openly and honestly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibits a professional attitude toward teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supports others in helping to find instructional resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gives praise and moral support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps to resolve problems encountered in student teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has an effective, consistently used behavior management plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages others to seek advice and help when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages the intern to engage in critical and independent thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Permits the intern to try innovative, creative activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides requested materials when asked within a reasonable timeframe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current in the knowledge of teaching methods and techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You are welcome to share any additional comments that would be appropriate to the evaluation of this cooperating teacher.

Appendix B

HPU School of Education Student Teacher Survey of Cooperating Teacher

Congratulations upon completing your student teaching. At this time we would like to collect feedback from you relating to the support of your cooperating teacher in the Internship II experience. Your assistance is appreciated. Your responses are for program evaluation only. They will not reflect in any way upon your coursework or performance.

1. Check the program you have completed.

- Elementary Education
- Special Education-General Curriculum
- Special Education-Adapted Curriculum
- Middle Grades Education
- Physical Education and Health
- Spanish K-12
- Secondary Education - Social Studies
- Secondary Education- English
- Secondary Education-Math
- Secondary Education-Biology/Comprehensive Science

2. Please type the cooperating teacher's name in the space below.

3. How would you rate your cooperating teacher in respect of the following characteristics:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Appeared sensitive to my feelings and challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided constructive criticism, openly and honestly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibited a professional attitude toward teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supportive in helping me find instructional resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave praise and moral support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped to resolve problems encountered in student teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had an effective, consistently used behavior management plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged me to seek advice and help when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged me to engage in critical and independent thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Permitted me to try innovative creative activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided me with planning guides, pacing guides and/or PLC plans in advance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current in knowledge of teaching methods and techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix C

High Point University School of Education University Supervisors' Evaluation of Cooperating Teachers Spring 2015

As University supervisors, you have had the opportunity to observe and work with the cooperating teachers who hosted our student interns (internship II). Please identify the cooperating teacher and rate the teacher on the characteristics listed based upon your experience this semester. Your assistance is appreciated. The responses are for program evaluation only. Please complete one survey per cooperating teacher.

Please type the name of the cooperating teacher below:

Please rate the cooperating teacher in respect to the characteristics the teacher demonstrated while working with the intern.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Appeared sensitive to the intern's feelings and challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided constructive criticism, openly and honestly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibited a professional attitude toward teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported the intern in helping to find instructional resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave praise and moral support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped to resolve problems encountered in student teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had an effective, consistently used behavior management plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged the intern to seek advice and help when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged the intern to engage in critical and independent thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Permitted the intern to try innovative, creative activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided the intern with planning guides, pacing guides and/or PLC plans in advance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current in the knowledge of teaching methods and techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You are welcome to share any additional comments that would be appropriate to the evaluation of this cooperating teacher.

Appendix D

HPU School of Education Student Teacher Survey of University Supervisor

Congratulations upon completing your student teaching. At this time we would like to collect feedback from you relating to the support of your University Supervisor in the Internship II experience. Your assistance is appreciated. Your responses are for program evaluation only. They will not reflect in any way upon your coursework or performance.

1. Check the program you have completed.

- Elementary Education
- Special Education-General Curriculum
- Special Education-Adapted Curriculum
- Middle Grades Education
- Physical Education and Health
- Spanish K-12
- Secondary Education - Social Studies
- Secondary Education- English
- Secondary Education-Math
- Secondary Education-Biology/Comprehensive Science

How would you rate your University supervisor in the respect of the following characteristics?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Provided constructive criticism, openly and honestly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Answered my questions adequately and directly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped to resolve problems encountered in student teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged me to seek advice and help when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged me to engage in critical and independent thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged me as I tried innovative and creative activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formally observed me teach at least one lesson and made additional visits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessible by email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided feedback in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix F

