



SCHOOL OF EDUCATION

Student Teaching Handbook

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FORWARD

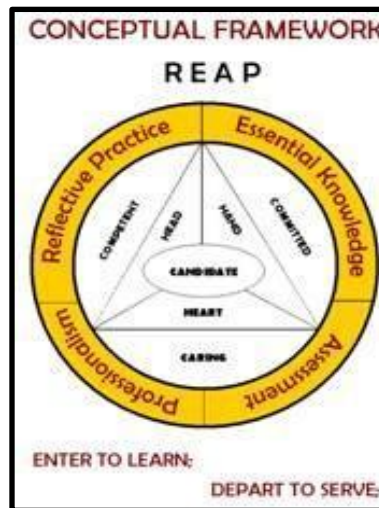
The purpose of the Student Teaching Handbook is to assist Teacher Candidates in successfully completing the Internship experience. The Student Teaching Program provides professional experiences in a school setting with the guidance of a Cooperating (Classroom) Teacher and a University Supervisor. The Cooperating (Classroom) Teacher and the University Supervisor will provide feedback to the Teacher Candidate as competencies and professional behaviors are developed and enhanced through actual practice. The Teacher Candidate will find the requirements for the Internship in this Handbook.

APPRECIATION

The School of Education extends a special thank you to all who are partners and stakeholders: Cooperating (Classroom) Teachers, University Supervisors, principals, assistant principals, the Bethune-Cookman University Alliance, and those professionals in guidance counseling, co-curricular activities, special area teachers, librarians, and all other personnel involved in this process.

TEACHER EDUCATION PROGRAM

Conceptual Framework



The Conceptual Framework establishes the shared vision for the School of Education's (SOE) efforts in preparing educators to work effectively in K-12 schools. The Teacher Education Program prepares effective educators committed to Reflective Practice, the pursuit of Essential knowledge, qualified to Assess and evaluate, and dedicated to practice Professionalism (REAP).

Reflective Practice - Knowing who we are as we begin to articulate values and beliefs about teaching and learning serves as the foundation of all of our instructional decisions as well as decisions that guide our every-day interaction with peers, students, and stakeholders. Reflection is characterized by ...”active, persistent and careful consideration” (Dewey, 1933:118) and “becomes reflection-in-action and reflection-on-action” (Schon, 1983) as it guides the teacher’s decision making. Continuing to learn is at the heart of good teaching and a commitment to developing reflective practitioners is grounded in the fundamental belief that a veteran teacher can and will grow just as a novice teacher or a teacher candidate.

Essential Knowledge - Curriculum content is derived from national, state, and institutional standards. The Teacher Education Program faculty seeks to ensure that our teacher candidates have the essential knowledge, skills, and dispositions to teach all students well. The content and instructional strategies are reflected in the design used to deliver curriculum content supported in teacher candidate support experiences, and in clinical and field-based experiences. Teacher candidates demonstrate their knowledge of content and strategies through assignments, activities and projects.

Assessment and Evaluation - Faculty in the SOE believe that assessment should be a “vehicle for learning and awareness...” (Senge 2000). In fact, reflection and assessment are intricately linked because one cannot have this vision of

assessment without the use of reflection. Candidates ultimately come to understand that assessment is a tool that helps educators learn and become aware of themselves and their students. They come to understand that the relationship between reflective practice and assessment is the way to inform teaching and learning.

Professionalism - The Teacher Education Program is designed to motivate and enable candidates to develop the necessary professional knowledge, skills, and dispositions to become successful. Through courses, clinical experiences, and seminars, teacher candidates learn that becoming a professional involves gaining certification, accepting accountability, having a strong knowledge base, collaborating in a professional community, and adhering to ethical practice and standards.

TEACHER EDUCATION PROGRAM OBJECTIVES

1. To graduate caring, committed, and competent teachers for K-12 schools.
2. To graduate competent teachers who are competent in applying instructional strategies learned in multiple and varied field and clinical experiences.
3. To graduate teacher candidates who can use research techniques and apply instructional technology in classroom settings.
4. To graduate teacher candidates who are able to prepare future teachers to effectively teach in classrooms with students from diverse backgrounds and experiences.
5. To prepare teacher candidates for successful entrance into graduate studies.

DESCRIPTION OF STUDENT TEACHING

Purpose of the Student Teaching Program

The purpose of the Student Teaching Program is to assist Teacher Candidates to engage in practical applications of the pedagogical knowledge and competencies that are part of the academic

preparation in the Teacher Education Program. The Student Teaching Program provides professional experiences in a school setting under the guidance of a Classroom Teacher and a University Supervisor who provides feedback to the Teacher Candidate as competencies and professional behaviors are developed and enhanced through actual practice. The Teacher Candidate is engaged with a diverse student population, including populations with varying exceptionalities, language, races, genders, and socioeconomic groups, at the sites chosen throughout Volusia, Flagler, and surrounding County School Districts.

Site Selection

School site selection is made by district personnel in collaboration with the TEI Coordinator. Teacher Candidates are placed in schools where students come from diverse populations.

