

*“Preparing Competent, Compassionate, Collaborative,
and Committed Leaders”*



We see the future in you.

STUDENT TEACHING HANDBOOK:
NON-TEACHER CERTIFICATION OPTION PROGRAM
(NCOP)
2019 - 2020

Norfolk State University
School of Education
Office of Clinical Experiences
And Student Services
Bozeman Bldg. Room 221
700 Park Avenue
Norfolk, Virginia
23504-9989

Director, Dr. Shafeeq Ameen
Email: saameen@nsu.edu
Office Telephone: (757) 823-8631
Telefax: (757) 823-2590

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INTRODUCTION

Student teaching is a practicum opportunity where teacher education students assume the role of a professional classroom teacher for a designated period of time. The education student has opportunities to work closely with skilled professional educators and to practice those skills in a classroom setting. Through a collaborative effort with classroom students, the school environment, and the clinical faculty and staff, the education student can expect an enriching student teaching experience. Therefore, we encourage the student teacher to take advantage of every opportunity to observe, question, participate, and evaluate this capstone field experience as a means of increasing their teaching competencies, skills, and dispositions for their future professional role in education.

This handbook is a guide written for the student teacher, the cooperating teacher, and the university supervisor. It answers many questions about the foundation and processes involved with student teaching. Please take a moment and read this handbook in its entirety. A major focus of the handbook is a discussion of the roles and responsibilities for the three major participants involved—you—the student teacher, the cooperating teacher, and the university supervisor.

NSU education students are prospective teachers who have been taught that a great teacher is *competent, compassionate, collaborative, and a committed leader*. The School of Education is deeply indebted to the many individuals, organizations, and agencies that have contributed to the success of these learners each academic school year. With this in mind, NSU's School of Education continually seeks feedback on our alumni's outcomes within school divisions to refine and improve the overall effectiveness of our teaching programs. NSU appreciates all of you! Thanks again for being a part of one of the oldest and greatest professions in the world – TEACHING.

Behold!

Dr. Gillian N. Ardley,

Director of the Office of Clinical Experiences and Student Services
School of Education
Norfolk State University

Norfolk State University Directory of Key Contacts and Key Offices

Note: Please contact NSU A-Z Directory for Any Updates on Faculty or Staff

Dean's Office, School of Education			
Dr. Leon Rouson	Dean (I)	757-823-8701	lrouson@nsu.edu
Dr. Denelle Wallace	Associate Dean	757-823-8886	dlwallace@nsu.edu
Office of Clinical Experience and Student Services (OCESS)			
Dr. Jillian Ardley	Director, OCESS	757-823-8715	jnardley@nsu.edu
Ms. Myrtle Jones	Administrator	757-823-8715	mdjones@nsu.edu
Department Contacts			
Dr. Jacqueline Johnson	Department Chair, Early Childhood/ Elementary/ Special Education (ECE)	757-823-2700	jjohnson@nsu.edu
Dr. Larry Ferguson	Department Chair, Secondary Education and School Leadership (SESL)	757-823-9095	lferguson@nsu.edu
Dr. Tarin Hampton	Department Chair, Health, Physical Education, and Exercise Science (HPEEX)	757-823-8703 or 8457	tthampton@nsu.edu
University Support Services			
Mrs. Doral M. Jackson	Coordinator, Office of Accessibility Services/International Student Services (O.A.S.I.S.)	757-823-8325 or 2014	dmjackson@nsu.edu
Dr. Vanessa Caldwell Jenkins	Director, University Counseling Center	757-823-8173	www.nsu.edu/counselingcenter/contact-us
The Writing Center	Writing Center	757-823-2271	writingcenter@nsu.edu
Mrs. Alisha Bazemore	Director, Career Services Office	757-823-8462	careerservices@nsu.edu

GUIDING TENENTS FOR PROSPECTIVE TEACHERS

The Guiding Tenet of the School of Education is to prepare teachers *that are competent, compassionate, collaborative, and committed leaders*. These principles are the foundation for practices that support diverse learners of the 21st century. NSU seeks to prepare educators who demonstrate these characteristics in order to provide effective teaching and learning. Student teachers accept the responsibility for the students that are entrusted in their care and readily support their learning and their overall development. To get to this point, the sequence of field experiences at Norfolk State University starts a **Level I** experience(s) that consist of mainly observation with limited participation and related educational activities given by the course instructor. Then **Level II** experiences that consist of more participation, awareness, and less observation is the next phase once the student is accepted into the NSU Teacher Education program, non-licensure status. The final phase concludes with a **Level III** experience which allows the student to manage a pre-kindergarten classroom with support by an experienced teacher. This is also called *Student Teaching, Practicum, and/or Internship* depending on the education program. However, in this guide, *student teaching* will be the term that refers to all three.

SCHOOL OF EDUCATION MISSION STATEMENT

The School of Education provides the leadership, coordination, and evaluation of all academic programs and services offered through the departments of Early Childhood/Elementary and Special Education, Secondary Education and School Leadership, and Health, Physical Education and Exercise Science. Its central purpose is to provide pre-service and in-service educational programs to prospective teachers, in-service teachers, administrators, and others engaged in educational activities in schools and other agencies.

Additional purposes are as follows:

- To contribute to the knowledge base in the field of educational theory and practice in a technological savvy, multi-cultural, multi-lingual, and multi-racial world.
- To provide leadership in involving public schools, universities and communities in collaborative educational efforts.

To provide service to other agencies engaged in education in such a manner to promote the realization of equal educational opportunity and equal educational results for all children.

GENERAL OVERVIEW AND PURPOSE OF CLINICAL EXPERIENCES

Early childhood clinical experiences are integral parts of the curriculum for NCOP teachers. Information and related forms on NSU clinical experiences are located under the Office of Clinical Experiences and Student Services (OCESS) and can be accessed on the website at www.nsu.edu/ocess/forms. Mandatory field experiences for prospective teachers are designed to provide students with a variety of academic settings that include diverse learners. These experiences are planned to provide relevant opportunities for the application and evaluation of theories and concepts that are taught in their program of study. The sequence of these experiences allow students to progress through levels of development with increased responsibility for classroom instruction and other professional roles

LEVEL I AND LEVEL II PREREQUISITES AND PROCEDURES

In order to go to a Level I experience, a student must do the following:

1. Be enrolled in a course that requires an educational field experience with children.
2. Complete an application for a field experience prior to the deadline. (See OCESS website for details.)
3. Complete a TB test and show documentation of a negative reading. (Visit the Spartan Health Center, local health clinic or personal physician)
4. Submit payment for a Universal Background Check to OCESS after getting fingerprinted at a local police department. (For directions to the closet police station and forms, come to OCESS to receive the fingerprint card and the "National Criminal Background Check for Employees or Volunteers Providing Care to Children, the Elderly and Disabled" Form prior to visiting the police station.) Note: OCESS will accept Universal Background Check results/documentations from your present employer if they were completed within a 12 month period of your current field experience application.
5. Wait for confirmation of field experience prior to contacting or entering the designated setting

6. Complete paperwork and return the required forms to OCESS at the end of the term.

Prerequisites to Enter Level II Experiences

All NCOP students must apply for student teaching the semester before they expect their **Level III** field experience to begin. The complete application packet must include the following:

- Completion of **all** coursework for a teaching program with a **2.5 or above GPA**.
- A professional résumé
- A head shot of participant's photo attached to the student teaching application
- Be a graduating senior (or completing your required program) in December or May
- Request early childhood sites only that are accredited and meet the criteria for the enrolled program. (Work with advisor and OCESS director if unsure.)
- Departmental endorsement (of your major)
- Signature from appropriate administrator in department
- Completely filled out form with additional information on the preferred site attached if required. See OCESS website for early childhood forms. *It is the student's responsibility to give the contact information on the early childhood requested site*
- ***A current universal criminal background check (within one year)**
- ***A current (within one year), negative Tuberculin** Skin Test or chest x-ray results
- Transfer students must complete at least one methods course before approval for student teaching

**(Only necessary if there has been more than a year lapse between application to teacher education and the request for student teaching.)*

Prerequisites for Entering a Level III Experience

All NCOP students must apply for student teaching the semester prior to when the **Level III** field experience begins. The complete application packet must include the following:

- Completion of **all** coursework for a teaching program with a **2.5 or above GPA**.
- A professional résumé
- A head shot of participant's photo attached to the student teaching application
- Be a graduating senior (or completing your required program) in December or May
- Request early learning sites only that are accredited and meet the criteria for the enrolled program. (Work with advisor if unsure of appropriate school accreditation.)

