BREVARD COLLEGE
Teacher Education Handbook

STUDENT TEACHER SECTION
Student teaching is the capstone experience for pre-service teachers. It is the foundation on which your professional career will be based.

This handbook contains information that will help make this experience as productive as possible, and describes the roles and responsibilities of the key players during this critical semester. Realizing that excellent teachers borrow ideas from one another, this handbook draws from several sources, including two innovative, neighboring, liberal arts institutions: the University of North Carolina at Asheville and Warren Wilson College.

Please read and reflect on these guidelines and suggestions. Prepare to work harder than you ever have and to learn more than you have ever imagined.

The student teaching experience is your official first step toward a teaching career. It is essentially a semester-long job interview! For many teacher candidates, the student teaching experience can lead directly, or indirectly, to a full-time job the following semester.

- Be prepared.
- Be professional.
- Be passionate.
- Be on time.
- Be respectful to everyone you encounter in the school environment.

With new challenges and opportunities come the natural feelings of apprehension and uncertainty. We hope that this handbook will answer your questions and help you on your journey to success.
Oh, the Places You'll Go!

You'll get mixed up, of course, as you already know.

You'll get mixed up with many strange birds as you go.

So be sure when you step. Step with care and great tact and remember that Life's a Great Balancing Act. Just never forget to be dexterous and deft. And never mix up your right foot with your left.

And will you succeed? Yes! You will, indeed! (98 and 3/4 percent guaranteed.)

KID, YOU'LL MOVE MOUNTAINS!

- Dr. Seuss, 1990
Basic Terminology

**Student Teacher:** The college student is a Student Teacher.

**Student Teaching:** The capstone experience at the end of coursework.

**Cooperating School:** The school to which the student is assigned for student teaching is called a Cooperating School.

**Cooperating Teachers:** The teacher or teachers with whom the student is working at the Cooperating School are called Cooperating Teachers.

**Principal:** The administrator of the Cooperating School is the Principal.

**Director of Teacher Education:** The person who coordinates the total teacher education program at Brevard College is the Director of Teacher Education.

**Supervising Teachers:** The Director of Teacher Education, other professors from the Teacher Education department or other academic departments at Brevard College function as Supervising Teachers.

General Statement

Student teaching is required of all future teachers enrolled in the Teacher Education Program at Brevard College. Students apply to enter this phase of their Teacher Education after they have completed prescribed courses in education and the work required for their major and minor areas of concentration.

Requirements for Admission to, and Retention in, Student Teaching include the Following:

1. Admission to the Teacher Education Program.

2. An overall grade point average of 2.75 and positive evaluations in pre-student teaching field experiences.

3. Completion of all required courses and demonstrated competence in the academic specialization, the professional sequence, and pre-student teaching field experiences.

4. Satisfaction of standards of health, personality, and character as determined by Brevard College, including a criminal background check.
5. Acceptability to the school administration of the district in which the student teaching assignment is made.

6. Successful completion of the Pre-Professional Skills Test, or the waiver of PPST by means of other assessments demonstrating excellent, basic academic skills.

**Length of Student Teaching Experience**

Both the elementary and K-12 licensure candidates will student teach a full semester, with at least 10 weeks in one placement. High school candidates will student teach one full semester in one placement. Student Teachers adhere to their assigned school's calendar for holidays.

**Objectives of Student Teaching**

1. Provide Student Teachers with the opportunity to relate academic subject matter to the needs of learners in the school classroom.

2. Help develop skills needed to plan effectively for all teaching situations.

3. Provide opportunities for Student Teachers to explore or examine different teaching methods or styles.

4. Give Student Teachers experience in the development of a learning environment conducive to the goals of good human relations and self-directed pupil learning.

5. Provide experiences in evaluating both pupil learning and teaching activities so that individual pupil’s learning needs are met, and the general objectives of the total school program are accomplished.

6. Provide Student Teachers with the exposure to, or experience with, various student services that are available for extending learning opportunities to all pupils.

7. Provide experiences that will enhance further development of desirable professional relationships, interests, attitudes and ideals.

8. Provide a setting and opportunities for the development of a sound philosophy of education that is open to change and growth.
The Teacher Education Program at Brevard College values and models professional dispositions through our colleagues and promotes these dispositions to all candidates. The faculty and candidates should all strive to demonstrate their understanding of these dispositions through their own practices. These dispositions fall into three general categories: dispositions toward learning, dispositions toward learners, and professional dispositions.

**Dispositions toward Learning**

1. Values reflective practice and innovation to meet the needs of each learner.
2. Has an ability to reflect on, and respond to, constructive criticism from peers, instructors, Cooperating Teachers, and other school colleagues.
3. Demonstrates a willingness to continue learning, and an openness to new experiences and new perspectives.

**Dispositions toward Learners**

1. Respectful consideration of individuals (students and adults); e.g. protecting confidentiality; and maintaining professional discretion in the college community, in classrooms, and in host schools.
2. Sensitivity to, and respect for, differences in all people; e.g. physical, cognitive, linguistic, and socio-cultural.
3. Recognition of personal experiences and biases and the impact these may have on expectations and beliefs about teaching and learning.
4. Understanding, especially from the perspective of a classroom teacher, how an individual’s home life, as expressed in family structure, religious affiliations, community involvement, and cultural identity, will impact his or her experience of the classroom; and the critical need for each human being to feel that he or she belongs, and is accepted, within the classroom walls.

