



ELON
UNIVERSITY

DR. JO WATTS WILLIAMS

School of
Education



STUDENT TEACHING HANDBOOK

2023-2024

Table of Contents

Introduction	3
Mission for Teacher Education at Elon University.....	3
Definition of Student Teaching	3
Application for Student Teaching	3
Eligibility for Student Teaching	3
Placement of Student Teachers.....	4
Seminar for Student Teachers	4
Intercultural Learning Certificate Program.....	4
edTPA.....	4
Praxis II / Pearson Testing Requirements	5
Policies and Procedures Related to Student Teaching	6
Transportation.....	6
Housing.....	6
Coursework	6
Employment and Extra Activities	6
Attendance	7
Process for Communicating Concerns	7
Professional Code of Conduct.....	7
Substitute Teaching	8
Taking a Teaching Position Prior to Completion of Student Teaching	8
Prohibition of Corporal Punishment.....	9
Roles and Responsibilities of Participants in the Student Teaching Program	9
The Student Teacher	9
The Clinical teacher	10
The University Supervisor	10
Sample Schedules for Student Teaching.....	11
Early Childhood Education Licensure	11
Elementary Education Licensure	12
Special Education and Elementary Dual Licensure	13
Middle Grades, Secondary, or K-12 Subject Licensure Area	16
Notes for Dual Concentration Middle Grades Candidates	17
Evaluation of Student Teachers.....	17
Remuneration of the Clinical teacher	17
Eligibility for a Teaching License	17
Professional Ethics and School Law	18
Professional Ethics.....	18
School Law.....	18
Contact Information.....	19

Introduction

This handbook contains the policies governing Elon University's student teaching experiences. It is hoped that the handbook will provide greater understanding of the student teaching program and will serve as a useful guide in clarifying roles and responsibilities of those involved.

The School of Education at Elon University would like to express its gratitude to the administrators and teachers who make possible this critical portion of the preparation of Elon University students in professional education. Close communication and collegial working relationships between Elon University and public school personnel enhance the success of the student teaching experience. To that end, we encourage you to share your insights and suggestions as we work together this semester.

Mission for Teacher Education at Elon University

Mission: Who is the Elon Teacher?

The Teacher Education Program at Elon University prepares teachers to be effective practitioners who are engaged learners, ethical leaders, globally aware citizens, and advocates for equity and excellence.

Definition of Student Teaching

According to the North Carolina State Board of Education, the student teaching internship shall be a minimum of 16 weeks, which may be held over the course of two semesters. Therefore, the senior year is considered the student teaching year, and includes the fall methods course and the spring student teaching internship.

Application for Student Teaching

During spring semester of your junior year, you will attend an information session and submit your student teaching application. If studying abroad during this semester, you will need to contact the Director of Education Outreach for further instructions regarding applying for student teaching.

Eligibility for Student Teaching

Eligibility for student teaching presumes unconditional admission to the Teacher Education program at Elon University. Final clearance for student teaching requires successful completion of the senior fall methods course, the recommendation of the student's major department, a minimum cumulative grade point average of 2.70 (4-point scale), a grade of "C" or better in all appropriate courses, positive dispositions, and ongoing positive background checks. In addition, program requirements—including all academic courses (with the exception of the capstone seminar)—must be completed prior to student teaching. The Teacher Education Committee must give final approval for entry into student teaching, including any exception to the requirements outlined above. Final approval will be given at the May Teacher Education Committee meeting.

ADMISSION TO STUDENT TEACHING DOES NOT GUARANTEE A RECOMMENDATION FOR LICENSURE.

RECOMMENDATION FOR LICENSURE IS CONTINGENT ON A SUCCESSFULLY COMPLETED ELON UNIVERSITY TEACHER EDUCATION PORTFOLIO, INCLUDING AN edTPA PERFORMANCE-BASED ASSESSMENT, PASSING SCORES ON STATE REQUIRED EXAMS, AND RECOMMENDATIONS OF THE UNIVERSITY SUPERVISOR, THE DIRECTOR OF EDUCATION OUTREACH, THE APPROPRIATE DEPARTMENT CHAIR, THE STUDENT TEACHER'S CLINICAL TEACHER AND THE TEACHER EDUCATION COMMITTEE.

