

Student Teacher Handbook



Teacher Education Program North Greenville University

**P. O. Box 1892
Tigerville, SC 29688-1892**



Fall 2021

INTRODUCTION

The **Vision** of the Teacher Education Program at North Greenville University, a Christ-centered institution, is to prepare students to become **effective practitioners, reflective decision makers, and facilitators of learning** in a diverse and changing society. North Greenville University is committed to providing an exceptional teaching experience for candidates who have completed requirements leading to the student teaching semester. Through a partnership with area school personnel, student teachers are provided pre-service responsibilities that enable them to test, refine, and affirm their knowledge, professional philosophy, and educational methods. The pre-service setting also provides the student teacher with the opportunity to examine the ethical standards of the teaching profession and their impact on educational practices.

This handbook describes the policies and procedures developed for student teaching, including guidelines for all partners in the process; the teacher candidate, cooperating teacher, school administrator, and the University faculty member assigned to guide this learning opportunity. The attitudes, behaviors, and responsibilities of the student teacher are emphasized. They represent the essence of North Greenville University's commitment to permitting only qualified practitioners to enter the teaching profession.



Conceptual Framework:

The Conceptual Framework of the College of Education rests on the highest teaching standards of the Bible as expressed through the life of Jesus Christ, the state of South Carolina through the ADEPT 4.0 Rubric, and the national standards of InTASC and the Council of Accreditation of Educator Preparation (CAEP). This framework is shown in the tri-fold focus of effective practitioners, caring leaders, and lifelong learners. The COE seeks to produce teachers who embody the highest standards of practice, caring, and leadership as seen in the Greatest Teacher, Jesus Christ.

North Greenville University: College of Education Conceptual Framework.

OUTCOME 1: THE TEACHER IS AN EFFECTIVE PRACTITIONER, GROUNDED IN CONTENT KNOWLEDGE AND SKILLED IN IMPACTING STUDENT LEARNING.

Proficiencies:

A. Candidates demonstrate mastery of the critical **content and processes** in their fields of study within the context of a broad understanding of the liberal arts. [CAEP 1.1, InT 4, APS 6, Praxis II Content Exams, minimum grades in core courses, minimum GPA.]

B. Candidates **communicate** subject matter effectively and accurately to motivate student learning, and develop deeper levels of understanding of key concepts. [CAEP 1.2, InT 5, APS 4, FEE, Oral Grammar Rubric, AOD, Lesson Plan Rubric, ADEPT]

C. Candidates utilize the key principles of educational purposes, curriculum, instruction, and assessment by designing, adapting, and selecting a variety of **appropriate assessments** and using the data to improve student learning and instruction. [CAEP 1.3, InT 6, APS 3, Lesson Plans, ADEPT evaluation, Unit, TWS]

D. Candidates **plan and implement** lessons utilizing the knowledge of student diversity, human development, and research in order to help all students learn. [CAEP 1.5, InT 7, APS 2, Lesson Plans, Unit plan, TWS, ADEPT evaluation]

E. Candidates employ **multiple resources beyond the textbook** such as including concrete objects, online resources and media to meet the needs of all learners. [CAEP 1.4, InT 5 APS 5, Unit Plans, Lesson Plans, FEE, TWS]

F. Candidates use a variety of **effective instructional techniques**, models, methods (eg. close reading, critical thinking, problem solving), and materials in a logical sequence for teaching and learning. [CAEP 1.6, InT 8, APS 5, Lesson Plans, Unit Plan, FEE, TWS]

OUTCOME 2: THE TEACHER IS A NURTURING AND CARING LEADER.

Proficiencies:

A. Candidates exhibit **personal responsibility**, trustworthiness, fairness, and teamwork in the school community. [CAEP 1.7, InT 10, APS 10, AOD, ADEPT]

B. Candidates respect, value, and establish **high expectations** for all students creating an inclusive learning environment. [CAEP 1.6, InT 2, APS 4, AOD, TWS, ADEPT, SC safe schools climate act assessment]

C. Candidates design and maintain an effective, safe learning environment that **accommodates** the child's physical, social, emotional, and cognitive needs. [CAEP diversity thread, InT 1, APS 8, SC safe schools climate act, AOD, TWS, ADEPT]

D. Candidates value cooperation, practice collaboration, and display **fairness and empathy** when working with colleagues and families. [CAEP 1.8, InT 3, APS 10, AOD, ADEPT]

OUTCOME 3: THE TEACHER IS A LIFELONG LEARNER WHO BY EXAMPLE AND INSTRUCTION INVITES LIFELONG LEARNING IN STUDENTS.

Proficiencies:

A. Candidates engage in **professional development** activities and utilize resources that contribute to the improvement of self, the profession, and community. [InT 9, APS 10, AOD, ADEPT]

B. Candidates use **technology** and other resources as tools for improving instruction and for professional growth. [CAEP technology thread, InT 9, APS 10, Lesson plans, TWS, ADEPT]

C. Candidates model **inquiry and reflection** on teaching and decisions that impact students, families, and communities based on student performance. [CAEP 1.3, InT 10 APS 10, Lesson Plans, TWS, ADEPT reflections]

D. Candidates **reflect on their choices and biases** in order to build strong relationships with learners, families, colleagues, and the community. [CAEP 1.9, InT 10, APS 10, lesson reflections, TWS, ADEPT reflections]

Revised 2.13.2014. Updated 1.15.15.