- Departmental endorsement (of your major)
- Signature from appropriate administrator in department
- Completely filled out form with additional information on the preferred school attached if required. It is the student's responsibility to give contact information on a requested early learning site.
- **A current state criminal background check (within one year)***
- **A current (within one year), negative** Tuberculin Skin Test or chest x-ray results*

*(Only necessary if there has been more than a year lapse between application to teacher education and the request for student teaching.)

Application Process and Placement in Schools for Student Teaching

The Norfolk State University, School of Education is mainly a collaborative effort between NSU and the early learning site on campus and around the Hampton Roads area. All early learning sites that have not gone through the vetting process, will require documentation on accreditation, licensure of proposed teacher, curriculum utilized and other factors that could impact a quality placement such as class size and the use of other student teachers in the classroom. Therefore, a student proposing such a site due to their unique circumstances will need to share the contact information with the director of OCESS to ensure that it is an appropriate placement.

The application process is as follows:

1. The prospective teacher should appropriately complete the application process as noted in the section above.
2. The prospective teacher must submit the completed application packet to the Office of OCESS for processing.
3. The OCESS submits the placement application to the requested early learning site personnel or representative based on the request.
4. OCESS sends an email confirming the placement along with the name of the designated clinical faculty/cooperating teacher to the applicant and his/her assigned university supervisor.

The process/criteria for school placement is as follows:

1. The prospective teacher must complete the applicable student teaching placement forms by going to the Office of Clinical Experiences and Student Services (www.nsu.edu/ocess/forms)
2. The prospective teacher may suggest an out of town site. However, the site must be recognized and approved as an appropriate placement (i.e., licensed by state social services and 4-year degreed cooperating teacher). Again, if there is no former relationship/usage, there needs to be a rationale for the special request prior to the processing of the application. The OCESS works closely with both university supervisors and early learning sites to honor requests for placements. However, travel outside of NSU's immediate community may be necessary and prospective students are responsible for all travel arrangements. University supervisors willing to work with students at a distance will manage their observations and feedback with distance learning technology.
3. Early learning sites must be willing to accept and properly supervise candidates as well as have the capacity and human resources to provide such supervision. Consequently, final placements are made after collaboration occurs with OCESS and the proposed site to ensure that the cooperating teacher and the school meets the needs of an appropriate placement for the student.

Non- certification option program (NCOP) Student Placement Policy

The Office of Clinical Experiences and Student Services (OCESS) strives to provide high quality and diverse experiences for all students. In an effort to do this, the following placement guidelines will be adhered to by students enrolled in the **NCOP** at Norfolk State University

1. The NCOP student must complete one (1) practicum experience with a total of 300 hours. The 300 hours are divided into two categories: directed teaching and non-directed teaching, for 150 hours each.
2. The OCESS will not accept placement choices from students requesting placement in their physical locations of employment (i.e. same building, same classroom, or center having the same parent-business organization etc.).
3. The OCESS will not accept placement choices from students requesting placement at a facility where a family member or an acquaintance is employed or where the candidate's child or children attend.

4. **NCOP** students may not participate in the *PUBLIC SCHOOL pre-K programs*. NCOP students may be placed in Head Start sites, non-profit organizations, academies, lab schools, private organizations, government or military child care facilities.
5. All requested placements must take place at centers or sites that meet the following criteria:
 - a) Facilities must be state licensed or be accredited by an accepted accreditation agency. For example, child care facilities that are accredited by the **National Association for the Education of Young Children (NAEYC)** are acceptable.
 - b) Centers must use a recognized and accepted curriculum. A curriculum such as the **A Beka** or non-identified curriculum will not be acceptable.
 - c) The cooperating teacher must hold a 4-year degree in education, psychology, social work or any other human services-related fields.

GENERAL POLICIES FOR NSU STUDENTS

Beyond the personal performance and achievement of an education student at the university level, the student teachers is entrusted with the care and education of children within their given field placements. Therefore, an education student must adhere to a high standards of personal character and conduct. Professional responsibility begins with a prospective educator's initial association with Norfolk State University's overall code of conduct, the School of Education's expectations, and the expectations of the Virginia Department of Education's code of ethics for teachers, and expectations related to their individual program and school of assignment. These policies, procedures, and regulations are contained in the NSU Code of Student conduct, <http://www.nsu.edu/policy/admin-27-02.aspx>, as well as the Board of Visitor Policy # 05 (2015) Title IX: Sexual Violence, Discrimination, Harassment, and Retaliation for NSU students, <http://www.nsu.edu/policy/bov-05.aspx>, the School of Education Dispositions, <http://www.nsu.edu/ocess/Advisor-Dispositions-Rubric.aspx>, the Virginia Department of Education Code of Ethics, <http://www.doe.virginia.gov/about/code-ethics.shtml>, the National Education Association's Code of Ethics of the Education Profession, <http://www.nea.org/home/30442.htm>, and the Association of American Educators, <https://www.aeteachers.org/index.php/about-us/aae-code-of-ethics>. (See Appendix B.) All of these policies reiterate what a high quality citizen looks like and acts with others in their surroundings.

- Failure to adhere to these policies will subject the education student to potential actions and processes as ascribed by each of these policies and may result in NSU disciplinary action, including but not limited to withdrawal from courses and/or dismissal from the Norfolk State University's School of Education. Consequently, impacting the completion of a degree in education.
- Adherence to these policies, procedures and regulations are expected during all aspects of students' matriculation and career with the Norfolk State University's School of Education. Therefore, it is expected of students to follow the chain of command for academic, student conduct, or student services issues that might occur during their tenure at NSU. The overall process for NSU Student Complaints are located at <http://www.nsu.edu/oel/student-complaint-form.aspx>. NSU is committed to excellence and is open to serving all students in a caring and efficient manner to diminish concerns and issues that could hinder graduation.

GENERAL POLICIES FOR STUDENT TEACHING

The NCOP student must complete a minimum program requirement of 300 instructional clock hours of student teaching that include non-instructional activities in a 16 week experience. The hours must be completed within the specified weeks. Therefore, completing more hours than expected weekly to finish early is not acceptable. General policies to support an effective immersion into the student teaching experience are as follows:

- 1. Attendance:** The NCOP student should report to the school at the same time as the cooperating teacher and should remain there until the cooperating teacher gives permission to leave. (Make a rule to self to arrive and depart on his/her full-time schedule.)
- 2. Absences/Tardiness:** If the student teacher is absent or late on any given day, the student teacher must contact the **director of OCESS**, the **university supervisor**, and the **cooperating teacher**. All three must be notified as far in advance as possible via phone and e-mail.
- 3. Personal Appearance:** Student teachers are expected to observe the professional dress guidelines as outlined by the Student Teaching Program. **Professional dress does not include:** *jeans, sneakers, flip flops, skin-tight pants or leggings, miniskirts, exposed cleavage,*

exposed undergarments/straps, belts below the waist, or t-shirts. Many early learning sites have a uniform dress code. Therefore, comply with the given policy. Gum chewing is not allowed. Student teachers supervising physical education students are expected to wear polo shirts, workout suits with the pants and jacket or Bermuda length shorts for field events, etc.

5. Field Experience Forms/Assignments: All required student teaching forms and assignments must be completed and submitted on time in the provided data management system such as Blackboard by the student teacher, cooperating teacher, and university supervisor as listed in the **Semester Schedule or syllabus for student teaching** unless otherwise directed.

6. Outside Commitments: Student teachers are strongly encouraged to limit outside commitments such as jobs, offices in organizations and groups, or additional courses. While NSU understands that students may have other obligations in addition to student teaching, outside commitments must not impose upon the responsibilities required to fulfill the student teaching experience. Student teachers that have concerns in this area should discuss them with the director of OCESS before they begin their placement. **If outside commitments interfere with internship responsibilities, the student teacher may find it necessary to make personal adjustments to give full attention to the program. If this is not done, the student may be asked to leave their placement which in turn will impact their final grade.**

7. Social Media: Student teachers must make wise decisions regarding information posted to social media. Parents, teachers, administrators and students browse sites such as Facebook to learn more about a candidate assigned to their school. Thus, a burgeoning professional must understand first impressions are formed from the information they post on the web. Therefore, as a student teacher makes decisions about what to share on their social media accounts, he/she must carefully consider how it may be interpreted and its potential impact on their professional reputation. Basically, student teachers are part of a profession in which they are expected to model appropriate behaviors and choices. Behaviors that seem appropriate in private situations may be inappropriate in professional contexts.

