

NCCU School of Education

Educator Preparation Program Handbook

PART 2

for Programs Leading to Initial Licensure

Preparing Educators for Diverse Cultural Contexts in the 21st Century



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An Overview of Clinical Experiences

Connecting Theory and Practice at NCCU: Field Experiences, Service Learning, and Clinical Experiences

Introduction

The **purpose** of this handbook is to

- Define field experiences, service learning, and clinical experiences.
- Establish the significance of these as an integral part of your teacher preparation program
- Outline expectations for these experiences at each Gateway.
- Include important guidelines and forms for these experiences.

Field experience generally refers to any experience in which candidates go out into the field as a part of their educational program. For example, field experiences could include visiting and observing in schools and classrooms, participating in field trips with public schools or with the university (if those trips relate to the teacher preparation curriculum).

Service learning refers to those experiences in which learning in the university classroom and service in the schools or community are specifically linked and result in a service provided. Key components include curriculum connections; student (in this case, candidate) participation at every level from identifying focus to designing plans to evaluating effectiveness; opportunities for discussion and reflection throughout the process; community partnership for authentic community needs; and assessment of the impact on the community and the candidates. For example, candidates in an instructional planning course identify a goal with a partnering school—to build a vegetable garden. In the course, candidates research information in order to plan the project and they develop lesson-writing skills by creating lesson plans based on the Standard Course of Study. While learning how to plan and write lessons, they give back (provide a service) to the school and the students by giving them a garden and plans for integrating the garden into the curriculum. For another example, candidates in a mathematics methods course might tutor second language learners in math during an after-school tutorial program one semester; as a result, they increase mathematics test scores, one of the school's primary goals.

Clinical experiences refer to those Level 1 and 2 experiences in which a teacher candidate is assigned to a specific cooperating teacher and classroom to fully apply their knowledge, skills, and dispositions in an actual classroom setting. In Level 1, the candidate spends approximately six hours per week in the assigned classroom, shadowing and assisting the assigned cooperating teacher, working with students individually and in small groups, and leading whole-class lessons and activities as agreed upon with the cooperating teacher. In Level 2, the candidate is in the classroom full-time *as a student teacher* with the same cooperating teacher as in Level 1. Already familiar with the cooperating teacher and the classroom environment, the student teacher begins to phase-in responsibilities until s/he is teaching full-time for four-six weeks. Then, s/he begins phasing out responsibilities and observing in other classrooms. During the teaching process, the student teacher receives

informal feedback daily and more formal feedback weekly--and monthly with formal evaluations--from the cooperating teacher. Additionally, the university supervisor provides regular support and both informal and formal feedback. This process hones the professional development, including specific skills, of the student teacher under the direction of an experienced cooperating teacher and university supervisor.

Below, you will find the various field experiences, service learning, and clinical experiences described at each Gateway. Gateway 1: Admission to the Teacher Education Program includes field experiences that occur prior to or during admission. Gateway 2: Pre-Student Teaching is broad and can almost be divided into two or three parts (depending on the program). For example, EDU 3150: Instructional Planning and EDU 3170: Assessment of Learning are courses in Gateway 2, but are pre-requisites to the methods courses, also in Gateway 2. Then, there are Gateway 2 methods courses that are taken after EDU 3150 and 3170, but before Level 1: Pre-Student Teaching (in some programs) and methods courses taken during Level 1: Pre-Student Teaching (in all programs).

Field Experience/Service Learning Program Goal

The goal of the field experience program is to create opportunities for teacher candidates to

- ❑ relate principles and theories from the conceptual framework to actual practice in classrooms and schools;
- ❑ study and practice in a variety of communities with students of different ages and with culturally diverse and exceptional populations;
- ❑ reflect on the teaching and learning process and his or her own role in that process;
- ❑ observe best practices in the teaching and learning process;
- ❑ observe challenges and teachers' responses to challenges in the teaching and learning process;
- ❑ establish professional relationships with practicing educators;
- ❑ demonstrate proficiency in specific competencies;
- ❑ gain evaluative feedback relative to personal growth and proficiency as a professional; and
- ❑ develop leadership skills as a professional educator.

To achieve the desired program outcomes, the TEP has given special attention to the quantity, quality, and diversity of the teacher candidate's field experiences.

Quantity of Experiences

The following clinical experience requirements apply by academic year, but may be

modified by the sequence of courses in specific program areas. In general, these requirements, which can also be used for **community service hours**, are as follows:

Freshman	30 hours
Sophomore	62 hours
Junior	hours vary by program
Senior	72-78 hours minimally in Level 1 and a full-time 15-week student teaching semester (600 hours)

Quality of Experiences

Increasing the **quantity** of field experiences is not sufficient for excellent teacher preparation. The **quality** of the experiences is equally important and dependent upon an intentionally planned, related sequence of experiences in which teacher candidates participate and upon which they reflect. To gain maximum benefit from this carefully designed and coordinated clinical program, attention must be given to the following:

- ❑ Preparation of cooperating teachers, clinical supervisors, and other school-based educators
- ❑ Collaboration between university and school around coursework
- ❑ Redefinition of roles for teacher leaders and university faculty members
- ❑ Sharing of resources between the university and the school
- ❑ Decision-making equity among university and school faculty members and administrators.

The program makes every effort to place interns within a purposely structured professional development network where university and school-based educators have been specially trained to design and support those experiences. School-based supervisors must be nominated by their building administrators and recognized by their peers and administrators as exemplary teachers who employ best practices to ensure that all children learn. They must also be pre-disposed toward mentoring teacher candidates and new professionals.

Diversity of Experiences

Increased diversity among school populations, persistent gaps in standardized test scores, and other societal issues affecting schooling all clearly speak to the need for intense efforts to prepare teacher candidates to succeed in diverse cultural contexts. Therefore, a comprehensive clinical experience program allows candidates exposure to schools

- ❑ of various types, sizes, structures, and academic focuses;
- ❑ in urban as well as rural settings;

- ❑ both those making exemplary gains as well as those that are low performing;
- ❑ with traditional calendars as well as those with year-round calendars; and
- ❑ with ethnically and culturally diverse student and faculty populations.

In addition, the clinical experience should give teacher candidates a sense of place, i.e., of community as the context within which schooling takes place. In so doing, teacher candidates can experience the need for teachers to act as leaders within the school and community. Therefore, they should have the opportunity to

- ❑ study at least one community issue in-depth;
- ❑ assume some degree of leadership in creating a solution/intervention for a classroom, school, or community issue;
- ❑ engage in meaningful interactions with parents;
- ❑ develop an awareness of and facility in the use of community resources.

Rationale for Varied Clinical Experience

Clinical experiences are organized by themes. Each year, the focus changes and builds upon the experiences of the year before. To ensure greater diversity, field experience sites are clustered and attached to specific academic year themes. Descriptions, focuses, and typical field-experience sites are listed below. However, these may vary somewhat, as will quantity of experiences during any given semester, by course sequences in different teacher-education programs. Additionally, guidelines and sites may be modified for licensure-only and lateral entry students, with the intention of ensuring that candidates have comparable experiences in meeting program area competencies.