PURPOSE OF STUDENT TEACHING

The student teaching experience provides education majors with an extended period in which to apply knowledge, unit and lesson planning, classroom management, and assessment procedures with students of a particular age or grade level. During this experience, student teachers benefit from the guidance of an experienced classroom professional as they accept increasing responsibility for determining and meeting the needs of students.

ADMISSION PROCEDURES

Admission of a candidate to student teaching is dependent upon a candidate meeting the following criteria:

- Apply for admission to Directed Student Teaching, May 1st for spring semester and December 1st for fall semester. (See The Teacher Education Handbook for requirements.)
- Successfully complete all course work, chapel, and cultural events, maintaining all GPA requirements as well as grades of “C” or better in all education courses. You must also continue to demonstrate a professional demeanor in order to remain in the Teacher Education Program. Faculty may recommend a re-evaluation of the candidate’s status with regard to continued meeting of admission criteria at any time.
- A cumulative GPA of 2.75 or higher on a 4.0 scale.
- Complete, with a passing score, the South Carolina State required examinations (Praxis Core series, appropriate Praxis II test(s), and Principles of Teaching and Learning (PLT), in your chosen teaching field **prior to being admitted to Student Teaching**. See [Praxis: South Carolina: Test Requirements](#) for requirements for your field of study
- **Praxis II and PLT – See chart on page 16**
- Recommendation by the faculty of the College of Education or Division of Fine Arts for Music Education Majors.
- Completion of application for student teaching.
- Recommendation from the College of Education Faculty for Directed Student Teaching.
- Recommendation from Teacher Education Committee.

STUDENT TEACHER PLACEMENT

Placement Procedures

Currently, student teaching placements are made collaboratively with Greenville, Spartanburg, and Pickens County school districts. The Director of Teacher Education submits requests for placements to the Placement Coordinator of the school district and/or local school administration and final placement decisions are made by that individual. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools. To this end, field experiences and student teacher placements are not made at a high school attended by the candidate nor in any school in which there is a family member employed. Placements are for a total of sixty days. However, should a student need additional time to meet performance goals of the program, placements will be extended beyond sixty days.

Prerequisites for Cooperating Teachers

Teachers who serve as cooperating teachers of student teachers will:

- Hold a valid professional certificate in their area of supervision.
- Have successfully taught for a minimum of three years; two of which must have been in the subject area for which the supervision is assigned.
- Have appropriate training in supervising clinical experiences.
- Have been recommended by the superintendent, local school principal, or appointed designee for service as a cooperating teacher.

Placements

- **Early Childhood** student teachers are placed in an early childhood school class, (grades K4-3), for at least sixty days starting after orientation and ending the Friday before Thanksgiving, unless remediation is needed.
- **Elementary** student teachers are placed in an elementary school class, (grades 2-6), for at least sixty days starting after orientation and ending the Friday before Thanksgiving, unless remediation is needed.
- **Music Education** student teachers are placed in an elementary or secondary school for at least sixty days starting after orientation and ending the Friday before Thanksgiving, unless remediation is needed.
- **Secondary Education** student teachers are placed in a high school class (9-12) for at least sixty days starting after orientation and ending the Friday before Thanksgiving, unless remediation is needed.

STUDENT TEACHING POLICIES

Prerequisites for Student Teaching

During the semester prior to student teaching, prospective student teachers must submit an Application for Directed Student Teaching. The deadline date for submitting these forms will occur early in the semester.

Forms may be obtained by contacting the College of Education Office in Foster Building. Student Teacher Orientation will occur at the beginning of the Student Teaching Semester.

The prospective student teacher must submit the Release Form, Student Information Update, and the Graduation Checklist for Initial Certification and the results of a current TB test to the College of Education Office at the beginning of the semester prior to student teaching.

Schedule

Student teachers are to adhere to the schedule of the school to which they are assigned and are expected to attend school meetings and activities on the same basis as their cooperating teachers. For all practical purposes, student teachers' schedules regarding holidays and in-service dates will be the same as that of the cooperating teacher, regardless of the schedule of the University.

Attendance

Every student teacher is expected to adhere to the same standards of attendance and punctuality as the cooperating teacher, arriving at school at the time designated by the principal or designee and remaining for the period of time expected of all other teachers at the school. Daily attendance is recorded on the Student Teacher Attendance Sheet. Absences are excused only for personal illness or serious illness or death in the immediate family. Such absences must be made up in full in accordance with requirements established by the principal, the cooperating teacher, and the North Greenville University supervisor. An absence is defined as an entire school day or a part thereof. Absence procedures to be followed include: (1) earliest possible notification of the principal and cooperating teacher; (2) earliest possible notification of the North Greenville University supervisor through the College of Education; (3) completion of an absence report mailed to the University supervisor and (4) a doctor's note given directly to the North Greenville University supervisor, if an illness exceeds the three day absence limit. Excessive absences may result in the teacher student teacher's termination from student teaching.

Transportation, Food, and Housing Arrangements

Student teachers must provide their own transportation to and from the school to which they are assigned and must assume responsibility for all associated costs. Student teachers are responsible for costs of any meals purchased at schools where they teach. Bag lunches will be provided by the University dining hall for boarding students who do not wish to purchase food in the cafeteria at the assigned schools. NGU boarding students must make arrangements with the University to provide housing when the campus is closed during the student teaching period. Student Teachers are responsible for all meals during times when the campus dining hall is closed.

Substitute Teaching/Other Assignments

No student teacher is permitted to serve as a substitute teacher during the sixty (60) days of student teaching, nor are they permitted to perform activities or duties assigned to their cooperating teacher for which that teacher receives additional pay. A student teacher may not be paid as a teacher during his/her student teaching placement. See the Director of Teacher Education for questions.