Professional guidelines for using social media falls within the following categories:

- a) Maintain separate sites for professional and personal use.

- b) Use appropriate privacy settings to control access to personal social media sites. (I.e. set to “friends only.”)
- c) Deny students as participants on personal social networking sites. Decline any student-initiated friend requests.
- d) Refrain from discussing students, colleagues, supervisors, or any details about your placements on **any** social media site.
- e) Post only information you are comfortable sharing with the world.

Treat *professional* social media space like a classroom and/or a professional workplace. Be aware of word choice and tone.

8. Cell Phone Use: Cell phones should be muted and stored during instructional and non-instructional duty times.

9. Video Recording: Student teachers are required to video record themselves delivering instruction as part of the assessment requirement at Norfolk State University. The videos are also used by supervisors and cooperating teachers to evaluate a student teacher’s performance and to provide feedback. Therefore, a student teacher must be aware of and respect the school’s video recording policy. This policy must be discussed with the cooperating teacher and/or director at the beginning of the Practicum experience AND prior to recording the lesson. Most schools have a form that covers this policy. However, if the school does not have a form, confer with the cooperating teacher and/or director and consider using the following language:

Dear Parent/Guardian: As a student teacher at Norfolk State University, I am required to video record short segments of my teaching so I may reflect upon and improve my instructional practices. During the video recording of a class, the camera will be primarily focused on me, the student teacher. Any appearance of students in the videos will be incidental. The videos will be uploaded into a secure online system, and will be viewed only by professional educators for the purposes of providing feedback and/or potentially employing me for a job.

Please indicate below whether or not you give your permission for your child to be video recorded for the purposes described above. If you have any questions, please feel free to contact the Office of Clinical Experiences and Student Services at Norfolk State University at 757.823.8715.

- I give permission**
- I do not give permission**

10. Non-fraternization Policy: While classified as a student teacher from NSU, interaction on a personal level is NOT allowed with school employees, students/clients, or parents/guardians of students/clients. The relationships should only be one of professional

cooperation and respect to ensure that an environment conducive to learning is maintained. This policy applies to on-campus as well as off school property before, during, and/or after school hours. Any complaint received will be promptly investigated and may result in temporary removal during the investigation, and, if warranted, appropriate corrective measures such as a formal written warning, permanent removal from field placement, and/or dismissal from the program.

11. Reporting Abuse/Neglect: Student teachers are obligated to report suspected child abuse and neglect according to the procedures of the school division and the individual school. The student teacher may not try to deal with the issue independently. Student teachers must locate the person assigned to receive such reports and share the information – working with the clinical faculty/cooperating teacher is a must. Information should also be shared with the university supervisor.

12. Sexual Misconduct/Abuse: Student teachers share the responsibility of protecting preK-12 students from sexual misconduct and abuse. Appearances of impropriety must be avoided and personal contact between adults and students must always be nonsexual, appropriate to the circumstances, and free of ambiguity. Student teachers must follow the guidelines provided by the Virginia Board of Education: Guidelines for the Prevention of Sexual Misconduct and Abuse in Virginia Public Schools, http://www.doe.virginia.gov/boe/guidance/safety/prevent_sexual_misconductabuse.pdf.

13. Substitute Teaching Policy: Each school has a policy and provisions for obtaining a certified substitute teacher when a clinical faculty/cooperating teacher is absent. Therefore, student teachers are not legally allowed to manage the class on their own due to liability and a lack of a contract to provide such services during an internship. As an alternative for the cooperating teacher's absence, the student teacher's role is to assume major teaching responsibilities in order to provide continuity and consistency for the classroom students as he/she works with the substitute to maintain the schedule and classroom expectations.

14. Insurance: Liability and Medical: Teacher candidates are strongly encouraged to have liability insurance while they are enrolled in field experiences within a teacher education program. Students who are members of the Student Virginia Education Association (SVEA) have professional liability insurance as part of their membership benefits. Annual membership dues for SVEA can be found at <https://www.studentvea.org/p/join-today.html> or see the OCESS

Semester Calendar for SVEA meeting times to find out more about the organization. Liability insurance can also be obtained through private insurance companies.

Teacher candidates do not receive medical coverage from the local school division or NSU. Thus, student teachers are responsible for providing their own health and accident insurance coverage. Therefore, NSU requests all students, regardless of their income level, to obtain health insurance coverage that will protect them against the increasing cost of medical care not covered by NSU's Health Services Fee for services provided at the Spartan Health Center.

PROFESSIONAL DEVELOPMENT WITHIN STUDENT TEACHING

The professional development aspect of the student teaching component has the following purposes: the professional laboratory experiences are structured to provide continuous use of human resources at the local, state, and national levels and designed to facilitate the maximum growth of both pre-service and in-service personnel connected with the university's teacher preparation programs. The term, "professional development" in a group setting is used throughout the frameworks of the teacher education program to denote all participants' work in learning how to handle diverse challenges and experiences associated with activities directly or indirectly related to the teaching act. Professional development activities occur in orientations, professional seminars, departmental seminars, school-based conferences, and career related events such as job fairs.

Orientations

Orientations are held each semester for new student teachers, university supervisors, and clinical faculty/cooperating teachers. Partnering schools also offer NSU education personnel the opportunity to address needs, concerns, and strengths of the student teaching program during their back-to-school opening sessions. The basic organization of an orientation is designed primarily to facilitate a total understanding of Norfolk State University's student teaching program as it relates to:

- the organization and structure of the field experiences
- the policies and procedures related to the field experiences
- the role of the participating school personnel in the directed teaching process
- the university's role in education preparation program

- the updating of information in regards to field experiences

Professional Seminars

The professional seminar series is an integral part of the student teaching component and a major part of the professional laboratory experience. The **OCESS director serves as the facilitator.**

Professional seminars are organized to:

- review expectations/assignments related to student teaching
- cover topics and issues essential to the operational competence of today's teacher
- involve practicing professionals (local, state, and national) directly or indirectly in the preparation of future teachers; and
- prepare students for future employment

Professional seminars are held each Thursday at 1:30 P.M. unless otherwise stated. All prospective teachers are required to attend these scheduled seminars. ***Attendance at the professional seminars are mandatory and will count as the participation and professionalism part of the student teaching grade inputted by the university supervisor.***

Departmental Seminars

The organization and structure of departmental seminars vary among departments. This aspect of professional development is the responsibility of the subject-area coordinator and/or university supervisor. Following the professional seminar, the departmental seminar is held at 3:00 P.M. and are ***mandatory***. It offers an opportunity for the prospective teacher to meet with the university supervisor to help in clarifying responsibilities and duties related to teaching, to seek help in analyzing classroom experiences, and to interact and share problems and concerns with peers. In addition, the departmental seminars are designed to:

- relieve anxieties and frustrations normally experienced during the student teaching process
- assist in developing a professional approach to problem-solving that involve experiences in the school/classroom setting
- demonstrate the ability to analyze one's teaching performance reflectively
- analyze methods and theories of learning as related to the teaching process

The university supervisor serves as the facilitator and the person responsible for designing and planning the content and organization of the departmental seminars. The clinical/university supervisor is the primary resource person who addresses questions, concerns, and lead the discussion on chosen topics. All prospective teachers are required to attend the departmental seminars. Attendance at the departmental seminar is **mandatory** and *will count as part of the student teaching grade. These meetings will take place every other Thursday of the month unless otherwise specified.*

School-based Conferences

A major supportive aspect of the professional development phase connected to the directed teaching experience are the school-based conference sessions. The conference sessions are divided into two types: the *university supervisor's post conferences following school visitations*, and the *cooperating teacher's daily/weekly conferences*.

- *Post conferences* following clinical visitations are held as soon as possible after a visit from the university supervisor. The prospective teacher is responsible for making the appointment with the designated clinical supervisor. The purpose of this conference is to critique lesson(s) taught during the university supervisor's face-to-face visit or online viewing of progress for remote sites.
- *Daily/Weekly conferences* with the cooperating teacher are considered to be very essential to the growth and development of the prospective teacher. These conferences are arranged by the cooperating teacher for the purpose of assisting the prospective teacher with adjustment to the role of teacher.