Note: While certain sites may be listed at each gateway, these may vary for different program areas or for different candidates. A teacher education candidate will have 3-4 different sites, but these may come in a different sequence for each candidate. For example, one English Education candidate may move through the following sequence of schools from early field experiences to student teaching: Hillside High, Southern High, Northern High, Riverside High. A second English Education candidate may move through the following sequence: Northern, Southern, Riverside, Hillside. A third English Education candidate may move through the sequence: Riverside, Northern, Southern, Durham School of the Arts.

Overall, the clinical experience program is designed to have continuity and fit within the broader teacher education framework, beginning with field experiences and service learning and culminating in student teaching. The range of experiences provides teacher candidates with the opportunity to participate in every aspect of school life, to increase awareness of community and its impact on the teaching-learning process, and to transition more smoothly from life as a student to life as a professional. These opportunities are linked with courses

in order to allow for the necessary balance between experience and reflection required for professional growth. Teacher candidates should observe in diverse settings; teach individual student, small group, and whole class lessons; develop, administer, and analyze tests; design and implement specific subject area lessons and units; and manage classroom instruction and student behavior.

There are a few very important overall guidelines to keep in mind:

1. You must consider each course's field experiences as **separate hours**.

Example: If you (the candidate) are in EDU 2600: Orientation to Teaching, you will visit an elementary, middle, and high school—totaling 12 hours. If you are also taking EDU 3000: Educational Psychology, that will require 10 hours of field experience focusing on observing theories of learning. Because the purposes of these experiences are different, you should have a total of 22 hours of field experiences that semester. Note: You will choose one of the schools from EDU 2600 (e.g., prospective middle grades majors would choose the middle school) to complete the additional 10 hours.

2. You may **choose one site** if you have instructors whose courses use separate sites, **unless** the course assignment is specific to a site.

Example A: You are an Elementary Education major taking EDU 3010: Human Growth and Development (10 hours) and EDU 3030: Diversity, Pedagogy, and Social Change (20 hours). One instructor uses Fayetteville Street Elementary and the other uses Spring Valley Elementary. You could choose to do all 30 hours (remember each course has different goals) at either Fayetteville Street or Spring Valley.

Example B: Same scenario as Example A, except that the instructor for EDU 3030 includes a service learning project at Spring Valley Elementary. In this scenario, you could do all your hours at Spring Valley OR you could use both sites for different purposes.

Example C: You are taking the same two courses (EDU 3010 and 3030), but planning to teach high school. The instructor for EDU 3010 uses Hillside High, while the instructor for EDU 3030, who has a service learning project, uses Lakewood Montessori Middle for Middle and High School teaching candidates. You have to participate in the service learning project for EDU 3030, so you must use Lakewood Montessori. While it may be in your best interest to choose Hillside for the EDU 3010 course so you can focus on the cognitive, social, emotional, and physical development of high school students, you may choose either site for EDU 3010.

3. You may **choose a different district** (unless there is a service learning project or specific site visits for the course). However, if you choose another district, you will be expected to choose different schools each semester.
4. You **must be cleared** by the school district. This means they check your background to ensure the safety of students in the school. Different districts have different procedures.

Durham Public Schools has an online registration form at http://www.dpsnc.net/pages/Durham_Public_Schools/Volunteer_and_Partnership/Volunteer. There is no cost and the clearance is good for two years, although you will need to complete a paper form with your student teaching application.

Wake County Public Schools uses an online form (www.usinfogroup.com) for background checks. **Please read the directions** provided in the Appendix of this handbook before going to the website. The cost is \$25.00.

Other districts: You should call the school district central office for a volunteer form to complete. While forms are all similar, each district has its own form and procedure.

5. **At the school:**

- Report to the main office of the assigned school site each visit and sign in. Be sure to sign out as well.
- Maintain appropriate conduct, dress, and other professional standards.
- Follow the agreed upon schedule with the classroom teacher. Consistency is important to the P-12 students and the teacher AND it maximizes the benefit of the field experience for the teacher candidate.

Note 1: **For any unavoidable absences, contact the teacher at the school prior to the scheduled time.**

Note 2: Teacher candidates are responsible for documenting field experiences through logs, reflections, and assignments. Copies should be provided to specific instructors as well as to the faculty advisor.

Overview of Gateways, Courses, and Field/Clinical Experiences

Whether you are a degree-seeking or licensure-only teacher education candidate, you have a sequence of courses, experiences, and requirements as you work toward completing a degree or program leading to licensure. The following information, organized by Gateways (with some variation depending on the program area), provides the big picture, in some detail, of the stepping stones to earning your teaching licensure. This information, along with your individual plan of study, should help you to know what you need to do and when you need to do it. Additionally, this information may help you to know what to follow-up on with your advisor.

Pre-Admission: *Understanding the Learner and the School* (minimally 60 hours)

Description: Ideally, freshmen candidates who are seeking a first degree will meet their university community service requirements by providing one-on-one tutoring to low performing students. Tutoring may be provided on site or via computer. This experience is coordinated by the Community Service Office, including site arrangement, transportation, monitoring, and reflection sessions. The typical sites for field experiences coordinated by Community Service are the Eagle Village Schools.

In education courses, candidates (regardless of classification) engage in structured observations of teaching-learning interactions in a specific classroom or through other social interactions among children elsewhere within the school setting. Additionally, candidates observe the culture of the school; interview teachers and principals to determine how the school is structured and what educators do to meet the developmental needs of their student populations; and interview at least one child. Candidates interview and shadow a support teacher (e.g., exceptional children's teacher, Reading Recovery teacher, counselor, speech/hearing specialist) and assist a student with special needs. Candidates provide one-on-one tutoring and other direct services within the school setting, provided that ample time is also given for making and recording observations.

As you become more knowledgeable and add more skills in your preparation as a teacher, so too the application of such knowledge and skills will increase in the school setting through field experiences, service learning, and clinical experiences. During professional studies/foundations courses--like EDU 2600: Orientation to Teaching; EDU 3000: Educational Psychology; EDU 3010: Human Growth and Development; and EDU 3030: Diversity, Pedagogy, and Social Change--you engage in field experiences. These courses/field experiences often occur prior to Teacher Education Program (TEP) admission.

- A. Courses: GEC, Professional Studies (EDU 2600, 2800/4300, 3000, 3010, 3030, 3120) and begin academic concentration courses
- B. Field experiences --while candidates are typically observing for key concepts and interviewing about practices, they also provide service to teachers and students through assisting individual students, working on projects, or assisting the teacher.

- ❑ EDU 2600: Orientation to Teaching—observing different levels (elementary, middle and high school), different types (rural, urban, suburban), and different themes (magnet, year-round) of schools (12 hrs.)
- ❑ EDU 3000: Educational Psychology--observing learning theories and research-based cognitive learning strategies in the classroom (10 hrs.)
- ❑ EDU 3010: Human Growth and Development—observing different ages/grades of students and identifying successful strategies used with each developmental level (10 hrs.)
- ❑ EDU 3030: Diversity, Pedagogy, and Social Change—observing diverse contexts and pedagogical practices, identifying needs of diverse groups within a school setting; creating an action project for meeting a need of a diverse group (20 hrs.)
- ❑ EDU 3120: Inclusive Teaching of Students with Special Needs in the Regular Classroom—interviewing regular and special education teachers; observing instruction for students with special needs; informally assessing and tutoring students with special needs (10 hrs.)