Absence of Cooperating Teacher

The student teacher is supervised by the substitute teacher if a cooperating teacher is absent due to illness or other extenuating circumstances.

Additional Activities during Student Teaching

Employment during Student Teaching

Employment during student teaching is strongly discouraged. Should employment be essential, it should be scheduled only for weekends. Student teaching must take priority over all other activities to help ensure the success of the student teaching experience. Student Teachers may not substitute for public schools during student teaching. Student Teachers cannot be employed by school district during student teaching - (examples: sports and after school care)

Extracurricular Activities

No extracurricular activities, including athletic practices, games, and musical performances, are to intrude on the student teaching period.

Transporting Students

Student teachers may not transport pupils in their own cars or serve as drivers of buses or vans for any school-related events or activities.

Inclement Weather

Student teachers should listen to local radio, television stations, and district websites for information on school closings due to snow or other inclement weather.

Teaching days missed due to bad weather must be made up by student teachers according to the schedule specified by school district administrators.

Assessment and Evaluation

Mid-Semester Evaluation

A joint mid-term evaluation conference is scheduled with the student teacher by the cooperating teacher and the University supervisor. The student's progress is assessed and reported at mid-term.

Final Semester Evaluation

The student teacher's final evaluation is based on the following components:

- Cooperating teacher's evaluation. See Final Summary of Student Teacher's Performance
- University supervisor's evaluation.
- Student teacher's self-evaluation.
- Mid Term.
- The final evaluation will be graded and must be a C or higher for credit to be earned for the student teaching experience. Criteria for letter grades are defined in syllabi for ELED 4600, ECED 4650, EDSE 4600, and MUED 4655, for Directed Student Teaching.

Reporting Concerns and Problems

Open communication is essential between all partners in the student teaching experience; student teacher, cooperating teacher, principal, and North Greenville University supervisor. This is particularly critical when major problems occur related to a student teacher's performance. In such cases, a conference between all appropriate parties is held, and a plan for resolving the problems is agreed upon and stated in writing. Signed copies of the agreement are placed in the student teacher's academic files at North Greenville University.

Termination of Student Teaching Assignment

Upon the recommendation of the cooperating teacher, the school principal, and the North Greenville University supervisor, a student teacher's assignment may be terminated for just cause. In the case of North Greenville University, this would be a violation of rules as stated in the North Greenville University Catalog. In the case of the public schools, this would be a violation of school or district-wide policy as specified in the district policy and procedures manual.

Membership in North Greenville University Student Education Organizations

Student teachers are encouraged to maintain active membership in student education organizations on campus for continued professional development. Student teachers are also encouraged to join state and national organizations within specific content areas. There is a collegiate chapter of the Music Educators National Conference for Music Education Majors. Student teachers may also be selected for induction into the International Reading Association's honorary society, Beta Delta, prior to student teaching.

Professional/Appropriate Appearance

Student teachers are expected to present an appropriate appearance in the classroom and at formal school functions. Each student teacher should check with the principal, cooperating teacher, and/or school handbook concerning dress codes and appropriate attire.

Cell Phone Usage

Cell phones should be off during the school day. If you turn your cell phone on, it should only be during the planning period, or lunch. Check the policies of your school and district concerning cell phone usage. Never give a student or a parent your cell phone number. If you must call a parent, do it from the school phone. This includes texting, engaging in social media, and any other electronic communication with parents and students.

Full-time Student Teaching

Within the sixty-day student teaching assignment, student teachers assume responsibility for full-time teaching for a minimum period of 3 weeks as well as carry out a two-week Content-Focused Unit Analysis. Student teachers with two placements teach a period of two weeks in each placement. During this time, student teachers are totally responsible for planning, implementing, and evaluating all learning activities. Music Education majors may have both placements simultaneously, because some band and choral directors teach three periods in a middle school and three periods in a high school. Choral majors may also be assigned to an elementary school and a secondary school. The Unit Matrix of lesson plans is submitted each Friday for the following week to the Cooperating Teacher and the NGU Supervisor.

Admission to Teacher Education

Specialty area examinations are required for to be admitted to the Teacher Education Program. Prior to admittance, the candidate must pass the Praxis Core as required by the South Carolina Department of Education (or substitute at least a 22 on the ACT or at least a 1100 on the SAT). Each candidate taking the Praxis Core must identify North Greenville University as a recipient of an official copy of their test score results. North Greenville University must receive these official scores indicating a passing score in the required specialty area examinations before the candidate student teaches.

Certification

Before student teaching, a teacher candidate must have completed the Teacher Education Program. The Director of Teacher Education must verify information required by the South Carolina Department of Education (SCDE) for recommendation for certification. The items needed are as follows:

- Confirm application for graduation.
- Completed application for certification signed by the student teacher, a completed fingerprint process, and a check for the required fee made payable to the South Carolina Department of Education.
- Verify through the Assessment Coordinator that NGU has received the official score report for Praxis PLT and Praxis II content exams (required by the South Carolina Department of Education)

Once a student has been admitted to student teaching:

- Complete all NGU requirements of the program.
- **At least sixty full days of student teaching must be completed.**

After graduation:

- Send official completed transcript request forms to the SCDE after graduation

RESPONSIBILITIES OF PERSONNEL ASSOCIATED WITH THE TEACHER EDUCATION PROGRAM

Dean of the College of Education

- Provides general supervision for the Teacher Education Program.