Career Related Events

The ultimate goal after obtaining a degree in teacher education is to obtain a relevant position in the field of study. NSU and the School of Education provides opportunities that student teachers are expected to attend to support this effort. Some include career fairs, American Education Week, State-wide teaching conferences, and related events. The director of OCESS supports this process to ensure involvement in these activities.

TEACHING COMPETENCIES

Teaching standards are used to provide the **knowledge (K)**, **skills (S)**, and **dispositions (D)** prospective teachers need to become master teachers. NSU utilizes the *Virginia Department of*

Education's (VDOE) Uniform Performance Standards for All Teachers, and The *Interstate New Teacher Assessment and Support Consortium (InTASC) Standards* to guide the process for all participants. The *National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation* are also provided by the university supervisor within the course syllabus to support the specific needs of the NCOP program.

VDOE Uniform Performance Standards for All Teachers

The VDOE uniform standards includes seven standards,

http://www.doe.virginia.gov/teaching/regulations/uniform_performance_std_2011.pdf. The seventh performance standard is focused on student academic progress. Within each of the seven standards listed below are key elements that describe the knowledge that teachers should possess and actions required to advance student learning. Together these seven standards represent the scope and complexity of teaching and noting students' outcomes within school divisions. Therefore, NSU student teachers will demonstrate mastery in the following:

<p>Performance Standard 1: Professional Knowledge The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</p>
<p>Performance Standard 2: Instructional Planning The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.</p>
<p>Performance Standard 3: Instructional Delivery The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</p>
<p>Performance Standard 4: Assessment of and for Student Learning The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.</p>
<p>Performance Standard 5: Learning Environment The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</p>
<p>Performance Standard 6: Professionalism The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.</p>
<p>Performance Standard 7: Student Academic Progress The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</p>

VDOE Uniform Performance Standards for All Teachers

INTASC Standards

The Interstate New Teacher Assessment and Support Consortium (**INTASC**) is a consortium of state education agencies and national educational organizations dedicated to the reform, preparation, licensing, and on-going professional development of teachers. The InTasc Standards, https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf, are composed of 10 Standards with multiple indicators that review the knowledge, skills, and dispositions expected of teachers.

They also fall within 4 categories which are indicated with the relevant standards below:

I. The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning

Standard 1: Learner Development—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences—The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments—The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

II. Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard 4: Content Knowledge—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content—The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

III. Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways

Standard 6: Assessment—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies—The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

IV. Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard 9: Professional Learning and Ethical Practice—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Reprinted from the Council of Chief State School Officers (2013, April) Interstate Teacher Assessment and Support Consortium InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development. Washington, DC: Author

Overall, when looking at several expectations and documented standards of good practices for educators, student teachers are required to meet the following standards that comply with The Council for the Accreditation of Educator Preparation. (CAEP) by which the NSUs School of Education governs itself nationally:

1. **Subject Matter Knowledge:** Students teachers must master the subject matter concepts of their endorsement areas to the degree required to teach the subject(s) effectively and to meet Virginia state licensure and InTASC standards. Data collected to assess candidate subject matter knowledge are quality data from multiple sources and are used to evaluate program impact. CAEP standard 1.1, 1.3 2.
2. **Pedagogical Knowledge and Teaching Skill:** Student teachers demonstrate the knowledge and use of a variety of effective models, research and evidence based according to InTASC standards, and that afford all P-12 students access to rigorous college-and-career-ready standards. Data collected to assess pedagogical knowledge and teaching skill are quality data from multiple sources and are used to evaluate program impact. CAEP standard 1.1, 1.2, 1.3, 1.4 and 1.5 3.
3. **Sensitivity to Diversity:** Student teachers demonstrate the skills and dispositions to meet the diversity of students' backgrounds, abilities, and cultural perspectives. Data collected to assess candidate skills and dispositions to meet the diversity of students' backgrounds, abilities, and cultural perspectives are quality data from multiple sources and are used to evaluate program impact.
4. **Technological Skill:** Student teachers have the skill to use technology as it relates to teaching in contemporary classrooms. Data collected to assess candidates' educational technology skills are quality data from multiple sources and are used to evaluate program impact.

NAEYC Standards for Early Childhood Professional Preparation

The **National Association for the Education of Young Children** (NAEYC) is a professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research. NSU NCOP students classify and behave themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable,

reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. To support this effort, NAEYC has developed standards for professional practices that are incorporated into the student teaching experiences. They can be found at https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/2009%20Professional%20Prep%20stdsRevised%204_12.pdf

PROVISIONS FOR UNSUCCESSFUL STUDENT TEACHERS

Education is a profession that requires mastery of content, knowledge of pedagogy, and a positive disposition that is open to constructive feedback which contributes to the learning and development of self and others through interpersonal competence. All student teachers receive feedback about content knowledge, pedagogical skills, and professional dispositions in the courses associated with their clinical experience. NSU educators evaluate a student's understanding, performance, and dispositions through rubrics and other assessment tools to support growth and development. Moreover, the professor of record for the clinical experience shares these assessment tools beforehand to ensure that students know the expectations of the field experience. However, sometimes student may fail to meet the requirements. Consequently failure to improve when problems arise in any of these areas may result in academic performance measures such as an improvement plan, and/or dismissal from a field experience, internship, or the program, and/or failure in an academic course.

Most important, negative dispositions are not allowed and certainly not conducive to the field experiences. A positive attitude is very important to the success within this profession and goes a long way in establishing long-term relationships; it is a sign of a caring professional. Moreover, competencies and skills must accurately address the needs of the children within the given clinical setting. However, if a prospective student is not making satisfactory progress in the field experience, depending on the deficiency, the following provisions are available:

1. Additional time added to the experience to correct the deficiencies.
2. A return to the university campus for more training on knowledge, skills, and/or appropriate dispositions.
3. A grade of an *Incomplete* (I) until all deficiencies have been alleviated that were noted on the "I Contract" by the university supervisor. Of course, this action will no doubt delay the student teacher's graduation date.

Due Process for Students Enrolled in Student Teaching In Jeopardy of Failing Assignment

There may be circumstances where immediate dismissal from a field experience, internship, other courses, and/or program may be necessary. The university supervisor, the OCESS director, and other appropriate NSU School of Education personnel will carefully consider the circumstances prior to this type of decision. Circumstances may include blatant violations of the professional standards that result in impaired relationships with cooperating teachers, PK-12th grade students and/or NSU faculty, or serious behavioral offenses. However, in most cases, an intervention involving an improvement plan will occur prior to a disciplinary/academic decision/removal from field experiences, courses related to field experiences, or the Norfolk State University's School of Education.

Strict adherence to due process rights of NSU students is given, and in most cases, the following steps will be observed:

- 1. Inform the student.** Open communication guides the student in monitoring his/her growth. Initial concerns regarding any relevant expectations need to be communicated with the student acknowledging awareness of the concern(s). Further, the student should be informed that failure to successfully complete the program and/or field experience expectations may result in his or her failure in a course/internship.
- 2. Support or assistance.** NSU Faculty and clinical faculty will support professional development in the area of concern using available resources, as appropriate.
- 3. Written notification.** If a student is in jeopardy of not successfully completing course or program objectives, the supervising faculty or other appropriate NSU SOE faculty such as the director of OCESS will identify an improvement plan using an appropriate written format and will communicate the plan to the student. Written acknowledgement must be noted by the student also in question.
- 4. Decision Documentation via electronic notification or meeting.** In the event a student is not satisfactorily meeting the terms of the improvement plan, the director of OCESS (or designee), University faculty, and other school personnel as appropriate will meet with the student to share the related decision. The student will receive a summary of the areas of concern; then he/she will have an opportunity to further review documentation supporting the related decision. Lastly, the student will have an opportunity to respond to the concerns.
- 5. Appeal.** In the event the student disagrees with the disciplinary decision, the student may request an appeal to the School of Education within one week after notification of the decision. The form is entitled

Student Resolution Form, http://www.nsu.edu/Academics/Academic-Engagement/files/Student-Resolution-Form_Education.aspx.

If the actions taken by the participants within the due process is not acceptable to the student, then the appeal can move forward to the Office of the Provost. Again see the NSU student complaint form for the steps to diverse departments during the appeal process if required: <http://www.nsu.edu/oel/student-complaint-form.aspx>. Remember, the request for appeal must be in writing and the appropriate signatures must be included.

