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Introduction

This handbook contains the conceptual framework and policies governing Elon University's student teaching experiences. It is hoped that the handbook will provide greater understanding of the student teaching program and will serve as a useful guide in clarifying roles and responsibilities of those involved.

The School of Education at Elon University would like to express its gratitude to the administrators and teachers who make possible this critical portion of the preparation of Elon University students in professional education. Close communication and collegial working relationships between Elon University and public school personnel enhance the success of the student teaching experience. To that end, we encourage you to share your insights and suggestions as we work together this semester.

Mission and Conceptual Framework for Teacher Education at Elon University

Mission

The Teacher Education Program has as its primary focus the development of outstanding teachers. It is characterized by a student-oriented, evidence-based philosophy of teaching, early and continuous field experiences, and national accreditation. The program advances the university’s academic mission through cultivation of directed inquiry; promotion of knowledge of learners and content; and practical engagement in local and global contexts. The Teacher Education mission is deepened through fostering of intellectual reflection, assessing the ability to use knowledge, and creating opportunities to lead change.

Conceptual Framework: Active Leadership in a Global Community

Our conceptual framework outlines processes by which candidates acquire knowledge, skills, and dispositions, which result in outcomes necessary for effective teaching.
Processes

P1: Effective teachers inquire.
They value and use questioning intentionally to stimulate student inquiry and to motivate learning. They use a variety of resources to acquire and critically analyze information to inform instructional decisions. Effective teachers take the initiative to learn about their students and the families and communities in which they live. They use assessment of student learning to reflect upon their classroom practice. They are enthusiastic learners who engage in purposeful inquiry within professional communities. They continually reflect upon personal beliefs and the effectiveness of instructional practices to enhance the learning of all students.

P2: Effective teachers reflect.
They self-analyze in a purposeful and critical manner to gain understanding of the root cause and meaning of circumstances. They become aware of the complexity of learning, learners, and their role in student learning using an inquiry-based, meaning-oriented process. They gain a deeper understanding of teaching because of the metacognitive characteristic of intellectual reflection, and consequently, they continually mature professionally. They are able to engage in thoughtful, meaningful practice to encourage learning of all students.

P3: Effective teachers take action.
They act on what they know and are able to do as teachers. They seek information and act ethically for equity and excellence in their classroom practice. They prepare to lead responsibly in professional learning communities, on issues of equity, and in matters of global citizenry. They respond appropriately to the constant flux of emergent 21st century skills and expectations. They act to provide all students the opportunities to learn.

Acquisition

A1: Effective teachers are knowledgeable.
They know learning theory, disciplinary content, and relevant pedagogy. They are cognizant of the developmental characteristics and diverse learning needs of students and of varying family and community cultures. Included in their knowledge base are an awareness of and an ability to choose instructional strategies, resources (including technology), and assessment procedures that promote learning in diverse students. They create positive learning environments that embrace diversity, act on the belief that all students can learn, and are dedicated to their own development as teachers and learners.

A2: Effective teachers are skillful.
They recognize that multi-dimensional abilities are required to be successful in today’s challenging education environment. They know literacy skills encompass far more than reading. Multiple literacies, including digital, visual, and technological, have joined information and media literacy as crucial skills today. Effective teachers know they must think both critically and creatively when engaged in complex problem-solving, and they are able to communicate clearly in a wide variety of ways. They understand the importance of collaboration in promoting trust and building partnerships with all segments of the community. Effective teachers are aware of the importance of basing their practice on well-founded theories and principles of teaching and learning. They are wary of easy solutions and interventions that work “for all students” in their diverse classrooms. They understand the need to look for evidence of efficacy and how to determine if the evidence is trustworthy.

A3: Effective teachers have professional dispositions.
They are intellectually curious, displaying a persistent desire to know and a habit of asking why. They are engaged in educational issues, and they are self-directed, so they are able to set clear goals and manage their time efficiently. They assume responsibility for their own actions and show a concern for the common good. Master teachers affirm diversity and value difference. They understand that learning is enhanced when students’ cultures are valued, and they are unswerving in their belief that all students can learn. They hold high expectations for academic and social growth of all students and establish positive learning environments to support that growth. To build a community of practice, they interact with colleagues, students, families, and others in the community in an ethical and respectful manner.
Outcomes

O1: Effective teachers are active, engaged learners.
Effective teachers seek opportunities to further personal learning and professional growth. They are engaged citizens aspiring to be active school and community leaders, e.g., through service learning, study abroad, student teaching, etc.

O2: Effective teachers are knowledgeable, skillful practitioners.
Effective teachers act on the belief that all students can learn. They seek to understand students’ families and cultures and collaborate with parents and professional colleagues. They inquire actively and persistently about student learning through a variety of appropriate assessment procedures. Through reflective practice, they analyze the effectiveness of their instruction and make appropriate adaptations to maximize student learning. They establish positive classroom learning environments and set high expectations to support the social and academic growth of all students. They demonstrate enthusiasm and respect for the profession of teaching. They take responsibility for student learning and the improvement of their schools.