Monitoring Procedures

Teacher Candidates are monitored on site by the Cooperating (Classroom) Teacher. The University Supervisors visit Teacher Candidates a minimum of four (4) times during the semester. The initial visit occurs within the first two (2) weeks of the Teacher Candidate's placement. Additional visits may be made at the discretion of the University Supervisor and the Cooperating (Classroom) Teacher. Teacher Candidates are formally evaluated at mid-semester and at the completion of the internship. The Cooperating (Classroom) Teacher, the Teacher Candidate, and the University Supervisor confer to provide actionable feedback and specific strategies as the need occurs. The University Supervisors also conduct conferences at the University on an individual basis or as needed to guide the Teacher Candidate and discuss specific areas needing improvement. The Chair of the School of Education and the Coordinator of the Teacher Education Institute are an integral part of the team that meets with Teacher Candidates to develop a Improvement Plan when needed. Teacher Candidate forms, checklists, and evaluation instruments are included in the LiveText Field Experience (FEM) Module.

SUGGESTED TEACHING TIMELINE

STUDENT TEACHING SEMINAR

Teacher Candidate and Teacher Education Intern will participate in a professional seminar designed to prepare them for the clinical experience and beyond. This course will provide weekly internship debriefing opportunities, course and FTCE assistance, employment preparation, recruitment opportunities, certification assistance, and much more. Attendance is mandatory at all Student Teaching Seminars and a grade will be earned for the course. Bethune-Cookman University, School Districts, and community Stakeholders jointly sponsor this seminar prior to the internship.

PRE-PLANNING

The Teacher Candidate and Teacher Education Intern begins the internship. The Teacher Candidates and Education Intern will visit the assigned school, meet the Cooperating Teacher and staff, shadow and participate in all required school and teacher pre-planning meetings, trainings, and activities each day. The Teacher Candidate and Teacher Education Intern is expected to assist in classroom preparation.

FIRST WEEK of TEACHING

The Teacher Candidate and Teacher Education Intern will observe, shadow, and assist the Cooperating Teacher with limited responsibilities such as lead classes to and from lunch, special area, to and from the buses before and after school, and assist with class clerical responsibilities. They will assist with any additional duties the Cooperating Teacher has including meetings and after school activities.

SECOND WEEK of TEACHING

The Teacher Candidate will continue observing with increased participation and begin teaching responsibilities to include small group or individual instruction in addition to working with the Cooperating Teacher/Teachers on curriculum planning.

THIRD WEEK of TEACHING

The Teacher Candidate and Teacher Education Intern will increase responsibility for teaching by collaborating with the Cooperating Teacher to plan and assist in teaching one subject or hour/period all week and continue with that format for the remainder of the internship.

FOURTH WEEK of TEACHING

The Teacher Candidate and Teacher Education Intern will continue to work with the Cooperating Teacher's assistance on planning and now teaching two classes or approximately two hours/periods of teaching daily this week. The Teacher Candidate will continue to shadow the Cooperating Teacher, go to all meetings, participate in all training sessions, and assist with additional responsibilities.

FIFTH WEEK of TEACHING

The Teacher Candidate and Teacher Education Intern will continue to work with the Cooperating Teacher's assistance on planning and now teaching three subjects or three hours/periods of teaching daily. The Teacher Candidate will continue to shadow the Cooperating Teacher, go to all meetings, participate in all training sessions, and assist with additional responsibilities.

SIXTH WEEK of TEACHING

The Teacher Candidate and Teacher Education Intern will retain previous responsibilities and assume the primary responsibility for planning and teaching approximately four subjects or four hours/periods daily. The Teacher Candidate will continue to shadow the Cooperating Teacher, go to all meetings, participate in all training sessions, and assist with additional responsibilities.

*SEVENTH WEEK-THIRTEENTH WEEKS of TEACHING

The Teacher Candidate and Teacher Education Intern will assume responsibility for full-time teaching and planning for the entire day. They will be responsible for covering all Cooperating Teacher's required duties and meetings. The Teacher Candidate and Teacher Education Intern

should also demonstrate proficiency in providing differentiated instruction, social emotional learning strategies, ESE and ESOL strategies and modifications. (This applies to Weeks 7-13.)

FOURTEENTH WEEK of TEACHING

The Teacher Candidate and Teacher Education Intern will begin this week by gradually relinquishing teaching responsibilities back to the Cooperating Teacher. (One period or subject each day until all teaching responsibilities are returned by the final day of the internship), which is the Teaching Candidate's last day.) While relinquishing responsibility, the Teacher Candidate or Teacher Education Intern will continue assisting the Cooperating Teacher during teaching hours to ensure a smooth transition of responsibility back to the teacher.

EXIT INTERVIEW WEEK

The Teacher Candidate and Teacher Education Intern will be required to complete a final exit interview with the Assessment Coordinator, TEI Coordinator, and Course Instructor. Final grades will be submitted upon completion of the interview.

APPLICATION FOR ADMISSIONS TO THE TEACHER EDUCATION PROGRAM (TEP)

Admission to the Teacher Education Program (TEP)

The Admission Committee conducts the process of admitting applicants into the School of Education Teacher Education Program. Admission Committee Members review applications, required documents, and provide recommendations on applicant status. In addition, the Committee reviews Teacher Education Program Admission process policies and procedures, and updates as appropriate.

Preparing for Admissions to the *TEP*

The School of Education must comply with mandates by the Florida Department of Education (FLDOE), prospective teacher candidates cannot be officially admitted into the Teacher Education Program (TEP) without the proper credentials:

Applicants must meet the following requirements prior to admission:

- A 2.5 GPA
- A grade of “C” or better in EN 131, EN 132, MAT 131, and MAT 132 (or equivalent for transfer students and majors)
- A grade of “C” or better in ESE 200 Survey of Exceptional Students or ED 231 Introduction to Education or MUE 231 Introduction to Music Education (or equivalent for transfer students)
- Passing FTCE General Knowledge Scores (all subtests) or FLDOE state approved GRE scores
- Unofficial Transcripts
- *Satisfactory Early Dispositions Rating
- Admission Application

*In accordance with the Council for Accreditation of Educator Preparation (CAEP), Standard 3: Candidate Quality, “Educator preparation providers establish and monitor attributes and disposition beyond academic ability that candidates must demonstrate at admission and during the program”.