In cases where a candidate is unable to successfully complete the student teaching semester, but is still in good standing with the program, an alternative internship placement will be found and the student will graduate with a non-licensure degree.

Student teachers must participate in the orientation and training sessions provided by the Director of Education Outreach and the Director of Teacher Education prior to beginning student teaching. Exceptions to this policy will only be considered in compelling instances and will require the submission of a formal letter of request and subsequent approval by the Teacher Education Committee.

Placement of Student Teachers

The Director of Education Outreach at Elon University requests appropriate grade level and subject student teaching placements in area school systems for all eligible candidates. Based upon their policies and needs, the school systems make specific assignments for individual student teachers and notify the University concerning the final placements. Placement in a classroom is contingent upon a positive background check and approval of the Teacher Education Committee.

Seminar for Student Teachers

The student teaching/capstone seminar (EDU 403), which is a co-requisite to student teaching, is designed to provide support and further instruction during the student teaching experience. Meeting at regular intervals throughout the semester, the seminar also enables the candidate to rethink some of the topics that were presented earlier in a theoretical framework, which now must be practiced in the classroom. Throughout the Teacher Education Program, the theoretical bases of teaching have been explored. The seminar now enables the student to examine and reconsider the theory in terms of immediate practice.

Student teachers and clinical teachers should plan teaching and other responsibilities around this schedule.

Attendance at seminar sessions is mandatory for all student teachers.

Intercultural Learning Certificate Program (ILCP)

The Intercultural Learning Certificate Program offers an experiential deep dive into issues of social justice, inclusion, equity, and diversity through an intentional structure of an orientation session, academic coursework, co-curricular engagement, experiential learning project, capstone, and a digital portfolio capturing collective experiences. **All Elon teacher candidates are required to complete the Intercultural Learning Certificate Program prior to student teaching (semester two).**

edTPA

The edTPA is a performance-based, subject specific assessment and support system used by teacher preparation programs throughout the United States. The edTPA emphasizes, measures, and supports the skills and knowledge all beginning teachers should demonstrate in the classroom. As of July 1, 2017, the edTPA became an educator preparation program requirement in the state of North Carolina. In the fall of 2016, the edTPA was formally adopted by the Elon Teacher Education Committee. All Elon teacher candidates are required to create an edTPA portfolio using the edTPA handbook adopted by their program area. The edTPA accounts for 35% of the final student teaching grade (EDU 481) in all programs. In order to earn a teaching license in North Carolina, and in many other states, a passing score determined by that state's licensure office must be achieved by the teacher candidate. In addition, particularly high achievement on the edTPA could be beneficial to future employment options.

Praxis II/Pearson

Beginning with the class of 2020, all Elon teacher candidates must take the required North Carolina subject assessment tests for licensure (Praxis II/Pearson) prior to graduation. Specific programs will set a recommended testing schedule for you. **All Elon Teacher candidates are required to complete all [licensure testing](#) prior to full-time student teaching (semester two).**

Testing Requirements

Middle, K-12, Secondary and Special Education Candidates take specific subject Praxis II* area tests. Please refer to the link below to determine which subject Praxis* area tests you need to take for your licensure area.

<https://www.ets.org/praxis/nc/requirements>

*NOTE: **All Praxis test results should be sent to Elon University, code 5183**, when completing the registration form. Scores received at Elon are received electronically for reporting purposes. Paper copies are not mailed to candidates or the university. ETS recommends printing a hard copy of the score report, as well as, saving an e-copy of the score report for future reference. Candidates are responsible for maintaining copies of all score reports. Online scores are downloadable for one (1) year. After one year, scores will no longer be available, and candidates will need to request additional score reports from ETS. There is a fee for each request.