O3: Effective teachers are informed, ethical leaders.
Effective teachers lead. They lead by demonstrating ethical principles and acting professionally. They advocate for and participate in initiatives and practices that affect positive change in student learning. They lead by contributing to the establishment of a positive classroom and school environment. They ensure that their instructional decisions are adequately informed by data, standards, and a variety of student assessments. They communicate their vision for learning to students, contributing to student empowerment. Most importantly, they lead by taking responsibility for student learning and contributing to the improvement of their schools.

O4: Effective teachers are advocates for equity and excellence.
Effective teachers examine the cultural, social, historical, legal, and philosophical foundations of education. They explore the critical issues that impact education in the 21st century, particularly those that result in inequities in educational access and success. They engage in critical self-reflection and raise awareness of the implications of race/ethnicity, class, socioeconomic status, sexual orientation, religion, and cognitive and physical differences in providing equal access to learning opportunities. Teacher candidates thus begin to explore their role in advocating for a quality education for all students.

O5: Effective teachers are globally aware citizens.
Effective teachers are knowledgeable, yet always inquisitive, about issues of equity, technology, and global citizenry. They understand the needs of diverse student populations, respond appropriately to diverse groups, and provide culturally responsive lessons. They are moving from local to global awareness, grounded in global knowledge. They cultivate the intellectual curiosity, abilities, and knowledge required for lifelong learning as global citizens as they promote global thinking and learning in ALL students.

Application for Student Teaching

During fall semester of your senior year, you will apply for spring student teaching. You will need to read this Student Teaching Handbook and submit your electronic signature indicating your agreement to the guidelines expressed in it.

You should then print and complete the student teaching application and personal data sheet and return them both to Ms. Richards in Mooney 102 no later than October 15.

For details, instructions, and application materials, visit Student Frequently Asked Questions.

Eligibility for Student Teaching

Eligibility for student teaching presumes unconditional admission to the Teacher Education program at Elon University. Final clearance for student teaching requires the recommendation of the student’s major department, a minimum cumulative grade point average of 2.50 (4-point scale), a grade of “C” or better in all appropriate
courses, positive dispositions, and ongoing positive background checks. In addition, program requirements—including all academic courses (with the exception of the capstone seminar)—must be completed prior to student teaching. The Teacher Education Committee must give final approval for entry into student teaching, including any exception to the requirements outlined above.

**ADMISSION TO STUDENT TEACHING DOES NOT GUARANTEE A RECOMMENDATION FOR LICENSURE.**

**RECOMMENDATION FOR LICENSURE IS CONTINGENT ON A SUCCESSFULLY COMPLETED PORTFOLIO WITH SIX STATE-MANDATED EVIDENCES, PASSING SCORES ON STATE REQUIRED EXAMS, AND RECOMMENDATION OF THE UNIVERSITY SUPERVISOR, THE DIRECTOR OF EDUCATION OUTREACH, THE APPROPRIATE DEPARTMENT CHAIR, THE STUDENT TEACHER’S COOPERATING TEACHER AND THE TEACHER EDUCATION COMMITTEE.**

In cases where a candidate is unable to successfully complete the student teaching semester, but is still in good standing with the program, an alternative internship placement will be found and the student will graduate with a non-licensure degree.

### Placement of Student Teachers

The Director of Education Outreach at Elon University requests appropriate grade level and subject student teaching placements in area school systems for all eligible candidates. Based upon their policies and needs, the school systems make specific assignments for individual student teachers and notify the University concerning the final placements. The Director of Education Outreach notifies teacher candidates of their placements. Placement in a classroom is contingent upon a positive background check and approval of the Teacher Education Committee.

### Seminar for Student Teachers

The student teaching/capstone seminar (EDU 403), which is a co-requisite to student teaching, is designed to provide support and further instruction during the student teaching experience. Meeting at regular intervals throughout the semester, the seminar also enables the candidate to rethink some of the topics that were presented earlier in a theoretical framework, which now must be practiced in the classroom. Throughout the Teacher Education Program, the theoretical bases of teaching have been explored. The seminar now enables the student to examine and reconsider the theory in terms of immediate practice.

The first seminar class occurs prior to student teaching and serves as an orientation to the student teaching semester. During this time, student teachers meet with their cooperating teachers and their university supervisors. The remaining sessions are held on designated afternoons and are considered an integral part of the student teaching experience.

Student teachers and cooperating teachers should plan teaching and other responsibilities around this schedule. **Attendance at seminar sessions is mandatory for all student teachers.** The final seminar session meets on Reading Day, when exit surveys and licensure information and forms are administered.

### Evidences for Licensure

Prior to the end of student teaching, candidates seeking teaching licensure are expected to complete and submit all portfolio evidences. During student teaching, candidates complete assignments as indicated on the course syllabus, including planning and implementing a unit of study.