B-CU Teacher Education Program (TEP)

APPLICATION PROCESS

1

REGISTER FTCE-GK

Register to take the Florida Teacher Certification Exam General Knowledge (FTCE GK). Have scores sent to Bethune-Cookman University. <http://www.fl.nesinc.com/>

2

AFTER PASSING FTCE-GK

The School of Education (SOE) Assessment office will notify Department Chairs/Advisors when potential applicants have passed all FTCE GK subtests.

3

INVITATION TO APPLY

When you are eligible, your Department Chair/Advisor will send you a LiveText link to apply to the Teacher Education Program.

4

APPLICATION REVIEW

The SOE Admissions Committee Chair will review your application and update your status in LiveText.

5

NOTIFICATION OF STATUS UPGRADE

Your Department Chairs/Advisor will notify you of the results of your updated status as "Teacher Candidate".

6

CONGRATULATIONS!

You will receive your admission certificate through BCU email. Save your certificate as this document is required for Internship.

ADMISSION TO STUDENT TEACHING

Teacher Candidates who apply for Student Teaching must meet the following requirements prior to assignment:

1. All Teacher Candidates **MUST** complete the following forms:
 - B-CU LiveText Internship Application
 - District Application
 - County Assigned Fingerprint Electronic Screening Application (Fee may be required)
2. The B-CU Student Teaching Application will be available in the approved Teacher Candidate's LiveText account for completion.
3. Teacher Candidates must complete the application process for Student Teaching by March 15st for the Fall Term and by September 30th for the Spring Term of the year intended to intern.
4. Teacher Candidates must present documentation of passing scores on the FTCE General Knowledge Exam for all four subtests (Math, ELA, Reading, Essay), Professional Exam and all subtests of the Subject Area Exam by March 15th for the Fall Term and by September 30th for the Spring Term of the year intended to intern.
5. All General Education course requirements must be successfully completed. Teacher Candidates must successfully complete all required courses in the Program of Study with a grade "C" or higher. Grades of D, F or I are not permitted.
6. Teacher Candidates must attain a cumulative grade point average (CGPA) of 2.5 or above on a 4.0 scale.
7. Transfer Teacher Candidates have additional requirements which are described in the University Catalog.

Policies and Procedures for Student Teaching

Return to Wildcat Campus

We realize that there may be questions related to returning to campus. All Interns are asked to take a moment to thoroughly review the Bethune-Cookman University webpage for information updates.

Moving Back to Campus

Teacher Candidates will need to check in with Residence Life to make early arrival housing arrangements. Move-in instructions are provided electronically by BCU Housing and Residence Life on WildCat Web. An early arrival date will be provided by the Residence Life Director. All financial balances must have been met prior to the official move in date. Contact the Director of Residence Life to confirm your arrival or if you should have questions.

COVID Testing and Vaccinations

Teacher Candidates must comply with University guidelines for COVID testing.

Student Teaching Placement

In collaboration with the surrounding area School District Recruitment and Retention Offices, The School of Education makes every effort to provide diverse placements with the most qualified Cooperating Teacher available for each of our teacher candidates.

Your assigned placement will be under the direction of the Cooperating Teacher. In the event of an extreme rise in COVID-19 or the Delta Variant Cases, the School of Education is prepared to offer alternative internship assignments or virtual placements to ensure that the learning process continues.

If you have an underlying condition that may require you to have a special placement, please make an appointment with the course instructor and TEI Coordinator to discuss possible options.

Course Registration

Interns must be registered on or before the first Seminar class and before your first day of school in your assigned K-12 classroom. Please be sure that schedules have been accepted online.

Teacher Candidates are required to attend weekly scheduled class meeting sessions. Class meeting dates are published in both the course syllabus and Student Teaching Seminar Agenda. Teacher Candidates are expected to manage their work and weekly schedules to include time to attend all classes and seminars. Absences may result in a lower grade, an extended internship, or cause to repeat the internship. Classes will be held through face-to-face, Canvas, LiveText and Zoom sessions. All interns are required to have a laptop or electronic device to work from during all scheduled class times. Electronic devices must be brought to class.

Hierarchy of Contact

The Teacher Candidate must always demonstrate professional responsibility and ethical conduct in all forms of communication. Teacher Candidates are expected to work directly with their primary point of contact for questions or concerns. Teacher Candidates should contact the TEI Coordinator and then the Chair of the School of Education if they feel matters merit attention beyond original points of contact. Teacher Candidates are expected to respect the brand of the University and School of Education.

RESPONSIBILITIES, ROLES AND LEGAL ISSUES

Bethune-Cookman University

Cooperating Teacher Role and Responsibilities for the Student Teaching Internship

Role of the Cooperating Teacher Cooperating

On behalf of Bethune-Cookman University, we thank you for your willingness to serve as a Cooperating Teacher. The cooperating teacher plays an invaluable role in the development of a student-teacher. We fully support your effort to help us prepare caring, committed, and competent future teachers.