C. Foliotek requirements:

- ❑ TCER (Teacher Candidate Evaluation Rubric) Self-assessment and Goal Development (EDU 2600);
- ❑ Disposition Survey

Professional Studies for All Programs			
Course Name/Number	Course Description	Field Experience Requirements	Hours Required
EDU 2600: Orientation to Teaching	This course lays the foundation for teaching in today's schools and the teacher education program requirements. Twelve hours of field experience are required. This course is required of all prospective teacher education students.	Understand and describe <ul style="list-style-type: none"> • the educational continuum • how each level contributes toward the goal of high school graduation • different types of schools (magnet, year-round, traditional) • different school visions and missions and how they play out in the structure, organization, and curriculum • diverse cultural contexts 	12 hours (4 hrs. per each-- elem., middle, high)
EDU 3000: Intro to Educational Psychology	This is an introduction to the study of cognitive development and characteristics of school-aged learners.	<ul style="list-style-type: none"> • Observe the teaching learning process; • interview teachers in the areas of motivation, inclusion, classroom management, etc. (based on educational theories); • interview principal and/or assistant principal; • tutor, interview, and observe one student in reference to the teaching learning process, and 	10 hours

		assess technology resources available and/or used in the classroom.	
EDU 3010: Human Growth and Development	This is an introduction to the study of human growth from conception through early childhood, middle years, and adolescence.	Candidates observe and interview students and adults at three different developmental stages and write a report that compares their findings with the research-based theoretical model of developmental stages. Additionally, they keep a log and write reflections of their observations.	10 hours
EDU 3030: Diversity, Pedagogy and Social Change	Overview of the major historical, philosophical, sociological and structural forces, and the diverse influences which have shaped American education	Candidates observe in classrooms for 10 hours and participate in service learning for 10 hours. For service learning in the fall, candidates participate in the <i>Fill My Backpack 5K</i> which provides money to the Inter-Faith Council for filling backpacks for children-in-need to take home food for the weekend. In the spring, candidates organize and run a <i>Spring Fling</i> event at a Title I school.	20 hours
EDU 3120: Inclusive Teaching	This course focuses on the general classroom teacher's role in serving students with special needs, differentiating instruction, and collaborating with others (specialists, parents, etc.) to best serve students and impact their achievement.	Candidates will conduct a minimum of 3 observations in a general education classroom, spending a minimum of 10 hours over three days. In addition to the three observations/reflections, candidates will also write a final reflection on the entire experience.	10 hours (over 3 or more days)

Gateway 1: Admission

Description: Candidates meet requirements for formal admission to the Teacher Education Program. Candidates must record field experiences completed to this point on the Foliotek Field Experience Tracking Sheet in Gateway 2.

- Submit the *Application for Admission to the Teacher Education Program*, including
 - A copy of your banner transcript which will verify:
 - A 2.5 or greater GPA
 - C's or better in ENG 1110, 1210, and 1250
 - Completion of GEC (unless your program has those spread out in the 4-year program) if you are a traditional candidate, or provide official degree-dated transcripts from each institution attended in completing a Bachelor's degree if you are a licensure-only candidate,

- Essay score report
- Interview score report
- A copy of passing scores on Praxis Core Academics or SAT/ACT equivalent scores
- A program of study indicating courses successfully completed
- Update the Field Experience Tracking Sheet on Foliotek (under Gateway 2)

Gateway 2: Pre-Student Teaching

Description: Candidates jointly plan (individual, small group, and whole group experiences) and implement the plan with a field/clinical-experience teacher. Candidates observe the assessment process and (with the assigned teacher) construct, administer, and analyze criterion-referenced tests using the North Carolina Standard Course of Study as the table of specifications for each grade level. While programs with two or more methods courses have school-based experiences prior to the semester before student teaching, candidates are placed for Level 1: Pre-Student Teaching (six hours per week) in the classroom in which they will complete Level 2: Student Teaching (full-time) the semester **before** student teaching to have a year-long experience. Level 1 information is provided at the end of this section, after the methods tables.

A. Courses: EDU 3150, 3170, discipline specific methods, academic major or concentration courses

B. Field experiences:

- EDU 3150: Instructional Planning and Classroom Management -- tutoring individuals, teaching small groups, or conducting whole class lessons; identifying classroom management plans (25 hrs.)
- EDU 3170: Assessment of Learning -- designing, administering, and analyzing the results of a test (15 hrs.)
- Methods experiences vary in number based on the program area. Field experiences relate specifically to the content area methods, providing candidates with more focused opportunities to observe and work closely with a classroom teacher to plan and implement lessons within specific subjects, for individual students, small groups, or the whole class. In many situations, this is done through the Level 1: Pre-Student Teaching placement, which leads into the Level 2: Student Teaching placement and enables the candidate to become familiar with the school, curriculum, classroom teacher, and students.

C. Foliotek requirements

- TCER self- and faculty- assessment and Goal Development (EDU 3150);
- Level 1: Midpoint Review and Student Teaching Application
- Disposition Survey (during Level 1)
- EE 2: Multimodal Content Knowledge Project
- EE 3: Thematic Unit

- ❑ EE 6: Leadership and Collaboration Project
- ❑ Praxis II and/or Pearson Test scores

D. Other Requirements:

- ❑ Maintain a 2.5 GPA
- ❑ Complete all coursework prior to student teaching
- ❑ Add electronic portfolio evidences for this gateway to Foliotek
- ❑ Prepare and submit *Level 1 Midpoint Review and Application to Student Teach* no later than the semester before Level 1

Note: Gateway 2, as mentioned earlier, has at least two distinctive parts (in some programs, three parts). Candidates must gain knowledge and skills in planning and assessment before they can write plans and units in methods courses. Therefore, these two courses are prerequisites for methods classes. Additionally, these two courses are common, like professional studies, to most program areas in Teacher Education.

Most Programs			
Course Name/Number	Course Description	Field Experience Requirements	Hours Required
EDU 3150: Instructional Planning	This course develops competencies in specific technical skills of teaching by focusing on learning theory, learning styles, educational taxonomies, teaching methods, classroom management, and lesson planning.	Observe aspects of instructional planning and classroom management as well as work with individual, small, or whole groups of students. Candidates will have a list of school artifacts to collect for their professional portfolio. They will also tutor students selected by their clinical instructor (the teacher they are assigned to work with at the school site).	20 hours
EDU 3170: Assessment of Learning	This course focuses on assessment as a tool and on the use of evaluation results to modify teaching strategies and curricula.	Candidates must create (or evaluate) a criterion-referenced test, which should be based upon the North Carolina Standard Course of Study, and perform an <i>item analysis</i> on test results. They will work closely with public school teachers to ensure that the test is age and developmentally appropriate.	10 hours

Note: In the tables above, Teacher Education Program professional studies courses with field experiences, which are common to most initial programs, were included. In the tables below, the methods courses are identified by program area.

Most programs have one or two methods courses, each with a field experience, service learning, or clinical experience. Some

programs have methods prior to Level 1: Pre-Student Teaching and Level 2: Student Teaching. During Level 1: Pre-Student Teaching, the candidate will be placed in the classroom in which s/he will be student teaching for Level 2. Note: Birth-Kindergarten, Elementary, Music, Physical Education, Special Education, and Theater have more than one methods course and, therefore, some experiences occur before the Level 1 placement and some occur during Level 1 placement. For example, Physical Education candidates take PEDU 4400: Methods for Elementary Physical Education **prior** to Level 1 and PEDU 4600: Methods for Secondary Physical Education **during** Level 1.