Associate Dean of the College of Education

- Provides general supervision for the Teacher Education Program.

Director of Teacher Education

- Provides overall direction of the Teacher Education Program.
- Submits requests for candidate placements to participating school districts.
- Completes contractual arrangements for student teaching placements with participating school districts.
- Verifies student certification information to the South Carolina State Department of Education.

Placement Coordinator

- Works with the clinical experience faculty and the designated school district personnel to place candidates in appropriate classrooms.
- Assists the Director of Teacher Education in the selection of cooperating teachers and school sites to be submitted to individual school districts and local schools.
- Works with the Director of Teacher Education to plan a Student Teacher Orientation each semester.
- Serves as liaison between North Greenville University, participating schools, cooperating teachers, and candidates.
- Explains student teaching policies and procedures to cooperating schools and teachers.
- Assists in the development of a positive relationship between each cooperating teacher and student teacher.
- Monthly meetings for supervising instructors and student teachers.

Student Records Coordinator/Administrative Assistant

- Responsible for maintaining all records needed for the cumulative permanent file and for certification.

Education Faculty/Supervising Instructors

- Assists in the development of a positive relationship between each cooperating teacher and student teacher.
- Completes a minimum of two announced observations of each student teacher, including a written performance assessment for every visit and a minimum of one unannounced visit.
- Compiles a cumulative supervisory episode record of all ten Performance Standards for each student teacher. This record is used as a basis for individual post-conferences.

- Participates in pre- and post-student teaching and midterm conferences with the cooperating teacher and student teacher.
- In conjunction with the cooperating teacher, determines midterm and final grades for each student teacher.

School District Superintendent or Designee

- Acts as a liaison between the school district and North Greenville University.
- Submits names of teachers agreeing to serve as cooperating teachers to the Director of Teacher Education of North Greenville University.
- Completes arrangements for student teacher assignments.

Local School Administrator or Designee

- Recommends cooperating teachers to the district employee responsible for making student teacher placements.
- Interprets the North Greenville University student teaching program to the faculty.
- Serves as liaison between North Greenville University Education faculty and cooperating teachers, particularly in the area of program planning for student teachers.
- Provides student teachers with information and materials on the philosophy, policies, procedures and organization of the local school.
- Assists student teachers in becoming fully participating members of the school and school activities.
- Assists student teachers in understanding their responsibilities related to full-time teaching.
- Observes and evaluates the student teacher's performance.
- Suggests areas of program improvement to North Greenville University student teaching personnel.

Cooperating Teacher

- Participates in training for cooperating teachers provided by North Greenville University.
- Reviews all student teaching materials provided by North Greenville University, including personal information that is provided by the student teacher.
- Discusses the expectations, responsibilities, and level of required professional commitment with the student teacher.
- Provides student teachers with information and materials on curriculum, school policies, and routines.
- Meets with the North Greenville University supervisor and the student teacher to develop a student teaching plan which includes observation, individual and small-group teaching and a period of full-time teaching during which the student teacher is totally responsible for planning, implementing and evaluating all learning activities.
- Determines the student teacher's readiness to proceed through the stages of the student teaching plan.
- Reviews the student teacher's lesson plans according to a mutually developed schedule prior to being implemented.
- Confers daily with the student teacher on evaluation of lesson plans, effectiveness of classroom activities and teaching strategies, interactions with children, parents, administrators, other teachers,

and makes suggestions as necessary. Alternative plans and/or remediation may be recommended when appropriate.

- Schedules regular planning sessions to ensure that the student teacher is meeting goals and objectives of the student teaching plan and of the school district's grade-level curriculum.
- Provides opportunities for the student teacher to:
 - Identify and provide for student needs at a variety of cognitive levels.
 - Create a positive learning environment.
 - Use teaching strategies and materials appropriate to the learners' developmental levels.
 - Practice time and classroom management techniques.
 - Use a variety of assessment strategies and become familiar with others used by the school district.
 - Develop and use record-keeping skills, including reporting procedures.
 - Interact and confer with parents when appropriate.
 - Participate actively in extracurricular experiences as well as meetings of parent-teacher organizations and professional groups.
- Works with the North Greenville University supervisor in helping the student teacher build on strengths and overcome difficulties.
- Evaluates the student teacher's performance.
 - Holds daily informal conferences with the student teacher to discuss strengths, areas needing improvement, and to offer professional guidance.
 - Prepares mid-term and final written evaluations, using forms provided by North Greenville University. (Appendix C)
 - Participates in pre- and post-student teaching and midterm conferences with the university supervisor and student teacher.
- Treats the student teacher fairly, honestly, and with a positive attitude while mentoring.
- Serves as a model of professionalism for the student teacher.
- Suggests areas of program improvement to North Greenville University student teaching personnel.
- Complete a minimum of one announced observation of a student teacher and one unannounced observation. A written performance assessment will be completed after each observation.