Credentials

To work with a senior intern, cooperating teachers must meet the following requirements:

- Successful completion of Clinical Educator Training,
- Full certification for assigned teaching area,
- Currently teaching in the field,
- A minimum of three years of instructional experience, one of which was completed in the current county,
- A minimum of at least one year of teaching experience within the last three years in the grade level in which the intern is placed (elementary education majors),
- “Proficient” on evaluations with no areas requiring improvement for the past two years,
- Effective classroom management skills,
- Consistent student academic success.

Cooperating Teacher Supervisory Responsibilities

- Include the student-teacher in all activities.
 - Familiarize the student teacher with the school facilities, policies, and procedures.
 - In your absence, ensure that a substitute teacher is present.
 - Discuss operating procedures and protocol with your student teacher.
 - Provide your student teacher with necessary materials for teaching (textbooks, manuals, etc.)
 - Provide weekly planning time (gradual release of responsibility).
 - Provide frequent feedback in written and verbal forms.
 - When appropriate include the student teacher in parent conferences, team meetings, faculty meetings, district meetings, and professional development.
 - Correct mistakes in a positive fashion not to diminish confidence or credibility
 - Gradually, relinquish responsibility as identified on the Suggested Student Teaching Timeline.
 - Carefully watch your own attitude toward the student-teacher because your K-12 students will echo your attitude.
-
- Exemplify the best in teaching techniques, planning, organization, assessment, individual student differences, differentiation, classroom management, and reflection.
 - Allow the student teacher to engage in some form of instructional lessons from day one.
 - Ensure that the student-teacher can identify and summarize key elements of lessons being presented in the classroom such as learning targets, varied forms of assessment data being used in the classroom, and specific content instruction.
 - Set aside time each week for conferences.
 - Share strengths and areas for improvement weekly.

- Work collaboratively with the university supervisor to complete required observations of the student-teacher.
- Share serious concerns with the student teacher's university supervisor or Teacher Education Coordinator.
- Provide opportunities for the student teacher to assist in all virtual learning experiences.
- Support the student-teacher by participating in the Meet & Greet Cooperating Teacher Orientation and the final Student-Teacher Celebration hosted by Bethune-Cookman University.

Evaluation of the Student Teacher

Cooperating Teachers are asked to submit all observations, evaluations, and disposition assessments of their student-teacher by the designated due dates within LiveText/Watermark. The assessments are a critical part of the student's success and our accreditation process. All cooperating teachers will be notified by LiveText/Watermark via email with instructions on creating an account and how to assess your student teacher.

The Cooperating Teacher should:

1. Communicate with the university supervisor regarding the progress and goals for the student teacher,
2. Share serious concerns with the student teacher's university supervisor or Teacher Education Coordinator,

3. Formally observe at least one lesson using the observation instruments,
4. Set aside time each week for conferencing,
5. Share strengths and areas for improvement weekly,
6. Verify student-teacher absences by submitting the Attendance Verification Form to the Teacher Education Institute Coordinator's Office at midterm and finals by the designated due dates,
7. Complete midterm and final evaluations for your student teacher by the designated due dates in LiveText/Watermark.

Cooperating Teacher Planning Responsibilities with the Student Teacher

The need for planning is critical for the success of the student-teacher. We ask that the cooperating teacher provide clear instructions and expectations to the student-teacher.

The Cooperating Teacher should:

1. Assist the student-teacher in developing lesson plans using the required university lesson plan template and provide feedback during the planning process,
2. Plan to meet weekly for intentional uninterrupted planning or deal with classroom situations,
3. Provide effective and accurate feedback. Be very specific with feedback including recommendations for improvement. Keeping an anecdotal record of the teacher candidate's actual behavior, expressions used, and timing will help to evaluate teaching effectiveness. Encourage self-reflection and recommendations for improvement.
4. Allow the student teacher to take an active lead in instruction.
5. Assist the student-teacher in building a repertoire of strategies.
6. Assist the student-teacher in identifying and assisting K-12 students who need differentiated instruction. (IEP's, gifted, ELL, 504, etc.).
7. Provide the student teacher with opportunities to meet and work with other faculty, staff, and parents.
8. Encouraged the student teacher to use a wide variety of teaching techniques: student investigations, laboratory work, group discussions, debates, question-and-answer periods, directed study, small group instruction, and research-based instructional strategies.

University Supervisor Role and Responsibilities for the Student Teaching Internship

Credentials

- To serve as a University Supervisor the following are requirements :
- Successful district clearance each year,
- Successful completion of Clinical Educator Training,
- Document a minimum of three years of teaching in the area of supervision or hold a current teaching certificate in the area of supervision,
- Document the required 45 hour of ESOL Training or hold an ESOL Endorsement.

- For Elementary Education Supervisors, provide documentation of a Reading Endorsement and or master's degree in Reading.

University Supervisor Responsibilities

- Maintain yearly clearance through the school district in which you supervise Teacher Candidates.
- Participate each semester in the University Supervisor Training Workshops, Debrief Sessions, Interrater Reliability exercises, and serve as a liaison to facilitate training for Cooperating Teachers who are unable to attend the Teacher Education Senior Internship Orientation.
- Support the Teacher Candidates and program by participating in Student Teacher Receptions & Alliance Meetings each semester.
- Assumes responsibility for supervising the Teacher Candidate's activities in the assigned placement school and makes regular observations (a minimum of 4) in the classroom.
- Engage Teacher Candidates in pre/post-observation conferences providing actionable feedback by identifying specific issues for the Teacher Candidate to work on in the pre-conference and assessing growth in a particular area during post-conference. The pre-and post-conference model is used for each lesson observation.
- Works to strengthen the partnership of the University and cooperating school personnel and encourage activities that aid professional growth by assisting the Coordinator of TEI/Field and Clinical Experience in establishing and maintaining relationships with affiliated schools, districts, and community organizations.