GUIDELINES FOR COOPERATING TEACHERS

HIGH POINT UNIVERSITY STOUT SCHOOL OF EDUCATION

1. Please talk to your students about your student teacher's role. Introduce him/her as a teacher and explain the time frame and process.
2. Please introduce your student teacher to your team and school staff as soon as possible and make him/her feel a part of the school community.
3. Name or desk tags may be helpful if the placement is new.
4. Provide for the student teacher's initial needs and orientation. This includes a school tour and map, school handbook, a list of students' names, school calendar, a set of textbooks, and a desk or space of his/her own.
5. The following information should be shared with your student teacher both verbally and in writing before they take on any classroom responsibilities:
 - Class schedule
 - Classroom rules and procedures
 - School policies
 - Attendance times and expectations
 - Lunch procedure/options
 - Special programs
 - Teacher assistant duties
 - Illness/absence policy
 - Student IEP/504 accommodations
 - Dress code
 - Written and unwritten rules
 - School's code of conduct
 - In-house communication system
 - School safety
6. Provide access to curriculum guides, and the NC Standard Course of Study. Explain and model how these guides are to be used in short and long term planning.
7. Assist your student teacher in creating a personal letter of introduction to your students and parents.
8. Involve the student teacher early and gradually assign routine tasks and encourage them to work with individual students and small groups during the first two weeks. Some short lessons or sharing with the whole group are appropriate for the second week, also. Give the student teacher an opportunity for directed observations about which he/she will note questions, etc. for your later discussion. If this student was with you first semester, you may move more quickly into teaching responsibilities than noted here.
9. By the beginning of the second week of Student Teaching Continuation, the student should be teaching one subject daily. He/she should gradually add other subjects until all subjects are being taught by the student teacher. It is expected the student teaching will retain all planning and teaching responsibilities up to the final week of student teaching.

10. Please be in the room during the beginning phases of his/her instruction in each subject, and “in and out” during the later stages. This will allow you an opportunity to give feedback and make suggestions as needed.
 11. Model lessons in an area before the student teacher takes over that area.
 12. Discuss each day’s activities/lessons/events at the end of the day. Build open communication, offering praise, suggestions, and support.
 13. Review and discuss plans for the next day daily. Be sure the student teacher knows what he/she is to do that day. Making a copy of your plans for the student teacher will be helpful.
 14. Provide guidance and support in the area of classroom management. This is often one of the most difficult areas for students to master.
 15. Guide the student teacher through the “whys and hows” of planning for instruction.
 16. Show how you modify plans and instruction for student success.
 17. Share ideas for integrating subject matter.
 18. Review and critique student teacher lesson plans before they are submitted to the university supervisor the week prior to teaching.
 19. Include your student teacher in conferences when appropriate. Expose him/her to the various ways you communicate with parents.
 20. Assist the student teacher with planning observations in other classes during the final week of student teaching, after teaching requirements are completed.
 21. Help evaluate the student teacher’s progress and inform the university supervisor promptly of any needs or concerns.
-

Thank you for sharing your expertise and time with an excited and nervous student teacher. Your efforts are much appreciated, and will set a pattern for this new educator to follow.

University Supervisor:

Appendix G

SAMPLE IN DEPTH PLAN
 LESSON PLAN FORMAT
 5-E LEARNING CYCLE
 INTEGRATED PRINCIPLES OF CONTENT

Name:	Date of Lesson Taught:	Grade :
Lesson Topic:	Integrated areas: Science Concepts: Math Concepts: Children’s Literature: Technology: Arts: Social Studies Concepts:	Materials:
Essential Questions:		
Standards Assessed:		
Learning Targets:		

Engage (Activating Strategy)
How will you get students engaged in the topic? How will you introduce the topic?
Key vocabulary to preview
Key questions from RBT:
Explore (Student pre-assessment strategy)
Strategy used to pre-assess conceptual understanding:
Formative assessment tool/questioning/graphic organizer etc...:
Key questions from RBT:
Explain (Teaching Strategies)
Grouping strategies used in this part of the lesson: whole group small group
How will you teach the topic? What will you say and do throughout the teaching phase of the lesson?