The Student Teacher

- Reports to the school principal or designee when beginning the student teacher's teaching period.
- Becomes familiar with the school building, routines, schedules, and policies for the student teacher and teachers. Read the school handbook and the school district policy manual, if available. Becomes familiar with health, medication, and safety-related records of children in their assigned classroom, but does not administer medication to children.
- Fulfills commitments to perform all assigned duties, both instructional and non-instructional.
- Is present and on time every day of the assignment except in cases of personal illness or serious illness or death in the immediate family. Notifies principal, cooperating teacher, and North Greenville University supervisor of any absences or tardiness, providing medical verification if requested to do so.
- Plans and prepares all assignments thoroughly and according to established criteria. This includes, but is not limited to units, lesson plans, reports, and special projects. Lesson plans must be submitted to the cooperating teacher. Unit topics require prior approval from the cooperating teacher and no later than Friday before the lessons or unit is implemented in the following week.
- Makes NGU Template lesson plans with scripting available for review by the university supervisor and Cooperating teacher for each announced observation 72 hours in advance. Lesson plans should reflect the following planning by the student teacher:

- Using the NGU COE Lesson Plan Template
 - They should be written clearly, using good sentence structure, correct spelling and composition form. They should follow the format provided in the student teaching seminar and/or methods class in which this procedure is taught.
 - Objectives should be stated in behavioral, performance, or competency terms, as instructed by the university supervisor. (ie. Essential Questions, “I can” statements or whatever method used by the school that delineates student learning objectives). These should be clearly aligned throughout the instruction and the assessment using highlighters. The obvious use of demographic data is clearly delineated in the plan using highlighters.
 - An appropriate, a strong, effective introduction or activating strategy should be included.
 - Activities should be stated clearly and necessary resources specified. An adequate number of activities should be included, and they should meet the cognitive levels and physical and cultural diversity of the assigned classroom. Guided practice and independent practice should be explained.
 - Assessment and evaluation procedures should be identified and aligned to the objectives.
 - Follow-up activities should be specified.
 - Reflection should be completed following the lesson within 24 hours using the reflection guidelines in the Student Teacher folder.
- Attends PTA / PTO meetings, faculty meetings, in-service, and any other activities that could help the student teacher to understand the role of a teacher.
- Follows school policies as they apply to regular employees. This includes, but is not limited to arrival and departure times, parking, use of teachers’ lounge, and use of school-owned equipment and supplies. Student teachers are not to use school supplies without permission.
- Assumes accountability for student behavior when conducting any educational activity, especially in the absence of the cooperating teacher. Student teachers are legally responsible for pupil management and must assume liability for their actions during teaching-learning activities.
- Follows the school district’s policy in regard to cases of suspected child abuse, but under no circumstances should the student teacher initiate any action without first consulting the principal and the cooperating teacher.
- Keeps confidential any information given in confidence by students, faculty, administrators, or the university supervisor. This includes, but is not limited to information on student performance, personnel, parents, and school matters. No personal communication should ever take place with students or parents. Keep all communication through the official school networks.
- Displays a **high level of ethical conduct** by refusing to **criticize** faculty, staff, students, parents, administrators, the university supervisor, or another student teacher. Student teachers must exercise extreme caution against becoming **overly familiar** with students. This is particularly important for those student teachers working with middle grade or high school students.
- Conducts himself/herself at all times in a manner that will add credit to teachers and the teaching profession reflecting Christian morals and ethical behavior.
- Uses positive techniques of child guidance. Student teachers may not administer corporal punishment, and they may not serve as a witness when it is administered by school personnel.
- Requests and accepts suggestions for improving performance and attitudes. The student teacher should engage in personal reflection regarding strengths and areas needing improvement. Be coachable and teachable.
- Participates in parent conferences if requested or if the cooperating teacher deems it appropriate.
- Respects and provides for ethnic, physical, and developmental diversity among students. Makes appropriate accommodations.

- Maintains a high level of commitment to and involvement in the responsibilities of student teaching. The student teacher recognizes that student teaching does not end when the period of full-time teaching has been completed.
- Completes a self-assessment at the end of the student teaching period. Completes an evaluation of the cooperating teacher.
- Participates in a post-student teaching conference with the cooperating teacher and university supervisor.
- Completes an evaluation of the student teaching experience.
- Completes the Exit Survey that is collected at the end of the student teaching experience and is used to evaluate the quality of the North Greenville University Teacher Education Program. (The Exit Survey is to be completed and returned to the Director of Teacher of Education at the final seminar.) These are online forms and student teaching is not complete until these forms are submitted.
- Teacher Candidates will use the items in the [Evaluation Sequence Chart](#). This chart contains links to all of the assignments, rubrics, examples, and forms you will need for Student Teaching. For the items you need to personalize, make a copy and save to your drive. [STUDENT TEACHER ASSIGNMENTS/RUBRICS](#)

**Teaching Area Examinations Required for Students
Student Teaching after as of August 2021**

All Areas	Required Examination	Score
Principles of Teaching and Learning (PLT)	Select one exam by grade level Early Childhood (5621) Grades K-6 (5622) Grades 5-9 (5623) Grades 7-12 (5624)	157 160 160 157
Principles of Learning and Teaching: PreK-12 (5625)	PK-12 Certification Fields (e.g., Art, Music, Physical Education, Special Education). Effective 9/1/21	157
Music Education (<i>May take any one of these</i>)		

Area of Certification	Required Specialty Examination	Score
Early Childhood Education	Education of the Young Children Exam Code: 5024 <i>May be taken in lieu of Early Childhood Education Praxis 5025</i>	160 156
Elementary Education ALL Subtests required. Use code 5001. OR <i>Use code 7811 to take all four at one time OR use subtest codes to register individually.</i>	Elementary Education Multiple Subjects Test 5001 – Includes ALL 4 Numbered Content SUBTESTS OR 5002 – Reading & Language Arts 5003 – Mathematics 5004 – Social Studies 5005 – Science <u>May be taken in lieu of Praxis 5001</u> Elementary Education: Content Knowledge for Teaching (CKT) Reading/Language Arts CKT subtest Mathematics CKT Subtest Science CKT Subtest Social Studies CKT Subtest	157 157 155 159 Passing Scores on all Subtest 161 150 154 162
Music Education	Music: Content & Instruction (5114)	162
English	English Language Arts: Content and Analysis (5039) <u>May be taken in lieu of Praxis 5038</u> English Language Arts: Content Knowledge	168 167
Social Studies w/History Concentration	Social Studies: Content and Interpretation (0086 or 5086)	153
Physical Education	Physical Education: Content and Design Code: 5095	169