- Shares responsibility with the Coordinator of TEI/Field and Clinical Experience and district administration for recommending cooperating teachers, when appropriate, and the assignment of Teacher Candidates.
- Exemplify effective teaching strategies in planning, organizational skills, assessment, social emotional learning strategies, differentiation, classroom management, & reflection.
- Consults with the Cooperating (Classroom) Teacher and the Teacher Candidate to evaluate personal and professional growth of the Teacher Candidate.
- Completes all performance assessment and internship evaluations and submits in LiveText FEM Module or to the TEI office by designated deadlines.
- Assists the Coordinator of TEI/Field and Clinical Experience and stakeholders in planning, implanting, and evaluating all aspects of the program for programmatic growth and improvement.

Responsibilities of the Teacher Candidate (Intern)

- ◆ The Teacher Candidate is expected to be present and on time every day the assigned school is in session. The Teacher Candidate is equally responsible to the University personnel and the school personnel for making arrangements in advance for any anticipated absence. In case of emergency, the Cooperating Teacher or School Office Personnel, and the Teacher Education Institute (TEI) Coordinator/Field Experience Coordinator at Bethune-Cookman University should be notified. All absences must be made up before the final day of internship. Excessive unexcused absences will result in a delayed internship or may result in the need to repeat the internship.
- ◆ The Teacher Candidate is expected to be knowledgeable about the School Improvement Plan, administration, routines for reporting, parking, and other school functions.
- ◆ The Teacher Candidate must keep in confidence any information pertaining to assigned schools, teachers, and pupils.
- ◆ The Teacher Candidate must respect the Cooperating (Classroom) Teacher as an experienced professional.
- ◆ The Teacher Candidate must willingly accept various assignments.
- ◆ The Teacher Candidate must have a receptive attitude toward suggestions and feedback.
- ◆ The Teacher Candidate is expected to participate along with the Cooperating (Classroom) Teacher in assigned teaching duties – playground, lunchroom, field trips, clubs, meetings, school duties, etc.

- ◆ The Teacher Candidate must dress professionally, in good taste, neat in appearance, and be well-groomed, and wear a name badge at all times on campus. School of Education blazers are expected to be worn at all University Events.
- ◆ The University prohibits Teacher Candidates from serving as substitute teachers during Student Teaching. The Candidate must be accompanied by a Cooperating Teacher at all times.
- ◆ Teacher Candidate is expected to assist the Cooperating (Classroom) Teacher in chaperoning activities during their senior internship experience.
- ◆ The Teacher Candidate must use methods and materials consistent with the philosophy and practices of the assigned school.
- ◆ The Teacher Candidate must accept the premise that the assigned school is dedicated first and foremost to the well-being of the students in attendance.
- ◆ The Teacher Candidate must abide by all the rules that apply to students and teachers.
- ◆ The Teacher Candidate is obliged to learn about students as completely as possible through observations, conferences, test scores, and examinations of school records.
- ◆ The Teacher Candidate must observe, be flexible, and willing to learn the Cooperating (Classroom) Teacher's techniques in conducting classes.
- ◆ The Teacher Candidate must assume responsibilities for or help with the physical environment (i.e., proper lighting, ventilation, various technologies, bulletin boards, and supplementary materials).
- ◆ The Teacher Candidate must be available for impromptu conferences with the Cooperating (Classroom) Teacher and/or University Supervisor at a time convenient for the other professionals.
- ◆ The Teacher Candidate is expected to maintain the lines of open communication. Candidates are expected to respond to calls and email communication in a timely manner.
- ◆ The Teacher Candidate is expected to adhere to the Hierarchy of Contact.
- ◆ The Teacher Candidate is responsible for forms and reports which must be completed promptly in accordance with the specifications of this handbook or school.
- ◆ The Teacher Candidate is responsible for completing University assignments, end-of-semester surveys and participating in recommended recruitment fairs.

Responsibilities of the Coordinator of Student Teaching

- ◆ Establishes and maintains channels of communication between representatives of the public schools, community stakeholders, and the School of Education.
- ◆ Maintain Student Teaching Application Packets for each Teacher Candidate each semester.
- ◆ Establishes and secures a clinical placement site that is carefully selected in cooperation with district/school administrators to ensure that all Teacher Candidates are provided experiences that are consistent with the Mission of the University, goals of the Teacher Education Program, and provides culturally diverse settings, including exceptional student education, and ESOL populations.
- ◆ Maintains Teacher Candidate Complete Data.
- ◆ Coordinates the Internship Stakeholder trainings, professional development, the Senior Internship Orientation, and Student Teacher Reception each semester.
- ◆ Assists the Teacher Candidates in the preparation for recruitment fairs and employment.
- ◆ Finalize end of semester assessments and evaluations.
- ◆ Document University Supervisor's submission of all course assessment, evaluations, video recordings, and final grades recommendations.
- ◆ Submit a finalized graduation list with confirmed majors to the Registrar's Office in preparation for graduation. Approve and submit final grades and report approved Candidates for Graduation to the Chair of the School of Education.
- ◆ Report approved Candidates for Graduation to the Chair of the School of Education.

Ethical Behavior of Student Teachers

Student Teachers are expected to adhere to the code of ethics as set forth in the Principles of Professional Conduct for the Education Profession in Florida, the Florida State Board of Education rule 6B- 1.001, FAC.