Formative assessment prompts: What questions will you ask to gather data about student understanding?		
Questions from RBT:		
Elaborate (Extended Thinking Activity)		
Student activity to extend topic. (Independent/ small group work)		
Formative assessment/questioning: How will you assess this activity?		
Questions from RBT:		
Evaluate (Summarizing Strategy)		
Activity/ Strategy used to assess:		
Learning Targets	Tools used to measure	Criteria for success

DIFFERENTIATION STRATEGIES		
AIG		
EC		
ELL		

LESSON REFLECTION

COOPERATING TEACHER SIGNATURE _____

SUPERVISOR SIGNATURE _____

STUDENT SIGNATURE _____

SAMPLE Lesson Plan Format

Teacher:	Date :	M	T	W	TH	F
Topic:						
Grade Level:						

Common Core and Essential Standards :
Learning Targets:

Content Process	Strategies and Activities
Segment #1: Introduction “Warm-Up” (10 minutes)	
Segment #2: Teacher Input “Mini-Lesson” (20 minutes)	Mini – Lesson Teacher gives focused direct instruction on a strategy or skill for student based on assessments. Materials: Purpose: Plan:
Segment #3: Guided/ Independent Practice (20 minutes)	
Segment #4 Closing/Read Aloud (10 minutes)	

Assessment/Reflection —What happened?

Davidson Early College High School - Lesson Plan Form

Date:	Subject:
Unit/Theme:	Common Core/Essential Standards Goal (s)/ Objectives:
Essential Question:	
Daily Learning Target: (Students will be able to... - "I Can"):	
Big Ideas:	Resources and Materials Required:

This lesson incorporates the following Core Instructional Strategies:

- Collaborative Group Work
 - Classroom Talk
 - Low Stakes Writing
 - Scaffolding
 - Literacy Groups
 - Questioning (Higher Order Thinking Skills)
 - Technology
- Read, Write, Think, Talk Daily

+++++
Please check and elaborate:

- Diversity/Differentiation:
- Literacy:
- 21st Century:

Sample Questions for Students:

Knowledge	
Comprehension	
Application	
Analysis	
Synthesis	
Evaluation	

PLC QUESTIONS:

1. What do I want my students to know? (standards)
2. How will I know if they learned it? (assessment)
3. What will I do if they did not learn it? (intervention)
4. What will I do if they already know it? (differentiation)

Davidson Early College High School - Lesson Plan Form

Anticipatory Set: (How will I determine students' prior knowledge? How will I review previously learned materials? How will I set the stage for new information? What misconceptions might students have? How have I pre-assessed my students?)

Presentation: (What will I do to address misconceptions and move learning forward? How will I scaffold information to build on student knowledge? What questions will I ask? How will I ask them?)

Practice/Application: (What activities will I use to discover and support student understanding? How will I structure student learning through the Common Instructional Framework?)

Review/Assessment: (How will I assess student learning? - INCLUDE FORMATIVE AS WELL AS SUMMATIVE ASSESSMENTS)

Formative:

Summative:

Evidence: (What evidence of student learning have I collected? What data was created by this evidence and what does the data tell me?)

Extension/Re-teaching/Reflection: (How will I present the material differently? How will I change student practice and assessment)

SAMPLE

Appendix I

Important: Changes to Testing for Elementary Education:

In March 2019 an adjustment to policy LICN-003 made the following changes to the testing requirements for Elementary Education (K-6) and EC-GC candidates which became effective **April 6, 2019**.

1 In addition to the Pearson Test 203 Mathematics Subtest, the Praxis Test 7803 – CKT Math Subtest was approved to fulfill the math subtest licensure requirement.

2 The Pearson Test 103 – Multi-subject Subtest is no longer a requirement for an elementary education or EC-GC license.

For elementary education students, this policy change means that there are two tests that fulfill the mathematics subtest requirement and that the Pearson Test 103 – **Multi-subject Subtest is no longer a requirement for the above licenses**. Therefore, a student seeking North Carolina licensure in Elementary Education K-6, must take and pass the following tests:

- **One of the following** math subtests approved by the SBE
 - Pearson Test 203 – Mathematics Subtest with a score of 227 or higher **OR**
 - Praxis Test 7803- CKT Math Subtest with a score of 150 or higher **AND**
- The Pearson Test 090 – Foundations of Reading with a score of 229 or higher.