Even for programs with one methods course, candidates are given a Level 1 placement during methods courses that occur the semester before student teaching, so that they begin working with the cooperating teacher with whom they will ultimately student teach. For example, if they are English Education candidates taking *ENG 4900: Integrating Reading and Writing*, they will be placed in the same classroom in which they will student teach the following semester. Programs with one methods course prior to student teaching include Comprehensive Science (9-12), Comprehensive Social Studies (9-12), English (9-12), Family and Consumer Sciences (9-12), Mathematics (9-12), Middle Grades (6-9), and Spanish (K-12).

Program specific methods courses are below:

Elementary Methods			
Course Name/Number	Course Description	Field Experience Requirements	Hours Required
EDU 3180: Healthful Living	<p>This course is designed to introduce pre-service elementary teachers to the study of the healthful living curriculum in elementary schools. Emphasis is placed upon the application of basic concepts of healthful living and physical education in terms of its importance/impact on the role of education. Attention is given to</p> <ul style="list-style-type: none"> • Instructional planning that integrates physical movement and healthful living concepts across the academic content areas • Candidates' responsibility as a healthful-living educator • The candidates' understanding of healthful living and the law • Candidates' understanding of diverse learners as a culturally responsive educator. This course will also provide candidates with the opportunity to 	<p>Candidates observe movement and healthful-living practices that are integrated into the elementary classroom daily.</p> <p>Candidates engage in service learning projects that focus on healthful-living by way of nutrition and exercise. This may include participating and volunteering in 5Ks, walks, and elementary school carnivals/spring flings and activities in after-school programs.</p>	<p>20 hours (10 observation; 10 service learning)</p>

	examine how schools meet the needs of diverse learners through healthful living education.		
EDU 3210: Elementary Education Curriculum	This course examines methods of teaching art, music, and drama in the elementary grades (K-6).	Candidates observe in schools and attend events in the arts to determine if these events/places may be appropriate for integrating into and enhancing the curriculum.	10 hours
EDU 3230: Teaching Social Studies	This course focuses on effective, developmentally appropriate instructional methods for teaching and learning social studies in the elementary school.	<p>The objectives of the ten hours in the school setting include</p> <ul style="list-style-type: none"> • Observing the classroom learning environment and its value to students and teacher • Understanding how elementary education teachers incorporate the teaching of Social Studies in their instructional program • Gaining an understanding of how elementary education teachers work with diverse student populations • Observing how the teacher teaches history, geography, political science, economics, anthropology, and sociology during the instructional program • Observing how teachers make use of instructional tools in making sense of physical and cultural space (spatial reasoning) • Observing how the teacher uses current events and public issues to help rouse children’s civic-mindedness and develop the knowledge they need in all spheres of life, including holding “the office of citizen” • Becoming familiar with the types of assessments the teachers use to support students’ knowledge development and improve teaching and learning • Observing approaches teachers use to teach social studies to culturally and linguistically diverse students. 	15 hours (10 hours in a school setting; 5 hours in a history museum or gallery)

EDU 3400: Language Arts Instruction in the Elementary School (K-6)	This course is a survey of methods designed to prepare beginning teachers for instruction in language arts (excluding reading).	Candidates assist in a K-6 classroom during the semester to gain a deeper understanding of the skills required to teach writing and language arts in K-6 classrooms.	10 hours
EDU 3310: Foundations in Literacy Assessment and Planning	This course prepares beginning teachers to administer literacy assessments and use the information to plan and implement dynamic literacy instruction.	Candidates observe reading assessment and instruction in a K-6 classroom. Candidates administer a battery of literacy assessments to 2 children, then analyze the results and offer instructional recommendations.	15 hours
EDU 3410: Principles of Teaching Reading (K-9)	This survey course in reading instruction provides a comprehensive treatment of the major topics of reading, including emergent literacy, approaches and materials used to teach beginning reading, word identification, vocabulary, comprehension, and literature-based reading instruction. Teacher candidates also investigate issues in teaching reading to children who have disabilities and are mainstreamed.	Candidates conduct four focused observations as part of their field experience, and write a one-half to one page report of each observation, which will be combined into one Observation Report for all four observations (2-4 pages).	15 hours
EDU 3520: Teaching Mathematics	This course prepares teacher candidates to teach mathematics in elementary schools.	Candidates observe and assist, familiarizing themselves with the students and with the curriculum and strategies used by the classroom teacher.	15 hours
EDU 3540: Integrated Science, Math, and Tech	This course prepares elementary education teacher candidates to integrate science, mathematics, and technology in teaching.	Candidates observe and assist, familiarizing themselves with the students and with the curriculum and strategies used by the classroom teacher.	15 hours

Middle Grades			
Course Name/Number	Course Description	Field Experience Requirements	Hours Required
EDU 3800: The Middle School	This is an overview of the philosophy, rationale, organizational patterns, and curricular elements of the middle school.	Candidates each choose a site, or choose in pairs, so that different middle school sites are observed and can be discussed as different models. (Note: This is an online course and candidates may be in different geographical locations.)	20 hours
EDU 3810: Language Arts/Social Studies Instruction in the Middle Grades (Level 1)	This is a study of instructional methods in language arts and social studies for middle grades education majors.	The candidate observes a language arts and/or social studies teacher and teaches at least one significant lesson on a topic in either Language Arts for grades 6-8 or for U.S./NC history for grades 6-8.	6 hours per week

		The candidate must log time at the placement site. Additionally, the candidate writes a summary research paper, including scholarly sources from books and periodicals, which integrates the content and pedagogy from their reading and experience.	
EDU 3820: Math/Science Instruction in the Middle Grades (Level 1)	This is a study of instructional methods in mathematics and science for middle grades education majors.	Candidates observe and assist, familiarizing themselves with the students and with the curriculum and strategies used by the classroom teacher.	6 hours per week

Other Programs			
Course Name/Number	Course Description	Field Experience Requirements	Hours Required
EDU 4010: Reading in the Content Areas	This course focuses on literacy strategies across the content areas. (Note: This course is used in Middle Grades, Secondary English, and Secondary Comprehensive Social Studies Programs and in the Elementary literacy concentration.)	Candidates are required to work in a classroom in grades 6-12 for developing the knowledge, skills, and dispositions to enrich reading and writing across the content areas.	15 hours
EDU 4020: English as a Second Language (Note: This course is for the ESL add-on Licensure and ESL concentration in Elementary.)	This course examines language teaching approaches and strategies for second language learners.	Candidates select and critically analyze ESL programs and standards. By the end of this course candidates will have practiced various approaches to language teaching and ESL classroom assessment techniques by observing, assessing, planning, and tutoring ELL learners.	15 hours
EDU 4070: ESL Practicum (Note: This course is for the ESL add-on Licensure and ESL concentration in Elementary.)	In this practicum, candidates work directly with ESL/LEP students in a classroom with a licensed ESL teacher. Candidates will apply assessment and instructional strategies learned in EDU 4020.	Candidates are placed in ESL classrooms or in classrooms in which there are ESL learners. Candidates will prepare and implement plans to assist individuals, small groups, and/or a whole class of ESL learners. Candidates will assess and document the impact of their instruction on ESL learning.	90 hours
EDU 4040: Practicum in Literacy Assessment and Intervention	In this practicum, candidates apply assessment and intervention methods with struggling readers.	Candidates observe and assist with reading assessment and instruction in a K-6 classroom. Candidates administer a battery of literacy assessments, analyze the results, implement intervention strategies, administer post-tests for	90 hours