*You are a teacher and you must treat all students with respect, kindness, and attention. Sarcasm, judgment, and ridicule are not permitted when you choose to step into the role of teaching and reaching every child.*
Professional Dispositions

1. Making good use of free time.
2. Recognizing that teachers are role models and held to high professional standards.
4. Upholding standards of professional appearance in a given school setting.
5. Practicing professional behaviors in college classes as well as in field placements in host classrooms and schools; e.g. punctuality, dependability, and preparation.
6. Keeping your personal life (i.e. lengthy sharing about weekend) private and maintaining appropriate social and professional boundaries with the Cooperating Teacher.

*Your Cooperating Teacher is a professional mentor and school expert, not your gossip buddy or peer friend.*

What do these dispositions mean to you as a Student Teacher?

Student teaching is a full-time job, and it may represent more work than you have ever encountered in your college career. Except for not appearing on the school’s payroll, you are essentially a school employee. You should consider yourself a member of the professional community, and act accordingly. The following comments specifically describe how these professional dispositions will be reflected in the student teaching experience.

PROFESSIONAL EXPECTATIONS OF STUDENT TEACHERS

Punctuality, Dependability and Preparation

The Student Teacher's daily schedule is the same as the Cooperating Teacher’s schedule. Student Teachers should attend required faculty meetings, PTA meetings, conferences, in-service workshops, duty assignments, and any other appropriate teacher requirements.

Student Teachers should be at school, in class, and on time every day. Your new colleagues have to know that they can count on you. Unexcused or overused absences and/or tardiness are unprofessional. You will find that being early to school will help you be ready to greet the students when they enter the room, rather than scurrying around looking for last minute math manipulatives or waiting in line for the copier.

Absences should be limited to emergencies. It is the responsibility of the Student Teacher to notify the Cooperating Teacher and the Supervising Teacher as soon as possible if he or she is
going to be absent. If the number of days absent **exceeds four days** per placement, candidates may be asked to extend or repeat their experiences. The Director of Teacher Education evaluates each case individually when a Cooperating Teacher or Supervising Teacher raises such concerns.

Three potentially acceptable reasons for an absence from school include:

1. serious personal/family problems including death, seriously ill spouse/partner/child, or other serious emergencies;

2. job interviews or taking licensure tests toward the end of the student teaching experience; or

3. personal health problems and serious illness.

In all cases, inform your Cooperating Teacher of your absence. Inform your Cooperating Teacher prior to your absence, if possible. An early request for an absence can more easily be accommodated. Find out what form of communication your Cooperating Teacher prefers. Does he or she expect you to text, email, or leave a voice message the night before an unexpected absence? How late is too late to call? When you are the main teacher, and have the primary responsibility for your classroom, you are expected to leave substitute plans and all other important information for carrying on the schedule without you in an easily accessible location at the host school.

**Professional vs. Personal Time**

Your time is limited when you join the professional community of teaching. Your obligations extend beyond the hours when students are present. You must be able to attend any and all meetings your classroom teacher attends, including after school professional development sessions, conferences, IEP meetings, bus duty, and phone calls to families. As a teacher and adult modeling behavior for students, Student Teachers should turn off their phones and refrain from texting during the school day. (DO NOT text any students or give them access to any social media on which you post.)

Adjusting to a full-time work week can be challenging. It might be a good idea to let your friends know that you are on a new schedule, are most likely are out of the house by 7 a.m., and will need to go to bed earlier than usual. Do take time to exercise and take care for yourself by frequently washing your hands and drinking plenty of water to minimize the illnesses that are quickly passed in schools.

**Personal Grooming and Attire**

Each school’s dress policy is different. Buncombe County does not allow jeans, while some schools in Asheville City allow jeans on certain week days. Find out your school’s particular dress code and then aim a bit higher. Do not wear any revealing tops or attire with political or religious statements. Try standing in front of a mirror and leaning over so you can test the appropriateness and functionality of your attire. Refrain from wearing any strong scents.
Good Professional Relationships

Follow the accepted chain of command to insure good working relationships with your Cooperating Teachers, the Principal, or Superintendent. The professional community has many people in different levels of authority, and you need to be respectful of their decisions and time.

*If you have any doubt about whether you need permission for an activity, ask your Cooperating Teacher and/or Supervising Teacher.*

Remember to be polite and courteous to all school employees. Saying “thank you” or “good morning” to custodians, secretaries, and cafeteria employees can reflect your belief that it takes a village to educate a child. Drop a “thank you” card in the principal’s box within the first few weeks of settling in and thank him or her for the opportunity to be a part of his or her school. As Thomas Jefferson said, “Manners are the only things we can really give our children.” Be sure to model good manners!

Professional Discretion

You may see or hear things during your assignment that you do not agree with personally, but you must refrain from sharing your disapproval. It is unprofessional to make ugly or disapproving comments about colleagues or students. You are new, and you have the most to lose by earning a reputation as an upstart Student Teacher who criticizes or blabs his or her mouth. Even if your Cooperating Teacher chooses to act this way, or has some long feud with others on the hall, you need to remain neutral. You are in a different category. Remember you are looking to demonstrate your professional discretion. Be mindful of what you say. Save your venting and frustrations for the Student Teaching seminar.