CODE OF ETHICS OF THE EDUCATION PROFESSION IN FLORIDA

- ◆ The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards is the freedom to learn, to teach, and to guarantee an equal opportunity for all.
- ◆ The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will, therefore, strive for professional growth and will seek to exercise judgment and integrity.
- ◆ Aware of the importance of maintaining the respect and confidence of one's colleagues, students, parents, and other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

Teacher Candidates in the Teacher Education Program become increasingly knowledgeable of the code of ethics and principles as they matriculate through their program.

STATEMENT ON ETHICS AND VALUES

The Board of Trustees of Bethune-Cookman University's statement on ethics and values is to be followed by all Teacher Candidates and must set an example for all students in the University, in the University community, as well as in the public school while they are Teacher Candidates.

The University is guided by its core values:

F.I.R.S.T.

F - FAITH: We recognize and uphold the Christian tradition while welcoming the diversity of faiths.

I - INTEGRITY: We live in a way that reflects our deepest convictions.

R - RESPECT: We recognize the inherent dignity and worth of each person.

S - SERVICE: We seek social justice through civic engagement.

T - THIRST FOR KNOWLEDGE: We are engaged in the continuous pursuit of learning that transforms us and the world.

STUDENT ACADEMIC POLICIES

Student Rights and Responsibilities

Absences: Attendance in classes is mandatory.

Advisement: Students should see their academic advisors at least twice a semester for purposes of early registration, dropping and adding courses, and to ensure that they are following the proper course sequence of the Teacher Education Program according to state certification and degree requirements.

Appeals: Students must follow the grievance policy as stated in the Student University Catalog.

Applications: Students must apply to the School of Education for: (1) Admission into the Teacher Education Program, and (2) for student teacher placement. For Graduation, apply to the Office of the Registrar.

University Calendar: University calendars inform students and the University community of dates of important events such as registration, add/drop, removal of incomplete grades, testing, and dates, such as holidays, student activities, and midterm and final exams (see University website).

Dress Code: The University maintains a policy on appropriate dress. Teacher Education majors are expected to dress according to the University dress code (see University Catalog). Students are to dress professionally each Wednesday and for announced assembly programs.

Honesty: Students are expected to maintain an honor code. Charges of cheating on exams or plagiarism on assigned papers may result in disciplinary action by faculty and/or administration (see University Catalog).

Scholarships: Most scholarships are merit awards and require specific grade point averages and proof of financial need for full-time students. Information regarding educational scholarships is available in the Teacher Education Institute (TEI) office located in Kottle 213 (see University Catalog).

Student Records Folder: Students should maintain a portfolio of important information: Recent program of study, grade reports, transfer credits, removal of incomplete grades, test results, transcripts, and other documents that record progress through the teacher education programs.

Student LiveText Account: Students are required to maintain a LiveText Portfolio documenting educational progress.

Academic Regulations

Full-time Course Load: Twelve (12) semester hour credits are considered a full-time course load.

Limitation of Credit on Probation: Students on academic probation are limited to specified credit hours per semester (see University Catalog).

Overload Requirements: The academic requirement for taking an overload (19-23) semester hours is a minimum grade point average of 3.0 during the semester immediately preceding the one in which the student wishes to carry the overload. The permission for overload includes summer sessions. Students are required to pay an extra fee for semester hours above eighteen

(18) at the current per hour rate.

Removal of 'I' grades: Students receiving "I" grades are required to report to the instructor who issued the grades within the first week of classes of their next semester of enrollment. Students thereby must initiate action to remove the "I" grades. The "I" grade(s) must be converted to acceptable passing grades within the first six weeks of that re-enrollment period. Failure to do so will cause the "I" to be changed automatically to "F."

Academic Appeals

Student Academic Complaint and Grade Appeal Processes

Bethune-Cookman University is committed to supporting the student matriculation process. It is our

intent to positively resolve issues, complaints, and concerns that may impact the success of students

in meeting student learning outcomes. The complaint and grade appeal procedures provide students

with an opportunity to express their perceptions of conditions within the Unit that may be viewed as

an impediment to successful progression in the curriculum, as well as to have grades awarded reviewed

by an impartial body; and to provide relief.

Student Complaint Procedure:

1. The student should discuss the matter (issue, concern, complaint, condition, etc.) with the instructor directly involved or whom the complaint is being lodged.
2. If there is no relief or satisfaction, the student may submit written documentation of the complaint to the Dean of the Unit, using the Student Academic Complaint and Grade Appeal Form.
3. The Dean will convene the unit's Academic and Professional Standards Committee. The Committee will consider the matter and make a recommendation to the Dean of the Unit.
4. The decision or determination will be final and binding within the Unit.

Student Grade Appeal Procedure:

Students have the right to appeal the grades awarded in courses. This may include the following but

are not limited to the following:

- a. Course exams

- b. Course tests
- c. Course mid-term exams
- d. Course final exams
- e. Course projects (individual/group)
- f. Course papers
- g. Course field experiences
- h. Final course grades
- i. Other assignments

Students will have 3 business days or 72 business hours from the day that grades are posted or otherwise given to contest a grade. The period in which a grade may be contested will end at 5:00 pm on the 3rd. business day after the grade is posted.