Some candidates are required to take two Praxis* exams. For secondary candidates, the first exam is the Praxis subject assessment (REQUIRED) and the second exam is the **Praxis Principles of Learning and Teaching: Grades 7–12** (test 5624) assessment. New North Carolina state policy (effective July 1, 2018) states **Secondary Education (high school) teacher candidates are *exempt* from the Praxis Principles of Learning and Teaching: Grades 7–12** (test 5624) assessment requirement **if** the candidate can produce evidence of a **NC passing score** on a nationally scored edTPA® assessment (see chart below by year). Therefore, if you are a high school candidate (9-12 math, English, social studies/history, science/biology), I would suggest waiting to take the Praxis Principles of Learning and Teaching until you receive your edTPA score. **For graduation, you are required to take the subject Praxis area test(s)—the first test.**

Elementary candidates currently take 3 Pearson tests for licensure: (1) the Foundations of Reading Test, (2) the Multi-Subject Subtest and (3) the Mathematics Subtest Multi-Subject Test and Mathematics. More information on these tests can be found [here](#). **There are also identical [Massachusetts](#) versions of these tests that are accepted for NC licensure (if you are moving to Massachusetts, I would suggest taking the Massachusetts versions).**

In addition, teacher candidates seeking to apply for North Carolina initial licensure will be **required to submit qualifying scores on the edTPA®** performance-based, subject-specific assessment. Passing scores for the edTPA® are noted below by year. As a reminder, Elon School of Education pays for your first edTPA® submission which is completed during student teaching.

edTPA® for North Carolina

Year	Passing Score			Highly Qualified Score		
	13 rubrics	15 rubrics	18 rubrics	13 rubrics	15 rubrics	18 rubrics
2019-20	32*	38*	45*	42	48	57
2020-21	32*	38*	45*	42	48	57
2021-22	34*	40*	48*	42	48	57

*These scores are estimates until North Carolina data collected over 2017-18 and 2018-19 can be analyzed to determine North Carolina-specific cut scores beginning in 2019-2020. You can view **edTPA**[®] passing scores for specific licensure areas at the link below:

https://www.edtpa.com/PageView.aspx?f=GEN_NorthCarolina.html

It is also our intention with these changes that you will apply for a North Carolina license and "port the NC license" to other states. North Carolina has licensure reciprocity with most states. For candidates applying for North Carolina licensure who attended Elon, the licensure application fee will be reimbursed by the state department once the license is issued.

Policies and Procedures Related to Student Teaching

Transportation

Student teachers are responsible for providing their own transportation to and from their assigned placement during the student teaching year.

Housing

In most instances, the academic calendar for both the University and school site/district will differ. Student teachers who reside on campus must arrange and secure housing through the Office of Residence Life during University vacations/breaks/holidays.

Coursework

Due to the high demand of the student teaching experience, candidates may not take additional coursework during the student teaching semester except in extreme cases, which are approved very rarely. If a candidate wishes to request to take extra coursework during the student teaching semester, a written request must be submitted to the Director of Teacher Education, who will bring it forward to the Teacher Education Committee for a vote.

Employment and Extra Activities

Student teaching is considered a full-time commitment, requiring time-intensive learning and teaching. After the general school/teaching hours, candidates will have additional time commitments for grading papers, instructional planning, professional development, various meetings, etc. Student teachers must have special permission from the Director of Teacher Education and the Teacher Education Committee to engage in other major obligations such as paid employment during the school week (this includes paid coaching employment). Student teachers are permitted to engage in paid employment during the weekend only (beginning Friday evenings—Sunday). Request for special consideration must be submitted in writing to the Teacher Education Committee via the Director of Teacher Education. Violation of this policy may result in withdrawal from student teaching with a grade of WF.

Student teachers may be asked or required to participate in additional after-school activities such as concerts, athletic events, training, practices, etc. Student teachers must coordinate these additional hours with their Clinical teacher and university supervisor to ensure that the additional hours are not excessive and do not prohibit candidates from fulfilling the student teaching requirements and responsibilities. The university supervisor will closely monitor all additional hours, beyond the classroom experience.

Attendance

Student teachers are expected to report to their assigned placement daily and prior to the arrival of the students as well as attend teacher workdays (both mandated and optional), parent meetings, make-up days due to school cancellations due to inclement weather, and staff/professional development meetings as directed by the clinical teacher and university supervisor. Student teachers must observe the holiday schedule followed by the school/school system in which they are teaching and not the university holiday schedule. Thus, student teachers must report to their placement site during the university winter/spring break and adhere to the school/school system break schedule instead. If spring break is used to make up inclement weather days, student teachers are required to attend those make-up days. Religious holidays and observances will be respected.