Likewise, use your discretion when controversial issues arise in the classroom. You should not use your captive student audience to express your own viewpoints on anything controversial including sex education, politics, religion, or any other topic that might be particularly tantalizing for your students.

WORKLOAD WHILE STUDENT TEACHING

Student teaching is a full-time commitment. Experience shows that outside employment interferes with quality teaching experiences and, as a rule, Student Teachers are not allowed to engage in outside employment. However, the Department of Teacher Education does recognize the exigencies of individual cases. Students in such situations should contact the Director of Teacher Education to discuss the matter and receive approval prior to engaging in outside employment. Athletes are not allowed to play their sport(s) while student teaching. Student teaching is a full-time job and responsibility.

Student Teachers will be expected to engage in the same school duties that would be considered a normal part of a teacher’s responsibilities; e.g. choral practice in the evenings or tutoring in a
lab after schools. The rate at which these responsibilities can be assumed by Student Teachers varies and can best be determined by the Cooperating Teacher(s).

Due to the time constraints of student teaching, candidates should try not to be enrolled in other college courses. In cases affecting graduation requirements, students are permitted to enroll in an additional course, but this must be pre-approved by the Director of Teacher Education.
STAGES OF STUDENT TEACHING

Student teaching should be viewed as a continuum during which the student moves through a process of increasing responsibility. During this time, the student will normally be involved in four basic types of activities:

OBSERVATION

Though there is not a specific time period assigned to observation, the student should have as many opportunities as possible to watch the Cooperating Teacher carry on instruction, establish management routines, and interact in a variety of ways with pupils. Observing procedures in a specific classroom aids the general continuity of the program and provides the Student Teacher with a starting point when he or she takes over the responsibility for teaching a class.

PARTICIPATION

The first stage of this process should involve the Student Teacher in actively assisting the Cooperating Teacher for a considerable amount of time. While the actual planning may be done by the Cooperating Teacher, the Student Teacher can work with individuals and small groups. This limited responsibility allows the Student Teacher to get to know the pupils individually and to establish important routines which will aid in later responsibilities.

TEACHING

The second stage of the process should involve the Student Teacher in actual teaching. The Student Teacher should be assigned an area of instruction for part, or all, of the group. The Student Teacher should plan the instruction, gather necessary materials, and carry out the instruction. The Student Teacher should prepare a written plan to be shared with the Cooperating Teacher. In the early stages, Student Teachers should be asked to work in their respective areas of strength and/or rather routine areas, where the possibility of early success is relatively high. Student Teachers should start by taking responsibility for one instructional area, and then take on other instructional areas with each successful attempt.

PROGRAM IMPLEMENTATION

The final stage of responsibility for the Student Teacher, near the end of the experience, is to take over the entire classroom program for a period of time. During this stage, the Student Teacher should control planning for the whole day and carry on most of the instruction. Ideally, the Cooperating Teacher should leave the room for selected periods of time in order to give the Student Teacher an opportunity to work alone in both instruction and control.

The Cooperating Teacher should advise and approve all planning, should act as co-teacher in some of the instruction, and should use this time to observe and evaluate the work of the Student Teacher. Near the end of the stage of full responsibility, the Student Teacher should begin the process of turning the program over to the Cooperating Teacher. Once the Cooperating Teacher
has responsibility for the program, the Student Teacher might spend part of the final period of
time in observation of other classrooms in the school.

There are many types of activities involved in each of the four stages of student teaching. The
Cooperating Teacher and the Student Teacher must determine together which activities the
student is ready to be involved with and the pace of progress.

**Observation**

1. Learning about individual children, their styles of work and learning, their interests, and
   educational needs. LEARNING THEIR NAMES!

2. Learning about educational conditions in the classroom. How has the teacher arranged
   the environment to support program goals?

3. Learning about the curriculum. What are its components and their intents? What
   instructional materials are used?

4. Learning about management and routines. How do the teacher’s procedures affect
   learning in the classroom?

5. Learning about classroom control. What are the teacher’s modes of establishing and
   regaining control of classroom situations?

6. Learning about teaching techniques. How does the teacher use explanation,
   questioning, discussion, and other methods to achieve instructional goals?

**Participation – Assisting the Teacher**

1. Working with individual children to assist them in carrying out their assignments.

2. Working with individual children assigned for personal instruction.

3. Working with small groups in an unstructured area.

4. Working with the whole group under the direction of the teacher; e.g. giving a spelling
   test to the whole group.

5. Arranging a learning center in the classroom.

6. Developing a bulletin board.

7. Assisting with the reading and evaluation of children’s work.

8. Assisting the teacher in school duties such as playground, study halls, or hallways.
9. Working with small groups in the library.

10. Assisting with the production and duplication of materials.

11. Taking responsibility for planning and executing small group instruction in areas such as reading.

12. Planning over an extended period for a small group.

13. Taking responsibility for several small groups on different topics or in different subject areas, including execution from planning to instruction.