Pearson Foundations of Reading and General Curriculum Tests:

Praxis II Tests:

Students in their junior year of study seeking the licensure track option in the School of Education will be asked to sign a contract indicating their agreement with the conditions as they are outlined below during the mandatory junior-level meeting held each spring. Approval of applications to Student Teaching and progression in EDU 4134/44/54/64/74 and EDU 4230/40/50/60/70 will be contingent upon meeting these requirements.

Elementary Education (Licensure track)

- Students majoring in Elementary Education are required to complete the Pearson Foundations of Reading and one of the following--Pearson Math Test 203 or Praxis Test 7803-CKT) **during the summer between the junior and senior year**.
- Progression into EDU 4134 or EDU 4144 (Introduction to Student Teaching) will be permitted for students who, at the start of classes in August, meet one of the following four conditions: (1) they have satisfied summer testing requirements and provide documentation of passing scores in the required tests, (2) provide documentation that they have registered for the two required tests, (3) have not yet passed all required tests but provide documentation that they have re-registered, or (4) are awaiting scores from summer tests. Any student who does not provide documentation of any of the four conditions noted above **WILL NOT** be permitted to continue into EDU 4134 or EDU 4144.
- At the completion of the fall semester, students who have not yet provided documentation of passing scores, **WILL NOT** be permitted to progress into EDU 4230 or EDU 4240 (Student Teaching Continuation) in the spring. These students will be moved to the Non-Licensure Track and will earn degrees in Elementary or Special Education at the conclusion of the spring semester. Should these students continue to attempt and pass the required tests they can choose to complete the **School of Education's Residency Licensure program** the

following fall (Complete Student Teaching Continuation, submit edTPA portfolio and the School of Education approves for licensure).

Testing Requirements and Policies: Middle Grades Education (effective 2019-2020)

- Students majoring in Middle Grades Education will be required to show documentation that they have registered for the required Praxis exams by the midterm of the fall semester’s enrollment in EDU 4144, 4154 or EDU4174.
- At the completion of the fall semester, students who do not provide documentation of passing scores on Praxis II or who are still awaiting scores on Praxis II at the start of the spring semester will be **classified as having Provisional Status** during their enrollment in EDU 4250 (Student Teaching Continuation). Those who have not provided documentation of passing Praxis II scores by the end of the drop period for the spring semester will be withdrawn from student teaching with a grade of “W” and will be moved to the Non-Licensure Track. **Should the student be short of the required hours for graduation, the university’s Walker Policy shall apply** and the student can participate in graduation in May and complete additional coursework for degree completion in May/Summer.
- As another option, these students may continue to attempt to pass the required tests and would be eligible to complete the **School of Education’s Residency Licensure program** the following fall (Complete Student Teaching Continuation, submit edTPA portfolio and the School of Education approves for licensure).

Licensure Area(s)	Tests Required	Test Code	Qualifying Score
Middle Grades	Middle School Language Arts	5047	164
	Middle School Mathematics	5049	165
	Middle School Science	5440	150
	Middle School Social Studies	5089	149

Testing Policies: General Curriculum (Effective 2019-2020):

General Curriculum (Degree Program)

- Students majoring in Special Education: General Curriculum are required to complete the Pearson Foundations of Reading and one of the following--Pearson Math Test 203 or Praxis Test 7803-CKT) **during the summer between the junior and senior year.**
- Progression into EDU 4144 (Introduction to Student Teaching) will be permitted for students who, at the start of classes in August, meet one of the following four conditions: (1) they have satisfied summer testing requirements and provide documentation of passing scores in the required tests, (2) provide documentation that they have registered for the two required tests, (3) have not yet passed all required tests but provide documentation that they have re-registered, or (4) are awaiting scores from summer tests. Any student who does not provide documentation of any of the four conditions noted above **WILL NOT** be permitted to continue into EDU 4144.
- At the completion of the fall semester, students who have not yet provided documentation of passing scores **WILL NOT** be permitted to progress into EDU 4240 (Student Teaching Continuation) in the spring. These students will be moved to the Non-Licensure Track and will earn degrees in Elementary or Special Education at the conclusion of the spring semester. Should these students continue to attempt and pass the required tests they can choose to complete the **School of Education's Residency Licensure program** the following fall (Complete Student Teaching Continuation, submit edTPA portfolio and the School of Education approves for licensure).

