

# **Successful Completion of Student Teaching**

## **Assignments and Documentation**

**To receive a grade for CI/SPE Student Teaching, Teacher Candidates must successfully complete all requirements outlined below.**

### **Lesson Plans**

One of the important components of the student teaching experience is the creation and submission of lesson plans. Lesson plans form the basis for planning conferences with the Cooperating Teacher. These plans also enable the University Supervisor and the Academic Consultant to offer needed guidance as well as to determine Teacher Candidate progress. Teacher Candidates should adhere to the following guidelines as they formulate plans.

Teacher Candidates must maintain a notebook, plan book or similar system in which to write lesson plans, to keep seating charts, class schedules, class lists, and other relevant materials. These plans should be submitted weekly to the Cooperating Teacher, the University Supervisor, and Academic Consultant if one is provided. Detailed plans must be available for review during all observations.

Lesson plans must always cite the objective addressed in the North Carolina Standard Course of Study.

Modifications to daily plans must be submitted to the Cooperating Teacher prior to teaching. This allows time to make suggestions.

The lesson plan format may change depending on the content and instructional strategies; however, each lesson plan should contain documentation of objectives to be achieved and an evaluation rubric designed to measure anticipated student growth.

### **Reflective Journals**

Reflective journals afford the Teacher Candidate the opportunity to reflect on his/her performance and to explore pedagogical issues. They also serve as a means of communication between the Teacher Candidate and the University Supervisor.

Reflective journals should be submitted electronically to the University Supervisor at the end of the week. For more information/guidelines, Teacher Candidates should refer to their supervisor and the posting of assignments on their AsULearn site.

### **Impact on Student Learning Project**

All Teacher Candidates will successfully complete an instructional project. This project must follow a specific format, must successfully meet ten required components, and will become part of the Teacher Candidate's electronic documentation on AsULearn. Detailed instructions for this unit can be found in the Successful Completion of Student Teaching section of this handbook.

### **Teacher Candidate Professional Development Plan and Resume**

At the end of the student teaching semester Teacher Candidates will submit a final version of the Professional Development Plan and also the final resume. Directions for the Professional Development Plan can be found on the AsU Learn course site. The resume is to reflect professional development activities from the semester.

### **Certification of Teaching Capacity/Licensure**

At the end of student teaching, Teacher Candidates must formally apply to the North Carolina Department of Public Instruction for professional licensure. Two forms are to be completed along with all required supporting documents and fees and submitted to the Office of Field Experiences, Room 404F, College of Education. These documents include the Application for a North Carolina License and the Certification of Teaching Capacity form (LEA/IHE).

Please note that if the Cooperating Teacher and/or designated LEA official (principal or superintendent) fails to sign the Certification of Teaching Capacity form (LEA/IHE) or if the school official checks the “unsuccessful” box, the Teacher Candidate will not be licensed.

Upon receipt of the application, the North Carolina Department of Public Instruction takes approximately six weeks to process and mail the license.

### **Surveys**

All Teacher Candidates must complete the following surveys, found on the Field Experiences homepage.

1. Student Demographic Composition
2. Impact on Student Learning
3. Dispositions Survey
4. Evaluation of University Supervisor

### **ASU Teacher Candidate Evaluation Rubric--Midterm and Exit Evaluations**

The University Supervisor, in conjunction with the Cooperating Teacher will complete the midterm and exit evaluations and will review those evaluations with the Teacher Candidate. If a Teacher Candidate's performance is deemed less than proficient on any descriptor at any point during the semester, the University Supervisor will formulate an “action plan” to assist the Teacher Candidate in correcting deficiencies. To pass student teaching all markings must indicate that the Teacher Candidate has met the descriptor of each standard's element at the proficient level.

### **Praxis II Graduation Requirement (completed during Student Teaching)**

All students in a teacher education program at Appalachian must take the appropriate PRAXIS II test for their licensure areas prior to or during student teaching. Completing the test and submitting the scores to the Reich College of Education is a course requirement for student

teaching (C I/SPE 4900) and, as such, one of the program requirements needed to successfully complete the degree and be recommended for licensure.

Any student who has not taken the PRAXIS II test prior to the completion of student teaching will not receive a grade for student teaching until the test has been taken and an official copy of the test scores is received in the RCOE Dean's Office. Without the grade for student teaching, a student will be ineligible to graduate and, therefore, will not be recommended for licensure. Students who take the appropriate test but do not meet the state established cut-off score will not be denied the degree, but they will be strongly encouraged to retake the test so they can become eligible to be deemed a highly qualified teacher.