14. Planning and teaching a sequence of lessons for the whole group; perhaps alternating, at first, with the teacher.

15. Extending responsibilities to include several subject areas by adding groups.

16. Establishing evaluation procedures for each area of responsibility.

17. Showing concern in planning for individuals.

18. Using feedback from the Cooperating Teacher and Supervising Teacher to modify teaching methods.

19. Establishing a process of self-evaluation and criticism directed toward improving instruction.

**Teaching Related and Program Implementation**

1. Using the existing curriculum format to plan the entire day’s activities.

2. Using the teacher’s routines and management procedures to carry out the activities of the day.

3. Using established discipline methods which are in keeping with the Student Teacher’s personality and beliefs.

4. Establishing a productive tempo for the day through the control of time.

5. Making use of the Cooperating Teacher as consultant, adviser, and assistant.

6. Working with other teachers, the custodian, and principal.

7. Attending to the instructional materials required for the instructional program.

8. Planning and implementing an instructional unit.
9. Continuing implementation of other forms of long term planning.

10. Bringing personal ideas for activities and instruction into the program.

11. Creating a positive instructional environment in the classroom through the use of materials that influence the aesthetic environment.

12. Showing concern for the classroom climate and establishing realistic limits in a positive and productive atmosphere.

13. Providing for children with special needs.

14. Showing awareness of the importance of maintaining a balanced curriculum.

15. Examining the following items: report cards, cumulative records, standardized tests, and supplementary materials that are available within the school system which could be used during teaching.

16. Experiencing, but not bearing sole responsibility for, study hall situations.

17. Attending teachers’ meetings, committee meetings, sports events, plays, parent-teacher conferences, and other school functions is encouraged.

18. Experiencing work on school-related activities (i.e., plays, skits, forensics, homecoming, prom, etc.).
The importance of short and long term lesson plans should not be underestimated.

For beginning teachers, the correlation between pre-planning and successful teaching is very high. The major reason for unsuccessful lesson presentations by Student Teachers is lack of planning. During the initial seminar sessions, lesson planning will be addressed again, but you should spend significant time at the beginning of your classroom stay by observing and talking to your Cooperating Teacher about how he or she formally, and informally, organizes the day and plans for the day, week, and unit.

Remember that your Cooperating Teacher is a veteran teacher, and your lesson plans will be substantially more detailed than his or hers. Many of the “on the fly” decisions your Cooperating Teacher makes about how to hand out supplies, form groups, or give instructions, demonstrates his or her tacit knowledge of how to manage a classroom. You are a beginner, and you don’t have this knowledge or skill yet. The more you can think ahead, anticipate, map out, plan ahead, and anticipate challenges, the more fun you will have and the more successful you will feel as a teacher.

You will need a system in place to keep both your weekly and daily lesson plans. These plans are more than just a schedule showing times and entries like “math, p. 141” or “reading, story #2”. They are real lesson plans for each subject and/or class period that contain questions for guiding conversations and helping students with misconceptions. You will also need a system for keeping notes after lessons about what did or didn’t work and for end of the day thoughts or re-adjustments. It doesn’t matter what the system is (three-ring binders, accordion files, or different colored file folders for each subject each day), but you must be organized.

Determine a way to archive your older lesson plans, remembering that many of these documents can be used as evidence for your electronic portfolio (“e Portfolio”). Student teaching provides the opportunity for students to prepare their final submissions to their department e Portfolio. The completion of the e Portfolio is the culminating assignment during Student Teaching. It should consist of purposeful sections of work which represent developing competency and provide evidence of growth toward beginning teacher performance standards. These selections may include assignments, assessments, art, videotapes, photographs, etc. The submissions must be linked to the teacher standards as adopted by the Department of Teacher Education.

There are many ways to record your teaching plans and organize your notes for running a classroom, but first you need to learn the method that your classroom teacher is using, and then adjust it to fit your needs. Many schools or departments have scope and sequence guides to help plan out instruction. Early on, do an informal inventory of the teaching resources in your classroom and in the neighboring classrooms. Find out how your hall or grade level plans on a weekly or monthly basis. It is your responsibility to ask lots of questions and learn how different aspects of planning and organization are managed. Plans should be previewed by the
Cooperating Teacher in a pre-planning session. A copy of the lesson plan will be reviewed by the Supervising Teacher during his or her visit.

**RETENTION IN THE STUDENT TEACHING PROGRAM**

To be retained in the Student Teaching assignment, students must make satisfactory progress as defined by the Cooperating Teachers, school administrators, and Supervising Teachers.

Each Student Teacher is assigned to one of the qualified schools in our area. During this time, the student is under the supervision of the Cooperating Teacher. The program calls for the student to be inducted gradually into responsible teaching and participation in other school activities. Brevard College students are usually assigned a full semester (16 weeks) in the Student Teaching placement. To be licensed by the State of North Carolina, all students must be in the placement for at least 10 full weeks. Usually, K-12 licensure students have two placements for their Student Teaching experience. They spend 10 weeks in a primary placement and four to six weeks in a secondary placement; e.g. Music licensure students may spend 10 weeks in a high school setting and six weeks in an elementary school setting.

Supervising Teachers will visit classes to observe, supervise, and evaluate the Student Teacher, working with Cooperating Teachers and principals to provide a successful experience during the Student Teaching assignment. Supervising Teachers will usually visit the Student Teacher a minimum of three times. The Cooperating Teacher and Building Principal should feel free to call upon the Brevard College for assistance at any time if additional visits are required.