Student teachers are permitted up to two professional development days for interviews, employment fairs, etc., and documentation may be required. These must be planned and scheduled with approval from the clinical teacher and university supervisor. These cannot be used to make up for snow days. Additionally, student teachers will be given one to two release days for edTPA preparation. These days must be pre-approved and student teachers must report to the School of Education to work on these days. These days are in addition to the two professional days.

Absences due to students presenting research at conferences or any other university-related absence must be preapproved by the Director of Teacher Education and the Teacher Education Committee. Student teachers must submit a written request prior to the absence for review.

Student teachers must notify their Clinical Teacher, school office, and University Supervisor if they are going to be absent for any reason prior to the beginning of the absence. The Director of Education Outreach must also be notified by the student teacher of any absence via email.

Student teachers must provide substitute plans for any excused absences. Student teachers should not schedule appointments during regular school hours. Otherwise, absences from student teaching are only permitted in cases of serious illness or emergency, and may require a doctor's note. Violation of this policy may result in withdrawal from student teaching with a grade of WF.

Process for Communicating Concerns

The university supervisor serves as the first-point of contact for communicating student teacher and clinical teacher concerns/incidents. First attempts to resolve such concerns/incidents should be made through an initial meeting with the university supervisor, student teacher, and clinical teacher(s). As necessary and appropriate, the university supervisor, the clinical teacher, the program coordinator, the chair of the appropriate department, the Director of Education Outreach, and the Director of Teacher Education will meet to discuss the situation with the student teacher. An appropriate plan of action is put in place depending on the nature of the concern. The Teacher Education Committee is notified. Appeals may be brought before the Teacher Education Committee.

Concerns/incidents that arise regarding university supervisors, student teachers, and Clinical teachers should be reported to the Director of Teacher Education. The Director of Teacher Education will work to resolve such issues in consultation with the Director of Education Outreach and the Teacher Education Committee, when necessary.

[Click to learn more about the PDAP process.](#)

Professional Code of Conduct

Student teachers are expected to conduct themselves in a professional manner at all times. In addition to this general expectation, the following policies are in place.

Student teachers:

1. Are expected to follow the rules, policies and procedures of the Clinical teacher's classroom, school, and school system/district.
2. Are prohibited from interacting with public school students through social media such as Facebook or Twitter.
3. May not date students enrolled in public schools.
4. May not socialize with public school students except at officially sponsored public school events.
5. May not drink alcoholic beverages or use illegal drugs with or in the presence of public school students.
6. Are prohibited from using obscene, profane, or abusive language on public school property.
7. Must maintain confidentiality with school system, school, and student/family records.
8. Must maintain professional relationships ONLY with school staff and personnel.
9. Must use the school district's email or phone system (not candidates' personal/Elon email accounts or personal phones) to conduct all communications with students and families.
10. Must maintain a professional appearance at all times. In general, your dress should be business-casual attire. Exceptions are made for classrooms/subject areas that require athletic dress (Physical Education), field trips and outdoor school events; however, neat dress is still expected and required. Superior personal hygiene (cleanliness) and grooming is expected and required at all times. Appropriate footwear is expected and required (i.e., no flip-flops).

Substitute Teaching

On occasion, student teachers may have the opportunity to substitute teach for their assigned clinical teacher during the full-time student teaching semester. The student teacher is responsible for attending substitute teacher training and completing the substitute teaching application process required by the school and school district and must have the approval of the university supervisor. Approval to substitute teach in the place of the clinical teacher must be approved by the school district, principal, university supervisor, and clinical teacher.

Provided that the policies of the clinical school system are observed, student teachers may serve as official substitute teachers in the classes to which they are assigned. *As a general policy, student teachers should not substitute for teachers who are not their clinical teachers.* The school system should actually employ the student teachers as a substitute teacher with appropriate monetary compensation for such times.