Student appeals about a failing grade or an incorrect grade for a course/internship must proceed through the grade appeal procedures. See Correction or Omission of Grade Policy, <http://www.nsu.edu/policy/admin-31-09.aspx>.

Appeal Process: Beyond NSU

According to NSU website's page entitled *Reporting*, <http://www.nsu.edu/Campus-Life/Services-Resources/Dean-of-Students/Student-Conduct/Reporting>, students can do the following: *"In accordance with VAC 40-31-100 of the Virginia Administrative Code, the State Council of Higher Education of Virginia (SCHEV) is responsible for investigating all written and signed student complaints against post-secondary educational institutions in Virginia, once a student has exhausted all available grievance procedures at the University. Please review the attached link for additional information:* <https://www.schev.edu/index/students-and-parents/resources/student-complaints>.

ROLE OF THE OFFICE OF CLINICAL EXPERIENCES AND STUDENT SERVICES

The director of the OCESS serves in conjunction with NSU students, university faculty and administrators, field placement coordinators of diverse school divisions, the VDOE division of Teacher Education and Licensure' representative, teacher recruiters, and other interested stakeholders desiring information about education students. In conformity with federal and state regulations regarding the training of teachers, the OCESS screens students to ensure that the expectations for field placements are met (i.e. background checks). OCESS also works with faculty members and school divisions in arranging quality placements for student teachers, assists university supervisors in monitoring intern performance, works closely with university and school faculty when concerns emerge, and supports university-school partnership efforts.

OCESS handles all applications for teacher education from prospective student teachers. OCESS also handles the request for college verification for teaching licenses for the Virginia Department of Education (VDOE) and other states as requested for NSU alumni.

Responsibilities of the OCESS in terms of placement are the following:

- (A) collects the necessary placement forms and additional documents
- (B) makes arrangements for all field experiences
- (C) collaborates with school personnel in reference to assignment of NSU students
- (D) sends out typed notifications to students of placements once the information is received from the participating partner
- (E) maintains a list of active field placements at all levels
- (F) answers questions regarding field placements
- (G) addresses all problems or concerns when or if they arise related to placement
- (H) keeps/archives records on all field experiences
- (I) supports students and faculty with placements that are not typically used to move the request forward.
- (J) Offers guidance to students in choosing placements so that each has an opportunity to go to diverse settings within the 3 levels of placements.

ROLE OF THE UNIVERSITY SUPERVISOR

The university supervisor has the responsibility of monitoring the classroom experiences of the student teacher. This person helps to guide the student teacher in becoming a confident and competent leader within the classroom. The university supervisor accepts the responsibility involved in the molding and shaping a future teacher. This is a responsibility that is not to be taken lightly. The responsibilities for a university supervisor are as follows

1. Complete the components within the evaluation and grading portion as noted in the handbook. (See Evaluation and Grading Section.)
2. **Visit each teaching facility during the first or second week for an orientation** with the cooperating teacher to ensure that the placement is appropriate for the student teacher.
3. **Conduct a minimum of three (3) formal observations. None of the observations may occur on the same day.**
4. Support in videotaping process of formal visits as needed.

5. Set up a schedule of times to communicate with the student teacher face-to-face and/or through telecommunications. (Departmental Seminars)
6. Schedule a conference period within 24 hours after each observational visit. (Conferences)
7. Participate in professional seminar activities as needed.
8. Conduct bi-monthly departmental seminars.
9. Assist the student teacher in planning selected student teaching assignments.
10. Share the grading procedures for all components of the internship. (In Syllabus)
11. Discuss the overall student teaching requirements.
12. Encourage the student teacher to be honest in sharing problems, concerns, and classroom experiences.
13. Notify OCESS director, as soon as possible of any problems concerning the prospective teacher. Be proactive.
14. Establish a comfortable relationship where sharing takes place with ease through honesty, sincerity, and caring behaviors.
15. Give immediate observation feedback in a positive manner.
16. Be reminded that the university supervisor and the student teachers are guests in someone's classroom.
17. Meet site personnel; serve as a public relations agent for Norfolk State University.
18. Consult with the cooperating teacher regarding an initial assessment of the student teacher early in the semester and if possible after each observation.
19. Attend the clinical/university supervisor's meetings.
20. Upload work in a timely fashion for student's review.
21. Set up Bb site with assignment folders. Review and grade prospective teacher's activities and evaluation forms and place in electronic management portfolio.
22. Be sure that the student teacher notifies OCESS director, the cooperating teacher, and the university supervisor of all absences.
23. Share grade for the prospective teacher at the end of each teaching period with the OCESS director, to the registrar's grading system for the midterm and final check, and to the relevant education department at the end of the experience. Be sure that input is received on the final grade by all involved before assigning a final grade.

All of the above actions ensure that the prospective teacher will have the best opportunity in completing the experience. These activities also help with the appropriate completion of paper

work (i.e. licensure forms for provisional status, graduation paperwork) to support the exiting from the program and entrance into the field of teaching.

CRITERIA FOR A UNIVERSITY SUPERVISOR

Department chairs within the School of Education use a given set of criteria to select the university supervisors who will work with undergraduate and graduate interns. The criteria for their selection is as follows:

- Master's or Doctoral degree (preferred) in a related educational field
- 5+ years Pre-K-12/ classroom teaching experience preferred
- Ability to visit students in the Hampton Roads' school locations in VA
- Expressed sensitivity to diverse populations and communities
- Excellent communication, organizational, and time management skills
- Ability to work with technology management systems in an educational setting
- Evidence of Ongoing Professional Development
- Experience working with new teachers
- Flexible daytime hours

This position is security-sensitive. Therefore, the applicant is subject to a criminal history investigation, and employment is contingent upon the institution's verification of credentials and/or other information required by NSU's human resource procedures, including the completion and return of an approved criminal history check

UNIVERSITY SUPERVISOR SELECTION PROCESS

Selection of university supervisors for field experiences is guided by six major factors:

- recommendations from department heads based on the instructors of courses in the professional education core
- outstanding retired teachers

- recommendations from teachers and community agencies' personnel where students are assigned for field experiences
- persons chosen based on the qualifications and endorsements in the specialty area to be supervised
- persons having early childhood/primary teaching experiences is preferred
- the ability of the supervisor to model the concepts and skills included in the guiding tenet in the development of "competent, compassionate, collaborative, and committed leaders."

ROLE OF THE COOPERATING TEACHER

The cooperating teacher occupies an important role in the professional preparatory experiences of a student teacher. A cooperating teacher is an identified master teacher qualified to mentor a prospective teacher as part of a teacher preparation-training program. With few exceptions, student teachers indicate that the cooperating teacher is the key to their success in the student teaching experience and process. The potential roles of a cooperating teacher are the following:

- Model
- Teacher of Teachers
- Promoter of growth
- Planner
- Supervisor
- Team-member
- Learner
- Evaluator

CRITERIA FOR A COOPERATING TEACHER

The cooperating teacher provides opportunities for engagement and on-going mentoring which are both crucial to the intern's success. Teachers selected for this role meet the criteria modeled for mentor teachers as outlined in *Guidelines for Mentor Teacher Programs*, approved by the Virginia Board of Education June 22, 2000. Cooperating teachers have:

- a minimum of three years' experience as a successful classroom teacher
- a recommendation for appointment as a cooperating teacher by the site manager

- recognized expertise in early childhood education (ECE) subject matter knowledge and varied instructional strategies
- skill in effective classroom management
- an understanding of formative assessment
- effective interpersonal and collaborative skills
- a willingness to take on the responsibilities of a cooperating teacher
- a willingness to participate in the development, implementation, and evaluation of field

In addition to the above criteria for a cooperating teacher, the following required by NSU:

- Any CT participating in another state, region, or federal system, must have a terminal degree related to the subject area of the proposed student teacher
- Have full-time teaching responsibilities in the student teacher's content area.
- Provides an equal educational opportunity to any prospective teacher.