While guidelines for Student Teaching, as part of the Teacher Education Program, are the responsibility of the Brevard College Teacher Education Department, Student Teachers must understand that they are primarily responsible to the school system in which they are working. In the final analysis, the Principal must be responsible for the welfare of each class. Hence, the Student Teachers are directed to follow the suggestions given by the Principal and Cooperating Teacher.
THE TRADITIONAL MODEL OF STUDENT TEACHING

1st-3rd Weeks (Orienting)

First Full Week

During the first full week, the Cooperating Teacher should plan activities which will develop the Student Teacher's familiarity with the school setting; e.g. names of students, routine procedures, school policies, and so forth.

Suggestions for helping the Student Teacher become acclimated to the routine include the following:

1. Taking charge of routines such as attendance, ventilation, heating, or lighting.
2. Becoming familiar with materials in the classroom.
3. Taking a guided tour of the school plant.
5. Beginning a long range plan with the Cooperating Teacher.
6. Meeting personnel.
7. Doing guided observations of particular students.
8. Assisting individual students with class work.
9. Reading appropriate material to the class.
10. Interviewing individual students to prepare for later teaching.
11. Reviewing student needs and abilities with Supervising Teacher.

First Day

On the first day there should be a conference about the day's activities and about plans for the remainder of the week.

Other early experiences and activities

1. Learning student’s names with correct pronunciation.
2. Studying data about individual students.
3. Learning names of staff (a written staff list is helpful if available).
4. Observing students from various parts of the classroom.
5. Becoming familiar with audio-visual materials and equipment.
6. Becoming familiar with media center and resource guides.
7. Arranging bulletin boards and other displays.
8. Helping with individual or group instruction.
9. Participating in homeroom activities.
10. Handling some matters that pertain to classroom management.
11. Reading curriculum guides, teachers' manuals, school handbooks, and other materials.
Objectives

1. The Cooperating Teacher should help the Student Teacher plan his or her objectives. Both should review objectives periodically to determine if they are being met or if they warrant revision.

2. The Cooperating Teacher should assist the Student Teacher in planning long-range objectives commensurate with scope and sequence and with students’ past experiences.

Teaching Schedule

1. The Cooperating Teacher and Student Teacher should develop a tentative teaching schedule for the Student Teacher.

2. The Cooperating Teacher and Student Teacher should consider the merits of a gradual, rather than an abrupt, shift in their roles.

3. The Supervising Teacher should assess the situation and the Student Teacher’s potential when pacing the shift of responsibility.

3rd-6th Weeks (Gradually Adding On)

The Student Teacher:

1. Begins making lesson plans with the aid of the Cooperating Teacher.

2. Assumes formal teaching duties at the rate of one or more classes per week at the discretion of the Supervising Teacher based on the readiness of the Student Teacher.

3. Attends all meetings, including IEP and transition, after parental consent is given to do so.

4. Continues to observe and hold evaluation conferences with the Supervising Teacher. Some observation of other teachers within the school is desirable for the Student Teacher at this time.

The Supervising Teacher and the Cooperating Teacher:

A written evaluation of the Student Teacher's progress should be made by the end of the fifth week. Forms for this evaluation are provided by Brevard College and the evaluation should involve the Student Teacher's Supervising Teacher and the student. The mid-point evaluations may or may not be completed at the same time.
7th-11th Weeks (Full On!)

Student Teacher carries full load of classes. This portion of the practicum should follow the Cooperating Teacher’s instructional schedule. The full teaching load should include homeroom (advisor/advisee) and any other duties regularly assigned to the Cooperating Teacher. The Cooperating Teacher continues to oversee the Student Teacher’s plans and give close supervision.

12th-16th Weeks (Home Stretch)

The Cooperating Teacher gradually resumes teaching responsibilities, but the Student Teacher continues to teach part of the day and to relinquish some of the classroom duties. The Student Teacher may wish to use some of this time to observe in other fields or areas in the school or in other schools and write thank you cards.
EVALUATION AND REFLECTION

Cooperating Teachers Assessment Responsibilities:

Each Cooperating Teacher will be asked to complete three formative assessments and one summative assessment. These should be shared with the Student Teacher and then sealed in an envelope. The Student Teacher is responsible for returning these to the Brevard College Supervising Teacher at the weekly Student Teacher seminar or the Cooperating Teacher can send it through the mail, if preferred.

*Suggested times for these assessments are below:*

Formative Assessment 1: During 3rd through 5th week of 15 week student teaching

Formative Assessment 2: During the 7th through 9th week of 15 week student teaching

Formative Assessment 3: During the 10th through 13th week of 15 week student teaching

Summative Assessment: Last Week of Student Teaching in Meeting with Supervising Teacher

Please note that these suggested times can vary depending on each unique student teaching experience. The point is that these formative assessments need to be spread out as evenly as possible and not bunched together.

Each Cooperating Teacher may also complete a weekly dialogue report that they informally share with the student. The dialogue reports are just an easy way to help Student Teachers and Cooperating Teachers keep dialogue and reflection flowing during the student teaching experience and do not need to be sent to the Teacher Education Program.

