The School of Education
The University of North Carolina at Chapel Hill

ELEMENTARY EDUCATION
STUDENT TEACHING PRACTICUM
MANUAL

A Guide for Elementary Education
Undergraduate Student Teachers
University Supervisors
Cooperating Teachers
http://soe.unc.edu/academics/elem/
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STUDENT TEACHING

The Student Teacher

The student teaching experience is one of the most important phases of a teacher's professional preparation. It is the time when the student teacher begins to build the bridge between theory and practice. The primary role of the student teacher is to be a responsible, active participant in the student teaching practicum. North Carolina State mandates require that students seeking public school licensure must complete a public school practicum.

Educational Background

Each student at the University of North Carolina at Chapel Hill who is preparing to teach elementary children receives two years of broad general education at the University. After completing the two years of general education, the elementary teacher candidate pursues a broad academic program with a second area of academic concentration. All students must complete a minimum of 120 semester hours of credit for graduation.

In addition to the General College courses, students are required to complete professional education courses which cover child development and the psychology of learning; the social foundations of education; and basic pedagogical knowledge and skills in the disciplines of social studies, math, science, language arts, and the arts.

Undergraduate students accepted for the student teaching practicum must have an overall 2.5 grade point average. All undergraduate students must complete all of their professional education (EDUC) courses and Depth courses, each with a grade of C or better, to be eligible for student teaching. Additionally, students must also have passed the PRAXIS I Academic Skill Assessment (PPST), which includes the reading, writing, and mathematics skills test; ACT or SAT scores may qualify students for exemption from the PRAXIS I requirement.

The Student Teaching Experience, Fall and Spring

Student teachers receive their field placement assignments from the Student School of Education before the beginning of the fall semester of the senior year. The University supervisor arranges an orientation meeting for the student teachers and their cooperating teachers. Student teachers meet their cooperating teachers prior to beginning student teaching to touch base and discuss issues related to the opening of school. The University supervisors contact seniors during the month of August stating the schedule for the opening of the semester. The student teaching internship officially begins on the first day of classes for the University. For the fall semester students report to their field placements on Wednesdays and attend methods classes throughout the fall semester.

In the spring semester student teachers report to their schools on the first day UNC-Chapel Hill holds classes. They are present in their placements until the last day of university classes. Successful early experiences are fundamental to the growth of professional attitudes and competence. The following suggestions serve as a guide for the student teacher in order to become properly oriented to teaching.
Professionalism

Student teachers are expected to:

- Establish a positive relationship with the children through daily interactions.
- Practice good communication skills with children, cooperating teachers, teaching assistants, staff, parents, and administrators.
- Develop a positive working relationship with the cooperating teacher and teaching assistant. Begin to work on a plan for supervising the teaching assistant during full-time teaching responsibilities in the spring, including days the cooperating teacher is absent.
- Comment favorably on the good things happening in the classroom and school. Everyone likes praise. This applies to teachers and principals as well as students.
- Become familiar with the customs of the school and school community.
- Demonstrate initiative by assisting the teacher and teaching assistant without being directed. Seek opportunities to teach in small group/whole group settings, make instructional materials, grade papers, record grades, make bulletin boards, help maintain a clean orderly classroom, take children to specials, to lunch, and to the media center.
- Expect and encourage the cooperating teacher to offer suggestions and constructive criticism. Talk things over frankly.
- Dress appropriately to reflect the status of a professional. Dress should be chosen to accent maturity and competence. Jeans, tee shirts, shorts, and casual sandals, e.g., flip flops, are not considered professional attire. Give consideration to the length of skirts and shirts in order to be covered appropriately.
- Adopt a professional attitude. Be positive about your work. Demonstrate commitment.
- Review the school's policy handbook concerning school policies and procedures. Consider it an obligation to uphold and carry out school policies. If a policy is questioned, go through proper channels in voicing any objections, i.e., your teacher and supervisor. Use information provided by the policy handbook and your cooperating teacher to complete the 30 Questions found in the appendix. Review your answers with the cooperating teacher and supervisor.

In addition, students are encouraged to:

- Attend professional meetings and participate in school-related extracurricular activities.
- Join professional organizations and take an active part in them. Read the publications available through these organizations.
- Student teachers are encouraged to participate in their placement following the public school's schedule as closely as possible. Students should communicate with their University Supervisor and Cooperating Teacher to determine schedules. Specific times to address include the beginning of fall and spring semester.
Fall Semester in the Practicum Setting

Plan to spend full days (Wednesdays and each day during the spring semester) in your classroom. At a minimum—be present in your classroom 30 minutes prior to the arrival of children and stay at least an hour after the children leave. On Wednesdays in the fall attend any after school meetings, e.g., grade level or faculty meetings. During the spring semester continue the schedule as stated above unless directed by your cooperating teacher or supervisor to extend your hours. Be present on teacher workdays and maintain the hours determined by the school’s policy for workdays. *Use your time wisely.*

Use this time to become actively engaged with the school, grade level teams, and your students. You may have assignments from the methods block of EDUC 513 to complete during this time. Other tasks to be completed during the Wednesday practicum include:

**Set up a notebook (with pockets) for student teaching**

Divide your notebook into sections that include a place for your weekly communications, lesson plans and notes, and a section for general notes about the student teaching year. Below you will find a brief description about each section.

- **Weekly Communications (found in Appendix)**

- **Lesson Plan Log & Notes**— table summary of objectives of the day (found in Appendix), like a journal after the day
• General Notes – good ideas; notes from seminars and faculty meetings; professional development
• Pockets of Binder
  o Front pocket – 30 Questions (found in Appendix)
  o Back pocket – Practicum Log (found in Appendix), to include any extra attendance (i.e. PTA meetings, Open House, etc.)

Observation of Professional Teaching Practices
Use your Wednesdays and beginning of spring semester to observe and reflect on best practices related to teaching.

• Classroom Management
  o Map the physical layout and organization of the classroom
  o How does traffic flow throughout the class?
  o How does the teacher interact with the students?
  o Note seating and set up of desks and/or tables
  o How does the teacher motivate students, handle disruptions, and provide positive reinforcement?
  o How does the teacher build classroom community?

• Note routines and procedures
  o What is the daily schedule?
  o How does the teacher facilitate class participation?
  o How do students get water, use the restroom, line up for transitions?
  o What are the procedures for turning in homework and assignments?

• Instructional Strategies
  o Note instructional strategies (direct instruction, inquiry, cooperative groups, small groups, combination). When do you notice use?
  o Use of instructional materials, incorporating technology as an instructional tool
  o How does the mentor teacher differentiate for students with different learning needs?

• Lesson Planning
  o Maintains plan book(s)
  o How does the mentor teacher plan for units vs. individual lessons?
  o Assessment – formal and summative

• Collect instructional materials for future use such as art projects, lesson plans, unit plans, and tests.
• Observe the students and note individual differences. If possible, study the cumulative folders, noting test scores, grades, teachers’ remarks, and other pertinent information.
• Review the IEPs of any children receiving exceptional children’s services.
• Respect the privacy of students and confidentiality of student information. Become familiar with Family Educational Rights and Privacy Act (FERPA); know rules of privacy and confidentiality.
• Attend team meetings and note collaboration and planning among team members.
Document your observations prior to the end of the semester. This will assist you before you take full responsibilities.

**Other Wednesday Activities**

- Active Observation
- Tutor
- Work with small group
- Help assess
- Transitions – to bathroom, lunch, specials
- 30 Questions (found in Appendix)
- Teach lessons - *need lesson plan even for small group, need approval prior to teaching

**Teach Lessons Corresponding to Methods Block**

You are expected to become an integral part of your classroom. Active participation including teaching small or whole group lessons, when appropriate, is one way to connect with the students and your cooperating teacher through planning. You will be tasked to plan and execute lessons connected to the methods block. Your university supervisor will observe you at least once formally in the fall semester. The lesson you teach for this observation may be one of the lessons you will teach for the methods block. You may also choose another lesson for your supervisor to observe. After you plan and teach the lesson, you will write a brief reflection for each lesson plan (reflection form and lesson plan template found in Appendix).

- After you teach, find a computer and spend 10 minutes completing the Elementary Student Teacher Lesson Reflection Form (found in Appendix).
Preparing Successful Lesson Plans - Fall and Spring Semesters

Planning is a basic prerequisite to effective teaching. It is especially important to a student teacher. Good plans give the student teacher a feeling of security in carrying out each activity and serve as a guide to delivering the lesson. They also give purpose to questions and help eliminate many of the frustrating experiences that are common for many student teachers.

Writing units and lesson plans enable the student teacher to visualize the classroom situation in advance. **There will never be a time when there is no need to prepare.** With good planning, the student teacher is more likely to be in control of the situation.

In order to assist the student teacher in preparing effective lesson plans, the cooperating teacher needs to discuss with the student teacher and the University supervisor expectations, schedules, and formats for lesson plans. The following is a Lesson Plan Template to be used in the development of lessons (also see the Appendix for the Lesson Plan Template).

Additional lesson plan formats can be used depending on the subject and purpose of the lesson.

The University supervisor and cooperating teacher determine the schedule for turning in lesson plans for review. We suggest a minimum of two days prior to teaching lessons. If lesson plans are not turned in by your supervisor’s determined deadline, it may prohibit the student from beginning her/his full-time student teaching placement on time.