Spanish	Spanish: World Language (5195)	168
Mathematics	Mathematics: Content Knowledge (5161) through 2021-2022 AY	150
	Mathematics: Content Knowledge (5165) Effective 9/1/2021	159

Student Teacher Forms

	Student Teaching Release Form
	Student Teacher Information Update
	North Greenville University Student Information Form
	Student Teacher Attendance Sheet
	Student Teacher Absence Report

Student Teaching Release Form

STATE OF SOUTH CAROLINA COUNTIES OF GREENVILLE, PICKENS, AND/OR SPARTANBURG

In consideration of receiving permission from North Greenville University, a corporation, to participate in student teaching, clinical experiences or any activities related to course work, the undersigned hereby releases North Greenville University, its agents, officers, servants, and employees, of and from all liability, claims, demands, actions and causes of action whatsoever arising out of or related to any loss, damage, or injury of the undersigned in connection with the participation set forth above.

I give the University permission to release information for purposes of certification and accreditation. This release shall be binding upon the heirs, executors, administrators and assigns of the undersigned.

IN WITNESS WHEREOF, the undersigned has executed this Release this _____ day of _____, 20_____.

Signature: _____

Print Name: _____

WITNESS: _____

Student Teacher Information Update

Name _____ NGU I.D.# _____

Date _____

University P. O. Box _____

Home Address _____

Cell Phone # _____

NGU E-Mail _____

Contact Person _____

Contact Person Phone # _____

Contact Person Address _____

North Greenville University Student Information Form

(Give to Cooperating Teacher)

Last Name _____ **First Name** _____ **Middle** _____

Home Address _____ **City** _____ **State** _____ **Zip** _____

Home Telephone _____ **Cell Telephone** _____

University Address _____ **City** _____ **State** _____ **Zip** _____ **University Telephone** _____

University Major _____ **Degree To Be Earned** _____

High School Attended _____

List Activities in High School _____

(e.g. Student Council, Yearbook, Chorus, Band, Orchestra)

University Activities

(e.g. Student Council, Yearbook, Chorus, Band, Orchestra)

Attach a short biographical sketch. Include your reasons for becoming a teacher.

Student Teacher Attendance Sheet

Student: _____
School _____
District: _____
School: _____

	Date	Time In	Time Out	Initial
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Cooperating Teacher _____

Date: _____

Student Teacher Absence Report*

Name of Student Teacher

Reason for Absence:

Date(s) Absent

Hours Absent

Cooperating Teacher's Signature

Date

Supervising Instructor's Comments:

Supervising Instructor's Signature

Date

***All absences must be reported to the cooperating teacher, the principal, and the university supervisor. This form when used for absence from a Student Teacher Seminar will be given to your university supervisor and the Student Teacher Placement Coordinator. Staple one Student Teacher Absence Report per absence to the Student Teacher Attendance sheet**

COOPERATING TEACHER DATA SHEET - Google Form

Name _____ Date _____

School Name _____

School Address _____

School Phone _____

Cell Phone number: _____ E-Mail _____

Area(s) of Certification _____

Number of years in teaching _____

Subject(s) currently teaching _____

Subject(s) taught in past _____

Education Background:

Undergraduate Degree _____ Institution _____

Area _____

Graduate Degree _____ Institution _____

Area _____

State ADEPT 4.0 Evaluator Training completed: Yes ___ No ___

(3 day State Approved)

Completed a District ADEPT 4.0 Training: Yes ___ No ___

If you answered YES, which district _____

Practicum student ___ OR student teacher (full-time) _____

Other NGU student teachers that you have had _____

The Good Mentor - By James B. Rowley

Six basic but essential qualities of the good mentor:

- Committed to the role of mentoring
 - A positive and professional role model and guide
 - Has passion for children and teaching
 - Committed to spending time to
 - Listen
 - Explain
 - Share – resources and knowledge
- Accepting of the beginning teacher
 - Receptive and supportive of the student teacher
 - Corrects without criticism
 - Creates atmosphere which allows student teacher to take risks and grow
 - Respects integrity and confidentiality of the student teacher
 - Brings out strengths in student teacher and assists in overcoming weakness(es)
- Skilled at providing instructional support
 - Offers constructive advice
 - Experienced in content and instructional strategies
 - Supports student teacher in successes and turns failures into learning experiences
 - Provides supportive, reflective, and constructive feedback
- Effective in different interpersonal contexts
 - models good listening as well as effective communication with student teacher, students, peers, parents and administrators
 - able to establish clear boundaries of respect between mentor and student teacher
 - responsive to concerns
 - able to give constructive criticism while being encouraging and supportive
- A model of a continuous learner
 - Serves as a role model and leads by example
 - Open to new ideas
 - Self-evaluator – reflects on own teaching practices
 - Exemplary teacher who stays current (takes professional classes, reads professional journals, etc.)
- Communicates hope and optimism
 - Displays positive attitude
 - Acts as a positive motivator
 - Motivated by love of education
 - Desires student teacher to succeed
 - Demonstrates sense of hum