(Note: This course is for Reading add-on Licensure and the Reading concentration in Elementary.)		comparison and evidence of impact, and provide instructional recommendations. Candidates also observe and interview various related school personnel (including administrators, reading specialists, intervention specialists, and ESL teachers) to gain insight into the school's literacy perspective and practices.	
EDU 3840 : Instructional Planning and Programs in Science (Level 1)	This course focuses on planning, implementing, and evaluating instruction. Candidates become familiar with the science standards and best practices in science education in secondary schools.	Candidates observe and assist in a science classroom, familiarizing themselves with the students and with the curriculum and strategies used by the classroom teacher.	6 hours per week
EDU 4110: Methods and Materials in Modern Foreign Languages (Level 1)	This course addresses the needs and concerns of candidates preparing to teach second languages in K-12 schools. Candidates learn about current theoretical bases for second language acquisition and how theory informs classroom practice. This course examines topics, such as second language teaching approaches and strategies, second language acquisition, assessments, and cultural understanding.	Candidates implement a Multi-cultural Research Project about cultural practices in the Hispanic world, with a focus on analysis, interpretation, and presentation of cultural facts in the target language. This project will demonstrate that candidates have depth of content knowledge and application of the target language.	6 hours per week
ENG 4900: Integrating Reading and Writing in the Secondary English Classroom (Level 1)	A study of methods designed to prepare middle and high school language arts teachers to plan English curricula. Course content focuses on using research-based strategies in planning lesson as and units of instruction.	Candidates observe and assist in an English classroom, familiarizing themselves with the students and with the curriculum and strategies used by the classroom teacher. They use the classroom experience to help them in planning a unit of instruction that they will implement during student teaching.	6 hours per week
FCSC 4110: Curriculum and Program Planning (Level 1)	This course applies principles of curriculum development in instructional planning to meet the needs of the diverse learners through the use of a variety of methods, strategies and techniques.	Candidates observe and assist in a Family and Consumer Sciences classroom, familiarizing themselves with the students and with the curriculum and strategies used by the classroom teacher. They use the classroom experience to help them in planning a unit of instruction that they will implement during student teaching.	6 hours per week
HIST 4900: Teaching Social Studies (Level 1)	This course covers various methods of instruction, including the educational theories and research-based strategies, used in a social studies classroom.	Candidates observe and assist in secondary social studies classroom, familiarizing themselves with the students and with the curriculum and strategies used by the classroom teacher. They use the classroom experience to help them in planning a unit of instruction that they will implement during student teaching.	6 hours per week
MATH 3100: Supervised Laboratory Experience	This course covers various methods of instruction, including the educational theories and	Candidates observe and assist in a mathematics classroom, familiarizing themselves with the students and with the	6 hours per week

(Level 1)	research-based strategies, used in a mathematics classroom.	curriculum and strategies used by the classroom teacher. They use the classroom experience to help them in planning a unit of instruction that they will implement during student teaching.	
MUSC 3530: Early Childhood and Intermediate Music Methods (Level 1)	This course covers the history of music education and various methods of instruction, including the educational theories and research-based strategies used in K-8 Music Education. The course prepares candidates to student teach at the K-8 level.	Candidates are required to observe at least two K-8 music class choral/general music settings in local schools and write a 2-3 page observation report, which describes the observed teaching and student interactions. Candidates are also required to team teach with a peer from the course in a K-8 setting. They are expected to demonstrate their knowledge of lesson design and skills in effective teaching.	6 hours per week
MUSC 3560: Choral and Instrumental Methods (Level 1)	This course covers various methods of instruction in instrumental and choral music settings (grades 9-12), including the educational theories and research-based strategies, used in music classrooms.	Candidates are required to observe and assist at least four Instrumental or Choral settings at the middle or high school levels. Candidates interview a variety of school personal including the building principal, school administrators and teachers, other fine arts teachers to gain a broader perspective of the school's arts program.	6 hours per week
PEDU 4400: Methods and Materials in Elementary Physical Education	This course examines methods/materials used in teaching elementary physical education, includes movement education concepts, games, performance assessment, and reflection.	Candidates are required to spend at least 2 class periods per week in a designated school with a physical education licensed teacher to observe, assist and analyze teaching and learning. They teach one appropriate game to a K-5 group of students in their onsite visits.	6 hours per week
PEDU 4600: Methods and Materials in Secondary Physical Education (Level 1)	This course covers various methods, planning, classroom management, and assessment and evaluation of the teaching-learning process in physical education.	As a class, candidates are required to observe in a middle high school setting. They teach sports and games in pairs, in which one leads and the other assists.	6 hours per week

Level 1: Pre-Student Teaching

Introduction

You have had a variety of early to mid-program field and service-learning experiences in different settings and for different purposes, all of which were covered in Part 1 of the *Connecting Theory to Practice at NCCU* document. Those experiences put you into the schools early and often, to help you bridge theory and practice and reflect on what you see and do in the schools. Your experiences are intentionally designed to help you see a progression from K-12, to understand different types of schools and how they function, to better understand school-age children and adolescents, to see learning theories in practice, and to observe different effective practices in the classrooms in which you have observed.

Also, you have had the opportunity to practice skills in lesson planning, unit planning, and assessment in the subjects you will teach--from basic thinking about planning and assessment to designing, implementing, and evaluating instruction and assessment on a small scale. In your last year in the program, you will begin a year-long experience in one setting, typically with one cooperating teacher, which gradually increases over two semesters from approximately six hours per week during the first semester of Level 1: Pre-Student Teaching to the second semester of full-time Level 2: Student Teaching. This provides you with an opportunity to hone your professional knowledge, skills, and dispositions under the supervision of a highly-qualified teacher and a university supervisor. You will receive regular support and feedback from these professionals, particularly during full-time student teaching

Application

First, **you must apply online for Level 1 and Level 2 at the same time on Foliotek**. You must also inform your academic advisor and program coordinator by email after you have submitted all documents to Foliotek. Note: The completed application includes

- Level 1 Application and Midpoint Review
- Banner transcript
- Updated program of study
- Teacher Education Program (TEP) Admission card or letter
- Triangle Alliance Student Teaching application
- Health form/TB test
- Criminal background check form used by the school district in which you are requesting placement.

Application Due Dates

Apply no later than

- **March 15**, if you plan to complete Level 1 and Level 2 on a **Fall/Spring** schedule
- **October 15**, if you plan to complete Level 1 and Level 2 on a **Spring/Fall** schedule

Placements

Every effort is made to accommodate your placement requests; however, there are many factors that are considered by NCCU and the school districts as we make placements. For example, a teacher you request may not have the number of years of experience required for the role of cooperating teacher. Or, a teacher may have the number of years, but have other upcoming leadership responsibilities that may prevent the teacher from having enough time to support a student teacher. Sometimes, principals are working with teams of teachers on improving achievement at their respective grade levels and may not want to place student teachers at one of those grade levels. Be assured that you **will** get a placement with a highly qualified teacher, even if it was not your original choice. Occasionally, teachers' roles change and you may have a different teacher for Level 2 than you had in Level 1. Whenever possible, however, both Level 1 and Level 2 placements are made at the same school.