### Policies and Procedures Related to Student Teaching

#### Transportation

Student teachers are responsible for providing their own transportation to and from their assigned placement.
Housing

In most instances, the academic calendar for both the University and school site/district will differ. Student teachers who reside on campus must arrange and secure housing through the Office of Residence Life during University vacations/breaks/holidays.

Employment and Extra Activities

Student teaching is considered a full-time commitment, requiring time-intensive learning and teaching. After the general school/teaching hours, candidates will have additional time commitments for grading papers, instructional planning, professional development, various meetings, etc. Student teachers must have special permission from the Director of Teacher Education to engage in other major obligations such as paid employment during the school week (this includes paid coaching employment). Student teachers are permitted to engage in paid employment during the weekend only (beginning Friday evenings—Sunday). Request for special consideration must be submitted in writing to the Teacher Education Committee via the Director of Teacher Education. Violation of this policy may result in withdrawal from student teaching with a grade of WF.

Student teachers may be asked or required to participate in additional after-school activities such as concerts, athletic events, training, practices, etc. Student teachers must coordinate these additional hours with their cooperating teacher and university supervisor to ensure that the additional hours are not excessive and do not prohibit candidates from fulfilling the student teaching requirements and responsibilities. The university supervisor will closely monitor all additional hours, beyond the classroom experience.

Attendance

Student teachers are expected to report to their assigned placement daily and prior to the arrival of the students as well as attend teacher workdays, parent meetings, make-up days due to school cancellations due to inclement weather, and staff/professional development meetings as directed by the cooperating teacher and university supervisor. Student teachers must observe the holiday schedule followed by the school/school system in which they are teaching and not the university holiday schedule. Thus, student teachers must report to their placement site during the university winter/spring break and adhere to the school/school system break schedule instead. Religious holidays and observances will be respected.

Student teachers are permitted two professional development days for interviews, employment fairs, etc. These must be planned and scheduled with approval from the cooperating teacher and university supervisor. Student teachers must provide substitute plans for any excused absences. Student teachers should not schedule appointments during regular school hours. Otherwise, absences from student teaching are only permitted in cases of serious illness or emergency. Violation of this policy may result in withdrawal from student teaching with a grade of WF.

Process for Communicating Concerns

The university supervisor serves as the first-point of contact for communicating student teacher and cooperating teacher concerns/incidents. First attempts to resolve such concerns/incidents should be made through an initial meeting with the university supervisor, student teacher, and cooperating teacher(s). As necessary and appropriate, the university supervisor, the cooperating teacher, the program coordinator, the chair of the appropriate department, the Director of Education Outreach, the Director of Teacher Education, and Dean will meet to discuss the situation with the student teacher. An appropriate plan of action is put in place depending on the nature of the concern. The Teacher Education Committee is notified. Appeals may be brought before the Teacher Education Committee.

Concerns/incidents that arise regarding university supervisors, student teachers, and cooperating teachers should be reported to the Director of Teacher Education. The Director of Teacher Education will work to resolve such issues in consultation with the Director of Education Outreach and the Teacher Education Committee, when necessary.
**Professional Code of Conduct**

Student teachers are expected to conduct themselves in a professional manner at all times. In addition to this general expectation, the following policies are in place.

Student teachers:

1. Are expected to follow the rules, policies and procedures of the cooperating teacher’s classroom, school, and school system/district.
2. Are prohibited from interacting with public school students through social media such as Facebook or Twitter.
3. May not date students enrolled in public schools.
4. May not socialize with public school students except at officially sponsored public school events.
5. May not drink alcoholic beverages or use illegal drugs with or in the presence of public school students.
6. Are prohibited from using obscene, profane, or abusive language on public school property.
7. Must maintain confidentiality with school system, school, and student/family records.
8. Must maintain professional relationships ONLY with school staff and personnel.
9. Must use the school district’s email or phone system (not candidates’ personal/Elon email accounts or personal phones) to conduct all communications with students and families.
10. Must maintain a professional appearance at all times. In general, your dress should be business-casual attire. Exceptions are made for classrooms/subject areas that require athletic dress (Physical Education), field trips and outdoor school events; however, neat dress is still expected and required. Superior personal hygiene (cleanliness) and grooming is expected and required at all times. Appropriate footwear is expected and required (i.e., no flip-flops).

**Substitute Teaching**

On occasion, student teachers may have the opportunity to substitute teach for their assigned cooperating teacher. The student teacher is responsible for completing the substitute teaching application process required by the school and school district and must have the approval of the university supervisor. Approval to substitute teach in the place of the cooperating teacher must be approved by the school district, principal, university supervisor, and cooperating teacher.

Provided that the policies of the cooperating school system are observed, student teachers may serve as official substitute teachers in the classes to which they are assigned. As a general policy, student teachers should not substitute for teachers who are not their cooperating teachers. The school system should actually employ the student teachers as a substitute teacher with appropriate monetary compensation for such times.