Supervising Teachers Assessment Responsibilities:

There are at least three formal formative observations by the Brevard College Teacher Education Supervising Teacher. The Supervising Teacher will work with the Cooperating Teacher so that he or she has an opportunity to participate as much as possible during the de-brief session after the observations. These observations will primarily be scheduled by email a couple of weeks before hand. However, there may also be observations that are unannounced. The Supervising Teacher should have both a mid-term (which can serve as the 2nd formal observation) and final meeting (which can serve as the last formal observation) with both the Student Teacher and Cooperating Teacher. At the mid-term meeting, the Supervising Teacher should go over a copy of the Summative Assessment with the Coordinating Teacher to see what weaknesses the student needs to focus on in the second part of the experience. The final Summative Assessment is a high-stakes performance-based assessment and the student cannot be licensed without being proficient in each descriptor.
Student Teacher Assessment Responsibilities: Self-Evaluation and Reflection

It is essential that Student Teachers continually evaluate their own work. An effective method of self-evaluation is to periodically ask oneself questions such as these:

1. What did I do well? What are my best qualities? Where am I weak?
2. What techniques did I use that went well?
3. What technique did I use that was not satisfactory?
4. Why do I think it was not successful?
5. What unforeseen problems arose and how did I handle them?

Student Teachers wonder just what Supervising Teachers will be looking for during observations. Some apprehension concerning observations may be felt. Please bear in mind that the Supervising Teachers, like the Cooperating Teachers, are there to help Student Teachers to become better teachers and Supervising Teachers eagerly share their perceptions during the ensuing conference. In some cases, Student Teachers may ask Supervising Teachers to focus on one particular strategy in order to concentrate on improvement in that area.

TROUBLE SHOOTING

Your Supervising Teacher and Cooperating Teacher will work together to provide you with support so that your experience will be a positive, learning one; however, there are times when student teaching can be overwhelming. Sometimes the Cooperating Teacher may feel that a candidate is not prepared to take on a full teaching load. Other times a candidate may feel that the amount of work is intolerable, or that he or she realizes that working with children every minute of the day is not his or her calling. Sometimes a Principal will be concerned that a Student Teacher’s ability to manage a classroom is insufficient. Your basic skills will be assessed so that during your midterm conference with your Supervising Teacher and Cooperating Teacher, you will be alerted to areas that must be improved and where you are succeeding.
CRITERIA FOR PASSING STUDENT TEACHING

In order to pass student teaching, each candidate must:

1. prepare long-term, multi-day and unit lesson plans,
2. prepare daily lesson plans including all materials, activities, assessment, and appropriate content,
3. appropriately communicate with the Cooperating Teacher and other professionals,
4. appropriately communicate with students and families,
5. demonstrate professional behaviors, including meeting deadlines, being responsible and dependable, and
6. demonstrate professional dispositions toward learners and learning.

CRITERIA FOR DISMISSAL FROM STUDENT TEACHING

A candidate may be dismissed from student teaching in a public school if he or she is unable to handle the stress of a daily classroom, is unwilling to abide by the rules or regulations of the school system, or if there is too much difficulty adjusting to classroom management or lesson planning requirements. A Student Teacher having difficulty may have additional observation and conferences, and an action plan may be initiated to clarify what must change to show improvement.

If a Student Teacher is doing unsatisfactory work at any point during student teaching and fails to improve after intensive work with the Cooperating Teacher and Supervising Teacher, he or she faces the prospect of not passing student teaching. Depending on the nature of the problem, the following options may be considered by the Supervising Teacher with input from the Cooperating Teacher and approval of departmental faculty:

1. extend the student teaching experience,
2. provide a new placement with a different Cooperating Teacher (only under unique and compelling circumstances),
3. repeat the experience (register for student teaching in another semester),
4. withdraw from student teaching,
5. counsel the candidate out of teaching.
If there are problems or situations that arise during student teaching that are due to factors other than a deficiency in teaching performance, an extension of the student teaching experience may be required. When this occurs, an incomplete grade will be assigned until the requirements of student teaching are fulfilled.

### ADDITIONAL ADVICE FOR THE STUDENT TEACHER

**Schedule sufficient time for teaching.** Student teaching is more than just another course in which to get a “C” or merely “get by”. Successful Student Teachers must spend two or three hours a day **AFTER** school, as well as a significant number of hours on the weekend, to prepare adequately for effective teaching.

**Volunteer.** Do not wait to be given assignments. Offer to help arrange a bulletin board, correct papers or tutor pupils.

**Do not avoid the housekeeping chores.** They are part of teaching. Remember you are now a member of your Cooperating Teacher’s classroom. Pick up after yourself. Leave time in the day for kids to help clean up before they go home. Don’t be a slob. Notice how the room is organized and help keep it that way.

**Student Teachers are responsible for formulation of lesson plans and instruction in education theory and methods, not the Cooperating Teacher** although his or her suggestions should be welcomed and used. If a Student Teacher feels deficient in a particular aspect of his or her preparation, it is the Student Teacher’s responsibility to secure the necessary information through study or by consultation with Brevard College personnel.

**Familiarize yourself with school policies and regulations.** A Student Teacher can more easily become a valuable co-worker when he or she is acquainted with the policies that govern pupil attendance; building, classroom, study hall, and playground behavior; any first-aid and safety programs (fire drills); field trips; learning activities; storage and care of supplies and equipment; pupil evaluation; guidance; and reporting to parents.

**Know the pupils personalities.** Learn as much as possible about the pupils. No two are alike. Keep information **confidential.**

**Student Teachers are guests of the school.** Since the time spent in any one teaching situation, or with any one teacher, is limited, it is not possible to have all of the information and gain all of the insights that the teachers and administrators have. It is unlikely, therefore, that one can make valid, judgmental statements of a general nature about administrators, teachers or students. One of the attributes of a good educator is that he or she has professional integrity. Relationships with school personnel and students should be professional in nature. Please do not verbalize judgments, based on limited involvement, to the general public.
VIDEOTAPING

As a Student Teacher, you will be asked to videotape your instruction for assessment and training purposes. Please check with school procedures and rules about the photographing and videotaping of their students and follow those rules/procedures. An opt-out form is attached at Appendix A for you to use as needed.