Purpose

As stated above, in the semester prior to student teaching, you will be placed in your assigned schools for Level 1: Pre-Student Teaching, which occurs the semester before Level 2, the student teaching phase of the program. The **purpose** of the Level 1: Pre-Student Teaching Program is to allow you to shadow your assigned cooperating teacher; become familiar with the students, staff, and school community; observe and assist in the classroom; provide tutorials for small groups of students; and teach lessons or lead activities as agreed upon with your cooperating teacher. This will better prepare you and the students for Level 2 of your student teaching. Level 2: Student Teaching provides the opportunity for you to practice teaching under direct supervision of a cooperating teacher, with support from an assigned university supervisor.

You will begin spending either one full day or two half days per week in your assigned school during Level 1: Pre-Student Teaching, which will be further explained during an orientation for cooperating teachers, student teachers, and university supervisors.

Level 1: Pre-Student Teaching guidelines are listed below. This is followed by a sample **Letter to the Cooperating Teacher**, a **Log and Calendar for Level 1: Pre-Student Teaching**, and a **Performance Evaluation** form.

Level 1: Pre-Student Teaching Guidelines
NCCU School of Education

1. For spring student teachers (hereafter referred to as “candidates”), candidates will be assigned to student teaching sites for fall. For fall student teachers, candidates will be assigned to student teaching sites for the previous spring.
2. An orientation is held at the beginning of the semester for Level 1 candidates and their cooperating teachers.
3. Candidates will be supported by methods faculty as they complete their Level 1: Pre-Student Teaching course-related field experiences in the assigned student-teaching sites.
4. Cooperating teachers will be provided with an introductory letter describing the Level One experience, including contact information of program coordinators and methods faculty.
5. Methods faculty will provide candidates with an outline or description of required experiences for their courses, which candidates should share with their cooperating teachers.
6. Candidates will develop a detailed weekly schedule for classroom involvement during the instructional day. **The requirement is 6 hours per week.** The schedule must be approved by the cooperating teacher and program coordinator. Candidates must adhere to the schedule as closely as possible, and notify the cooperating teacher if an emergency arises.
7. Candidates will become immersed in the school and classroom environment as they complete their methods field experience hours, including (but not limited to):
 - Learning student names
 - Learning the names of faculty and staff, including administrators and specialists
 - Becoming aware of the variety of specific learning needs in the class
 - Becoming aware of the diverse cultures and experiences of the students and the school community
 - Understanding, articulating, and following the cooperating teacher’s classroom management plan
 - Becoming familiar with the content standards for the grade level
 - Working with individuals, small groups, and the whole group as recommended by the cooperating teacher
 - Assisting with routine tasks in the classroom as needed (which may include instructional assistance).
8. Cooperating teachers meet with candidates at least once per month to discuss progress, expectations, and other issues pertaining to student teaching.
9. Though candidates will not be formally observed by a university supervisor during Level 1, methods faculty may choose to observe and provide feedback for candidates in their courses as needed. Cooperating teachers are encouraged to allow candidates to take on small instructional roles, and provide feedback for performance.
10. Candidates will keep a log of hours from the student teaching placement site, signed by the cooperating teacher. The log must be submitted to the methods course instructor(s) as well as the program coordinator.
11. Candidate performance in the classroom will be reviewed by the cooperating teacher at the midpoint and at the end of the Level 1 semester, using an evaluation instrument provided by the SOE. Via Foliotek, this online evaluation instrument will be sent to the cooperating teacher.
12. Via Foliotek, candidates will complete the disposition survey at the beginning of Level 1 and the TCER (Teacher Candidate Evaluation Rubric) upon completion of Level 1.
13. Fall Level 1 candidates will continue in the same classroom for Level 2 student teaching in January. Spring Level 1 candidates will continue in the same classroom for Level 2 in August.

The Letter to Cooperating Teacher is provided on official School of Education letterhead for you to give to your cooperating teacher. A copy is also mailed to your cooperating teacher from the Office of Teacher Education by the Clinical Experiences Coordinator. The content of the letter follows (with sample dates). Appropriate program coordinators names will be added.

September 9, 2014

Dear Cooperating Teachers:

Welcome to our year-long student teaching program, which begins with our **Level 1: Pre-Student Teaching Experience**. This program is a component of an ongoing professional growth opportunity for student teachers at North Carolina Central University. At **Level 1**, we place our candidates in their assigned schools prior to their full-time student-teaching semester. **Level 2** is the traditional student-teaching phase of the program. We are very excited about the positive impact we know the pre-student-teaching component will have on student teachers, cooperating teachers, and, especially, the students in your classrooms.

We will hold a formal **Level 1 Orientation** for you on **Monday, September 22, 2014 from 4:30-5:30 p.m. in the Media Center at W.G. Pearson Elementary School, 3501 Fayetteville Street, Durham, NC 27707**. We will host a Level 2 Orientation at the start of the Level 2 semester. A date, time, and location will be provided for the Level 2 Orientation later in the semester.

In **Level 1**, candidates will begin spending either one full day or two half-days per week in the school from Monday, September 29, 2014 to Friday, December 5, 2014. We have explained the expectations of Level 1 to the candidates and have asked them to share those details with you.

The purpose of the **Level 1** experience is to allow the candidate to participate in classroom activities that we believe will lead to better preparation for the upcoming student teaching semester. These activities include (but are not limited to)

- Shadowing assigned cooperating teachers
- Becoming familiar with the assigned school, faculty, students, and staff
- Observing and assisting in the classroom
- Providing assistance to individuals and small groups of students
- Teaching small- or large-group lessons when you feel they are ready.

Additionally, many Level 1 candidates will be completing field-experience requirements for methods courses in which they are enrolled this semester. Again, candidates have been encouraged to share those course-experience expectations with you, as well as faculty contact information. We ask that you complete and submit a brief one-page evaluation of the student teacher at mid-semester and at the end of the semester, to ensure that basic expectations are being met. This evaluation form will be sent to you electronically.

We appreciate your willingness to welcome our candidates into your classrooms, so they can participate in real teaching activities and interact with your students. If you have questions about the Level I experience or what the candidate should be doing, please contact a faculty member or the appropriate program coordinator for additional information.

Sincerely,

A *sample* **Level 1: Pre-Student Teaching Log and Calendar** is provided below. Note: In the form we provide for you, the dates will be modified. Fall dates are in blue; spring dates are red.