Taking time to reflect on a lesson you have taught will strengthen your teaching. The Lesson Reflection Form, following the Lesson Plan Template below, is to guide your thinking (also see the Appendix for the Lesson Reflection Form). After being observed by your cooperating teacher or supervisor complete this form on the computer and bring a printed copy to your conference.

Your cooperating teacher and University supervisor will complete the *Cooperating Teacher and University Supervisor Observation Form* prior to meeting with you for your conference. This form is found in the Appendix of this document.
<table>
<thead>
<tr>
<th></th>
<th>Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Candidate:</strong></td>
<td><strong>Unit/Subject:</strong></td>
</tr>
<tr>
<td><strong>1. Lesson overview or summary:</strong></td>
<td>In a few sentences, summarize this lesson.</td>
</tr>
<tr>
<td><strong>2. Focus Question:</strong></td>
<td>What is the big idea or focus question of the lesson?</td>
</tr>
<tr>
<td><strong>3. Connection:</strong></td>
<td>What is the big idea that connects this lesson with the other 3-5 lessons in the learning segment?</td>
</tr>
<tr>
<td><strong>4. Student Accomplishment:</strong></td>
<td>What will the final summative assessment expect students to do? (see end of lesson)</td>
</tr>
</tbody>
</table>
| **5. Class characteristics:** | Describe the important characteristics of the students in the class that need to be considered in planning and teaching to facilitate learning for all students.  
- Consider students' prior knowledge, language development, social and emotional developments, family, and interests.  
- Include how you will use your knowledge of students to plan the lesson activities, pacing, choices, etc. (this can be a portion of the commentary instead). | |
## Sample Lesson Plan

<table>
<thead>
<tr>
<th>Teacher Candidate:</th>
<th>Unit/Subject:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level:</td>
<td>Instructional Plan Title/Focus:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

### State Learning Standards
Identify relevant grade level standards from NCSCS and the CCSSM.

### Learning Targets
What should the students know or be able to do after the instruction? Use a common format with a measurable verb that matches the cognitive domain of the standard(s) (see Assessment below). Consider including language targets as well.

### Academic Language
List the academic language/language demands for the lesson (consider both form and function).

### Key Vocabulary
List the key content vocabulary that will be covered.

### Grouping
Describe how and why students will be divided into groups, if applicable (random, ability, interest, social purposes, etc.).

### Materials needed
List all tools and/or materials that will be needed to implement the task(s). Attach a copy of ALL materials the teacher and students will use during the lesson; e.g., handouts, questions to answer, overheads, PowerPoint slides, worksheets. List equipment or technology that needs to be available

### Adaptations for Diverse Learners
How will you adapt the task for diverse learners? List:

- a. Describe how and why students will be divided into groups, if applicable (random, ability, interest, social purposes, etc.).
- b. Multiple means of access: List ways the teacher will present the materials.
- c. Multiple means of engagement: List ways the students will participate in the learning.
- d. Multiple means of expression: List ways the students can show their learning.
- e. Methods of differentiation: List accommodation or differentiation strategies.
- f. Language learning objectives: Where will you integrate these?
- g. Remedial activities: List a review sheet, scaffolding worksheet or plan.
- h. Extension activities: What will students who finish early do?

### Learning Activities
Give detailed, step-by-step instructions on how you will implement the instructional plan. Describe exactly what students
**Organization of Lesson**

In planning your lesson, think about:

- Transition statements you make throughout your lesson and write them out.
- Write down the questions you want to ask.

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
<th>Link to cognition</th>
<th>Guiding Questions</th>
</tr>
</thead>
</table>
| **Engage**   | **Before**  | Introductory lessons should stimulate curiosity and activate prior student knowledge. The activity should be a problem or an event that raises questions and motivates students to discover more about the concept. | Students bring knowledge about how the world works but it is sometimes based on limited experiences and sometimes on misconceptions. | How will the teacher capture students' interest?  
What kind of questions should the students ask themselves after the engagement? |
| **Explore**  | **During**  | Students need the opportunity to actively explore the concept in a 'make sense' activity. This establishes a commonly shared classroom experience and allows students to share ideas about the concept. | Experiences occur before the explanations! Students are actively engaged with little explanation from the teachers. Students acquire a common set of concrete experiences allowing them to help each other understand the concept through social interaction. | What ‘make sense’ activities will students be doing?  
What are the “big idea” conceptual questions that the teacher will ask? |

**What will students be saying or doing?**

*Make two columns:*

<table>
<thead>
<tr>
<th>I do</th>
<th>Students do</th>
</tr>
</thead>
<tbody>
<tr>
<td>(See end for discussion)</td>
<td>(See end for discussion)</td>
</tr>
<tr>
<td>What understandings and misunderstandings will I look for?</td>
<td>What are all the ways the task(s) can be solved?</td>
</tr>
<tr>
<td>What misconceptions might students have?</td>
<td>What errors might students make?</td>
</tr>
</tbody>
</table>

*Engage* (Before) Description: Introductory lessons should stimulate curiosity and activate prior student knowledge. The activity should be a problem or an event that raises questions and motivates students to discover more about the concept.

Link to cognition: Students bring knowledge about how the world works but it is sometimes based on limited experiences and sometimes on misconceptions.

Guiding Questions:
- How will the teacher capture students' interest?
- What kind of questions should the students ask themselves after the engagement?

*Explore* (During) Description: Students need the opportunity to actively explore the concept in a ‘make sense’ activity. This establishes a commonly shared classroom experience and allows students to share ideas about the concept.

Link to cognition: Experiences occur before the explanations! Students are actively engaged with little explanation from the teachers. Students acquire a common set of concrete experiences allowing them to help each other understand the concept through social interaction.

Guiding Questions:
- What ‘make sense’ activities will students be doing?
- What are the “big idea” conceptual questions that the teacher will ask?
| Explain (Summarize) | **EXPLAIN**  
Description: Teachers use questioning strategies to lead students’ discussion of information discovered during the Explore stage. Teachers introduce new terms and explanations at appropriate times during the discussion.  

**Link to cognition:** When students engage in meaningful discussions with other students and the teacher, they can pool their explanations based on observations, construct new understandings, and have a clear focus for additional learning.  

**Guiding Questions:**  
- What questions or techniques will the teacher use to help students connect their exploration to the concept under examination?  
- What are the higher order thinking questions which teachers will use to solicit student explanations and help them to justify their explanations? |

| Elaborate (Extend) | **Description:** Students are encouraged to apply, extend, and enhance the new concept and related terms during interaction with the teacher and other students.  

**Link to cognition:** Providing additional active learning opportunities for students to incorporate into their mental construct of the concept allows them to confirm and expand their understanding.  

**Guiding Questions:**  
- How will students develop a more sophisticated understanding of the concept? |
- What vocabulary will be introduced and how will it connect to students' observations?
- How is this knowledge applied in our daily lives?

**Evaluate (After)**

**Description:** Students demonstrate their understanding of the concept.

**Link to cognition:** In learner-centered instruction, it is important for students to be aware of their own progress as an outcome of instruction. Students construct knowledge over time and may need additional experiences to refine their understanding of the concept.

**Guiding Questions:**
- How will students demonstrate that they have achieved the lesson objective?
- How will evaluation be embedded throughout the lesson as well as at the end of the lesson?

**Next Steps**

*Based on the above, what you will do in your next lesson to ensure students' learning.*

**Assessment**

**Assessment Strategies**
Attach questions, worksheets, tests or any additional documentation related to your assessment strategies. Also attach appropriate marking rubrics, criteria lists,

<table>
<thead>
<tr>
<th>Target-Assessment Alignment Table</th>
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</thead>
<tbody>
<tr>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td>• Write a learning target here from above</td>
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<td></td>
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</tbody>
</table>
| expectations, answer keys, etc. | • **Formative:** measures process/progress toward mastery of target(s)  
  • **Summative:** measures outcomes/achievement of target(s) | • *Use a new cell for each target you are asking students to meet in this lesson.*  
  Formative:  
  Summative: |

**Additional Requirements**

a. **Acknowledgements:** Acknowledge your sources. Give credit to the person who created the idea for the instructional plan, including yourself. You might use language such as "Instructional Plan adapted from _____"; "Instructional Plan Consultants (not responsible for the content of this instructional plan): _______"; and/or “Instructional Plan Created by _____.” Cite scripted materials/curriculum if appropriate.

b. **References:** List in APA format references for both learning strategies and content.