Student Teacher Timeline Fall 2021

Week	Dates	Focus
		<p>ADEPT 4.0 Observations by NGU Supervisor and Cooperating Teacher: between Aug 23 and October 8</p> <p>Unannounced observations by NGU Supervisor and Cooperating Teacher: between October 11 - November 12 AND during Full-time teaching</p>
0	Aug 16-19	<ul style="list-style-type: none"> · First Day at your school - Spartanburg 1 & 5- Monday, August 16th Anderson 1& Greenville County- Tuesday, August 17th Pickens County- Tuesday, August 3 · Attend Orientation – August 24th · Make observation notes to yourself to review: Classroom arrangement; rules and procedures, expectations for achievement and the environment for learning.
1	Aug 23-27	<ul style="list-style-type: none"> · Attend Orientation – August 24th · Teaching: Assist teacher, start class daily, assist with homework, grading, teach a practice lesson. Re-learn all student names, make seating charts, and learn the procedures. · Digital Portfolio: Create/Update and email the link to the “shell” to your NGU Supervising Instructor (Mentor) being sure to grant access to her/him. · CFUA: Discuss the Content-focused Unit Analysis project with cooperating teacher. Begin to plan the subject/dates.

2	Aug 30 – Sept 3	<ul style="list-style-type: none"> · Teaching: Assist teacher, start class daily, assist with homework, grading, teach a practice lesson. · Digital Portfolio: add the resume, Praxis 2 scores, and Philosophy of Education and email link to Supervising Instructor being sure to grant access to her/him. · CFUA: With cooperating teacher’s help select the Content-focused Unit Analysis content area/class period and dates. Email the dates and class times you are teaching to your NGU Supervising Instructor.
3	Sept 7 - 10	<ul style="list-style-type: none"> · Teaching: Begin teaching the first subject/class full time. Use lesson plans as required by your cooperating teacher’s school. · CFUA: This week or the next: Give the pre-test prior to starting the Content-focused Unit Analysis. · Observations: ADEPT 4.0 observation will be sometime before mid-term. NGU Supervising Instructor and you need to coordinate date/time (Include setting date/time for Pre-Conference, the teaching of the lesson, Post Conference). · ADEPT 4.0 Reminders: You will use the NGU Lesson Plan Template for this lesson. Lesson is to be fully scripted. NGU Supervising Instructor and /or Cooperating Teacher will need to review your plan 48 hours before you teach. Be sure to record your lesson using GoReact in Blackboard.