General Curriculum: Praxis II Required Tests:

- Students majoring in Special Education: General Curriculum will be required to show documentation that they have registered for the required Praxis exams by the midterm of the fall semester's enrollment in EDU 4144.
- At the completion of the fall semester, students who do not provide documentation of passing scores on Praxis II or who are still awaiting scores on Praxis II at the start of the spring semester will be **classified as having Provisional Status** during their enrollment in EDU 4240 (Student Teaching Continuation). Those who have not provided documentation of passing Praxis II scores by the end of the drop period for the spring semester will be withdrawn from student teaching with a grade of "W" and will be moved to the Non-Licensure Track. **Should the student be short of the required hours for graduation, the university's Walker Policy shall apply** and the student can participate in graduation in May and complete additional coursework for degree completion in May/Summer.
- As another option, these students may continue to attempt to pass the required tests and would be eligible to complete the **School of Education's Residency Licensure program** the following fall (Complete Student Teaching Continuation, submit edTPA portfolio and the School of Education approves for licensure).

Licensure Area(s)	Tests Required	Test Code	Qualifying Score
Special Education: General Curriculum	Special Education Core Knowledge: Mild to Moderate Applications	5543	158

Required Testing and Policies:

Special Education: Adapted Curriculum:

- Students majoring in Special Education: Adapted Curriculum will be required to show documentation that they have registered for the required Praxis exams by the midterm of the fall semester's enrollment in EDU 4144.
- At the completion of the fall semester, students who do not provide documentation of passing scores on Praxis II or who are still awaiting scores on Praxis II at the start of the spring semester will be **classified as having Provisional Status** during their enrollment in EDU 4240 (Student Teaching Continuation). Those who have not provided documentation of passing Praxis II scores by the end of the drop period for the spring semester will be

withdrawn from student teaching with a grade of “W” and will be moved to the Non-Licensure Track. **Should the student be short of the required hours for graduation, the university’s Walker Policy shall apply** and the student can participate in graduation in May and complete additional coursework for degree completion in May/Summer.

- As another option, these students may continue to attempt to pass the required tests and would be eligible to complete the **School of Education’s Residency Licensure program** the following fall (Complete Student Teaching Continuation, submit edTPA portfolio and the School of Education approves for licensure).

Licensure Area(s)	Tests Required	Test Code	Qualifying Score
Special Education: Adapted Curriculum	Special Education Core Knowledge: Severe to Profound Applications	5545	158
	Fundamental Subjects: Content Knowledge	5511	148

Testing Requirements and Policies (Effective 2019-2020):

Health/PE:

- Students majoring in Health/PE will be required to show documentation that they have registered for the required Praxis exams by the midterm of the fall semester’s enrollment in EDU 4174.
- At the completion of the fall semester, students who do not provide documentation of passing scores on Praxis II or who are still awaiting scores on Praxis II at the start of the spring semester will be **classified as having Provisional Status** during their enrollment in EDU 4270 (Student Teaching Continuation). Those who have not provided documentation of passing Praxis II scores by the end of the drop period for the spring semester will be withdrawn from student teaching with a grade of “W” and will be moved to the Non-Licensure Track. **Should the student be short of the required hours for graduation, the university’s Walker Policy shall apply** and the student can participate in graduation in May and complete additional coursework for degree completion in May/Summer.
- As another option, these students may continue to attempt to pass the required tests and would be eligible to complete the **School of Education’s Residency Licensure program** the following fall (Complete Student Teaching Continuation, submit edTPA portfolio and the School of Education approves for licensure).
- Students majoring in Health/PE will also be required to show documentation that they have completed the required First Aid/CPR certification which is also required for licensure in this area.

Licensure Area(s)	Tests Required	Test Code	Qualifying Score
Health/PE	Health and Physical Education: Content Knowledge	5857	158

Testing Requirements and Policies: Effective 2019-2020

Secondary Education 9-12 (licensure-only):

- Students majoring in Secondary licensure programs in English will be required to show documentation that they have registered for the required Praxis exams by the midterm of the fall semester’s enrollment in EDU 4164.
- At the completion of the fall semester, students who do not provide documentation of passing scores on Praxis II or who are still awaiting scores on Praxis II at the start of the spring semester will be **classified as having Provisional Status** during their enrollment in EDU 4260 (Student Teaching Continuation). Those have not provided documentation of passing Praxis II scores by the end of the drop period for the spring semester will be withdrawn from student teaching with a grade of “W”. Since these students have a primary degree in another area they will earn their primary degree only. **Should the student be short of the required hours for graduation, the university’s Walker Policy shall apply** and the student can participate in graduation in May and complete additional coursework for degree completion in May/Summer.
- As another option, these students may continue to attempt to pass the required tests and would be eligible to complete the **School of Education’s Residency Licensure program** the following fall (Complete Student Teaching Continuation, submit edTPA portfolio and the School of Education approves for licensure).

Licensure Area(s)	Tests Required	Test Code	Qualifying Score
Secondary Education	English Language Arts Content Knowledge	5038	167
	<p style="text-align: center;">And</p> Principles of Learning and Teaching (PLT) Grades 7-12 Not Required with passing edTPA	5624	157

Testing Requirements and Policies: Effective 2019-2020

Secondary Education 9-12 (licensure-only):

- Students majoring in Secondary licensure programs in History/SS will be required to show documentation that they have registered for the required Praxis exams by the midterm of the fall semester’s enrollment in EDU 4164.
- At the completion of the fall semester, students who do not provide documentation of passing scores on Praxis II or who are still awaiting scores on Praxis II at the start of the spring semester will be **classified as having Provisional Status** during their enrollment in EDU 4260 (Student Teaching Continuation). Those have not provided documentation of passing Praxis II scores by the end of the drop period for the spring semester will be withdrawn from student teaching with a grade of “W”. Since these students have a primary degree in another area they will earn their primary degree only. **Should the student be short of the required hours for graduation, the university’s Walker Policy shall apply** and the student can participate in graduation in May and complete additional coursework for degree completion in May/Summer.
- As another option, these students may continue to attempt to pass the required tests and would be eligible to complete the **School of Education’s Residency Licensure program** the following fall (Complete Student Teaching Continuation, submit edTPA portfolio and the School of Education approves for licensure).

Testing Requirements and Policies: Effective 2019-2020

Secondary Education 9-12 (licensure-only):

- Students majoring in Secondary licensure programs in Mathematics will be required to show documentation that they have registered for the required Praxis exams by the midterm of the fall semester’s enrollment in EDU 4164.

- At the completion of the fall semester, students who do not provide documentation of passing scores on Praxis II or who are still awaiting scores on Praxis II at the start of the spring semester will be **classified as having Provisional Status** during their enrollment in EDU 4260 (Student Teaching Continuation). Those have not provided documentation of passing Praxis II scores by the end of the drop period for the spring semester will be withdrawn from student teaching with a grade of “W”. Since these students have a primary degree in another area they will earn their primary degree only. **Should the student be short of the required hours for graduation, the university’s Walker Policy shall apply** and the student can participate in graduation in May and complete additional coursework for degree completion in May/Summer.
- As another option, these students may continue to attempt to pass the required tests and would be eligible to complete the **School of Education’s Residency Licensure program** the following fall (Complete Student Teaching Continuation, submit edTPA portfolio and the School of Education approves for licensure).