**Taking a Teaching Position Prior to Completion of Student Teaching**

Occasionally a teaching position will be offered to a student teacher to finish out the year for another teacher prior to completing student teaching. These requests may or may not be granted, but will be considered under the following conditions:

- A minimum of 10 weeks of student teaching have been successfully completed.
- The university supervisor, the cooperating teacher, and the school administrator deem the student teacher ready to take on his or her own classroom.
- The mid-term conference is highly successful.
- The university supervisor is available to continue to supervise the student teacher.
- The cooperating teacher is available and willing to continue to mentor the student teacher or, in the case of a different school setting, an appropriate mentor can be found at the new school.
- The Teacher Education Committee approves the request.
Prohibition of Corporal Punishment

North Carolina Public School Law allows for the use of corporal punishment. However, individual school districts can disallow this punishment. The school districts with which we partner DO NOT allow corporal punishment. The Teacher Education Committee prohibits the use of corporal punishment by any student teacher, regardless of the state or district policies.

Roles and Responsibilities of Participants in the Student Teaching Program

Success in the student teaching experience is dependent upon the cooperative effort of those involved. While the uniqueness of each student teaching placement is acknowledged and respected, certain responsibilities must be delineated for the student teachers, the cooperating teacher, and the university supervisor.

The Student Teacher

The student teaching experience is designed to help the student teacher make the transition from being a student to being a teacher. Since the entire experience is focused upon the student teacher, he or she has a special role to play in the process.

Responsibilities of the student teacher include:

1. Place school duties and responsibilities ahead of personal wishes and problems and willingly accept all assigned duties.
2. Exemplify the attitudes and actions of a teacher rather than those of a student.
3. Conform to the regulations and policies of the cooperating school and to those of the Elon University student teaching program found in this handbook.
4. Attend school faculty and PTA meetings, various extracurricular events, and required on-campus meetings with the University supervisor.
5. Report on time for all school appointments and duties.
6. Complete all assignments and reports promptly and accurately.
7. Plan all work thoroughly, prepare necessary materials, create bulletin boards as appropriate, and submit plans to the cooperating teacher at least one day prior to the teaching of a class or as requested.
8. Assume responsibility for evaluating student work during assigned teaching.
9. Show no partiality or favoritism in dealing with pupils.
10. Safeguard all personal and confidential information concerning pupils, referring to it only for professional purposes.
11. Initiate parental contact only with the approval of the cooperating teacher.
12. Refrain from making unfavorable remarks about the University program, the cooperating school, and the community, except to appropriate officials (i.e., University Supervisor, Director of Education Outreach, & Director of Teacher Education).
13. Be courteous toward and cooperate with all school personnel, pupils, and members of the community, showing an appreciative attitude for all advice and services rendered.
14. Dress appropriately and in keeping with faculty standards.
15. Seek the help and guidance of the cooperating teacher and the University supervisor if problems arise.
16. Provide the University supervisor with detailed teaching schedules and promptly inform the supervisor of changes in scheduled teaching responsibilities.
17. Try continually to discover and correct shortcomings, striving for personal and professional development through continued study and effort.
18. Attend all seminars held on campus during the student teaching semester.
19. Achieve a passing grade on the student teaching final evaluation.
The Cooperating Teacher

The cooperating teacher has the primary responsibility for directing and assisting the student teacher on a daily basis. In addition, the cooperating teacher participates in evaluating the student teacher at the mid-point and end of student teaching. In carrying out these responsibilities, the cooperating teacher is rendering a valuable service to the student teacher, the Elon University Teacher Education Program, and the teaching profession.

Responsibilities of the cooperating teacher include:

1. Plan for the orientation of the student teacher to your classroom and to the school, familiarizing the student teacher with classroom, school, and school system policies as well as with your expectations.
2. Acquaint the student teacher with available instructional materials, supplies and equipment, furnish copies of necessary textbooks and teaching manuals, and provide the student teacher with a place to work and study.
3. Acquaint the student teacher with pupil personnel records and the manner in which they are kept and used.
4. Assist the student teacher to schedule observations in other classrooms, as the schedule allows.
5. Assist the student teacher in making daily and long-range plans for classroom and school activities, in setting educationally sound standards of evaluation and grading for the class/es, and in establishing a positive classroom environment.
6. Schedule the teaching experience of the student teacher, gradually introducing responsibility for classroom routines and instructional procedures.
7. Provide opportunities for the student teacher to observe and participate in various classroom and school activities, such as the grading/reporting system and parent conferences.
8. Show a willingness to consider new and different techniques. When appropriate, allow the student teacher the opportunity to test theory in practice.
9. Encourage the student teacher to participate fully in the professional experience of teachers by attending faculty meetings, professional organization meetings and extra-curricular school activities.
10. Provide for continuous evaluation of the student teacher’s performance through frequent observation followed by oral or written feedback, regularly planned conferences, the mid-semester report, and the monitoring of professional growth plans.
11. Confer and work with the university supervisor/s in solving problems that may arise during the student teaching period, and in evaluating the progress of the student teacher.
12. Discuss the student mid-semester report and the final evaluation with the student teacher.