MEMORANDUM OF UNDERSTANDING

The Student Teaching experience is the foundation on which your professional career will be based. Both Brevard College and the School System where you will work have entered into a Memorandum of Understanding (“MOU”) articulating their responsibilities to you and this experience.

All Student Teachers are required to read this MOU to better understand the scope of this partnership and their individual responsibilities and commitments to this internship.

A copy of the MOU is attached as Appendix B.

All Student Teachers are required to sign an Acknowledgement stating that they have read, understand and agree to abide by the terms of the MOU as it pertains to the Student Teachers’ relationships with the School Systems where they will be working.

A copy of the Acknowledgement is attached at Appendix C for removal, signature and submission to the Director of Teacher Education.

CLOSING WORDS

“I have come to a frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.”

Dr. Haim G. Ginott,

Teacher and Child, A Book for Parents and Teachers, 1972
APPENDICES

Appendix A  
Photo/Videotaping Opt-Out Form

Appendix B  
Memorandum of Understanding Form

Appendix C  
Acknowledgement
Background: The Brevard College Teacher Education Program uses photos and videos of student teachers and their classes for assessment purposes. In some of these videos or pictures, students may appear. These videos and pictures are used for training purposes and are not displayed on any public websites or forums.

NO ACTION IS NEEDED IF THE BREVARD COLLEGE TEACHER EDUCATION PROGRAM MAY USE YOUR CHILD’S PICTURE, PHOTO OR IMAGE.

If you DO NOT want Brevard College to use your child’s picture, photo or image in ANY form, please complete the following information and return this form to the classroom teacher.

Student Name: ___________________________________________

The above-named student’s picture, photo or image will not be included in any Brevard College Teacher Education pictures or teaching videos.

Guardian’s Signature: ___________________________ Date: ____________
Memorandum of Understanding

NOW COME BREVARD COLLEGE (“College”) and ___________________________ BOARD OF EDUCATION (“Board”) and enter into this Memorandum of Understanding (“MOU”) regarding the College’s Teacher Education Program (“Program”) and its partnership with ___________________________ (“___”).

A. Purpose and Scope

Brevard College is a small, liberal arts college in Western North Carolina committed to experiential education. The Teacher Education Program prepares future teachers to lead the next generation of learning communities by nurturing the knowledge, skills, and values necessary for project and inquiry-based teaching and learning. During participation in the Teacher Education Program, students develop content and pedagogical knowledge by studying educational theory which is facilitated by practical application of this theory through purposeful service and clinical fieldwork through partnerships in school settings throughout Western North Carolina.

Brevard College seeks to revisit its partnership with the Board to enable the parties to enhance collaboration toward this mission. The purpose of this MOU is to identify the role and responsibilities of the College and the Board in this partnership.

B. MOU Term

The term of this MOU begins July 1, 2016 and expires June 30, 2017. It will automatically renew on July 1 of each year unless either party terminates this MOU, for any reason, by providing a sixty (60) day, written notice to the other party; provided, however, that all student teachers who are in the Program and currently in a clinical placement in (insert initials of school system) will be allowed to finish their clinical placement assuming the student teacher remains in good standing.
C. College Responsibilities:

1. Establish standards for minimum and maximum contact hours as part of regulated, integrated field components, including field experiences, practicums, internships, and student teaching that meet with the North Carolina General Statute guidelines. College is ultimately responsible for the education program, academic affairs, and assessment of the student teacher.

2. Sponsor and participate in partnership-related professional development activities, planning meetings, and advisory committees with representatives from (insert initials of school system) to promote collaboration that will further partnership goals and objectives.

3. Work with (insert initials of school system) to designate high quality teachers, school leaders, and other school support personnel to serve as hosts for field experiences and cooperating teachers for practicums, internships, and student teaching in compliance with North Carolina General Statutes §§ 115C-296.11 and -309.

4. Partner with (insert initials of school system) to plan initial and advanced field experiences, practicums, internships, and student teaching.

5. Provide professional development opportunities that support (insert initials of school system) instructional and curricular needs.

6. Designate contact persons to serve as liaisons between the College and (insert initials of school system).

7. Ensure that all student teachers have a current criminal background check on file during clinical placement and ensure that no student teachers are listed as a sex offender on the NC Sex Offender and Public Protection Registration Program, the Sexually Violent Predator Registration Program and/or the National Sex Offender Registry. Moreover, as a condition of participation in the Program and participation in a clinical site in (insert initials of school system), the College shall require its students to update it should the student’s criminal background or sexual registry status change at any point while the student is participating in the Program and in a clinical site in (insert initials of school system). The College agrees to report this information to (insert initials of school system) and, based upon the updated information, the Board reserves the right to immediately remove the student teacher from any and all clinical sites in (insert initials of school system). Each student will also be required to participate in online sexual misconduct training and provide proof of such training.

8. Prior to beginning their clinical experience in (insert initials of school system), each student teacher must provide proof of health insurance and immunization records.