COOPERATING TEACHER SELECTION PROCESS

Selection of cooperating teachers for field experiences is guided by six major factors:

1. A receiving schools agree to have only one student teacher assigned to a classroom where a NSU student teacher is placed. If this varies, an explanation will be given to the university supervisor to ensure that the needs of the student teacher are met in this dynamic situation.
2. Receiving school agrees not to use student teacher as a substitute teacher
3. The experienced teachers agrees to accept the responsibilities attached to student teaching.
4. Placement of a student teacher with a particular cooperating teacher must be confirmed by the administrator designated by the district (i.e. central office administrator or building principal/director) and the OCESS at NSU
5. Frequency with which a student teacher can be placed with an individual cooperating teacher is decided by the designated district
6. Each school system should attempt to match the best available cooperating teacher with each student teacher, not only based on the subject area, but also with an awareness of the student teacher's needs, wishes, and limitations. This decision is also made with the pupils' best interest.

COOPERATING TEACHER RESPONSIBILITIES

In general cooperating teachers:

- Give directions for learning in the classroom.
- Get to know as much as possible about the student teacher.
- Introduce the student teacher and explain why the student teacher is in the classroom.
- Provide for the initial needs and orientation of the student teacher.
- Help the student teacher with thorough planning.
- Perform the role of a counselor.
- Help induct the student teacher into full-time teaching.
- Help with the student teacher's evaluation process.

Specific Responsibilities for Cooperating Teachers

Preparation for the arrival of the student teacher that are helpful include the following

1. Provide a setting that enables the student teacher to assume the role of a teacher with a minimum amount of difficulty. (I.e. work on procedures for access to school systems that support grading, etc.)
2. Organize the classroom to provide the student teacher with space to place personal items and provide appropriate teaching materials and texts.
3. Prepare the pupils for the arrival of the student teacher as a colleague and not as a college student.
4. Create an atmosphere of faculty and staff acceptance by introducing the student teacher to the people with whom they will work. Please include the school administrators. We make this suggestion for the following reasons:
 - for center-wide acceptance
 - for possible other classroom visitations
 - to invite the center administrators to participate in the student teaching experience
5. Become familiar with the university's student teaching program, such as its goals and objectives.

After the Student Teacher's Arrival, the following are helpful:

(A) Schedule a conference before the student teacher assumes any classroom responsibilities.

Discuss the following:

- (1) What is the best phone and email contact information?
- (2) What are the expected arrival and leave time for teachers within this classroom?
- (3) What is your overall plan for the class?
- (4) What is your classroom management/discipline plan?
- (5) What are your class rules?
- (6) What are your expectations?
- (7) How will you proceed as far as initial duties for the student teacher?
- (8) Explain the responsibility and authority of the student teacher.
- (9) What is the order of your class—do you have any “Early arrival” activities?
- (10) What is your newsletter/notes home to parents expectations?
- (11) Who will handle the discipline when the student teacher is teaching? If it is the student teacher, will you interject? If so, under what conditions?
- (12) Please consider other discussion items as you deem necessary for the successful operation and management of your classroom

(B) Plan so that the student teacher will be able to:

- (1) observe you demonstrating a variety of teaching styles
- (2) participate in small and large group instruction
- (3) observe you interacting with an individual student
- (4) guide the writing of lesson plans—whether daily, weekly, or in a unit format
- (5) observe a conference with a student, parent, teacher, etc.
- (6) teach a small group, a specific skill or subject, gradually leading to teaching the whole class, all topics, for an entire day
- (7) Show evidence of developmentally appropriate assessment
- (8) observe/participate in after school activities and meetings

(C) Give the student teacher the freedom to employ appropriate individual classroom management and instructional methods with your guidance.

(D) Provide the student teacher help in planning by:

- (1) establishing how you will be involved in the lesson planning process

- (2) establishing with the university supervisor the criteria for writing lesson plans
- (3) identifying and explaining the lesson plan format and components used in planning
- (4) sharing planning resources
- (5) posting the lesson objective(s) in the classroom to share with parents
- (6) ensuring that the learning objective is measurable and specific

It is important to have daily lesson plans for student teachers to understand way of fulfilling the standards. So, if lesson plans are in a more short-hand form, consider expounding on what the areas mean in the first weeks of the experience.

(E) When you are not teaching, try to:

- (1) Observe—offer praise as well as constructive direction.
- (2) Help your classroom students adjust to the experience of having two or more teachers in the classroom.
- (3) Refrain from conferring with classroom students while the student teacher is teaching.
- (4) Assist the intern in planning and implementing field assignments and upload reports and feedback in a timely fashion. **Student teachers and university supervisors will discuss field assignments from student’s coursework with cooperating teachers.** The OCESS director and the university supervisor will work with the student teacher and the cooperating teacher to clarify assignments and coordinate assignments with on-going classroom activities.

Cooperating teachers complete paperwork on attendance and regularly observe the student teacher and provide feedback on performance. Cooperating teachers are asked to provide informal feedback to the candidate on a regular basis and to **conduct a minimum of three (3) formal observations of the student delivering instruction utilizing the lesson plan format required by NSU**, for which they will complete an evaluation rubric and upload in the appropriate setting as specified by the university supervisor. For more information on required paperwork, see the Evaluation and Grading Chart section within this document.

The cooperating teacher has the most important role in the student teacher’s preparation for becoming a classroom teacher. Most cooperating teachers find working with a student teacher a pleasant experience. Likewise, most student teachers eagerly look forward to student teaching.

However, they also experience a great deal of apprehension. The student teacher is no longer dealing with theory. Practice is now in its place with real children instead of imaginary circumstances or simulations. For the first time, the student teacher discovers if he/she can be effective or not in supporting positive student outcomes. It is an exciting time for both the cooperating teacher and the student teacher if they work in collaboration with one another. The cooperating teacher and the student teacher must constantly demonstrate that the classroom students come first. With this in mind, all involved can experience success.

As university officials, we are grateful to cooperating teachers and the time spent in supporting our NSU prospective teachers. If any questions or concerns arise, the director of OCESS can be contacted via telephone or email or support can come from the university supervisor. Contact information for OCESS is on the cover of the document. The student teacher or the director of OCESS can also share contact information for the university supervisor prior to their initial contact.

ROLE OF THE STUDENT TEACHER

Each student teacher is expected to successfully complete specific requirements for the student teaching experience. All student teachers should plan to work continuously and in collaboration with the university supervisor, the cooperating teacher, and the director of The Office of Clinical Experiences and Student Services. These individuals will assist in the completion of a successful student teaching experience.

Student teaching is exciting and yet at other times, frustrating. The frustration disappears when a change in attitude occurs. Student teachers should always work to keep thoughts positive towards their field experience. This is easier when a student teacher finds themselves in situations that equate to the ultimate/best experience. However, at other times, challenges can make him/her reconsider their occupational decision. Fortunately, both situations are all a part of the teaching and learning experience. Without challenges, there is no growth. So, it is important to remember that the cooperating teacher, university supervisor, and the director of OCESS are always ready to help and willing to lend an understanding ear and words of wisdom. This is time to seize the moment and collaborate with others! Enjoy the opportunity to realize a dream that is here and now – the completion of the degree process to become an educator! Make the best of it, and enjoy!

Student Teacher Criteria

This is the same as the prerequisite section prior to level three. Therefore, see the **CLINICAL EXPERIENCES PREREQUISITES AND PROCEDURES** section earlier within this document.

STUDENT TEACHER RESPONSIBILITIES

In order to fulfill the required responsibilities of the internship, student teachers should do the following:

1. Continue to meet the requirements for completion of their program of study by
 - a. Staying in contact with advisor to ensure all paperwork is completed for graduation.
 - b. Listen to the university supervisor about expectations for evidence for assignments to ensure that all standards are met in a satisfactory manner.
2. Collaborate in the planning of the experience. Student teachers must work carefully with cooperating teacher and university supervisor to do the following:
 - a. Obtaining contact information for cooperating teacher and university supervisor.
 - b. Setting aside a regular meeting time with cooperating teacher to plan and receive feedback.
 - c. Learning the schedule to avoiding conflicting demands on time.
 - d. Developing balanced plans that include experiences such as non-teaching classroom activities, instruction with diverse learners, committee work with peers/colleagues, and parent/guardian meetings as needed.
3. Adhere to the school calendar provided by the participating school partner.
 - c. Consult with the cooperating teacher for the start and end school day times for calendar days.
 - d. Note: It may be necessary to come to the center early or remain after normal hours on some days for activities such as faculty meetings, conferences, etc.
4. **Complete all field assignments, evaluation, logs, and other given assignments by cooperating teacher or university supervisor.**
5. When in charge:
 - a. In case of an emergency situation, know the location of the cooperating teacher.
 - b. Work out an emergency situation plan.
 - c. Familiarize self with the center's policies concerning:
 1. Fire drills

2. Emergency preparedness—bomb threats, tornados, etc.
 3. Places of daily routines (bathroom, outdoors play, napping, etc.)
 4. Injury/Clinic policies and procedures
 5. Transportation/bus rules and regulations
 6. Other areas as noted in the center of participations manuals/handbooks
- d. Be prepared for the various activities of the center's day (i.e., dress, materials):
1. Field trips
 2. Food preparation/serving
 3. Bus duty (if applicable)
 4. Conferences
 5. Parent-Teacher Association Meetings and other meetings
6. Know where your students are at all times.
7. If the cooperating teacher is absent, follow the cooperating teacher's schedule and assist the substitute teacher in becoming acquainted with the classroom routines.