<p>4</p>	<p>Sept 13-17</p>	<ul style="list-style-type: none"> · Teaching: Continue teaching the first subject/class full time. Use lesson plans as required by your cooperating teacher's school. · CFUA: Create a Google folder for all parts of CFUA. Put the link in the Digital Portfolio. Make sure all links on everything in the Digital Portfolio are shared with <u>anyone with the link can view.</u> · Email your NGU Supervising Instructor & Cooperating Teacher the matrix plan for each week in the unit. Begin UNIT ANALYSIS · Observations: ADEPT 4.0 observation will be sometime before mid-term. Coordinate the date/time with the NGU Supervising Instructor and/or the Cooperating Teacher (include setting date/time for Pre-Conference, the teaching of the lesson, Post Conference). · Cooperating teacher observes and evaluates lessons using Google form. · ADEPT 4.0 Reminders: You will use the NGU Lesson Plan Template for this lesson. Lesson is to be fully scripted. NGU Supervising Instructor and/or Cooperating Teacher will need to review your plan 48 hours before you teach. · Be sure to record your lesson using GoReact in Blackboard.
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5	Sept 20-24	<ul style="list-style-type: none"> · Teaching: EC & ELED- Add teaching 2nd subject/class full time. Secondary – decide with the Cooperating Teacher & NGU Supervising Instructor the date to add the 2nd class (and 3rd class in future weeks). Use lesson plans as required by your cooperating teacher’s school (except for ADEPT 4.0 lesson). · CFUA: Continue Unit. Upload the reflection (with analysis) to the Digital Portfolio one week after the Unit Plan is completed. The goal is to complete the CFUA by mid-term if possible. · Observations: ADEPT 4.0 observation will be sometime before mid-term. Coordinate the date/time with the NGU Supervising Instructor and/or the Cooperating Teacher (include setting date/time for Pre-Conference, the teaching of the lesson, Post Conference). <p style="text-align: center;">Cooperating teacher observes and evaluates lessons using Google form.</p> <ul style="list-style-type: none"> · ADEPT 4.0 Reminders: You will use the NGU Lesson Plan Template for this lesson. Lesson is to be fully scripted. NGU Supervising Instructor and /or Cooperating Teacher will need to review your plan 48 hours before you teach.
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<p>6</p>	<p>Sept 27-Oct 1</p>	<ul style="list-style-type: none"> · Teaching: Continue teaching second subject/class full time. Use lesson plans as required by your cooperating teacher's school. Use lesson plans as required by your cooperating teacher's school (except for ADEPT 4.0 lesson). · CFUA: Complete UNIT Analysis and submit to NGU Supervisor: Upload the reflection (with analysis) to the Digital Portfolio one week after the Unit Plan is completed. The goal is to complete the CFUA by mid-term if possible. · Observations: ADEPT 4.0 observation will be sometime before mid-term. Coordinate the date/time with the NGU Supervising Instructor and/or the Cooperating Teacher (include setting date/time for Pre-Conference, the teaching of the lesson, Post Conference). <p style="text-align: center;">Cooperating teacher observes and evaluates lessons using Google form.</p> <ul style="list-style-type: none"> · ADEPT 4.0 Reminders: You will use the NGU Lesson Plan Template for this lesson. Lesson is to be fully scripted. NGU Supervising Instructor and/or the Cooperating Teacher will need to review your plan 48 hours before you teach. Be sure to record your lesson using GoReact in Blackboard. · Mid-term conference: Schedule with NGU Supervising Instructor & Cooperating Teacher
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<p>7</p>	<p>Oct 4-8</p>	<ul style="list-style-type: none"> · Mid-term conference: Schedule with NGU Supervising Instructor & Cooperating Teacher · Teaching: EC & ELED- Add teaching 3rd subject/class full time. Secondary – decide with the Cooperating Teacher & NGU Supervising Instructor the date to add the 2nd class (and 3rd class in future weeks). Use lesson plans as required by your cooperating teacher’s school (except for ADEPT 4.0 lesson) · Observations: ADEPT 4.0 observation will be sometime before mid-term. Coordinate the date/time with the NGU Supervising Instructor and/or the Cooperating Teacher (include setting date/time for Pre-Conference, the teaching of the lesson, Post Conference). <p>Cooperating teacher observes and evaluates lessons using Google form.</p> <p>Be sure to record your lesson using GoReact in Blackboard.</p>
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<p>8</p>	<p>Oct 11-15</p>	<p>Mid-Term - North Greenville University</p> <ul style="list-style-type: none"> · Teaching: EC & ELED- Add teaching 4th subject/class full time. Secondary – Continue teaching Use lesson plans as required by your cooperating teacher’s school (except for ADEPT 4.0 lesson). Everyone - Teaching all classes (minimum 3 full weeks). Observations: ADEPT 4.0 observation will be sometime before mid-term. Coordinate the date/time with the NGU Supervising Instructor and/or the Cooperating Teacher (include setting date/time for Pre-Conference, the teaching of the lesson, Post Conference). <p>Cooperating teacher observes and evaluates lessons using Google form.</p> <p>Be sure to record your lesson using GoReact in Blackboard.</p> <ul style="list-style-type: none"> · Unannounced observation will be conducted during weeks 8, 9, 10, or 11 by NGU Supervising Instructor and Cooperating Teacher. Be prepared to record this lesson using GoReact in Blackboard
<p>9</p>	<p>Oct 18-22</p>	<p>Fall Break - North Greenville University Oct 16 -18</p> <ul style="list-style-type: none"> · Teaching: Everyone - Teaching all classes (minimum 3 full weeks). Use lesson plans as required by your cooperating teacher’s school (except for ADEPT 4.0 lesson). · Observations: <p>Cooperating teacher observes and evaluates lessons using Google form.</p> <ul style="list-style-type: none"> · Unannounced observation will be conducted during weeks 8, 9, 10, or 11 by NGU Supervising Instructor and Cooperating Teacher. Be prepared to record this lesson using GoReact in Blackboard

10	Oct 25-29	<ul style="list-style-type: none"> · Teaching: Everyone - Teaching all classes (minimum 3 full weeks). Use lesson plans as required by your cooperating teacher's school (except for ADEPT 4.0 lesson). · Observations: Cooperating teacher observes and evaluates lessons using Google form. · Unannounced observation will be conducted during weeks 8, 9, 10, or 11 by NGU Supervising Instructor and Cooperating Teacher. Be prepared to record this lesson using GoReact in Blackboard
11	Nov 1-5	<ul style="list-style-type: none"> · Teaching: Teaching all classes or giving class back to cooperating teacher Use lesson plans as required by your cooperating teacher's school. · Observations: Cooperating teacher observes and evaluates lessons using Google form. · Unannounced observation will be conducted during weeks 8, 9, 10, or 11 by NGU Supervising Instructor and Cooperating Teacher. Be prepared to record this lesson using GoReact in Blackboard. · Final Evaluation Conferences: Schedule with NGU Supervising Instructor & Cooperating Teacher. Must be completed by end week 13. · Digital Portfolio: Add all Domain 1 & 3. Complete final AOD. <p style="background-color: yellow; margin-top: 10px;">All requirements are due by November 5, 2021 for assessing prior to the final conference.</p>

12	Nov 8-12	<ul style="list-style-type: none"> · Teaching: Teaching all classes or giving class back to cooperating teacher Use lesson plans as required by your cooperating teacher's school. · Observations: Cooperating teacher observes and evaluates lessons using Google form. · Final Evaluation Conferences: Schedule with NGU Supervising Instructor & Cooperating Teacher. · Digital Portfolio: Add all Domain 1 & 3. Complete final AOD.
13	Nov 15-19	<p>This is a great time to complete all work and finish the portfolio.</p> <ul style="list-style-type: none"> · Complete the portfolio, Final Conference should be completed
14	Nov 22, 23	<ul style="list-style-type: none"> · Teaching: Observe other teachers at your school. · Digital Portfolio: Wrap everything up and complete your portfolio and all of the surveys and evaluations listed at the bottom of the Evaluation Sequence Chart. <p>Thanksgiving Holidays November 24-26</p>
	Nov 29-Dec 3	
	Dec 6-10	<p>Graduation: Friday, December 10</p> <p>Congratulations!!!</p>

Link to [Evaluation Sequence Chart for Student Teachers](#)

NOTES: