

# Preface

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Students from North Carolina State University will enter student teaching with considerable classroom experience because our teacher education program integrates educational theory with progressive involvement in school environments. Before student teaching, students have observed classroom interactions and identified teaching strategies in varied school settings with diverse learners. In addition, methods courses include working with both large and small groups in a public school setting. Student teaching is the last of many opportunities to develop knowledge and skills. During this semester, students learn under the supervision of a School Based Teacher Educator (SBTE) and a university supervisor, gradually assuming the full-time, day-to-day responsibilities of a classroom teacher.

The Elementary Education Handbook answers questions about the internship phases that will lead to the culminating professional internship so it can be a successful and rewarding experience for all involved. This handbook describes the experience and outlines the roles and responsibilities of the student, the SBTE, and the university supervisor. It also contains College of Education policies regarding teaching, observation, and evaluation procedures. The handbook is a guide but it is not an absolute, rigid code. It may be necessary to alter these guidelines based on the partnership school's characteristics or the student intern's strengths or weaknesses. The faculty of North Carolina State University looks forward to working together with our partner schools to make student teaching a stimulating, rewarding experience for both cooperating and student teachers.

We urge our students to strive towards interactive, child-centered classrooms that inspire all children to learn. Working together, our university and partner schools can nurture effective new teachers.

## College of Education Mission

The College of Education is a voice of innovation for learning across the life span. We prepare professionals who educate and lead. Our inquiry and practice reflect integrity, a commitment to social justice, and the value of diversity in a global community.

## **Conceptual Framework for Developing Professional Educators who**

### **LEAD and SERVE**

**LEAD** elements focus on the four forms of knowledge: general pedagogy, content-specific pedagogical strategies, content or discipline knowledge and knowledge of the content of education, including foundations, historical perspectives and school settings. The conceptual framework for our programs for professional educators is the touchstone to assure that all who complete the programs:

#### **L LEARN GENERAL PEDAGOGY:**

A candidate acquires general pedagogical knowledge and skills appropriate to his or her professional educator role.

#### **E EDUCATE WITH CONTENT-SPECIFIC STRATEGIES:**

A candidate acquires and uses the unique pedagogy or content-specific strategies related to a particular professional role.

**A APPLY DISCIPLINE KNOWLEDGE:** Discipline or content-area knowledge is the subject matter of a professional field and is an important component of programs from teacher to counselor to special service personnel.

#### **D DEMONSTRATE UNDERSTANDING OF THE EDUCATION CONTEXT:**

Necessary to effective practice is an understanding of the culture of the school, the larger educational environment and the society in which the educational institution exists.

**SERVE** elements show the range of skills and dispositions being developed in candidates. All who complete our programs serve the profession by being:

#### **S SCHOLARLY:**

Those who complete the programs rely on a solid knowledge base to guide their development and to make informed decisions in their various roles as educators.

#### **E ETHICAL:**

Those who complete the programs are ethical in their dispositions and behaviors toward all students, colleagues and parents. Ethical behavior encompasses respect, integrity and personal responsibility.

#### **R REFLECTIVE:**

Those who complete the programs are reflective and self-evaluative in their thinking in order to improve themselves as professionals and meet the challenges of a changing world.

#### **V VALUERS OF DIVERSITY:**

Those who complete the programs understand the needs and conditions of all learners and school personnel including being sensitive and responsive to cultural, economic, developmental, ethnic, racial, gender, and sexual orientation differences.

#### **E EXPERIENCED IN PRACTICAL APPLICATIONS OF KNOWLEDGE:**

Those who complete the programs are prepared for autonomous roles in the profession as a result of strong mentored field experiences and internships.

## Elementary Education Program Objectives

The North Carolina State University Elementary Education and Teaching program will produce prospective teachers who are guided by the conceptual framework in teacher education to become future **LEADers** in Elementary Education who have an unwavering commitment to **SERVE** all children.

### **Graduates from the North Carolina State University Elementary Education program will:**

1. be teachers of quality for all children; they will demonstrate values and dispositions characterized by a sound commitment to social justice, especially for underserved and vulnerable populations of children.
2. use developmentally appropriate, culturally relevant, child-centered pedagogy in teaching young children.
3. have depth of knowledge in the content areas of the elementary school curriculum, especially in math, science, technology and literacy.
4. implement research-verified practices in all areas of the elementary education curriculum.
5. employ proven practices of teaching using appropriate technology tools.
6. foster sound and productive collaborative relationships with students, families, and colleagues.
7. make instructional decisions based on sound evidence of student work and meaningful assessments.
8. be deeply and productively reflective in their own practice of teaching, so that reflection will become a *habit of mind*.
9. succeed in a range of high quality, supervised school-based experiences with area partnership schools, including participation in guided inquiry regarding current practices in elementary education.
10. contribute to the continuous assessment and improvement of preparing elementary education professionals.
11. participate in innovative courses, experiences and opportunities that will prepare them for teaching in the twenty first century.
12. participate in communities of practice both face to face and virtually

# Section I

## Overview

### Definition of Internship Levels

Elementary education students will begin gaining valuable experience in the school partnership network during the spring semester of the sophomore year and will continue with placements through the senior year, culminating with the Student Teaching experience. These experiences will vary in level of contact hours and level of responsibility in order provide a strong foundation for students prior to the Student Teaching experience and final licensure. Throughout all three internship phases students will be supervised and provided feedback through a NCSU supervisor and School Based Teacher Educator (SBTE). The School Partnership Network Coordinator will oversee the internship program.

*Sophomore Interns:* During the spring semester of the sophomore year students will be assigned to a partnership network school where they will get their first formal experience with the elementary school classroom and the functions of the greater elementary school community (ELM 250). Working in a cohort group of approximately 10 students the sophomores will begin the development of a support network while building strong relationships that will allow for collaboration. This experience will include observation in the classroom, teacher interviews, and one full day experience. The goal of this experience is to allow the student to determine if s/he has chosen the most suitable career path by having the experience of seeing the typical day of a classroom teacher. The coursework beyond this point in the elementary education program is very structured through the cohort program and requires a true commitment to the elementary educator career path.

*Junior Interns:* Junior cohorts will return to the school partnership network during the fall semester where the experience in the classroom and school community will continue to nurture the development of professional knowledge with practical hands-on experiences and weekly cohort seminars (ELM 370 and ELM 375). This experience will include classroom observation, attendance at school level meetings and staff development, and work with students in the classroom. Students will work in pairs during the junior level intern experience to further nurture and support collaboration. In addition, students will be given a specific checklist of tasks (Appendix A) that will serve as a guide during the junior internship and the senior Student Teaching experience.

## **Student Intern Responsibilities**

Intern placement in a partnership school requires commitment on the part of the student intern and is a full-time commitment once the student teaching phase is reached.

Ultimately the first consideration of the student intern and SBTE should be the personal and academic welfare of the elementary students in the classroom.

It is recognized that many students maintain employment while attending university classes. Due to the demands on the student's time during internship phases and student teaching, student's are requested to arrange their schedules so that they may attend necessary meetings that are required during the internship experience and need not work during the student teaching phase. The Elementary Education Program does recognize, however, the exigencies of individual cases. Students in such situations should contact the School Partnership Network Coordinator to discuss the matter. It is the student's responsibility to see that working does not interfere with any internship phase or student teaching.

Fundamentally, the student intern must consider oneself and behave as a beginning professional. Interns are expected to act professionally, working with the SBTE, the university supervisor, professional colleagues, and student cohort to strengthen their skills, knowledge, and dispositions as a teacher.

## **Internship Policies**

Although the SBTE's assume the major responsibility for directing interns in their work, students must assume certain responsibilities in order to receive full benefit from their experience. The policy statements and suggested procedures which follow should clarify some of the responsibilities of the student intern.

### ***Calendar/Vacations***

Interns are to follow the schedule of the university during the internship phases, with the exception of student teaching at which point the intern will follow the schedule of the partnership school. Please pay close attention to the variations among traditional and year round calendar schools. Schedules will be distributed to students with the Elementary Education Handbook at the beginning of the semester.