1. The student should discuss the contested grade with the faculty person of the course.
2. If there is no relief or satisfaction, the student may submit written documentation and the rationale for the contested grade to the Dean of the Unit.
3. The Dean will convene the Unit's Academic and Professional Standards Committee. The Student Academic Complaint and Grade Appeal Form must be used. The Committee will consider the matter and make a recommendation to the Dean of the Unit.
4. The decision or determination will be final and binding within the Unit.

Exceptions to Established Policies and Guidelines

Students have the right to request an exception to any of the Unit's policies and established guidelines.

Letters of Exception should be submitted to the Dean of the Unit who will forward the request to the

Academic and Professional Standards Committee. The committee will submit its recommendation to

the Dean of the Unit.

EVALUATION OF STUDENT TEACHER

Guidelines for Evaluating the Student Teacher Candidate

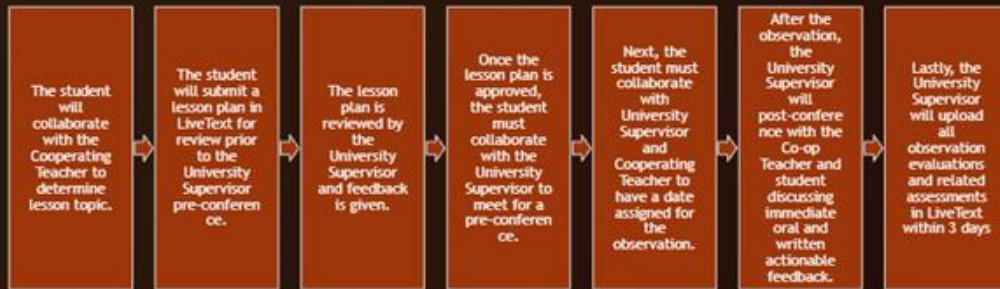
The Student Teaching experience serves as the culmination of the Teacher Candidate's University preparation program. The goal of the University and the district is to provide an environment that encourages the maximum growth of the Teacher Candidate. In evaluating the Student Teacher, it is suggested that the ultimate focus or purpose of supervision be the promotion of personal and professional growth. Evaluations will provide the Student Teacher with an appraisal of professional strengths and weaknesses, as well as an evaluation of total performance as an employee, the evaluation system used in the Teacher Education Program at Bethune-Cookman University is aligned with the Teacher Education Program's Conceptual Framework Competencies. In addition, successful completion of Student Teaching and graduation from the Teacher Education Program ensures that Teacher Candidates possess appropriate dispositions and demonstrate proficiency in the Uniform Core Curriculum which includes the Florida Educator Accomplished Practices, Danielson Domains, subject matter competencies and skills, Florida Reading Competencies, ESOL Standards, and any additional content as defined by Florida state statute and state board of education rule.

The assessment documents and forms are managed through the LiveText web-based program. The evaluation forms are completed on-line in LiveText and in the LiveText Field Experience Module (FEM). The data is aggregated by the Assessment Coordinator in the College of Education. Training sessions are provided each semester for Teacher Candidates, University Supervisors, and Cooperating (Classroom) Teachers. In addition, Cooperating Teachers are trained each semester as part of our Student Teacher Orientation. In the event that a Cooperating Teacher is unable to attend, University Supervisors, who serve as liaisons, will then train the Cooperating Teacher(s).

Faculty review instruments and rubrics, where applicable. These discussions provide faculty with opportunities to understand and interpret the rubrics to increase interrater reliability. Adjunct faculty are informed of expectations and assessment by Faculty, Department Heads, the Coordinator of Teacher Education Institute, and the Assessment Coordinator.

The following steps are suggested as a guide in helping Teacher Candidates use the evaluation forms. It is required that a minimum of four (4) observation and evaluation periods be conducted over the course of the Student Teaching experience.

Observation Process



Mid-Term Evaluation

The Cooperating (Classroom) Teacher and the Teacher Candidate meet to discuss and complete a mid-term evaluation form of the Florida Educator Accomplished Practices (FEAPs), in LiveText. The University Supervisor meets with the Teacher Candidate to review the ratings and to note perceived strengths and weaknesses. If the student is performing below expectations a Student Improvement Plan will be initiated.

Internship Disposition

Please note that this disposition is different from an Early Field Experience disposition or Formative Dispositions. Issues could involve a specific area of concern or that the student is performing poorly in the internship. Internships are based on FEAP performance and not solely on dispositions.

When an issue arises with a student in Internship, the University Supervisor or the Cooperating Teacher will complete a FEAP Evaluation Form OR the Disposition Rating Form. Both of these forms reside inside LiveText's FEM. The University Supervisor or the Cooperating Teacher will determine if the issue is related to FEAP progress or Disposition.

Upon completion of either form, the University Supervisor or Cooperating Teacher will notify the Teacher Education Institute (TEI) Coordinator with their concerns via email and indicate that they have completed the form in the FEM.

The TEI coordinator will schedule a meeting with the University Supervisor or Cooperating Teacher (OR both at the same time if needed). All parties will review the FEAP Evaluation Form OR Disposition Rating Form. After discussion of the concern(s) the TEI Coordinator, the University Supervisor, OR Cooperating Teacher (or both) will collaborate and complete a Student Improvement Plan (SIP). (Links will be located on the School of Education's intranet). See SIP instructions in Section 6.

The TEI Coordinator, the University Supervisor OR Cooperating teacher or both will meet with the student, and follow SIP instructions in Section 6.

Internship Disposition

When a University Supervisor OR Cooperating Teacher (or both) has a FEAP progress concern or a Dispositional issue with a student in Internship:

The University Supervisor or the Cooperating Teacher will determine if the issue is related to FEAP progress or Disposition and then:

Complete the FEAP Evaluation Rating Form OR Disposition Rating Form located in LiveText FEM.