Student teachers are not permitted to take over the class. Remember, you are not a substitute teacher. Legally, you are not protected as a substitute teacher.

The director of OCCES, the university supervisor, and the cooperating teacher provides specific responsibilities and assignments. In general, do the following:

1. Follow the related OCCES calendar, syllabus outline, and center calendar for expected activities and due dates for any requirements (i.e. sanitation reports, portfolio information for students).
2. Self-evaluate using the provided performance standards; be sure to collect data that represents one's best work for each category to use as evidence of growth.
3. Maintain a journal/daily log. Be sure to document non-teaching as well as teaching activities.
4. Submit required activities to cooperating teacher weekly for review. Show copies of required activities at program seminars or upload as required by the outline of activities in the syllabus.
5. Upload all completed tasks to NSU's management system, Bb or share as otherwise instructed by the university supervisor.

SUGGESTED TEACHING GUIDE

Each placement has its own set of challenges and expectations for students. Moreover, weather issues, school closings, school-wide, testing, and other issue can modify the progress of the projector of student teaching. Therefore, the following is a guide of what can be done to support the process. Items can be deleted, moved to another week, and/or grouped differently as bet fits the given placement.

First Week

1. Study the characteristics of children in this age level and apply what you learn to your observation.
2. Make a diagram of the room showing seating arrangement with children's names, bulletin boards and display spaces, special interest centers, etc.
3. Meet with your cooperating teacher to discuss the overview of the classroom program.
4. Share the documents used for grading NSU student teachers with your cooperating teacher.
5. Discuss control and discipline with your cooperating teacher.
6. Move around the room and observe pupils as they work at their seats.
7. Examine folders/records and work samples for children in class as you observe each child.
8. Begin to match faces with names. It may take about two weeks to learn the names of all students in your assigned room(s).

Second & Third Weeks

1. Discuss lesson planning with your cooperating teacher and decide upon an acceptable format.
2. Prepare a lesson plan and teach a small group.
3. Work with a small instructional group and listen as you ask students to read.
4. Walk children to and from diverse activities and spaces within the facility.
5. Discuss the center's assessment system with your cooperating teacher.
6. Construct a developmentally appropriate practices (DAP) bulletin board/learning station. Discuss this with your cooperating teacher and begin now so it can be assembled the following week.
7. Practice addressing students by name.

Fourth Week

1. Choose a book and begin daily reading to the children this week. Carefully observe to note the interest level and attention span of children.
2. Choose a child and begin to keep an anecdotal record. Study the child's individual folder and begin to collect information that may be of help in providing a better program of study. Observe the child in class and arrange to engage in a few observations outside of the classroom.
3. Assemble your DAP bulletin board/learning station. Begin a second DAP bulletin board/learning station to be assembled and displayed during the next few weeks. Observe other DAP bulletin board/learning station for ideas.
4. Prepare lesson plans and teach one subject/topic daily. Observe carefully for evidence of goals that have been reached.
5. Discuss the use of audiovisual equipment for effective teaching with your cooperating teacher. Observe and use videos along with other technology. Be sure that videos are from an approved source (check with the center's administrator or curriculum support person).
6. Grade student artifacts and enter them into the grading system/student portfolio.

Fifth Week

1. Prepare lesson plans for two or three subjects daily. Observe whether or not children are interested in the lesson and meet the stated goal(s).
2. Use audiovisual materials and equipment in your teaching this week.
3. Examine the attendance system. Record and begin to handle this responsibility daily. Observe and follow the procedure used by your cooperating teacher.
4. Discuss parent-teacher conferences with your cooperating teacher.
5. Observe your cooperating teacher preparing and handling the parent-teacher conference.
6. Participate in a guided observation in another classroom.

Fifth & Sixth Weeks

1. Prepare plans and teach lessons daily in all subject areas.
2. Engage in a guided observation in another classroom.

3. Develop the initiative and resourcefulness to increase your effectiveness in the classroom. If you have not made this effort to try strategies and techniques on your own, this might be the time to have this experience.
4. Observe an inclusion class/lesson or sit in on an Individualized Education Plan (IEP) or Child Study meeting if possible.

Seventh - Ninth Weeks

1. Prepare lesson plans and teach groups during one period. Observe carefully and make notes on obvious instructional concerns.
2. Drop one subject that you have been teaching and spend this time observing other activities within the building.
3. Study formal and informal test results and apply what you learn to the classroom setting. Observe your cooperating teacher administering a test. Determine the kind of test given.

Tenth & Eleventh Weeks

1. Discuss the results of your individual child study with your cooperating teacher.
2. Check the organization of your notebook materials developed during this experience. Be prepared to submit your notebook to your university supervisor and or cooperating teacher to reflect and share your understanding of the teaching and learning process of the learners within the given setting.
3. Drop one subject so that you are teaching about one-half of the school day.

Twelfth – Fourteenth Weeks

1. Finish up any major themes/units of work.
2. Observe your cooperating teacher as he/she teaches, and write comments/questions pertaining to the lesson to be discussed. At the end of the lesson and on the same day, meet with the cooperating teacher for an in-depth discussion. Select an observation setting that you would like to engage in outside of the classroom. Complete the observation.
3. Schedule a final conference with your cooperating teacher to discuss your student teaching progress. Pay close attention to strengths and weaknesses that he or she addresses during this conference.

4. Prior to leaving the setting, share a token of appreciation with the teacher and/or the class. Some suggestions include but are not limited to a personal card, book for the class, gift card for supplies, special lunch for the teacher.

EVALUATION AND GRADING

The university supervisor inputs the midterm and final grade for the prospective teacher into the NSU grading system with the following support:

1. The cooperating teachers completes his/her assigned forms and evaluations, shares the completed document for uploading in the management system, and meets with the university supervisor (face-to-face or electronically) to discuss student's progress. This feedback is tallied into the final score of the required documents.
2. The OCESS director completes attendance on students' participation within the seminar component as well as workshops and meets with the university supervisor to discuss their professionalism within this setting. Therefore, professional seminar attendance is tallied into the final score.
3. The university supervisor completes his/her grading responsibilities, compiles the information from others, reviews the grading criteria within the syllabus, designates the grades to the appropriate areas, and submits the scores to the appropriate online grading systems. All student teachers should be aware of the final grade before it is received. The OCESS director should also be aware by mid-term if a student is in danger of failing to ensure that the proper provisions are implemented and documented for struggling student teachers.

Total Point distribution per Assignment Category

Students will be graded by the quality of their work on a weighted scale. All assignments are due on the due date listed in the ECE 495 syllabus unless announced by university supervisor.

The graded assignment categories and assignment points appear below:

Total Point distribution per Assignment Category on a 100-point scale

Assignment (Portfolio)	Weight
Portfolio Documentation (Key Assessment) (CAEP 1, 2, 4)	70
Professionalism (attendance-meetings, site, seminar; planning) (CAEP 1, 2, 4)	15

TEACHING PORTFOLIO CHECKLIST

Teaching portfolios should be a collection of documentation including copies of the work completed during the directed teaching placement. Include the following items. Additional material may be added to this list by the university supervisor. Please refer to the ECE 495 Syllabus for the specific due dates of each item.