Level 1: Pre-Student Teaching Log and Calendar			
Fall 2014 (Spring 2015)			
OVERVIEW			
Level 1 Dates	Monday, September 29 – Friday, December 5, 2014		
# of hours to complete	~ 45-50 hours total (about 9 weeks) ~ 6 hours per week ~ Can be one full day, OR half-day a.m. /half-day p.m. over 2 days. (This may vary by program due to students' class schedules.)		
Where	Assigned student teaching site/classroom, of which you are notified by email from the Clinical Experiences Coordinator.		
SCHEDULE OF EXPERIENCES FOR INTERNSHIP			CT initials
<i>Signatures are required on this form.</i>			Date/ hours
BEGINNING no later than SEPTEMBER 30 (fall) JANUARY 30 (spring)	COMPLETE FIRST OFFICIAL WEEK IN PLACEMENT		
	<ul style="list-style-type: none"> ▪ ST completes first school visit (6 hours). ▪ CT introduces ST to the class. ▪ ST observes the class, noting the CT's style of teaching and classroom management. ▪ ST begins informal rapport building with students (e.g., learn names, engage in conversation during non-instructional time, etc.). ▪ ST provides assistance if requested by the CT. 		
OCTOBER (fall) FEBRUARY (spring)	<ul style="list-style-type: none"> ▪ Engage in FOCUSED OBSERVATION of CT's classroom management and instructional style. ▪ TAKE NOTES. ASK QUESTIONS. ▪ Assist with daily routines and procedures. ▪ Facilitate individual and/or small group work as designated by the CT. ▪ Learn about the school culture and important people and procedures within the school. 		
NOVEMBER (fall) MARCH (spring)	<ul style="list-style-type: none"> ▪ Continue with weekly expectations outlined above. ▪ Assist with individuals or small groups of students as needed. ▪ Consider teaching a small group or co-teaching a lesson with the cooperating teacher. 		
DECEMBER (fall) APRIL (spring)	<ul style="list-style-type: none"> ▪ <i>By the NCCU Final Grades Due Date, ST submits:</i> <ul style="list-style-type: none"> ○ Log and Calendar (with CT signatures and date/hours) ○ THIS CALENDAR with CT signatures, ○ CT Evaluation (with signatures). ▪ ST, CT, and US complete any final surveys or documents requested by NCCU. 		

ST = Student Teacher
CT = Cooperating Teacher
US = University Supervisor

The candidate is **evaluated on performance** during Level 1 at the midpoint and at the end of the semester by the cooperating teacher, using a Foliotek-linked form which will be emailed to the cooperating teacher by NCCU. A sample form is provided below (formatted differently online).

NCCU Level I: Pre-Student Teaching: Evaluation by Cooperating Teacher					
Candidate's Name:					
Cooperating Teacher's Name:					
School:		Grade:		System:	
[<input type="checkbox"/>] Mid-Semester		[<input type="checkbox"/>] End of Semester			
<p>Directions: Please take a moment to complete the following evaluation. We realize that you are observing a beginner, and that you have had just a few weeks in which to become acquainted with your NCCU candidate under limited conditions, however, we value your feedback. Please use the space below to add specific comments about the candidate's strengths and areas for growth. Please keep a copy for your records.</p>					
4 = Accomplished 3 = Proficient 2 = Developing 1 = Emerging N/O = Not Observed					
The NCCU student teacher:	4	3	2	1	N/O
1. Dresses professionally					
2. Exhibits a positive/professional demeanor					
3. Is dependable (regarding attendance and punctuality)					
4. Takes initiative and assumes an appropriate level of responsibility					
5. Shows appropriate ease with students					
6. Shows enthusiasm for the teaching profession					
7. Handles student behavior appropriately in one-on-one or small group environment					
8. Works well with students from diverse backgrounds					
9. Works well with students with a variety of learning styles and preferences					
10. Receives feedback well					
11. Is reflective and takes steps to improve teaching					
12. Demonstrates clear understanding of content					
Strengths:					
Areas for Growth:					
I have shared this information with the candidate.					
Cooperating Teacher's Signature:				Date:	

Gateway 3: Student Teaching: *Teaching and Learning, An Integrated Process*

Description: Traditionally, in the fall semester, various content/pedagogy courses provide the basis for field experiences (Level 1) in the school site in which the teacher candidate will complete the full-time student teaching (Level 2) in the spring. The teacher candidate gets to know the school, the teacher, and the students. In the spring, teacher candidates complete full-time student teaching, described below. Note: While Level 1: Pre-Student Teaching is in Gateway 2 and Level 2: Student Teaching is in Gateway 3, these experiences in the same classroom with the same teacher provide a year-long experience.

During student teaching, candidates register for the student teaching internship (directed teaching within their specific program area, labeled EDU 42xx*), along with a weekly methods/materials seminar (EDU 41xx*), which provides opportunities for support, reflection, continued growth, and challenge during the clinical phase. Because of the Level 1: Pre-Student Teaching experience, student teachers already know their placements and are familiar with the cooperating teacher, the classroom and school environment, and, sometimes, with the students.** An orientation is held to ensure that the everyone understands his/her role during student teaching. Since the student teacher is participating in every aspect of school life, the cooperating teacher and university supervisor should provide feedback throughout the semester and promote a smooth transition from life as a pre-service teacher to life as a beginning teacher. Additionally, two professional development days, a career fair, exit interviews, and a partnership showcase foster continued growth and transition to teaching as a career. Level 1 and Level 2 are further delineated in *A Handbook for Student Teachers, Cooperating Teachers, and University Supervisors*.

* For example: Student teachers register for EDU 4107 and 4207 in Middle Grades and EDU 4109 and 4209 in English Education. Note: The student teaching course, which includes seminar, for BK is FCSC 4990 and for Special Education is EDEC 5960.

** If the school site is on a block schedule, candidates will have different students from Level 1 to Level 2. Similarly, if candidates complete Level 1 in the spring and Level 2 in the fall, they will teach a different group of students.

For some programs, this sequence could occur spring-fall, as well as the traditional fall-spring sequence.

- A. Courses: Methods Seminar and Student Teaching -- EDU 4100 and 4200 series; FCSC 4990; or EDEC 5690
(Note: Student teaching is 5 days per week/40 hrs per week/15 weeks, totaling 600 hours.)
- B. Field experiences: 15-weeks (600 hours) at one school site (total immersion), with a cooperating teacher; 1-2 weeks may include observation of other teachers at the same school (or at different schools, at the discretion of the cooperating teacher and university supervisor)

- C. Foliotek requirements:
- ❑ Individual Growth Plan based on TCER self-assessment;
 - ❑ Formative Evaluations by cooperating teacher and university supervisor;
 - ❑ Midterm Certificate of Teaching Capacity;
 - ❑ EE 4: Certificate of Teaching Capacity;
 - ❑ EE 5: Positive Impact on Student Achievement
- D. Other Requirements: Specific requirements for student teaching are outlined in the Student Teaching Manual.
- ❑ Maintain a 2.5 GPA
 - ❑ Complete the electronic portfolio, which may include work samples from previous gateways.
 - ❑ Submit *Intent to Graduate* **degree checkout form**. For licensure-only candidates, inform program coordinator of intent to complete program and apply for licensure.

More about the Student Teaching Internship

The student teaching internship is an NCDPI requirement. It is a full semester, unless someone has licensure in another area or extensive teaching experience as a “teacher of record.” In those situations, the candidate may submit a written request to the program coordinator for an abbreviated internship and provide clear evidence of his/her role and of effective teaching (e.g., formative and summative evaluations).

An application for student teaching is submitted to Foliotek over a year in advance of student teaching. These applications are sent to the school system in which the candidate is placed. Therefore, candidates should plan what they will write prior to completing the application. The application should be completed very neatly with attention to details--because it may be the first impression the cooperating teacher and principal will have of the candidate.