The University Supervisor

The university supervisor serves as the liaison between the University and the cooperating teachers and student teachers. All early childhood, elementary, special education, and middle grades student teachers have a supervisor from the Department of Education. All secondary and special subject area student teachers have a supervisor from their major department.

Responsibilities of the university supervisor include:

1. Disseminate and explain materials about the student teaching program at Elon University to cooperating public school personnel.
2. Assist assigned student teachers in the orientation to their assigned schools and classrooms.
3. Establish an effective collegial relationship with the cooperating teachers.
4. Cooperatively advise and assist assigned student teachers in their professional development through observation visits to the classroom and subsequent individual conferences.
5. Consult and cooperate with the student teacher, cooperating teacher, and other school personnel in resolving problems that may arise during the student teaching period.
6. Convey official communications (e.g., holiday schedules, notices of on-campus meetings) from the Director of Teacher Education to student teachers and to appropriate public school personnel.
7. Enforce the official regulations and policies pertaining to student teachers found in this manual.
8. Distribute and collect all forms required during student teaching.
9. Evaluate all assigned student teachers for grading purposes.
10. Gather all evaluations of the student teacher in order to determine the final course grade.
11. Assist qualified candidates in obtaining professional employment upon request.

**Sample Schedules for Student Teaching**

The schedule for activities during the period of student teaching should be flexible, but must include time for observation, gradual assumption of teaching and auxiliary duties, full-time teaching, and culminating activities. Teacher candidates who have already been in the same placement during the previous term may be ready to assume roles more quickly than they might have if they had just begun in the setting.

*The rate at which a student teacher assumes responsibility for various activities should depend upon the judgment of the cooperating teacher in consultation with the university supervisor.* Such decisions are generally determined by the student teacher's readiness to undertake a given activity, the program of work under way in the cooperating teacher's classroom, and consideration of what is in the best interest of the students and the student teacher.

**Early Childhood Education Licensure or Elementary Education Licensure**

The following schedule for student teaching is offered as a guide for the assumption of duties during the student teaching semester for early childhood or elementary student teachers:

**Week 1:** The first week of the student teaching semester is one of orientation to the following: the assigned classroom/s, the instruction that takes place there, the educational philosophy that supports the instruction, the school and its policies, and the policies of the school system. During this week, the student teacher will discuss both the policies and the instructional philosophy with the cooperating teacher, making certain to determine the cooperating teacher's expectations during student teaching.

The student teacher will observe the cooperating teacher's methods of instruction and classroom management. A classroom organization and management checklist will be completed with information gathered from the observations and discussions with the cooperating teacher and will be handed in to the university supervisor upon completion.

During this first week, the student teacher should determine the media and technology resources in the assigned school. Top priority should be given to surveying materials that could be effectively utilized in teaching a unit during the semester. A listing of correlating resources should include both print and non-print materials. It should be seen by the university supervisor but kept for easy reference.

The student teacher will complete additional assignments as determined by the department and/or the university supervisor.

**Week 2:** The student teacher will continue to observe in the assigned classroom/s. The student teacher should assume the responsibility for planning and teaching one instructional session per day. The student teacher should assist the cooperating teacher in instruction by working with individual pupils or small groups, or with such auxiliary duties as taking attendance, giving a test, scoring tests, and preparing materials.

**Week 3:** The student teacher should increase teaching responsibility, planning and teaching two daily instructional periods. Ancillary duties and assistance to the cooperating teacher will also increase.

**Week 4:** Teaching responsibilities should include teaching three periods per day. A portion of this teaching should be the initiation of a unit of study. If an alternate week is preferred, the student teacher will schedule the initiation of a unit with the cooperating teacher.

**Weeks 5 & 6:** Teaching responsibilities should continue to expand. By midterm the student teacher should register with the Career Planning and Placement Office and have completed a placement folder.
Week 7: The student teacher will continue to assume teaching responsibilities. His/her work to date will be assessed through the independent completion of a Mid-Term/Interim Evaluation by the cooperating teacher and the university supervisor. The Mid-Term/Interim Evaluation serves as an interim assessment of progress to date and provides a focus for the remainder of the student teaching experience. Specific objectives should be set at this time.

Week 8: The student teacher continues to assume teaching responsibilities. He/she will strive to reach the objectives set forth at the Mid-Term/Interim Evaluation.

Week 9: The student teacher should teach full-time. Teaming with the cooperating teacher to share in planning for instruction is encouraged.

Week 10: The student teacher should have sole responsibility for the planning and instruction of the students.

Weeks 11 & 12: The student teacher should continue to have sole responsibility for the planning and instruction of the students.

Weeks 13—end: During week thirteen, the final evaluation of the student teacher’s work will be completed by the cooperating teacher and the university supervisor. The student teacher will return all teaching responsibilities to the cooperating teacher by the final week. Observations will be scheduled for other classes and/or grade levels in the school after conferring with the cooperating teacher. Materials used during student teaching will be returned.