### Key Components of the 5 E Model


<table>
<thead>
<tr>
<th>Stage of the Instructional Model</th>
<th>Consistent with the Model</th>
<th>Inconsistent with the Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage</td>
<td>• Creates interest</td>
<td>• Explains concepts</td>
</tr>
<tr>
<td></td>
<td>• Generates curiosity</td>
<td>• Provides definitions and answers</td>
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<td></td>
<td>• Raises questions</td>
<td>• States conclusions</td>
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<td></td>
<td>• Elicits responses that uncover what students know or think about the concept/subject</td>
<td>• Provides premature answers to students' questions</td>
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<td></td>
<td>• Explains concepts</td>
<td>• Provides closure</td>
</tr>
<tr>
<td></td>
<td>• Provides definitions and answers</td>
<td>• Lectures</td>
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<tr>
<td>Explore</td>
<td>• Encourages students to work together without direct instruction from the teacher</td>
<td>• Provides answers</td>
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<td></td>
<td>• Observes and listens to students as they interact</td>
<td>• Tells or explains how to work through the problem</td>
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<td></td>
<td>• Asks probing questions to redirect students' investigations when necessary</td>
<td>• Tells students they are wrong</td>
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<tr>
<td></td>
<td>• Provides time for students to puzzle through problems</td>
<td>• Gives information or facts that solve the problem</td>
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<td></td>
<td>• Acts as a consultant for students</td>
<td>• Leads students step-by-step to a solution</td>
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<td></td>
<td>• Creates a “need to know” setting</td>
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<tr>
<td>Explain</td>
<td>• Encourages students to explain concepts and definitions in their own words</td>
<td>• Accepts explanations that have no justification</td>
</tr>
<tr>
<td></td>
<td>• Asks for justification (evidence) and clarification from students</td>
<td>• Neglects to solicit students' explanations</td>
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<td></td>
<td>• Formally provides definitions, explanations, and new labels</td>
<td>• Introduces unrelated concepts or skills</td>
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<td></td>
<td>• Uses students' previous experiences as the basis for explaining concepts</td>
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<td></td>
<td>• Assesses students’ growing understanding</td>
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<tr>
<td>Elaborate</td>
<td>• Expects students to use formal labels, definitions and explanations provided previously</td>
<td>• Provides definitive answers</td>
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<td></td>
<td>• Encourages students to apply or extend concepts and skills in new situations</td>
<td>• Tells students they are wrong</td>
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<td></td>
<td>• Reminds students of alternate explanations</td>
<td>• Lectures</td>
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<td></td>
<td>• Refers students to existing data and evidence and asks “What do you already know?” “Why do you think.....?”</td>
<td>• Leads students step-by-step to a solution</td>
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<tr>
<td></td>
<td>• (Strategies from Explore also apply here.)</td>
<td>• Explains how to work through the problem</td>
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<tr>
<td>Evaluate</td>
<td>• Observes students as they apply new concepts and skills</td>
<td>• Tests vocabulary words, terms and isolated facts</td>
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<td></td>
<td>• Assesses students' knowledge and/or skills</td>
<td>• Introduces new ideas or concepts</td>
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<td></td>
<td>• Looks for evidence that students have challenged their thinking or behaviors</td>
<td>• Creates ambiguity</td>
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<td></td>
<td>• Allows students to assess their own learning and group process skills</td>
<td>• Promotes open-ended discussion unrelated to concept or skill</td>
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<td></td>
<td>• Asks open-ended questions, such as &quot;Why do you think...? &quot;What do you know about x?&quot; &quot;How would you explain x?&quot;</td>
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<tr>
<td>Stage of the Instructional Model</td>
<td>What the Student does that is:</td>
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<td>Consistent with the Model</td>
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<td>Inconsistent with the Model</td>
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<tr>
<td>Engage</td>
<td>Asks questions such as</td>
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<td></td>
<td>o  &quot;Why did this happen?&quot;</td>
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<td>o  &quot;What do I already know about this?&quot;</td>
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<td>o  &quot;What can I find out about this?&quot;</td>
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<td>• Shows interest in the topic</td>
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<td>• Asks for the &quot;right&quot; answer</td>
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<td></td>
<td>• Offers the &quot;right&quot; answer</td>
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<td>• Seeks one solution</td>
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<td></td>
<td>Lets others do the thinking and exploring (passive involvement)</td>
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<td></td>
<td>&quot;Plays around&quot; indiscriminately with no goal in mind</td>
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<td></td>
<td>Stops with one solution</td>
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<tr>
<td>Explore</td>
<td>Thinks freely, within the limits of the activity</td>
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<td></td>
<td>• Tests predictions and hypotheses</td>
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<tr>
<td></td>
<td>• Forms new predictions and hypotheses</td>
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<tr>
<td></td>
<td>• Tries alternatives and discusses them with others</td>
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<tr>
<td></td>
<td>• Records observations and ideas</td>
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<tr>
<td></td>
<td>• Asks related questions</td>
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<td></td>
<td>• Suspends judgment</td>
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<td></td>
<td>• Proposes explanations from “thin air” with no relationship to previous experiences</td>
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<td></td>
<td>• Brings up irrelevant experiences and examples</td>
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<td>• Accepts explanations without justification</td>
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<td></td>
<td>• Does not attend to other plausible explanations</td>
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<tr>
<td>Explain</td>
<td>Explains possible solutions or answers to others</td>
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<tr>
<td></td>
<td>• Listens critically to others’ explanations</td>
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<tr>
<td></td>
<td>• Listens to and tries to comprehend explanations that the teacher offers</td>
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<td>• Refers to previous activities</td>
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<tr>
<td></td>
<td>• Uses recorded observations in explanations</td>
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<tr>
<td></td>
<td>• Assesses own understanding</td>
<td></td>
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<tr>
<td></td>
<td>• Plays around with no goal in mind</td>
<td></td>
</tr>
<tr>
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<td>• Ignores previous information or evidence</td>
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<td>• Draws conclusions from thin air</td>
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<td>• In discussion, uses only those labels that the teacher provided</td>
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<tr>
<td>Elaborate</td>
<td>Applies new labels, definitions, explanations, and skills in new but similar situations</td>
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<td>• Uses previous information to ask questions, propose solutions, make decisions, and design experiments</td>
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<td>• Draws reasonable conclusions from evidence</td>
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<td>• Records observations and explanations</td>
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<td>• Checks for understanding among peers</td>
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<td>• Draws conclusions, not using evidence or previously accepted explanations</td>
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<td>• Offers only yes-or-no answers and memorized definitions or explanations as answers</td>
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<td>• Fails to express satisfactory explanations in his or her own words</td>
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<tr>
<td>Evaluate</td>
<td>Answers open-ended questions by using observations, evidence, and previously accepted explanations</td>
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<td>• Demonstrates an understanding or knowledge of the concept or skill</td>
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<td>• Evaluates his or her own progress and knowledge</td>
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<td>• Asks related questions that would encourage future investigations</td>
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*Adapted from: The BSCS 5E Instructional Model: Origins, Effectiveness, and Applications, July 2006, Bybee, et.al, pp. 33-34, and [http://www.unc.edu/destiny/5Es.htm](http://www.unc.edu/destiny/5Es.htm)*
Elementary Student Teacher Lesson Reflection Form

Name:
Date:
Lesson:

Directions: Prior to your conference with your cooperating teacher or supervisor take ten minutes to respond to the following questions on a computer. Print and bring this reflection to your conference to guide the conversation about your lesson.

Content Knowledge

✓ State in your own words the goal and objective for your lesson as stated in the NC Essential Standards or the Common Core State Standards (math and English language arts)
✓ What is the purpose of the lesson?
✓ State your modified objectives (if included in your lesson)?
✓ How well did you understand the content?
✓ How does this lesson fit within the context of lessons taught previously?

Assessment

✓ How did you assess the lesson objective?
✓ How many children met this objective?
✓ What is the evidence that children met or did not meet this objective? How can you use this information to plan for the next steps in student learning on this topic/objective?
✓ How do you plan to assist the children who didn't meet the objective?

Evidence of Instructional Presentation

/materials ready, objectives addressed, students on-task quickly, appropriate pace, logical sequence, smooth transitions, approaches varied, application opportunities, understandable level, modeled examples and illustrations, clear directions, speech quality, of interactive technology/

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<th>What went well</th>
<th>How can I improve</th>
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Monitoring/ Feedback

Updated August 14, 2014
**Management**

/behavior established, frequent monitoring, firm enforcement, disruptions addressed, instruction continued, patient and poised, fair and impartial, smooth transitions/  

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<th>What went well</th>
<th>How can I improve</th>
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**Summary**

- ✓ How would you rate your students' level of participation and interest in the lesson: very interested, somewhat interested, or not very interested? What is the evidence of your rating?
- ✓ What is your overall feeling about this lesson?
- ✓ What questions do you have?
University and School of Education Regulations Governing the Student Teaching Practicum

As with any professional preparation program, the regulations and policies pertaining to student teaching are continually evolving due to the dynamic nature of professional organizations. General regulations and policies that govern the student teaching may come from the Department of Public Instruction, local public schools, the UNC-Chapel Hill School of Education, and the Triangle Alliance. Direct questions regarding student teaching are to be addressed to the Office of Student Affairs in Peabody 103.

The University and the School of Education have established certain regulations that will help student teachers work more effectively with cooperating teachers. Regulations require student teachers to adhere to the following:

- Observe the same hours required for teachers while on assignment in schools. This applies to both fall and spring semesters. Additional hours may be determined by the supervisor and cooperating teacher.
- Follow the local school calendar during the spring semester in place of the university's calendar, e.g., spring break dates.
- Become a member of the faculty throughout the student teaching practicum. Participate in official school functions such as faculty meetings, Professional Learning Communities (PLCs), in-service training programs, and PTA meetings during the spring semester.