### ***Code of Conduct***

NCSU interns will be on site at partnership schools within the Wake County Public School System (WCPSS). It is important that interns adhere to the WCPSS Code of Ethics and Standard of Conduct at all times.

"All school system employees hold positions of public trust; they are responsible for the education of students and also serve as examples and role models to students. Each employee is responsible for both the integrity and the consequences of his or her own actions. The highest standards of honesty, integrity, and fairness must be exhibited by each employee when engaging in any activity concerning the school system, particularly in relationships with vendors, suppliers, students, parents, the public, and other employees. Employee conduct should be such as to protect the person's integrity and/or reputation and that of the school system. An unswerving commitment to honorable behavior by each and every employee is expected. Integrity can accommodate the inadvertent error and the honest difference of opinion; it cannot accommodate deceit or subordination of principle.

Employees shall perform their jobs in a competent and ethical manner without violating the public trust or applicable law, policies, and regulations. It is not practical or possible to enumerate all of the situations that might fall under the guidelines of this policy. In addition to other policies, regulations, and approved practices that have been established covering specific areas of activity, (such as purchasing), the absence of a law, policy, or regulation covering a particular situation does not relieve an employee from the responsibility to exercise the highest ethical standards at all times.

Failure to comply with this policy will result in disciplinary action up to and including dismissal.

The superintendent has developed in Regulations and Procedures (R&P 2305/3005/4005) guidelines which address the specifics related to this policy."

### ***Family Responsibilities***

Childcare and family responsibilities should not affect the intern's arrival time or departure time or their responsibilities during the school day.

### ***Absences***

Interns are expected to be at the partnership school on assigned days in order to accumulate the required hours for field experience and student teaching. In the event of an emergency or illness, please ensure that the SBTE is notified through the partnership school's office and email and leave a message for the university supervisor in a timely manner.

### ***Substitute Teaching***

The College of Education discourages the use of student teachers as substitute teachers. The intent of the student teaching experience is to provide supervised time and opportunity for the student to learn and grow as a professional educator under the close supervision of SBTE's.

The College of Education has adopted a procedure regarding the use of student teachers as substitute teachers, because there had been a few cases in which student teachers had been used as substitutes in classrooms where they were not qualified. The procedure states:

*Student teachers may accept substitute teaching responsibilities only under rare circumstances (such as sudden death or emergency illness of the SBTE) only in the subject area for which they are preparing to be licensed, and only with the agreement of the university supervisor.*

*Student teachers who serve as substitute teachers are eligible for substitute teacher pay and may substitute only in the school in which they are assigned. A student teacher may not serve as a substitute teacher on two consecutive days, or for more than five days in the semester of his/her student teaching. Exceptions to this policy may be granted only by the Dean of the College of Education or his/her designee.*

*Immediately upon being asked to serve as a substitute teacher (with or without pay), the student teacher should notify his/her university supervisor. At the end of each semester, each program having student teachers that semester will report to the Director of Teacher Education the instances of substitute teaching which occurred.*

This policy is based on the assumption that the SBTE and the university supervisor agree that the student teacher is qualified to handle the instructional and classroom management duties necessary to provide an optimum learning experience for the students.

### ***Student Teachers and Substitute Teachers in the Absence of the SBTE***

Pursuant to General Statute 115-c-309(b) (see section 7.1) "A student teacher under the supervision of a certified teacher or principal shall have the protection of the laws accorded the certified teacher." Student teachers are not, however, legally responsible if they are left unsupervised in the absence of the SBTE. Substitutes should be provided even if the student teacher is responsible for the lesson plans, unless the student teacher is serving as the substitute per the guidelines stated in section 7.2. A student teacher should contact the administration immediately if a substitute teacher fails to arrive and should notify teachers on the hall that he or she is alone with students. Leaving a student teacher alone without a substitute teacher puts the school, administration, and LEA in legal jeopardy should a liability issue arise.

### *Professional Expectations*

- § Demonstrate a sincere desire to learn from the internship experience.
- § Learn and adhere to local school policies (both written and unwritten) and standards for teachers, i.e., dress codes, faculty and PTA attendance.
- § Dress professionally while on the campus of the partnership school or while representing NCSU in the capacity of the student intern. Follow the example of other teachers. Wear casual business attire, dress appropriately for the grade level and daily activities.
- § Leave cellular phones off while in the classroom or during times of engagement with students. In the event of an emergency use cellular phones in areas designated by the partnership school.
- § Arrive to the internship site and all meetings on time. If there is an emergency that will delay arrival or prevent the intern from being on the partnership school campus s/he is to call both the school office and the university supervisor.
- § Sign in and out in the designated notebook each time you are on the campus of the partnership school.
- § Identification badges must be worn while on the partnership school campus.
- § Confidentiality is not only a professional obligation, but is also the legal obligation of school personnel. Interns should only discuss students with the SBTE in private. Conversations should never occur in the hallway, school office, or teachers' lounge/workroom where other staff, students, or parents may overhear. Interns should only discuss students on the campus of NCSU in the context of a class or seminar where this information will remain confidential.
- § Refrain from making unfavorable remarks publicly about the university program, the partnership school, or the community. Constructive feedback should be directed to the person involved or to a person in a responsible position, in an appropriate manner.
- § Smoking is not allowed on any WCPSS school campus or property. This includes privately owned vehicles of staff or interns while parked on the campus of the school.

### ***Grading***

Students are enrolled in a Connections Seminar during the time they are engaged in the internship process. The instructor for the seminar (ELM 250, ELM 370, ELM 375, ELM 400 and ELM 480) will be responsible for the course grade. Feedback will be provided to the instructor from the university supervisor and the SBTE.

### ***Nepotism/Conflicts of Interest***

Interns may not be assigned to a partner school that employs a parent or spouse. In addition, the intern will not be assigned to a school where his or her child is a student. Please let the SPN Coordinator know of any instances where a partnership school assignment may conflict with this policy.

**Students who do not satisfactorily adhere to the internship policies and professional expectations outlined by North Carolina State University and the partnership school are at risk of not passing the seminar course related to the internship experience. Additionally, said student would be at risk of losing candidacy for continuation in the program.**

## **Section II**

### **Internship Experience**

#### **Sophomore Internship**

During the spring semester program sophomores will be divided into two groups or cohorts. Students will participate in ELM 250 *Introduction to Elementary Education in a Global Society*. It is during this course that students will begin the internship phase of the Elementary Education program. Student interns will be assigned to a partnership school, participating in observational opportunities and educational activities on that school campus each Wednesday. This is an introduction to the classroom experience that will allow the intern to see the role of the teacher as a professional instructional facilitator, to gain experience in an elementary school community, and make the decision regarding choice of major program.

While interns will not necessarily remain at the same partnership school throughout all phases of the internship and student teaching experience, the cohort approach that is being incorporated into the Elementary Education program lends itself to this level of fluidity across the multiple internship phases. Therefore the following points of focus are recommended during the sophomore intern experience.

#### ***School Orientation and Observation***

Orientation to the school community is critical to the student intern's comfort, confidence, and ultimate success in student teaching. The student intern and SBTE share responsibility in the acclimation and induction process. Ongoing communication through orientation and observation will set the foundation for success in the internship.

The multiple internship phases are a time to learn as much as possible about the whole school. When the intern moves into the final student teaching phase with all the responsibilities of a full-time teacher, there will be little chance to observe as thoroughly as the internship phase allows.

#### ***Orientation***

##### ***Initial Meeting with SBTE***

1. Exchange contact information with the SBTE (phone numbers and email address).
2. Have any questions prepared prior to the meeting and take along a notepad and pen.
3. Request classroom rules, guidelines for discipline, and student handbook or rules (much of this may be web-based).
4. Obtain a copy of the faculty handbook.

**Students shall familiarize themselves with the following during the sophomore internship.**

*School Policies and Procedures*

1. Become familiar with emergency procedures such as fire drills, school nurse or health room procedures, and universal precautions.
2. Ask about the dress code for teachers and follow it. In the absence of a dress code, follow the example of other teachers.
3. Determine where interns are required to park vehicles.
4. Request specifications on the wearing of an identification or visitors badge while on campus in addition to sign-in/out procedures.

*Community and Student Needs*

1. During this internship phase make a note of the general socioeconomic and cultural background of the student population.
2. After school student activities and opportunities for intern involvement.
3. Parent involvement in the school.

*Assignments and Responsibilities*

1. Ensure that you follow the course instructor's requirements for each observational period.
2. Document time spent in the classroom and activities in which you participate.
3. Complete appropriate paperwork and assignments in a timely manner.
4. There is no observation by a university supervisor during this phase of the internship.

## **Junior Internship**

Students will continue with the internship experience in the junior year moving to an increased level of involvement and participation in a partner school classroom. Juniors will work in pairs for a peer coaching approach during this experience.

The junior internship phase is part of the ELM 370 (Connections Seminar I: *The Elementary Classroom and School Community*) and ELM 375 (Connections Seminar II: *Cultural Identity, Social Justice and Diverse Learners*) seminar courses. The instructor will provide students with specific topics of focus and will be responsible for the grade associated with the internship and course. In addition, the instructors from the methods courses, attended by the junior cohort, may also require specific assignments to be carried out on-site at the partner school. Interns will be on the partner school campus each Wednesday in addition to time assigned by methods course instructors. These assignments will be included in the methods course grade separate from the seminar/internship grade.

### ***Orientation***

#### ***Initial Meeting with SBTE***

1. Exchange contact information with the SBTE (phone numbers and email address).
2. Have any questions prepared prior to the meeting and take along a notepad and pen.
3. Request classroom rules, guidelines for discipline, and student handbook or rules (much of this may be web-based).
4. Obtain a copy of the faculty handbook.

**Students shall familiarize themselves with the following during the junior internship.**

#### ***School Policies and Procedures***

1. Become familiar with emergency procedures such as fire drills, school nurse or health room procedures, and universal precautions.
2. Ask about the dress code for teachers and follow it. In the absence of a dress code, follow the example of other teachers.
3. Determine where interns are required to park vehicles.
4. Request specifications on the wearing of an identification or visitors badge while on campus in addition to sign-in/out procedures.

### *Instructional Resources*

1. Media center, computer labs, and Instructional Resource Teacher (IRT).
2. District, school websites, and any additional software or web-based instructional resources used by the school.
3. Computer use expectations.
4. Familiarity with the North Carolina Standard Course of Study (NCSCOS) for the grade level(s).

### *Community and Student Needs*

1. General socioeconomic and cultural background of the student population.
2. After school student activities and opportunities for intern involvement.
3. Parent involvement in the school.
4. Allergies or specific health/participation restrictions of any students.
5. Responsibilities to students with special needs who may be mainstreamed into the classroom.

### *Assignments and Responsibilities*

1. Ensure that you follow the course instructor's requirements for each observational period.
2. Document time spent in the classroom and activities in which you participate.
3. It is the responsibility of the intern to schedule 2 formal observations of lessons that s/he will prepare and teach in the classroom.
  - a. A minimum of one formal observation by the SBTE per semester (for a total of 2 SBTE observations during the junior year).
  - b. A minimum of one formal observation by the university supervisor during per semester (for a total of 2 university supervisor observation during the junior year).
  - c. Observations should be scheduled in order to cover at least 2 different subject areas (math, science, literacy, etc.).
  - d. At least 3 business days prior to the observation the student is to submit the *Pre-Observation Form* (Appendix D) to the SBTE or university supervisor.
  - e. A post observation meeting will take place with the student in addition to the completion of the *Formal Observation Reflection* (Appendix E).
  - f. Students may request additional observations by either the SBTE or university supervisor.
4. Complete appropriate paperwork and assignments in a timely manner.
5. See Appendix A for a detailed checklist of activities in which the intern must participate during the junior or senior year.

*This handbook was developed using a variety of resources including teacher education materials published online by Indiana University, Purdue University, American University, University of North Carolina at Greensboro., and North Carolina State University. It was the intent of the handbook developer and the Elementary Program to pull resources and continue to develop ideas from successful teacher education programs already in existence within the United States.*

*August 4, 2006*