Special Education and Elementary Dual Licensure

Special Education: 10-week placement

The following schedule for student teaching in special education is offered as a guide for the assumption of duties during the student teaching semester:

Week One: The first week of the student teaching semester is one of reorientation to the following: the assigned classroom(s), the instruction that takes place there, the educational philosophy that supports the instruction, the school and its policies, and the policies of the school system. During this week, the student teacher will discuss both the policies and the instructional philosophy with the cooperating teacher, making certain to determine the cooperating teacher’s expectations during student teaching.

The student teacher will complete additional assignments as determined by the department and/or the University supervisor.

Week Two-Three: The student teacher should assume the responsibility for planning and teaching for a growing amount of the school day. In addition, assessments for Evidence 5 should begin at this point. The candidate should be finding a target student for progress monitoring and one with whom he or she will be writing and delivering the IEP.

Week Four-Six: By this time the student teacher should be responsible for the instruction for most of the school day. In addition, he or she should be continuing to conduct assessment for Evidence 5. In addition, during week five, the mid-point meeting will be held between the cooperating teacher, the university supervisor and the student.

Week Seven: The student teacher will continue to assume teaching responsibilities.

Week Eight-Nine: The student teacher will be begin to relinquish responsibilities from student teaching.

Week Ten: During week ten, the final evaluation of the student teacher’s work will be completed by the cooperating teacher and the University supervisor. There will be a meeting for the cooperating teacher, the university supervisor, and the student teacher to meet. At this time the Certification of Student Capacity form will be completed.
Elementary: 8-week placement

**Week One: The first week of the student teaching semester is one of orientation.** The student teacher will be engaged in the following activities in the assigned classroom(s): the instruction that takes place there, the educational philosophy that supports the instruction, the school and its policies, and the policies of the school system. During this week, the student teacher will discuss both the policies and the instructional philosophy with the cooperating teacher, making certain to determine the cooperating teacher's expectations during student teaching.

The student teacher will observe the cooperating teacher's methods of instruction and classroom management. A classroom organization and management checklist will be completed with information gathered from the observations and discussions with the cooperating teacher and will be handed in to the University supervisor upon completion.

During this first week, the student teacher should determine the media and technology resources in the assigned school. Top priority should be given to surveying materials which could be effectively utilized in teaching a unit during the semester. A listing of correlating resources should include both print and non-print materials. It should be seen by the University supervisor but kept for easy reference. In addition, the student teacher will complete additional assignments as determined by the department and/or the University supervisor.

**Week Two: The student teacher will begin to assume classroom teaching responsibilities.**

The student teacher should assume the responsibility for planning and teaching some of the instructional day. In addition, the student teacher should assist the cooperating teacher in instruction by working with individual pupils or small groups, or with such auxiliary duties as taking attendance, giving a test, scoring tests, and preparing materials.

**Week Three-Four: The student teacher should be increasing teaching responsibility.** Ancillary duties and assistance to the cooperating teacher will also increase. By week four the student teacher should be full time; taking on most of the teaching responsibilities.

**Weeks Five and Seven: The student teacher should be teaching full time.** His/her work to date will be assessed through the Mid-Term/Interim Evaluation by the cooperating teacher and the University supervisor. The Mid-Term/Interim Evaluation serves as an interim assessment of progress to date and provides a focus for the remainder of the student teaching experience. Specific objectives should be set at this time. Toward the close of this period, the student teacher should begin to relinquish classroom responsibilities to the cooperating teacher.

**Week Eight: During this week the final evaluation of the student teacher's work will be completed by the cooperating teacher and the University supervisor.** The student teacher will return all teaching responsibilities to the cooperating teacher by the final week. Opportunities for the student teacher to visit other classes and/or grade levels in the school after conferring with the cooperating teacher will be arranged. Materials used during student teaching will be returned.

### Middle Grades, Secondary, or K-12 Subject Licensure Area

The following schedule for student teaching is offered as a guide for the assumption of duties during the student teaching semester in schools **following a block schedule.** For schools following a traditional schedule, this is offered only as an approximation:

**Week 1: The first week of the student teaching semester is one of orientation** to the following: the assigned classroom/s, the instruction that takes place there, the educational philosophy that supports the instruction, the school and its policies, and the policies of the school system. During this week, the student teacher will discuss both the policies and the instructional philosophy with the cooperating teacher, making certain to determine the cooperating teacher's expectations during student teaching.

The student teacher will observe the cooperating teacher's methods of instruction and classroom management. A classroom protocols and management checklist will be completed with information gathered from the
observations and discussions with the cooperating teacher and a copy will be handed in to the university supervisor upon completion.

During this first week, the student teacher should determine the media and technology resources in the assigned school. Top priority should be given to surveying materials that could be effectively utilized in teaching various units during the semester. To facilitate this, student teachers should discuss with their cooperating teacher the range of probable units to be covered during their time in the placement. A listing of correlating resources should include both print and non-print materials. A copy should be provided to the university supervisor.