Policies Governing Absences

The student teaching experience represents an important professional commitment. The student teacher is required to be present EVERY Wednesday during the fall semester and EVERY day during the spring semester. Cooperating teachers, students, and supervisors count on the daily presence and active participation of student teachers.

Fall and Spring Excused Absences

- Absences for valid reasons are excused ONLY by the University supervisor. Excessive absenteeism, even if excused, is not permitted (see below).
- If a student teacher is sick and unable to attend school, s/he will contact the University supervisor and the cooperating teacher before the start of the school day or the day before. In order for the cooperating teacher to cover for the sick student teacher, all plans and materials for the period of the absence must be available in the classroom.
- Students who anticipate being absent for a medical appointment, religious holiday, or some other valid reason must receive prior approval from their University supervisors and their cooperating teachers. Students are encouraged to make ALL non-emergency appointments outside of school hours.
- Regardless of reasons for the excused absences, student teachers are required to make up any time missed during the fall semester and any days over three days in the spring semester.

Updated August 14, 2014
• The University Supervisor must inform the Director of Student Affairs when a student misses more than three days. The cooperating teacher and the supervisor will arrange for the student teacher to make up the missed days. Grades will be held until these days have been made up.

Unexcused and Excessive Absences, Fall and Spring
• An unexcused absence is cause for termination of the student teaching practicum. The School of Education will automatically terminate student teaching for students who miss more than a total of seven days during the student teaching internship, whether or not the absences are excused. Students must follow the University appeals process in order to be readmitted to the Teacher Education Program.

Staffing Policy
The following Staffing procedures were developed to assist students who are experiencing difficulty in the program:

1. Instructor and/or supervisor discuss concerns with the student.
2. If behavior continues, the instructor and/or supervisor begin documentation and again address concerns with the student. The student, instructor and/or supervisor determine an action plan for changing the behavior or improving academic performance.
3. If the behavior persists the instructor and/or supervisor meet with the program coordinator to discuss the situation. Other professors working with the student are contacted by the program coordinator to determine if they have concerns. The student, instructor and/or supervisor, and program coordinator meet with the student to determine the next step, e.g., develop another plan, counseling, etc.
4. If there is no change in the behavior, the program coordinator calls for a staffing meeting. The student is contacted and meets with the program coordinator to discuss the purpose of the meeting. The program coordinator conducts the meeting. Instructors who have taught and/or supervised the student during the two years of the program, the student, and the Director of Student Affairs form the committee. Written documentation is presented to the student and members of the committee. The comments are reviewed with input from all concerned parties, including the student teacher. The committee defines the next steps to be taken. Responsibility for monitoring performance is determined by the committee, and a follow-up meeting is scheduled to review performance. The cooperating teacher provides written documentation which is shared with the committee by the supervisor.
5. A follow-up letter is sent to the student and members of the committee reiterating what occurred in the meeting. Written documentation is on file in the Student Affairs Office.

(Adopted by the Elementary Education Program Committee, December, 1999)
Frequently Asked Questions

Following are answers to four of the most frequently asked questions regarding the student teaching experience.

Can a public school system hire a student teacher to serve as a substitute teacher and can the student teacher receive pay for serving in this capacity?

No. According to the state statutes, as contained in G. S. 115C-309, a student teacher is defined as working "under the direction and supervision of a regularly employed licensed teacher." Student teachers must always serve under the direction of regular classroom teachers, and therefore CANNOT serve as substitute teachers during their internship. If asked to be a substitute and the teacher is not present, report to the principal's office and refer him or her to this statement.

Does the student teacher have the same legal standing as a regular teacher?

Our attorney advises us that although student teachers do not have the same legal standing as regular teachers, many of their responsibilities and protections are the same. G. S. 115C-307 imposes upon student teachers the same responsibilities and grants them the same authorities in regard to discipline as regular teachers. G. S. 115C-309 grants to student teachers the same legal protection as a regular teacher. It provides that the student teacher under the supervision of a licensed teacher or principal shall have "the protection of the laws accorded the licensed teacher.”

What are the health requirements for student teachers?

ALL student teachers and graduate interns are required to file a completed Health Examination Certificate with the Student Teaching Placement Coordinator prior to visiting the schools.

Prospective Teacher Portfolio and Test Requirements

edTPA® (Teacher Performance Assessment)

As part of the student teaching experience in the Spring semester, teacher candidates must complete the edTPA portfolio. The portfolio requires teacher candidates to plan 3-4 lessons and assessments, record the teaching, and reflect on the cycle of student learning using evidence from student learning. Teacher candidates will successfully complete this requirement by having no score of 1 on any rubric and no more than (1) score of 2 in a Task section.

NC Reading Foundations and General Curriculum Tests

In addition to coursework and the student teaching practicum students must take and pass certain exams to earn a North Carolina teaching license. As of October 2014, teacher candidates pursuing the elementary K-6 license must take the North Carolina Reading Foundations and General Curriculum test. More information about the tests and directions for registering can be found at this link: http://www.nc.nesinc.com/
SUPERVISION

The Role of the University Supervisor, Fall and Spring Semesters

The University supervisor assumes the major responsibility for the general welfare of the student teacher and serves as the liaison between the University and the school to which the student is assigned. The University supervisor works closely with both the student teacher and the public school to ensure that the interests and expectations of each are being satisfied. A significant factor in the success of a student teacher's supervised field experience is the kind of professional relationship established between the cooperating teacher and the University supervisor. It is important that a sound team relationship be developed and that each member of the team is able to communicate openly and honestly with one another.

The University supervisor confers with the cooperating teacher in order to identify the student's areas of excellence and areas needing improvement. The University supervisor observes the student teacher and confers with the student regarding his or her progress. The University supervisor is a certified and experienced former elementary education teacher and is usually involved in a student teacher’s pre-practicum training. Duties and responsibilities of the University supervisor include the following:

- Work with the Elementary Education Program Coordinator and the Student Teaching Placement Coordinator in identifying schools and qualified cooperating teachers.
- Be acquainted with the qualifications—personal, social, and educational—of the students s/he is to supervise.
- Be acquainted with the faculty, students, policies, curriculum, and school facilities of the assigned schools.
- Communicate to public school personnel the University's perspective regarding the nature and purposes of the student teaching program.
- Provide information concerning student teachers to the school principal and cooperating teachers.
- Work with the school administration, the cooperating teacher, the Elementary Education Program Coordinator, and the Student Teaching Placement Coordinator to help students make the transition from student teacher to professional teacher.
- Provide the necessary orientation to prospective cooperating teachers concerning the responsibilities for the supervision of student teachers.
- Conduct orientation and planning conferences for student teachers prior to the beginning of student teaching.
- Mentor individual students during the student teaching experience.
- Participate with the student and cooperating teacher in planning the individual student's program and schedule.
• Observe and conference with student teachers in the cooperating schools a minimum of 3 times during the fall semester and every other week during the spring semester. At least 1 formal observation should be conducted and documented using the lesson plan template, student reflection, and supervisor reflection. Hold individual and joint conferences with student teachers and cooperating teachers on an ongoing basis. Document these visits in the Student Teaching Notebook maintained by the student teacher, using the Weekly Communication Log (found in the Appendix of this document).

• Use private conferences to provide constructive criticism through positive comments when applicable, and to provide suggestions for improvement when negative criticism is necessary.

• Assist the cooperating teacher’s efforts to help the student teacher interpret classroom experiences in terms of sound educational theory and practice.

• At the end of the fall semester conduct the 3-way conference (cooperating teacher, student teacher, supervisor) using the Senior Fall Evaluation Form. The purpose of the meeting is to help student teachers assess their progress and address goals before the start of the spring semester. These evaluations should be returned to the university placement coordinator.

• During the spring semester conduct the 3-way mid-term formative evaluation conference using the Exit Criteria for Teacher Education Graduates—Elementary Education Form. The purpose of the meeting is to help students assess their progress.

• During the final weeks of the student teaching practicum conduct 3-way final summative evaluation conference using the Exit Criteria for Teacher Education Graduates-Elementary Education Form to help students profit from their experiences.

• Complete letters of recommendation provided by student teachers.

• Assist in the continuous evaluation and revision of the student teaching program and instructional materials.

• Report any major problems concerning a student teacher to the Elementary Education Program Coordinator and the Student Teaching Placement Coordinator. The Coordinator and the supervisor will determine if a staffing meeting should be held. If so, the results of the staffing meeting will be reported in writing to the Student Teaching Placement Coordinator. (See the Student Teaching section for Staffing policy.)

• Submit required evaluation information to the Student Teaching Placement Coordinator by posted deadlines.