Licensure Area(s)	Tests Required	Test Code	Qualifying Score
Spanish K-12	Spanish World Language	5195	168

Appendix K

Recommended Timeline for HPU Teacher Candidates Seeking Licensure in Elementary and Special Education

NC Licensure Area	NC Testing Requirement	Required Timeframe	HPU Content Connected Courses
Elementary Education	Pearson Foundations of Reading Test Must be passed to be recommended for licensure	After successful completion of content connected courses. <i>(Summer between Junior and Senior year students)</i> <i>Student teacher must provide scores to the SSOE in the fall of senior year and/or provide an official notification of a retake date.</i>	EDU 3130 Methods of Teaching Reading & Writing in the Primary Grades K-2 EDU 3230 Methods of Teaching Reading & Writing in the Intermediate Grades 3-6
Elementary Education	Pearson General Curriculum Test for NC <i>Multi subject subtest *</i> Must be passed to be recommended for licensure	After successful completion of content connected courses. <i>(Summer between Sophomore and Junior year for most students)</i>	BIO 1100 Biology HST 1201, 1202, 1203, 2201 or 2235 American History PSC 2310 American Politics NSC 2200 Earth Science or ENV 1100 Environmental Science ENG English Literature
Elementary Education	Pearson General Curriculum Test for NC <i>Mathematics Subtest*</i> Must be passed to be recommended for licensure	After successful completion of math methods and both required math courses. <i>(Summer between Junior year for most students)</i>	EDU 3233 Methods of Teaching Math MTH 1110 or higher MTH 2010 Mathematical Ideas
The cost of taking subject subtests separately is higher than if taken simultaneously. Students may choose to take the two subtests at the same time; summer or winter break as indicated			
Special Education General Curriculum	Pearson Foundations of Reading Test Must take in the first year of teaching	After successful completion of content connected courses. <i>(Summer between Junior and Senior year for most students)</i>	EDU 3130 Methods of Teaching Reading & Writing in the Primary Grades K-2 EDU 3243 Struggling Readers and Writers
Special Education General Curriculum	Pearson General Curriculum Test for NC <i>Multi subject subtest</i> Must take in the first year of teaching	After successful completion of content connected courses. <i>(Summer between Sophomore and Junior year for most students)</i>	BIO 1100 Biology, BIO1399 Biological Principles, CHM1000 The World of Chemistry, CHM1010 General Chemistry I, NSC 2200 Earth Science, ENV1110 Environmental Science, OR PHY1510 General Physics HST 1201, 1202, 1203, 2201 or 2235 American History PSC 2310 American Government ENG English Literature
Special Education General Curriculum	Pearson General Curriculum Test for NC <i>Mathematics Subtest</i>	After successful completion of both required math courses and math content connected course. <i>(Winter Break Senior year)</i>	MTH 1110 or higher MTH 2010 Mathematical Ideas

	Must take in the first year of teaching		EDU 4140 Methods of Teaching Math/Science to Students with Disabilities
Special Education General Curriculum	ETS Praxis II Test 5543 Core Knowledge and Mild to Moderate Applications Must be passed to be recommended for licensure	After successful completion content connected courses. <i>(Summer between Junior and Senior year for most students)</i>	EDU 3140 /3240 Policies/Procedures EDU 3244 Teaching and Learning Strategies Practicum
Special Education Adapted Curriculum	ETS Praxis II Tests 5545 and 5511 5545: Special Education Core Knowledge and Severe to Profound Applications and 5511: Fundamental Subjects: Content Knowledge Both must be passed to be recommended for licensure	After successful completion content connected courses. <i>(Winter Break Senior year)</i>	EDU 3140 /4142 Policies/Procedures I & II EDU 3244 Teaching and Learning Strategies Practicum EDU 3290 Systematic Instruction for Students with Moderate to Severe Disabilities EDU 4290 Methods of Teaching Adapted Curriculum
Elementary Education Majors with Special Education Minor <i>(Seeking Special Education licensure)</i>	ETS Praxis II Test Core Knowledge and Mild to Moderate Applications	After successful completion of content connected courses. <i>(Senior year for most students)</i>	EDU 3140 Policies/Procedures EDU 3244 Teaching and Learning Strategies Practicum EDU 3243 or EDU 4141 Struggling Readers and Writers or Instructional Strategies in the Content Areas for Secondary Students with Disabilities