The student teacher will complete additional assignments as determined by the department and/or the university supervisor.

**Week 2: The student teacher will begin assuming responsibility for planning and teaching, as well as continue to observe in the assigned classroom/s.** The student teacher should assume the responsibility for planning and teaching one class. In the case of multiple classes of the same preparation, the student teacher may begin planning and teaching a portion of the class in multiple sections instead of picking up one full class. This must be negotiated between the candidate, the cooperating teacher, and the university supervisor in advance. The student teacher should continue to assist the cooperating teacher in instruction in other classes by working with individual pupils or small groups, or with such auxiliary duties as taking attendance, giving a test, scoring or providing feedback on student work, and preparing materials.

**Week 3: The student teacher should increase teaching responsibility, if teaching partial classes of the same preparation.**

**Week 4: The student teacher should assume full responsibility for planning and teaching two classes, or the equivalent portion of three classes where all three are the same preparation.** By this week, student teachers should discuss with their cooperating teacher which unit during the middle of the semester will serve as their Comprehensive Unit.

**Weeks 5: Teaching responsibilities should continue to expand.**

**Week 6: The student teacher should take full responsibility for planning, teaching, and evaluating all classes.** By midterm the student teacher should register with the Career Planning and Placement Office and have completed a placement folder.

**Week 7: The student teacher should prepare for Mid-Term/Interim Evaluation, as requested by the university supervisor.** His/her work to date will be assessed through the independent completion of a Mid-Term/Interim Evaluation by the cooperating teacher and the university supervisor. The Mid-Term/Interim Evaluation serves as an interim assessment of progress to date and provides a focus for the remainder of the student teaching experience. Specific objectives should be set at this time.

**Weeks 8—10: The student teacher continues to teach full-time.** He/she will strive to reach the objectives set forth at the Mid-Term/Interim Evaluation.

**Weeks 11 & 12: The student teacher should begin returning classes to the cooperating teacher’s sole instruction in reverse order from how they were initially assumed.** After returning a class, the student teacher should resume regular observations of the cooperating teacher’s classroom, as well as observe (both within and outside of the primary content area) at the school, as determined with the cooperating teacher. Most typically, one class is returned each week.

**Weeks 13—end: During week thirteen, the final evaluation of the student teacher’s work will be completed by the cooperating teacher and the university supervisor.** The student teacher will return all teaching responsibilities to the cooperating teacher by the final week. Materials used during student teaching will be returned. Observations of the cooperating teacher and additional teachers will continue through the final day.
Notes for Dual Concentration Middle Grades Candidates

Middle grades candidates undertaking dual concentrations for licensure will require a modified teaching schedule than that noted above in order to ensure a five-week teaching experience in each of the concentration areas. A meeting with both cooperating teachers and the university supervisor at the start of the term will outline the order and timing for teaching in each concentration. This will necessitate an accelerated teaching schedule at the start of the term and generally requires the candidate to teach fulltime until the end of the term, rather than releasing courses gradually.

Evaluation of Student Teachers

At least five formative assessments (using the Teacher Candidate Observation Document [TCOD]) are completed by some combination of the university supervisor and cooperating teacher/s for each teaching candidate. The TCOD may also be used as the basis for conferences between cooperating teachers and student teachers throughout the student teaching experience. Using feedback from the TCOD, the cooperating teacher/s and university supervisor evaluate the student teacher at the half-way point of student teaching with the Evaluation of Teacher Candidate. At the conclusion of student teaching, the cooperating teacher/s and the university supervisor complete the Certification of Teaching Capacity (CTC) for each student teacher. The student teacher, cooperating teacher, university supervisor, and school principal sign the CTC.

The university supervisor, in consultation with the cooperating teacher, determines the final course grade for student teachers.

Remuneration of the Cooperating Teacher

Although Elon University is not able to compensate cooperating teachers fully for the important service they render to our Teacher Education Program and to the profession, a small stipend is paid, and a voucher for full tuition for one undergraduate or graduate course is awarded for the service of each designated cooperating teacher. The stipend is distributed in accordance with the policies of the respective school systems.

Eligibility for a Teaching License

In order to be recommended by Elon University for a license to teach in North Carolina, the candidate must satisfy the following requirements:

1. Complete all university requirements for graduation, with an overall minimum grade point average of 2.50, and complete a graduation audit with the University Registrar.
2. Successfully complete all licensure requirements (including all portfolio evidences).
3. Complete the official transcript release form and pay the university transcript fee.
4. Complete the licensure application (Form A) and submit with the required licensure application fee.
5. Take the appropriate Praxis Series™ test/s, as required by the NC State Board of Education for his/her area of licensure and meet the minimum qualifying score required by North Carolina for each test. The Educational Testing Service administers these tests several times yearly at various sites around the state.

For information about eligibility and applying for a teaching license, visit Student Frequently Asked Questions.
Professional Ethics and School Law

Professional Ethics

The student teacher should familiarize himself/herself with the NEA Code of Ethics.