Updated August 14, 2014
The Role of the Cooperating Teacher, Fall and Spring

Much of the success of the student teaching program is dependent upon the cooperating teacher's supervision and direction of the activities, methods, and techniques employed by the student teacher. The cooperating teacher should indicate approval of and enthusiasm for the student teacher's arrival, and properly introduce him or her as a co-worker to the school faculty and other personnel. The cooperating teacher will discuss his/her expectations of the student teacher. The student teacher’s introduction into duties and responsibilities should be gradual during the fall semester; however, the cooperating teacher should include the student teacher in classroom activities and experiences from the beginning. Duties and responsibilities of the cooperating teacher include the following:

Fall Semester

Prepare Orientation Materials

Place copies of pertinent school information in a folder for the student teacher. The following are some suggestions for the folder:

- School calendar and classroom schedule
- Curriculum guides, faculty handbook, and list of faculty members
- Copy of administrative forms, such as attendance forms, textbook slips, hall pass, and field trip forms
- Fire drill and other emergency instructions
- Information about the community/communities of the children
- Class rules, school rules and any cafeteria regulations
- Schedule of teachers’ meetings and parent-teacher meetings
- Self-governance information

Orient the Student Teacher to Teaching

- Provide the student teacher with a place to work and prepare lessons
- Add name to other names outside the door to the classroom
- Share long-range teaching plans for the year
- Review the fact that the legal responsibility of the classroom remains in the hands of the regular teacher
- Model effective teaching practices and ask student teacher to observe for certain practices
- Help the student teacher understand and respect each student’s individuality
- Help student teacher collect necessary materials for teaching, including teachers' editions, school bulletins, schedules, class rolls, school handbook, and courses of study.
- Explain methods of record keeping, reporting to parents, extracurricular activities, and school policies and procedures for evaluating and grading students
- Engage student teachers in assuming more responsibilities. Suggested activities include the following:

Updated August 14, 2014
- Observe specific teacher behaviors, e.g., effective teaching practices, behavior management techniques, transitions between and during lessons
- Learn students’ names
- Become acquainted with other faculty members and staff
- Learn the organizational plan of the school
- Observe other classes in his or her area and related areas
- Keep attendance
- Grade papers
- Procure resource materials and teaching aids
- Distribute papers
- Assist in the design and construction of bulletin boards and centers
- Help with housekeeping duties
- Become familiar with technology available for use as teaching tools
- Arrange for use of community resources
- Work in the media center and explore available materials
- Assist with assembly programs
- Help with extra-curricular activities
- Give assignments
- Tutor students
- Work with individuals and small groups
- Assist in transitions to and from special classes, media center, lunch
- Develop teaching plans
- Assist a student who has missed classes

- Participate in the 3-way conference conducted by the supervisor at the end of the fall semester. This is a formative evaluation of the student teacher’s performance using the Senior Fall Evaluation Form.

**Spring Semester**

- Encourage the student teacher to be creative and to implement methods learned in university course work.

- Work with the University supervisor and the student teacher to plan a well-balanced program of learning activities that will allow the student teacher to actively participate, observe, and evaluate his or her performance.

- Work with the student teacher and the University supervisor to develop a plan for the student teacher to assume responsibility in the classroom, and allow the student teacher to assume more responsibilities as he or she exhibits the readiness to do so. The cooperating teacher and the University supervisor will jointly plan a tentative schedule for the assumption of teaching responsibilities. Full teaching responsibilities will be for a 4-6 week period, as determined by the teacher and supervisor.

- Involve student teachers in non-instructional activities, such as faculty meetings, professional meetings, school organizations, school club work, and community activities.

- Alert the student teacher to the advantages presented by including parents as partners in the education process.
• Assist the student teacher in establishing a positive working relationship with the teaching assistant and develop a plan for student teacher to work with the teaching assistant during weeks of full-time teaching.

• Provide student teachers with strategies for informing parents about their children’s school experiences and achievement.

• Involve the student teacher in parent-teacher conferences conducted by the cooperating teacher.

• Allow the student teacher to play a major role in a parent-teacher conference if the student teacher is or has been teaching the student for whom the conference is planned.

• Encourage the student teacher to be active in parent-school activities such as PTA meetings. Recognize the student teacher at such activities as a professional co-worker.

• Encourage the student teacher to recognize that all parents are concerned about their child's progress in school. Accentuate the child's positive performance.

• Encourage the student teacher to respect all parents regardless of sex, race, religion, or social class.

• Develop an overall supervision plan involving observations, criteria for evaluation, and supervisory strategies, all of which should be discussed with the student teacher and the University supervisor.

• Provide weekly conferences during which the cooperating teacher and the student teacher can plan, share information, evaluate, and make decisions.

• Plan for weekly observations and follow-up conferences that help the student analyze lessons taught, with an emphasis on continuous growth. Encourage the student teacher to evaluate his or her personal and professional progress.

• Provide clear feedback through post-observation conferences about teaching practices. Assist the student teacher in gathering additional resources and assuming more opportunities to practice skills that need additional work. Provide formative feedback to the student teacher, also.

• Participate in the 3-way conference conducted by the supervisor at the end of the student teaching practicum. This is a summative conference using the Exit Criteria for Teacher Education Graduates-Elementary Education Program Form.

• **Alert the University supervisor and the Student Teaching Placement Coordinator if a situation develops in the fall or spring semester that is not productive for the student teacher, students, or the cooperating teacher.**
The Role of the Student Teaching Placement Coordinator and Licensure Officer

The Student Teaching Placement Coordinator is responsible for the placement of student teachers in the public schools. The Coordinator works with the Elementary Education Program in the School of Education and public schools to insure that student teachers are given appropriate assignments. In addition to the placement of student teachers, the Coordinator is responsible for proper administration of the program. The Student Teaching Placement Coordinator's responsibilities include, but are not limited to, the following:

- Serves as a liaison between public schools and the School of Education.
- Communicates University student teaching policies to public school administrators, faculty, and staff.
- Communicates public school student teaching policies to the University administrators, faculty, staff, and students.
- Implements Triangle Alliance, university, and program policies and requirements.
- Coordinates payment to cooperating teachers.
- Coordinates arrangements for student teaching placements.
- Maintains database with information on placements.

The Licensure Officer is primarily responsible for all institutional activities related to public school licensure. Specific functions include, but are not limited to, the following:

- Processes the necessary form(s) for licensure IHE/LEA Certification of Teaching Capacity.
- Recommends candidates for licensure.
- Advises students and faculty concerning state policies and regulations for licensure.

The Roles of Other Professional Educators

Although their roles may not be as obvious as the roles of the cooperating teacher and the University supervisor, other key educators such as the principal and other staff members who play an important part in the professional development of the student teacher.

The Principal

As the administrative and instructional leader of the school, the principal plays an important role in the student teaching program. The principal participates in the selection of experienced, competent cooperating teachers to assist in the student teaching program. In addition, the principal works closely with the University supervisor to insure a meaningful student teaching experience for students as well as for the student teacher. Because of the principal’s leadership role, the cooperating teacher is obligated to keep the principal informed of other-than-routine happenings and progress of the student teacher.

The principal has the flexibility to arrange with the cooperating teacher, the student teacher, and the University supervisor the amount of input that the principal will have regarding the practicum experience. Some principals have assisted in orienting, observing, and evaluating the student teacher.
Other School Personnel

The student teacher should be made aware of the important roles of other members of the school-based community. Resource teachers, media coordinators, counselor, school social workers, school psychologists, and teacher assistants are all important members of the school team. It is also important that student teachers recognize and appreciate the contributions of school secretaries, custodial staff, cafeteria staff, bus drivers, and volunteers.

EVALUATION

Evaluation of Student Teachers

The University supervisor works with the cooperating teacher to complete formative and summative evaluations of the student teacher's performance during the student teaching internship. University supervisors and cooperating teachers together determine procedures for informal and formative evaluations. Currently three evaluation forms are required for each student:

1) Senior Fall Evaluation of Student Teacher Form
2) Exit Criteria for Teacher Education Graduate—Elementary Education Form. (Complete using the Teacher Candidate Evaluation Rubric found on the SOE website under “Guides & Handbooks” and distributed with this Practicum Manual)
3) IHE/LEA Certification of Teaching Capacity

Informal Evaluations

There should be ongoing informal evaluations of the student teacher's performance throughout the practicum. Through informal evaluations, a student teacher can gain an understanding of his or her performance, strengths and weaknesses, and what he or she needs to do to be more effective in teaching. We recommend that several informal evaluations be completed, and that the following guidelines be applied when evaluating the performance of the student teacher:

- Emphasize the importance of cooperation between the student and his or her supervisors.
- Provide continuous feedback on a regular basis. Reinforce the student's strengths and provide specific and concrete methods to remediate the student's deficiencies.
- Focus on helping the student develop the ability to analyze his or her own performance and to assist in developing procedures to remediate deficiencies.
Below are several types of informal evaluations:

- Student teacher-cooperating teacher conferences
- Student teacher-cooperating teacher conferences based on the predetermined evaluation instruments (usually recommended by the University supervisor)
- Self-appraisal by the student teacher
- Self-appraisal by the student teacher based on predetermined evaluation instruments
- Three-way appraisal conferences including the student teacher, cooperating teacher, and University supervisor
• Cooperating teacher-University supervisor conferences Student teacher-University supervisor conferences

Formal Evaluations

Formative and summative evaluations are used to assess the student teacher's performance. Formative evaluations are usually informal and occur during the end of the fall semester and the middle of the spring semester of the student teaching experience. The summative evaluation occurs at the end of the student teaching experience and gives a final description of the student teacher's performance.

At the conclusion of the student teaching period, the cooperating teacher and the University supervisor meet with the student teacher to complete the Exit Criteria for Teacher Education-Elementary Education Program and Form S*. The University supervisor describes the purposes of these forms to the cooperating teachers.