Student teachers involved in NCOP will be expected to complete the following portfolio information successfully:

Tab 1—Part I. Narrative

1. Introduction (General Statement about You and How this Collection of Information Personifies You as an Educator)
2. Professional Vita/Resume (Needs to include student teaching experiences and any teaching related work and/or volunteering)
3. Philosophy of Education
4. A picture of classroom setting and description of student teaching experience at placement (include description of school, children, activities, and responsibilities)
5. Schedule of Daily Activities

Tab 2—Part II. Knowledge, Content and Disposition

1. Description of professional development efforts
 - i. CHILD ABUSE TRAINING (see http://www.vcu.edu/vissta/training/va_teachers/)
 - ii. PARENT TEACHER CONFERENCE (short narrative of the experience)
2. Description of Family Collaboration information/documents
3. Classroom management plan Information and Critique
 - i. Center policy
 - ii. How it is implemented with children/parents
 - iii. Critique of the policy
4. Information and Pictures of self-designed bulletin board
5. Copies of 3 Formal Lesson plans
6. Reflection on Teaching Performance of 3 Formal Lessons
7. Students' work samples and assessments from 3 Formal Lesson Plans (REMOVE STUDENT'S NAME)
8. Inventory of the curriculum used in the observation setting and why they are appropriate
9. APA formatted Resource List of Items Used beyond the given Curriculum
10. Inventory of the different types of assessments used in the observation setting
11. Notable experience statement (Derived from Journal Entries*). This is a statement you will make at the end of the observation experience where you will select one (1) or two (2) activities/occurrences that were notable to you. Describe the activity and what you thought about the activity. You may include activities that you thought were good or effective as well as activities that you thought were not effective.

12. Reflective one page narrative of your teaching style then and now (how it has evolved over the time of your experience in the classroom (Use examples from your journal or lessons actually taught. Show strategies, methods, resources, and materials to engage your students in learning.)
13. Standards Items: Other item as requested by University Supervisor to display your understanding of the VDOE, NAEYC, and CAEP standards as noted in your syllabus. (See U.S. for more information.)

Tab 3—Part III. Schedule of Activities and Time-Records

1. Time-record for weeks 1-2
2. Time-record for weeks 3-4
3. Time-record for weeks 5-6
4. Time-record for weeks 7-8
5. Time-record for weeks 9-10
6. Time-record for weeks 11-12
7. Time-record for week 13-14

Tab 4—Part IV. Bi-weekly progress Reports

1. Bi-weekly Progress Report for weeks 1-2
2. Bi-weekly Progress Report for weeks 3-4
3. Bi-weekly Progress Report for weeks 5-6
4. Bi-weekly Progress Report for weeks 7-8
5. Bi-weekly Progress Report for weeks 9-10
6. Bi-weekly Progress Report for weeks 11-12
7. Bi-weekly Progress Report for weeks 13-14

Tab 5—Part VI. Exit Documentation

1. Student Teaching Time Summary Log
2. Departmental Meeting Attendance/Participation Overall Score
3. Professional Development Meeting Attendance Overall Score
4. Materials Release Form

Tab 6—Cooperating Teacher

1. 3 Formal Classroom Observation Evaluations: from First, Second, Third Visit of U.S.
2. 3 Lesson Comment Sheets from Formal Observation Evaluations
3. Completion of Cooperating Teacher Data form
4. Other items required which are placed in a different tab.
 - a) Support ST with Completion of Weekly Schedule Form for Student Teacher
 - b) Signature on all Time Records
 - c) Signature on Student Teacher Time Summary Log
 - d) Completion of all Bi-Weekly Progress Report based on Weekly Conferences
 - e) Signature on S.T.'s Reflection of Teaching Performance after Conference on 3 Formal Observations
 - f) Signature on Material Release Form

Tab 7 – University Supervisor

1. 3 Formal Classroom Observation Evaluations: First, Second, Third (Note 2nd and 3rd may be posted instead on the mid/final form if desired by the U.S.)
2. 3 Lesson Plan Evaluations and Comment Sheets

3. Other events required but not posted in Electronic Management System
 - a) Initial Visit (Electronic or face-to-face) to orientate cooperating teacher and review the Schedule of Weekly Activities to assess when student will begin the teaching process
 - b) 3 Feedback Conferences with C.T. and S.T. on Formal Evaluations
 - c) Checks Journal Entries
 - d) Grades Tabs 1 and 2
 - e) Checks Professional Seminar Attendance
 - f) Completes Department Seminar Attendance Sheets
 - g) Share other requirements as applicable
 - h) Plan of Improvement Form (if applicable)
 - i) Completion of Final University Supervisor Evaluation Form & Submit final grade in NSU's grading system

**Journal Specifics*

A journal from the student teaching semester is required. This is an ongoing online journal posted in blackboard: see below for specifics). This will consist of weekly notations from your experience and will culminate with a "notable experience" statement. This is a statement you will make at the end of the observation experience where you will select one (1) or two (2) activities/occurrences that were notable to you. Describe the activity and what you thought about the activity. You may include activities that you thought were good or effective as well as activities that you thought were not effective. **Remember to collect work "non-identifying work samples from children as you go.**

Questions to consider in your Journal reflections: Consider the following questions in your journal reflections.

1. What have you done during the week that you feel was successful? Why do you feel it was successful?
2. What do you think you need to work on over the next week(s)? How will you address these issues?
3. What changes might you need to make in order to improve in these areas?
4. To what extent did you make changes or improvements based on the concerns you identified previously?
5. What feedback have you received and how have you put it into practice?

GLOSSARY OF TERMS

CAEP

Council for the Accreditation of Educator Preparation (a consolidation of the National Council for the Accreditation of Teacher Education – NCATE – and the Teacher Education Accreditation Council) is a non-profit, non-governmental alliance of national professional education and public organizations representing millions of Americans who support quality teaching. Accreditation by CAEP, the sole nationally recognized accrediting body for educator preparation, is a mark of distinction and provides recognition that a college of education has met national professional standards for the preparation of teachers and other educators.

Cooperating Teacher

A 4-year higher education graduate in education who is a full-time faculty member of a participating school assigned to supervise the student teacher. Other terms used are supervising teacher, critic teacher, mentor teacher, and school-based teacher

Data Management System

An online assessment system created for the collection and evaluation of performance data and for overall management of academic activities at NSU

Directed Teaching

A period of supervised teaching during which the student teacher takes increasing responsibility for a given group of pupils or individualized (one-on-one) instruction for a definite period of time in an effort to increase teaching competence and positively support student learning and outcomes. Other terms include student teaching and practicum experience. One hundred-fifty (150) hours of directed teaching is required.

Directed Teaching Program/Plan

A senior-level performance-based experience that is the major phase of the professional education component; organized to be completed within a semester.

Director

One who is administratively responsible for planning, organizing, directing, and developing an evaluation on the directed teaching program/field experiences; duties include developing and maintaining a constructive relationship with cooperating personnel and participating NSU students.

Level I and Level II Clinical Experiences

Pre-student teaching field activities designed as a formal part of the teacher preparation component. They are designed to provide systematic field-based experiences in conjunction with course work to enable the prospective teacher to make an effective transition from theory to practice.

NCOP

A non-teacher certification option program for students seeking a career in education within an early childhood setting that is not within the public school sector

Non-Directed Teaching

Experiences during the Practicum experience whereby the student teacher participates in activities unrelated to directed teaching (i.e. observation, professional development, parent group participation, field trips, monitoring/supervising). One hundred-fifty (150) hours of non-directed teaching is required.

Prospective Teacher

A person who is enrolled in a college/university teacher education licensure program or a non-licensure education program and is assigned to teach in a classroom under the direction of an experienced teacher with the relevant/associated degree in education.

Provisional Admission

Acceptance into the Teacher Education Program and field experience, with noted concern. Although a student meets the minimum admission criteria, departmental faculty or Office of Clinical Experiences and Student Services staff note specific weaknesses or concerns in academics and/or professional characteristics and dispositions that will be addressed with a plan to support a successful field experience. All issues must be rectified prior to the completion of the program.

Student Teacher

A student in the final capstone field experience. This term is used in general to encompass any education major seeking, teacher-licensure and non-teacher licensure.

Teacher Candidate

A term referring to a college student in a teacher education program, which differentiates him or her from a "student" in the local school division or Local Educational Agency (LEA). Admission into the Teacher Education Program allows education students to become teacher candidates and begin their level 2 field experiences in the public schools under close supervision. A teacher candidate can be in either a level 2 or level 3 experience if they have completed the appropriate testing and have successfully completed the application process for the teacher education program.

University Supervisor

A full or part-time NSU staff/faculty member who visits the student teacher at the assigned teaching facility and works with the cooperating teacher in guiding and evaluating the progress of the prospective teacher.