Once the FEAP Evaluation Form OR Disposition Rating Form have been completed:

The University Supervisor OR Cooperating Teacher (or both) will notify the TEI Coordinator that they have completed the form(s) in the FEM and share their concerns.

The TEI Coordinator will schedule a meeting with the University Supervisor OR Cooperating Teacher (or both).

All parties involved TEI Coordinator, University Supervisor AND/OR Cooperating Teacher (or both) will meet and complete a SIP on student in LiveText. (Link on School of Education intranet).

TEI will schedule a meeting with the student to review the SIP.

The TEI office will notify the Assessment Coordinator that there is a Internship SIP.

Assessment Coordinator will download the Internship SIP and notify the Disposition Committee via email that there is a current Internship SIP and forward the SIP so student's name can be added to the Monthly SIP list (to be shared with director) and be reviewed and updated in the monthly Disposition Committee Meeting.

The TEI Coordinator will provide updates to the the Disposition Committee each month for updates and progress on the Internship student until student is removed from SIP.

Student Improvement Plan (SIP)

Faculty will complete *disposition* forms whenever initial intervention with the student fails. Examples include negative dispositional issues such as non-participation, chronic absences, or lateness.

After the faculty member completes the disposition form on a student they will also fill out the Student Improvement Plan (SIP) located in LiveText. The faculty member must notify the Assessment Coordinator via email upon completion of both forms. The Assessment Coordinator will retrieve any new and or outstanding disposition forms prior to the Disposition Committee meetings. The student's dispositional status will be evaluated at that time.

Determination of Problem

A determination of the problem will be made. Is it just an "academic issue" or is it an issue that needs to involve other departments or agencies- e.g. housing, mental health, etc.

- If the source of the dispositional issue is outside the scope of the committee an appropriate referral will be made.
- The student's welfare is the SOE's utmost concern.

If it is a problem that falls with the preview of the committee then a success plan is developed with student input. The student will be notified that a disposition form(s) has been filled out and that SOE is meeting out of concern for the student's continued success in the TEP program. The student will be called into a meeting with the committee.

The committee will help the student complete SMART Goal (SG) (see Appendix B) with the following:

- Identify some possible obstacles that may hinder them from staying on track.
- Identify strategies that helped them (in the past) experience success.
- Identify a support system for them.
 - a) The Faculty Mentor will need to do a weekly "check-in". However, it is important not to let "personalities" be taken into consideration.
 - b) Student Success Coach - (Parlin Center).
 - c) Positive Peer Mentor.
 - d) Tutoring.
 - e) Writing Lab.
 - f) Students must write 3 *academic* and 3 *personal goals* on the SG.

Students will be required to sign the SIP form and the SG form to hold them accountable. It will state that they agree to the SIP and the SG. This is to ensure that they agree to use the strategies set for them and if they need help they know who to go to. It is critical that the necessary signatures are included in the agreement, especially the student's signature.

After completion of SG the Disposition Committee will retain a hard copy for each student which will be scanned and added to the SIP folder on Google Drive. The Assessment

Coordinator will create these folders as notified by the faculty member when there is a disposition issue. Each student will have their own folder. Each folder will contain any documents related to that student in regard to SIP or SG.

Completion of SIP and SG

If the student mentor and the committee agree that the student has successfully *“met”* the terms of the success plan as suitable then the student will meet with the committee and will have successfully completed the success plan. The faculty member will go into LiveText and update the SIP as being completed by the student with date and any final comments.

If students have chronic issues or are serial repeaters then the next step is remediation.

Remediation

1. If the student has chronic disposition issues and or is a serial repeater:
 - Multiple referrals over the course of the semester or to concurrent
 - Refusal to abide by the terms of the SIP and SG
 - Not meeting/communicating with mentor
 - Behavior that is inconsistent with B-CU/COAH/SOE ethics
 - GPA that falls under 2.0 more than two semesters
 - Failed internship

2. If remediation or continued negative behavior that is inconsistent with SOE remains an issue then the committee will recommend that the student be counseled out of the TEP. This referral will be sent to the director so that they can initiate the process in accordance with the policies of TEP, COAH and the University.

Review

At the end of each semester a report shall be given to the Director of the School of Education by the Disposition Committee Chair. This report will entail:

- Number of students currently on plans (Progress updates of those currently on plans*)
- Successful Completers
- Unsuccessful completers
- Those on modified plans (depending on various factors)
- Suggestions and modifications to the process.

*Faculty members will need to update SIPs in LiveText monthly with comments and progress of the student.

Teacher Candidates demonstrating unsatisfactory progress will be monitored through a remediation plan by the TEI Coordinator, University Supervisor, and Cooperating Teacher. Failure to successfully complete a prescribed remediation/Student Improvement Plan plan may jeopardize graduation. If necessary, a Teacher Candidate may be removed from Student Teaching and provided with concentrated coaching. The Teacher Candidate must then repeat Student Teaching the following semester.

Final Evaluation

The University Supervisor, Cooperating (Classroom) Teacher, and the Teacher Candidate meet to discuss the total experience and identify strengths and weaknesses which reflect the total program or those which appear to reside with the individual Teacher Candidate. The University Supervisor, Cooperating (Classroom) Teacher, and Teacher Candidate share perceptions and recommendations. The final grade is then assigned by the University Supervisor in collaboration with the Cooperating (Classroom) Teacher.

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