• The Exit Criteria for Teacher Education-Elementary Education Program Elementary Education Form provides a format to record an objective and subjective evaluation of the student teaching experience. The form reflects the desired outcomes for elementary education students. The Teacher Candidate Evaluation Rubric provides information and data for overall ratings on the Exit Criteria; the rubric is distributed by the program along with this Practicum Manual and is also available with the manual on the SOE website under “Guides & Handbooks”.

• The state-mandated IHE/LEA Certification of Teaching Capacity is currently required by the state for licensure. The University Supervisor, Cooperating Teacher, and Student Teacher will sign where appropriate during the last 3-way conference of the spring semester. The University Supervisor and/or Cooperating Teacher will facilitate obtaining signatures from the school principal or designee prior to submitting the form to the placement coordinator.

• The University supervisor is responsible for turning in a completed Exit Criteria for Teacher Education Graduates-Elementary Education Program and IHE/LEA Certification of Teaching Capacity for each student who participates in a student teaching practicum for more than two weeks. The forms must be completed even if the experience was unsuccessful and the student will not be recommended for licensure.

The University supervisor must return the completed Exit Criteria form to the Student Teaching Placement Coordinator no later than one week after the last day of student teaching; completed IHE/LEA Certification of Teaching Capacity forms must be returned to the Licensure Officer in that same time period. THE STUDENT TEACHER CANNOT BE LICENSED UNTIL THESE FORMS ARE FILED.
**Grading Procedures**

After completion of the summative evaluation, the University supervisor records a pass or fail grade for each student teacher for EDUC 518, *Student Teaching in the Elementary Grades*. EDUC 519, *Seminar on Teaching Elementary Grades* will be graded using the standard A-F university scale. University supervisors and cooperating teachers complete recommendation forms and write letters of recommendation when requested by student teachers.

In the event the student teaching is not successful, the University supervisor will inform the Student Teaching Placement Coordinator in writing as soon as it is evident that the student is at risk for failing the student teaching internship. The University supervisor will carefully describe the student's deficiencies and the interventions that he or she and the cooperating teacher have used and the results. The University supervisor will describe his or her recommendations as to how the student's deficiencies can be corrected and the length of time needed. Examples of past recommendations to remediate a student's deficiencies have stipulated that the student:

- complete additional weeks of student teaching.
- teach in another school.
- repeat the student teaching internship.

The student must sign and date a copy of the Supervisor’s letter, which is retained by the Student Teaching Placement Coordinator. The University supervisor should provide the student with a copy of the letter for his or her files. The above procedures also apply when the student will pass student teaching, but will not be recommended for licensure.

**Termination/Modification of the Student Teaching Internship**

Circumstances other than poor performance may require termination or modification of the student teaching internship. It is important for the university supervisor to inform the Elementary Program Coordinator and the Student Teaching Placement Coordinator, in writing, when a student teacher is unable to follow the regular student teaching schedule. The university supervisor must include in a letter the reasons for termination or modification of student teaching. The student, supervisor, cooperating teacher and Program Coordinator must sign and date a copy of the letter, which will be filed with the Student Teaching Placement Coordinator. The student will receive a copy of the letter for his or her files.

If a student is terminated from their placement and earns an F in student teaching they will be sent back to Arts and Sciences for determination of a replacement major so the student can graduate. Once an F is earned in student teaching, it is not repeatable for credit. If a student qualifies for a medical withdrawal from the university during the student teaching internship, it may be possible to return in a future term and finish the remainder of their internship. All requests to do so will be reviewed by the Elementary Education Program Coordinator and the Director of Student Affairs.
APPENDICES
Variables Determining Student Teacher Assignments at the University of North Carolina at Chapel Hill

1. STUDENT REQUEST
2. NUMBER OF STUDENT TEACHERS
3. APPROVED LIST OF COOPERATING TEACHERS
4. REQUEST FOR SPECIAL ASSIGNMENT
5. UNC-CH FACULTY RECOMMENDATIONS
6. TRANSPORTATION AND/OR OTHER CONSTRAINTS
7. AVAILABILITY OF COLLEGE SUPERVISORS (TIME/TRAVEL)

Adapted from the University of Alabama Student Teaching Handbook

Updated August 14, 2014
Public School Laws of North Carolina


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

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

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

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

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

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

(g) To Make Required Reports. – A teacher shall make all reports required by the local board of education. The superintendent shall not approve the voucher for a teacher's pay until the required monthly and annual reports are made.

The superintendent may require a teacher to make reports to the principal.

A teacher shall be given access to the information in the student information management system to expedite the process of preparing reports or otherwise providing information. A teacher shall not be required by the local board, the superintendent, or the principal to (i) provide information that is already available on the student information management system; (ii) provide the same written information more than once during a school year unless the information has changed during the ensuing period; or (iii) complete forms, for children with
disabilities, that are not necessary to ensure compliance with the federal Individuals with Disabilities Education Act (IDEA). Notwithstanding the forgoing, a local board may require information available on its student information management system or require the same information twice if the local board can demonstrate a compelling need and can demonstrate there is not a more expeditious manner of getting the information.

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

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

§ 115C-308. Rules for teacher's conduct.

The conduct of teachers, the kind of reports they shall make, and their duties in the care of school property are subject to the rules and regulations of the local board, as provided in G.S. 115C- 47(18). (1981, c. 423, s. 1.)

§ 115C-309. Student teachers.

(a) Student Teacher and Student Teaching Defined. – A "student teacher" is any student enrolled in an institution of higher education approved by the State Board of Education for the preparation of teachers who is jointly assigned by that institution and a local board of education to student-teach under the direction and supervision of a regularly employed certified teacher.

"Student teaching" may include those duties granted to a teacher by G.S. 115C-307 and 115C-390 and any other part of the school program for which either the supervising teacher or the principal is responsible.

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

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

# Weekly Communications

**Name:**
**Date in Practicum Setting:**

<table>
<thead>
<tr>
<th><strong>Overview of Day in Practicum Setting</strong> (General description of day’s activities)</th>
<th><strong>ST’s Comments or Questions for Supervisor</strong> (“I wondered about…”, “I have a question about…”, “How can I find out more about…”)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CT Comments/Questions</strong></th>
<th><strong>Supervisor Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **ST Notebook Out and Complete:** | **ST Initials:** ______ |
| | |

| **CT Initials:** ______ | **Supervisor Signature:** ________________________________ |
| | |

Updated August 10, 2012
## Lesson Plan Log

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Lesson Objective</th>
<th>NCSCoS Goal</th>
<th>NCSCoS Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lesson Objective</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Updated August 14, 2014
30 Student Teacher Questions

Directions: Answer the following questions using information found in your school’s policy handbook. Complete these questions on your computer and place a completed copy in your Student Teacher file box or notebook. Your supervisor will review your answers.

Safety
1. What do I do in case of an emergency in my classroom or on the playground when my CT and TA aren’t present?

2. Where does my class go for a fire drill? Tornado drill? Lockdown? Describe the emergency codes for each.

3. What do you do with notes from parents? What is your responsibility for responding to parental notes?

Health
4. What do you do if a child gets sick and the CT/TA are not present?

5. What is the school’s medication policy?

6. When (and how) do you refer a child to the nurse? Counselor? Where are they located and when are they in the school?

Administrative Policy
7. What time must students be in classrooms? What is the tardy policy? The absentee policy?

8. What is the procedure for recording attendance? Why is it important for the school to keep tract of attendance?

9. What is the procedure for collecting lunch money?
10. How do you requisition supplies?

11. What is the policy for using the copy machine?

12. What are the procedures for using media equipment, i.e., Smartboard, Alpha Smart, laptop cards?

13. What is the procedure for using the library/media center?

14. Where is the lost and found area?

15. When am I responsible for locking my room?

16. How can you access your school’s policy handbook? How does this affect you?

17. What is the school’s grading policy?

18. How often are report cards sent home?

19. List curriculum guides other than the NCSCoS that you can refer to in planning your lessons.

20. What is SIMS or Wise Owl? Who is the coordinator at your school?

21. When are faculty meetings held? What committees do teachers serve on? (list all)
22. What is a cumulative file? Where are files located? Do you have access to these files? What is FERPA?

**Behavior Management**
23. What are procedures for taking a class to the restroom? To lunch? To recess? To an assembly? Dismissal?

24. Does the school have a school-wide discipline policy? If yes, describe the policy.

25. What is the teacher’s behavior management philosophy?

**Parent/Community Communications**
26. When and how are parents contacted?

27. Is there a scheduled time for parent conferences?

**Professional Collaboration**
28. Who are the specialists in your school? (list all) How do they support instruction?

29. How will you collaborate with the following: art, music, PE, and special needs teachers and the technology specialist?