9. Prior to beginning their clinical experience in (insert initials of school system), educate student teachers regarding federal and state confidentiality laws with respect to student and personnel information.

D. Board/(insert initials of school system) Responsibilities:

1. Ensure participation by teachers, administrators, and other school support personnel in partnership-related professional development activities, planning meetings, and advisory committees to promote collaboration that will further partnership goals and objectives.

2. Work with College personnel to designate high quality teachers, school leaders, and
other support personnel to serve as hosts for field experiences and cooperating teachers for practicums, internship, and student teaching in compliance with North Carolina General Statutes §§ 115C-296.11 and -309.

3. Partner with College faculty to plan field experiences, practicum, internships, and student teaching.

4. Designate a contact person to serve as a liaison between (insert initials of school system) and the College.

5. Encourage school site participation in the development and implementation of collaborative, systematic research studies based on school improvement needs or current issues faced by partner schools.

6. (Insert initials of school system) has the responsibility to provide and maintain a positive, respectful, and adequately resourced learning environment so that sound educational experiences can occur.

7. While in the facilities of (insert initials of school system), students will have the status of student teacher and are not to replace (insert initials of school system) faculty or staff. (insert initials of school system) faculty will provide such supervision of the educational activities as is reasonable and appropriate to the circumstances and level of student training.

8. (Insert initials of school system) will provide any necessary orientation as to their rules, regulations, policies, and procedures.

9. (Insert initials of school system) agrees to comply with applicable state and federal workplace safety laws and regulations in respect to the student teacher.

10. (Insert initials of school system) agrees to notify the College liaison immediately should an incident occur involving a student teacher. The College and (insert initials of school system) agree to share such information in a manner that protects such disclosures from discovery to the extent possible under applicable joint defense laws.

E. College and Board/(insert initials of school system) Mutual Agreements:

1. Each party agrees to communicate its organization’s needs and expectations with regard to the partnership and to work collaboratively to address concerns should they arise.

2. While participating in a (insert initials of school system) clinical setting, the student teacher shall abide by the Board’s policies and procedures including, but not limited to, policies involving the confidentiality of student and personnel information.

3. All parties will have access to any research that is generated from the collaborative.

4. (Insert initials of school system)/Board may, any at time, immediately terminate a student teacher’s clinical experience at a (insert initials of school system) site by providing written notice to the College. The reasons that (insert initials of school system) Board would terminate a student teacher’s clinical experience include, but are not limited to: i) emergency situation; ii) disruption; and iii) best educational interest for (insert initials of school system)” students.

5. The Program’s student teachers are not employed by the Board during their clinical placement nor are they being compensated or provided with any employment benefits by the Board for any activities contained hereunder. Moreover, successful participation in the Program does not guarantee a student teacher a job within (insert
6. Modifications to this MOU may only be made by mutual consent of the parties, and by the issuance of a written modification, signed and dated by authorized officials, prior to any changes being performed.

7. This MOU shall be governed by the laws of the State of North Carolina with proper jurisdiction being (insert name of county of jurisdiction).

8. The parties certify that the signatories have the authorization of their respective entities to sign this MOU on their entity’s behalf. This MOU is severable and if any provisions of this MOU are deemed invalid or illegal by a court of competent jurisdiction, the other provisions of this MOU shall remain valid.

9. This is a fully integrated agreement and this MOU represents the entire agreement between the Parties. The Parties hereby agree that all terms of the understandings between the Parties are contained in the MOU.

F. Confidentiality:

The College and the Board/(insert initials of school system) agree to abide by all applicable Federal and State laws/regulations addressing confidentiality. While many students will NOT be involved in research activities and will not need to obtain permission and consent, those who intend to conduct research activities will comply with applicable guidelines and requirements. The parties shall be responsible for obtaining from each subject, prior to the subject's participation in any research study:

1. A signed Informed Consent in a form approved in writing by the institution’s Institutional Review Board (IRB) based on the anticipated protocol and in conformity with applicable research guidelines; and

2. If such language is not already included in the Informed Consent, an authorization permitting routine disclosures necessitated by the research and permissible under applicable State and Federal law, including but not limited to, appropriate parental or eligible student releases when necessary to comply with the Federal Education Rights Privacy Act (“FERPA”).

G. Liability:

The College hereby agrees to indemnify and hold harmless the Board and its members, officers, employees and agents from and against all claims, causes of action, damages, losses, costs, attorneys’ fees and liability arising out of or resulting from its employees’ performance and the duties and responsibilities contained hereunder. This provision shall survive the termination of the MOU.
IN WITNESS WHEREOF, the parties hereto have executed this MOU as of the last date written below.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Director of Teacher Education of Brevard College</td>
<td></td>
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<tr>
<td>President of Brevard College</td>
<td></td>
</tr>
<tr>
<td>(insert initials of school system)</td>
<td></td>
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<tr>
<td>Superintendent (on behalf of the Board)</td>
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</tbody>
</table>
ACKNOWLEDGEMENT

I, ____________________________________, a Student Teacher in the Brevard College Teacher Education Program, hereby acknowledge that I have read, understood and agree to the terms of the Brevard College Teacher Education Handbook Student Teacher Section and the Memo of Understanding between Brevard College and ______________________, dated ________________, 20__. 

_________________________________  __________________
(Insert Name of Student Teacher here)  (Insert Date)