Candidates may submit a **written** placement request for a specific school system, school, or grade level, but **may not make their own placements**. While we make every attempt to accommodate special requests within reason, we do not guarantee that a candidate will get a specific requested placement.

The student teaching internship provides for an extended opportunity for the teacher candidate to practice applying the knowledge, skills, and dispositions learned throughout the program under the direct supervision of a master teacher (cooperating teacher) in the public schools. A university supervisor observes and provides feedback throughout the semester as well. A *Handbook for Student Teachers, Cooperating Teachers, and University Supervisors* provides specific details and expectations for which the student teacher is held accountable. It is available online (www.nccu.edu/soe -- Student Teaching, and www.foliotek.com).

The student teaching internship includes

- ❑ full-time attendance in the school with gradually increasing responsibilities as the teacher;

- ❑ submission of Foliotek evidences, forms, and surveys;
- ❑ attendance at a weekly seminar for guided reflection and extending learning;
- ❑ Praxis II and/or NCTEL (Pearson) preparation (in applicable programs);
- ❑ completion of a portfolio (Note: electronic portfolios are required of all education students effective fall 2003);
- ❑ participation in Professional Development Day and workshops;
- ❑ participation in an Exit Interview and the Partnership Showcase;
- ❑ attendance at the Education Fair (required if one is held)
- ❑ completion of all exit surveys, graduation application, licensure application.

Other Important Points Related to Student Teaching

- ❑ According to NCDPI guidelines, serving in the role of **teaching assistant** does not meet the requirements of the internship.
- ❑ The student teaching internship and the roles of the student teacher, cooperating teacher and university supervisor are described more fully in *A Handbook for Student Teachers, Cooperating Teachers, and University Supervisors*.
- ❑ Teacher candidates register for *Directed Teaching* (EDU 4200 series) and the *Methods and Materials Seminar* (EDU 4100 series) according to their specific program area. For example, Middle Grades candidates register for EDU 4107 and 4207; Elementary candidates register for EDU 4108 and 4208; Mathematics Education candidates register for EDU 4117 and 4217. For Birth-Kindergarten, candidates register for FCSC 4990 and for Special Education—EDEC 5690.
- ❑ This is an unpaid internship. **Student teachers should prepare financially to eliminate or minimize any work responsibilities that could deter their success in student teaching** or any related requirements (e.g., the seminar, parent meetings scheduled in the evening, etc.)

Gateway 4: Program Exit

- A. Foliotek Requirements:
 - ❑ EE1: Transcript
 - ❑ Complete and submit *Licensure Application*
 - ❑ Submit *Completer Survey—Parts 1 and 2*
 - ❑ Complete Disposition Survey
 - ❑ Complete Student Teacher Perceptions Survey

Frequently Asked Questions

1. Q: What is an academic concentration and what does that have to do with being an elementary major, middle grades major, secondary education concentration, or K-12 program education major?

A:

- For elementary education, an academic concentration is required by the NCDPI for public institutions to ensure that elementary majors have strong content knowledge in one area. A list of the concentrations from which you can choose are available from your advisor in the School of Education and in the university catalog. The concentration is a minimum of 18 credit hours, but some concentrations require more hours.
- For middle grades education, the academic concentrations are the areas that the teacher candidate will be teaching and comprise at least 24 hrs per concentration area. The courses for the four core concentration areas (language arts, social studies, mathematics, and science) are available from your advisor in the School of Education and in the university catalog. Undergraduates must select two of these four concentrations. Licensure-only candidates are only required to have one concentration; some of the concentration requirements may have been met in the first degree.
- For other program areas (e.g., Physical Education), concentrations may also be required. Please see the university catalog and your advisor for information about whether or not your licensure area requires a concentration and what options you have.

2. Q: Why can't I take restricted classes without being admitted to the Teacher Education Program and, for undergraduates, without passing all parts of the Praxis Core Academics tests? I don't have anything else to take!

A: The Praxis Core Academics tests are an NCDPI requirement. All teacher education programs across the state must abide by these regulations or run the risk of being "shut down" for not following NCDPI guidelines and policies. If a teacher education candidate takes **EDU 2600: Orientation to Teaching and completes all the practice exercises prescribed based on a pre-test, the candidate has a greater likelihood of passing the three subtests (Reading, Writing, Mathematics) in a timely manner.** Additionally, a Supplemental Instruction Coordinator is available in the School of Education to assist students in preparing for the tests, face-to-face and with computer-based modules based on a student's specific needs. There is plenty of time to take the test before "hitting the wall" of courses restricted to those who have been formally admitted to the TEP. One of the keys to success is planning ahead. Yes, these tests cost money, but it costs more to stay in college an extra semester taking "other" courses. It also costs a lot of money to keep taking a test; therefore, serious preparation early on can help a candidate avoid spending money on tests he/she has not prepared to take.

3. Q: Why can't I do all my field experiences in the same school? It is a great school and I have been working with a wonderful teacher.

A: In order to best prepare you for teaching, you will need a diverse set of field experiences, some of which can be done in the same school setting, but not all. It is important for you to experience different schools, teachers, students, and communities to be fully prepared. Each school has its own mission and culture. Different teachers have different teaching styles and strengths. Students and the community, together with the teacher and school, create a unique culture that varies from school to school. It is important to be able to experience and compare the strengths of each and see which ones fit with your personal teaching style and goals. Because it is so important in your preparation as a teacher, NCDPI had made this a requirement for all Teacher Education Programs statewide.

4. Q: Why can't I get credit for student teaching if I am a teaching assistant?

A: NC Dept of Public Instruction (NCDPI) has policies that prohibit colleges and universities from waiving student teaching based on one's role as a teacher assistant. This is due, at least in part, to the varying responsibilities that teacher assistants may have in the classroom. Teacher assistants are not supposed to have the same role, or responsibilities, as a teacher does. Although not guaranteed, in some instances school systems will work with a teacher assistant to keep the assistant "working" while completing student teaching. Individuals may discuss this with the principal, or school system representatives, if desired, to determine the school district's policy. However, it is not the university's responsibility to advocate for a candidate to complete student teaching while working as a teacher assistant. If the candidate has support from the school principal and approval of the school system, the candidate must request, **in writing**, to use the placement for student teaching. If the principal is willing, then a discussion **must** take place between the Clinical Experiences Coordinator or the program coordinator and the principal to ensure that the necessary student-teaching requirements can and will be fulfilled in the requested placement.

5. Q: What if I am already licensed in one area and am adding on another area of licensure?

A: Your transcripts are reviewed and your previous education courses and experiences are taken into consideration. However, you must complete an internship in the area of licensure you are "adding-on." This internship is generally abbreviated in duration, depending on how much teaching experience you have.

6. Q: Where do I get the applications I need to complete (e.g., TEP application, student teaching application, NCDPI licensure application)?

A: All forms are in Foliotek. See your program coordinator if you need a Foliotek account.

7. Q: What is Foliotek and why do I have to purchase this?

A: Foliotek is an electronic portfolio—part of the NCCU SOE assessment system--where you can store all documents. NCDPI requires evidence from all university teacher education programs on teacher candidates to assess the effectiveness of programs within the School of Education. It also provides an ongoing record of information that the School of Education and all programs leading toward licensure use to evaluate what is working and what needs to be revised or changed in the curriculum, teaching, and /or policies. In other words, it allows us to use the information for continuous improvement of our candidates and our programs.