30. What is a PLC? What will be your role in the PLC
# Practicum Log

Student Name:

Semester:

<table>
<thead>
<tr>
<th>Date</th>
<th>Name &amp; Brief Description of Extra Duty Event Attendance</th>
<th>Role – Participant / Presenter / Observer / Organizer</th>
<th>CT Initials</th>
</tr>
</thead>
</table>

Updated August 14, 2014
| Planning |
|------------------|------------------|------------------|
| **Teacher Candidate:** | **Unit/Subject:** | **Date:** |
| 1. **Lesson overview or summary:** In a few sentences, summarize this lesson. | | |
| 2. **Focus Question:** What is the big idea or focus question of the lesson? | | |
| 3. **Connection:** What is the big idea that connects this lesson with the other 3-5 lessons in the learning segment? | | |
| 4. **Student Accomplishment:** What will the final summative assessment expect students to do? (see end of lesson) | | |
| 5. **Class characteristics:** Describe the important characteristics of the students in the class that need to be considered in planning and teaching to facilitate learning for all students. | | |
| • Consider students' prior knowledge, language development, social and emotional developments, family, and interests. | | |
| • Include how you will use your knowledge of students to plan the lesson activities, pacing, choices, etc. (this can be a portion of the commentary instead). | | |

Updated August 10, 2012
### Sample Lesson Plan

<table>
<thead>
<tr>
<th>Teacher Candidate:</th>
<th>Unit/Subject:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level:</td>
<td>Instructional Plan Title/Focus:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

**State Learning Standards:** Identify relevant grade level standards from NCSCS and the CCSSM.

**Learning Targets:** What should the students know or be able to do after the instruction? Use a common format with a measurable verb that matches the cognitive domain of the standard(s) (see Assessment below). Consider including language targets as well.

**Academic Language:** List the academic language/ language demands for the lesson (consider both form and function).

**Key Vocabulary:** List the key content vocabulary that will be covered.

**Grouping:** Describe how and why students will be divided into groups, if applicable (random, ability, interest, social purposes, etc.).

**Materials needed:** List all tools and/or materials that will be needed to implement the task(s). Attach a copy of ALL materials the teacher and students will use during the lesson; e.g., handouts, questions to answer, overheads, PowerPoint slides, worksheets. List equipment or technology that needs to be available.

**Adaptations for Diverse Learners:** How will you adapt the task for diverse learners? List:

1. Describe how and why students will be divided into groups, if applicable (random, ability, interest, social purposes, etc.).
2. Multiple means of access: List ways the teacher will present the materials.
3. Multiple means of engagement: List ways the students will participate in the learning.
4. Multiple means of expression: List ways the students can show their learning.
5. Methods of differentiation: List accommodation or differentiation strategies.
6. Language learning objectives: Where will you integrate these?
7. Remedial activities: List a review sheet, scaffolding worksheet or plan.
8. Extension activities: What will students who finish early do?
Learning Activities: Give detailed, step-by-step instructions on how you will implement the instructional plan. Describe exactly what students will say or do during the lesson. Please use a numbered list.

<table>
<thead>
<tr>
<th>Organization of Lesson</th>
<th>What will students be saying or doing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In planning your lesson, think about:</td>
<td>Make two columns:</td>
</tr>
<tr>
<td>6. Transition statements you make throughout your lesson and write them out</td>
<td>I do</td>
</tr>
<tr>
<td>7. Write down the questions you want to ask</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Launch (BEFORE)</th>
<th>I do</th>
<th>Students do</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How will I launch this lesson?</td>
<td>• What understandings and misunderstandings will I look for?</td>
<td></td>
</tr>
<tr>
<td>• State the task(s).</td>
<td>• What are all the ways the task(s) can be solved?</td>
<td></td>
</tr>
<tr>
<td>• In what ways does the task(s) build on students’ previous knowledge?</td>
<td>• What misconceptions might students have?</td>
<td></td>
</tr>
<tr>
<td>• What definitions, concepts, or ideas do students need to know in order to begin to work on the task?</td>
<td>• What errors might students make?</td>
<td></td>
</tr>
<tr>
<td>• What questions will you ask to focus their thinking?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What questions will you ask to assess students’ understanding of key content ideas, problem-solving strategies, or the representations?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Explore (DURING)</th>
<th>I do</th>
<th>Students do</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How will my students explore concepts during this lesson?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How will I assess the content ideas brought out in the lesson?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How will I use scaffolding to support students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What questions will you ask to advance students’ understanding of the content ideas?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summarize (AFTER)</th>
<th>I do</th>
<th>Students do</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What content and processes need to be emphasized?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How will students share their work/thinking?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How can I orchestrate the discussion so students summarize their thinking?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What questions will you ask to encourage students to share their thinking with others or to assess their understanding of their peer’s ideas?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Next Steps</th>
<th>Based on the above, what you will do in your next lesson to ensure students' learning.</th>
</tr>
</thead>
</table>
### Assessment

#### Assessment Strategies
Attach questions, worksheets, tests or any additional documentation related to your assessment strategies. Also attach appropriate marking rubrics, criteria lists, expectations, answer keys, etc.

- **Formative**: measures process/progress toward mastery of target(s)
- **Summative**: measures outcomes/achievement of target(s)

#### Target-Assessment Alignment Table

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Write a learning target here from above</td>
<td>Formative: In this space, tell how you will assess (F&amp;S) whether students have met this target.</td>
</tr>
<tr>
<td>• Use a new cell for each target you are asking students to meet in this lesson.</td>
<td>Summative:</td>
</tr>
</tbody>
</table>

### Additional Requirements

c. **Acknowledgements**: Acknowledge your sources. Give credit to the person who created the idea for the instructional plan, including yourself. You might use language such as "Instructional Plan adapted from _____"; “Instructional Plan Consultants (not responsible for the content of this instructional plan): ________”; and/or “Instructional Plan Created by _______.” Cite scripted materials/curriculum if appropriate.

d. **References**: List in APA format references for both learning strategies and content.

Elementary Student Teacher Lesson Reflection Form

Name: 
Date: 
Lesson: 

Directions: Prior to your conference with your cooperating teacher or supervisor take ten minutes to respond to the following questions on a computer. Print and bring this reflection to your conference to guide the conversation about your lesson.

Content Knowledge
- State in your own words the goal and objective for your lesson as stated in the NC Essential Standards or the Common Core State Standards (math and English language arts)
- What is the purpose of the lesson?
- State your modified objectives (if included in your lesson)?
- How well did you understand the content?
- How does this lesson fit within the context of lessons taught previously?

Assessment
- How did you assess the lesson objective?
- How many children met this objective?
- What is the evidence that children met or did not meet this objective? How can you use this information to plan for the next steps in student learning on this topic/objective?
- How do you plan to assist the children who didn't meet the objective?

Evidence of Instructional Presentation
/materials ready, objectives addressed, students on-task quickly, appropriate pace, logical sequence, smooth transitions, approaches varied, application opportunities, understandable level, modeled examples and illustrations, clear directions, speech quality, of interactive technology/

<table>
<thead>
<tr>
<th>What went well</th>
<th>How can I improve</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Updated August 10, 2012
### Monitoring/ Feedback
- clear, reasonable standards, circulated during classwork, checked student progress, supportive corrections

<table>
<thead>
<tr>
<th>What went well</th>
<th>How can I improve</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Management
- behavior established, frequent monitoring, firm enforcement, disruptions addressed, instruction continued, patient and poised, fair and impartial, smooth transitions

<table>
<thead>
<tr>
<th>What went well</th>
<th>How can I improve</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Summary
- How would you rate your students' level of participation and interest in the lesson: very interested, somewhat interested, or not very interested? What is the evidence of your rating?
- What is your overall feeling about this lesson?
- What questions do you have?
Elementary Education Supervisor/Cooperating Teacher Observation Form

UNC Chapel Hill

Name:
Date:
Time:
Lesson topic:

*Adjust spacing as needed throughout this observation form.

<table>
<thead>
<tr>
<th>Written Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOE Principle 2</td>
</tr>
<tr>
<td>/objective stated, procedures stated, appropriate materials listed, planned for differentiation, planned for culturally responsive teaching, variety of activities, sufficient number of activities, pre/self/ongoing/summative assessment/</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence of Instructional Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOE Principle 1 &amp; 2</td>
</tr>
<tr>
<td>/materials ready, objectives addressed, students on-task quickly, high-level of on-task behavior, appropriate pace, logical sequence, smooth transitions, needs accommodated, interest stimulated, approaches varied, students involved/active opportunities, application opportunities, made personal connections, understandable level, modeled examples and illustrations, varying levels of questions used, information accurate, clear directions, speech quality, student/teacher use of interactive technology/</td>
</tr>
</tbody>
</table>

Updated August 14, 2014
## Monitoring/ Feedback

**SOE Principle 3 & 4**

-[clear and reasonable standards, circulated during classwork, checked student progress, supportive corrections]

## Management

**SOE Principle 2 & 4**

-[behavior established, frequent monitoring, firm enforcement, disruptions addressed, instruction continued, patient and poised, fair and impartial]
### Evidence of Differentiation and Culturally Responsive Teaching

**Principle 2 & 4 and Disposition 1**

- Modifications and accommodations used to meet the needs of students with varying knowledge, skill, language, and behavioral needs; students' backgrounds reflected in lesson; lesson was personal and relevant to students.