Especially keep in mind the following points:

1. Attend professional meetings and participate in extracurricular activities.
2. Keep all information about pupils confidential. Do not gossip.
3. Refrain from attempting to impose religious or political views on the pupils.
4. Join professional organizations and take an active part in them. Read the publications available through these organizations.
5. The student teacher is considered to be a part of the school faculty during the student teaching period. Do not belittle school personnel or policy.
6. It is the student teacher’s obligation to uphold and carry out school policies. If a policy is questioned, go through proper channels in voicing any objection.
7. Become familiar with the customs of the community and adapt behavior accordingly.

School Law

Listed below are several general statutes that apply to student teachers. These general statutes are listed in the most current edition of Public School Laws of North Carolina.

§ 115C-309. Student teachers.

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

(b) Legal Protection. A student teacher under the supervision of a certified teacher or principal shall have the protection of the laws accorded the certified teacher.

(c) Assignment of Duties. It shall be the responsibility of a supervising teacher, in cooperation with the principal and the representative of the teacher-preparation institution, to assign to the student teacher responsibilities and duties that will provide adequate preparation for teaching. (1969, c. 638, s. 1; 1981, c. 423, s. 1; 2012-194, s. 49.)


(a) To Maintain Order and Discipline. It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to maintain good order and discipline in their respective schools. A teacher, student teacher, substitute teacher, voluntary teacher, or teacher assistant shall report to the principal acts of violence in school and students suspended or expelled from school as required to be reported in accordance with State Board policies.

(b) To Provide for General Well-Being of Students. It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to encourage temperance, morality, industry, and neatness; to promote the health of all pupils, especially of children in the first three grades, by providing frequent periods of recreation, to supervise the play activities during recess, and to encourage wholesome exercises for all children.

(c) To Provide Some Medical Care to Students. It is within the scope of duty of teachers, including substitute teachers, teacher assistants, student teachers or any other public school employee when given
such authority by the board of education or its designee to provide medical care to students as provided in G.S. 115C-375.1.

(d) **To Teach the Students.** It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to teach as thoroughly as they are able all branches which they are required to teach; to provide for singing in the school, and so far as possible to give instruction in the public school music.

(e) **To Enter into the Superintendent's Plans for Professional Growth.** It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to enter actively into the plans of the superintendent for the professional growth of the teachers.

(f) **To Discourage Nonattendance.** Teachers shall cooperate with the principal in ascertaining the cause of nonattendance of pupils that he may report all violators of the compulsory attendance law to the school social worker in accordance with rules promulgated by the State Board of Education.

(g) **To Make Required Reports.** A teacher shall make all reports required by the local board of education. The superintendent shall not approve the voucher for a teacher's pay until the required monthly and annual reports are made. The superintendent may require a teacher to make reports to the principal. A teacher shall be given access to the information in the student information management system to expedite the process of preparing reports or otherwise providing information. A teacher shall not be required by the local board, the superintendent, or the principal to (i) provide information that is already available on the student information management system; (ii) provide the same written information more than once during a school year unless the information has changed during the ensuing period; or (iii) complete forms, for children with disabilities, that are not necessary to ensure compliance with the federal Individuals with Disabilities Education Act (IDEA). Notwithstanding the forgoing, a local board may require information available on its student information management system or require the same information twice if the superintendent determines that there is (i) a compelling need and (ii) no more expeditious manner of providing the information to the local board. A school improvement team may request that the superintendent consider the elimination of a redundant reporting requirement for the teachers at its school if it identifies in its school improvement plan a more expeditious manner of providing the information to the local board. The superintendent shall recommend to the local board whether the reporting requirement should be eliminated for that school. If the superintendent does not recommend elimination of the reporting requirement, the school improvement team may request a hearing by the local board as provided in G.S. 115C-45(c).

Any teacher who knowingly and willfully makes or procures another to make any false report or records, requisitions, or payrolls, respecting daily attendance of pupils in the public schools, payroll data sheets, or other reports required to be made to any board or officer in the performance of their duties, shall be guilty of a Class 1 misdemeanor and the certificate of such person to teach in the public schools of North Carolina shall be revoked by the Superintendent of Public Instruction.

(h) **To Take Care of School Buildings.** It shall be the duty of every teacher to instruct children in proper care of property and to exercise due care in the protection of school property, in accordance with the provisions of G.S. 115C-523. (1955, c. 1372, art. 17, ss. 4, 6; 1959, cc. 1016, 1294; 1969, c. 638, ss. 2, 3; 1971, c. 434; 1981, c. 423, s. 1; 1985, c. 642; c. 686, s. 2: 1989, c. 585, s. 4; 1993, c. 539, s. 884; 1994, Ex. Sess., c. 24, s. 14(c); 1997-443, s. 8.29(k); 2000-67, s. 8.18(a); 2005-22, s. 2(a); 2013-226, s. 11(b).)