### Evidence of Evaluation/Assessment

**SOE Principle 3**

- Pre-assessment, student self-assessment, ongoing assessment, summative assessment, documentation of assessment.
<table>
<thead>
<tr>
<th>Summary of Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggestions for Improving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Student Teacher

Cooperating Teacher

Supervisor

Updated August 14, 2014
### Fall Evaluation of Student Teacher

**Student’s Name:** _____________________________________________

**Program:** ___________________________________  **Course & Section #:** ________________________

**Assessor’s Name:** ___________________________________  **Term & Year:** ______________________

**Instructors: Please CIRCLE your rating for each row.**

<table>
<thead>
<tr>
<th></th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Not Demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a positive and respectful attitude toward children.</td>
<td>Consistently demonstrates a positive and respectful attitude toward children.</td>
<td>Usually demonstrates a positive and respectful attitude toward children.</td>
<td>Seldom demonstrates a positive and respectful attitude toward children.</td>
</tr>
<tr>
<td>• Demonstrates a positive and respectful tone and demeanor.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Engages children in meaningful conversations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates interest and concern about children.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Holds needs of children as paramount.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Presents self as a teacher with authority and demonstrates fairness while maintaining classroom authority.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NC-T-CORE.2, NC-T-CDIV.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates a positive and respectful attitude toward adults.</td>
<td>Consistently demonstrates a positive and respectful attitude toward adults.</td>
<td>Usually demonstrates a positive and respectful attitude toward adults.</td>
<td>Seldom demonstrates a positive and respectful attitude toward adults.</td>
</tr>
<tr>
<td>• Receptive to constructive feedback and incorporates it into practice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates a positive and respectful tone and demeanor.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates good communication skills.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Handles conflict in a professional manner.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reaches out to a variety of adults.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTASC.10, NC-CH2004.P4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriately involved with children throughout the day.</td>
<td>Consistently appropriately involved with children throughout the day.</td>
<td>Usually Appropriately involved with children throughout the day.</td>
<td>Seldom appropriately involved with children throughout the day.</td>
</tr>
<tr>
<td>• Actively engages with children for the majority of the day.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understands the appropriate relationship between child and teacher.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NC-CH2004.P2, INTASC.5, NC-T-CDIV.1, NC-T-CDIV.2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Updated August 14, 2014
<table>
<thead>
<tr>
<th>Demonstrates initiative in the classroom setting.</th>
<th>Consistently demonstrates initiative in the classroom setting.</th>
<th>Usually demonstrates initiative in the classroom setting.</th>
<th>Seldom demonstrates initiative in the classroom setting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Initiates involvement within the classroom without prompting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Asks relevant questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NC-T-CORE.4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prepares lesson plans that are in accordance with School of Education and NCSCoS standards as well as cooperating teacher requirements.</th>
<th>Consistently prepares lesson plans that are in accordance with the School of Education and NCSCoS standards as well as cooperating teacher requirements.</th>
<th>Usually prepares lesson plans that are in accordance with the School of Education and NCSCoS standards as well as cooperating teacher requirements.</th>
<th>Seldom prepares lesson plans that are in accordance with the School of Education and NCSCoS standards as well as cooperating teacher requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plans with the cooperating teacher prior to developing lessons.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Begins to consider content knowledge, assessment, differentiation, and culturally responsive teaching as identified in the UNC Elementary Student Teacher lesson plan template.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Integrates strategies and practices from methods classes in lesson plan.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Submits lesson plans in a timely manner.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Organizes materials to facilitate instruction.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NC-CH2004.P1, INTASC.4, NC-T-CDIV.1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implements lessons that are in accordance with School of Education and NCSCoS standards as well as cooperating teacher requirements.</th>
<th>Consistently met teaching expectations by the cooperating teacher and University supervisor.</th>
<th>Usually met teaching expectations by the cooperating teacher and University supervisor.</th>
<th>Seldom met teaching expectations by the cooperating teacher and University supervisor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Implemented teaching expectations as determined by the cooperating teacher and University supervisor.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NC-CH2004.P1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actively reflects on classroom practices and lessons taught</td>
<td>Consistently reflects on classroom practices and lessons taught.</td>
<td>Usually reflects on classroom practices and lessons taught.</td>
<td>Seldom reflects on classroom practices and lessons taught.</td>
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<tr>
<td>• Actively reflects on classroom practices as observed throughout the day.&lt;br&gt;• Reflects with professional colleagues.&lt;br&gt;• Ongoing personal reflection before, during and after teaching lessons.&lt;br&gt;• Completes the UNC Elementary Student Teacher reflection form when formally observed.</td>
<td></td>
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<tr>
<td>INTASC.9, NC-T-CDIV.6, NC-T-CORE.5</td>
<td></td>
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<tr>
<td>Supports a positive learning environment</td>
<td>Consistently supports a positive learning environment.</td>
<td>Usually supports a positive learning environment.</td>
<td>Seldom supports a positive learning environment.</td>
</tr>
<tr>
<td>• Understands classroom rules and consequences.&lt;br&gt;• Consistently reinforces classroom rules, routines and procedures.&lt;br&gt;• Begins to address challenging behavior.</td>
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<tr>
<td>NC-T-CDIV.2</td>
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<tr>
<td>Collaborates with Professionals</td>
<td>Observes and/or interacts with a minimum of 4 resource professionals during the semester.</td>
<td>Observes and/or interacts with a minimum of 3 resource professionals during the semester.</td>
<td>Observes and/or interacts with 2 or fewer resource professionals during the semester.</td>
</tr>
<tr>
<td>• Begin to collaborate with resource professionals as listed in the 30 Student Teacher Questions document (see item 28).&lt;br&gt;• Observes and/or interacts with resource professionals.</td>
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<tr>
<td>NC-T-CDIV.3 NC-T-CORE.4</td>
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<tr>
<td>Interacts with school community</td>
<td>Consistently interacts with school community.</td>
<td>Usually interacts with school community.</td>
<td>Seldom interacts with school community.</td>
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<tr>
<td>•Volunteers to participate in school/community activities during non-school hours (faculty meetings, PLC meetings, parent conferences, Open House, etc.).</td>
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<tr>
<td>• Presents self in a professional manner (appropriate dress, voice quality, and demeanor).&lt;br&gt;• Completes assignments and paperwork in a timely manner.</td>
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<tr>
<td>NC-CH2004.P4</td>
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<tr>
<td>Follows attendance policy</td>
<td>Consistently follows attendance policy.</td>
<td>Usually follows attendance policy.</td>
<td>Seldom follows attendance policy.</td>
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<tr>
<td>• Arrives in the classroom at the designated time as determined by the cooperating teacher and University supervisor (a minimum of 30 minutes before the arrival of the children).</td>
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<tr>
<td>• Contacts cooperating teacher and University supervisor when going to be late or absent from the classroom.</td>
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<tr>
<td>• Follows the policy for making up missed time as stated in the Student Teaching Practicum Manual.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Submits documentation when missed time has been made up.</td>
<td></td>
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</tbody>
</table>

Any “Not Demonstrated” ratings will result in the development of an action plan by the cooperating teacher, the University supervisor and the student teacher to be implemented during the spring semester.
EXIT CRITERIA for TEACHER EDUCATION GRADUATES
ELEMENTARY EDUCATION PROGRAM
The University of North Carolina at Chapel Hill

Date _________________________

Interim evaluation ___________________ Final evaluation _______________________

Student ______________________________________________________________________
Last name         First name              Middle name         Maiden Name

PID _________________________________

STUDENT TEACHING

Spring semester assignment began ___________________ and ended _____________________

month/day/year     month/day/year

Site __________________________________________________________________________

school        school district

Grade/Subject _______________________________________________________

GENERAL ESTIMATE OF ABILITY AS A PRE-SERVICE TEACHER
(Reflects the ratings of the student’s performance)

CHECK THE APPROPRIATE OVERALL RATING:

______ ACCOMPLISHED
______ PROFICIENT
______ NOT DEMONSTRATED*

*You must document why a student receives a Not Demonstrated rating.

Attach the completed LEA/IHE Certification of Teaching Capacity Form. The teacher candidate must meet each of the descriptors identified in the document to be recommended for licensure.
COMMENTS (Attach additional pages if needed.)

- Include statements about the student’s strengths, evidence of professional growth, and skills that need to be enhanced. The final document is filed as “Confidential” in the Student Affairs office.

- Also include any explanations you wish to make concerning discrepancies in ratings of the student teacher.

- Please offer the student intern a copy of this document for her/his professional files.

ENDORSEMENTS

If possible, this evaluation should represent the combined judgment of the co-signers. If this is not possible, please submit two [2] separate forms, each signed by the assessor.

Cooperating Teacher: __________________________________________

Date: __________________________

University Supervisor: __________________________________________

Date: __________________________

STUDENT TEACHER/INTERN SIGNATURE

I have read this assessment of my performance and □ do □ do not agree with the conclusions.

I □ will □ will not attach a statement to become a part of this document.

I understand that I may have a copy of this document, if requested.

Student Intern: __________________________ (Signature does not indicate endorsement)

Date: __________________________

Send signed, completed Exit Criteria forms, including attachments, and LEA/IHE Certification of Teaching Capacity to Elementary Program Coordinators, Peabody 219A, CB 3500, Chapel Hill, NC 27599.

All documents should be submitted within two weeks of the completion of the student teaching/internship assignment.
I have read and understand the policies and procedures stated in this manual.

Student Teacher__________________ Name of Supervisor__________________

Date____________________________

This form is to be signed, dated, and given to your University supervisor who will keep this form on file.