Taking a Teaching Position Prior to Completion of Student Teaching

Occasionally a teaching position will be offered to a student teacher to finish out the year for another teacher prior to completing student teaching. These requests may or may not be granted, but will be **considered** under the following conditions:

- A minimum of 10 weeks of student teaching have been successfully completed, including the full-time teaching requirement.
- The university supervisor, the clinical teacher, and the school administrator deem the student teacher ready to take on his or her own classroom.
- A passing score on edTPA.
- All required testing is completed with a passing score.
- The mid-term conference is highly successful.
- The final evaluation conference and all final paperwork must be completed.
- The university supervisor is available to continue to supervise the student teacher.
- The clinical teacher is available and willing to continue to mentor the student teacher or, in the case of a different school setting, an appropriate mentor can be found at the new school.
- The Director of Teacher Education approves the request.

Prohibition of Corporal Punishment

North Carolina Public School Law allows for the use of corporal punishment. However, individual school districts can disallow this punishment. The school districts with which we partner DO NOT allow corporal punishment. The Teacher Education Committee prohibits the use of corporal punishment by any student teacher, regardless of the state or district policies.

Roles and Responsibilities of Participants in the Student Teaching Program

Success in the student teaching experience is dependent upon the cooperative effort of those involved. While the uniqueness of each student teaching placement is acknowledged and respected, certain responsibilities must be delineated for the student teachers, the clinical teacher, and the university supervisor.

The Student Teacher

The student teaching experience is designed to help the student teacher make the transition from being a student to being a teacher. Since the entire experience is focused upon the student teacher, he or she has a special role to play in the process.

Responsibilities of the student teacher include:

1. Place school duties and responsibilities ahead of personal wishes and problems and willingly accept all assigned duties.
2. Exemplify the attitudes and actions of a teacher rather than those of a student.
3. Conform to the regulations and policies of the clinical school and to those of the Elon University student teaching program found in this handbook.
4. Attend school faculty and PTA meetings, various extracurricular events, and required on-campus meetings with the University supervisor.
5. Report on time for all school appointments and duties.
6. Complete all assignments and reports promptly and accurately.
7. Plan all work thoroughly, prepare necessary materials, create bulletin boards as appropriate, and submit plans to the clinical teacher at least one day prior to the teaching of a class or as requested.
8. Assume responsibility for evaluating student work during assigned teaching.
9. Show no partiality or favoritism in dealing with pupils.
10. Safeguard all personal and confidential information concerning pupils, referring to it only for professional purposes.
11. Initiate parental contact only with the approval of the clinical teacher.
12. Refrain from making unfavorable remarks about the University program, the clinical school, and the community, except to appropriate officials (i.e., University Supervisor, Director of Education Outreach, & Director of Teacher Education).
13. Be courteous toward and cooperate with all school personnel, pupils, and members of the community, showing an appreciative attitude for all advice and services rendered.
14. Dress appropriately and in keeping with faculty standards.
15. Seek the help and guidance of the clinical teacher and the university supervisor if problems arise.
16. Provide the university supervisor with detailed teaching schedules and promptly inform the supervisor of changes in scheduled teaching responsibilities.
17. Try continually to discover and correct shortcomings, striving for personal and professional development through continued study and effort.
18. Attend **all** seminars held on campus during the student teaching semester.
19. Achieve a passing grade on the student teaching final evaluation.

The Clinical Teacher

The clinical teacher has the primary responsibility for directing and assisting the student teacher on a daily basis. In addition, the clinical teacher participates in evaluating the student teacher at the mid-point and end of student teaching. In carrying out these responsibilities, the clinical teacher is rendering a valuable service to the student teacher, the Elon University Teacher Education Program, and the teaching profession.

Responsibilities of the clinical teacher include:

1. Plan for the orientation of the student teacher to your classroom and to the school, familiarizing the student teacher with classroom, school, and school system policies as well as with your expectations.
2. Acquaint the student teacher with available instructional materials, supplies and equipment, furnish copies of necessary textbooks and teaching manuals, and provide the student teacher with a place to work and study.
3. Acquaint the student teacher with pupil personnel records and the manner in which they are kept and used.
4. Assist the student teacher to schedule observations in other classrooms, as the schedule allows.
5. Assist the student teacher in making daily and long-range plans for classroom and school activities, in setting educationally sound standards of evaluation and grading for the class/es, and in establishing a positive classroom environment.
6. Schedule the teaching experience of the student teacher, gradually introducing responsibility for classroom routines and instructional procedures.
7. Provide opportunities for the student teacher to observe and participate in various classroom and school activities, such as the grading/reporting system and parent conferences.
8. Show a willingness to consider new and different techniques. When appropriate, allow the student teacher the opportunity to test theory in practice.
9. Encourage the student teacher to participate fully in the professional experience of teachers by attending faculty meetings, professional organization meetings and extra-curricular school activities.
10. Provide for continuous evaluation of the student teacher's performance through frequent observation followed by oral or written feedback, regularly planned conferences, the mid-semester report, and the monitoring of professional growth plans.
11. Confer and work with the university supervisor/s in solving problems that may arise during the student teaching period, and in evaluating the progress of the student teacher.
12. Discuss the student mid-semester report and the final evaluation with the student teacher.

The University Supervisor

The university supervisor serves as the liaison between the University and the clinical teachers and student teachers. All early childhood, elementary, special education, physical education, and middle grades student teachers have a supervisor from the Department of Education and Wellness. All secondary and special subject area student teachers have a supervisor from their major department in Elon College, the College of Arts and Sciences.

Responsibilities of the university supervisor include:

1. Disseminate and explain materials about the student teaching program at Elon University to clinical public school personnel.
2. Assist assigned student teachers in the orientation to their assigned schools and classrooms.
3. Establish an effective collegial relationship with the clinical teachers.
4. Cooperatively advise and assist assigned student teachers in their professional development through observation visits to the classroom and subsequent individual conferences.
5. Consult and cooperate with the student teacher, clinical teacher, and other school personnel in resolving problems that may arise during the student teaching period.

6. Convey official communications (e.g., holiday schedules, notices of on-campus meetings) from the Director of Teacher Education to student teachers and to appropriate public school personnel.
7. Enforce the official regulations and policies pertaining to student teachers found in this manual.
8. Distribute and collect all forms required during student teaching.
9. Evaluate all assigned student teachers for grading purposes.
10. Gather all evaluations of the student teacher in order to determine the final course grade.
11. Assist qualified candidates in obtaining professional employment upon request.

Sample Schedules for Student Teaching

The schedule for activities during the period of student teaching should be flexible, but must include time for observation, time to complete the edTPA portfolio, gradual assumption of teaching and auxiliary duties, full-time teaching, and culminating activities. Teacher candidates who have already been in the same placement during the previous term may be ready to assume roles more quickly than they might have if they had just begun in the setting.

The rate at which a student teacher assumes responsibility for various activities should depend upon the judgment of the clinical teacher in consultation with the university supervisor. Such decisions are generally determined by the student teacher's readiness to undertake a given activity, the program of work under way in the clinical teacher's classroom, and consideration of what is in the best interest of the students and the student teacher.

Early Childhood Education Licensure

The following schedule for student teaching is offered as a guide for the assumption of duties during the student teaching semester for early childhood student teachers:

ECE Schedule for Student Teaching Ramp-Up to Full Time Teaching and Completion of edTPA

Week of	Activity
Week 1	<ul style="list-style-type: none"> • Get acquainted in the classroom (i.e., taking over classroom transitions of walking students to lunch, specials, bathrooms, etc.). • Review edTPA handbook and rubrics (1-5) for Planning Task 1. Begin work on edTPA Planning Task 1, Parts A-E.
Week 2	<ul style="list-style-type: none"> • Continue to observe and assist in classroom. • Continue to work on edTPA Planning Task 1, Parts A-E.
Week 3	<ul style="list-style-type: none"> • Pick-up small groups instruction/1 subject/1 section. • Complete edTPA Planning Task 1, Parts A-E. Review edTPA handbook and rubrics (6-10) for Instruction Task 2, Parts A-B. Ensure video recording equipment is ready.
Week 4	<ul style="list-style-type: none"> • Continue teaching small groups/1 subject/1 section. • Complete implementation of edTPA learning segment lessons and work on the reflection components of Instruction Task 2, Parts A-B.
Week 5	<ul style="list-style-type: none"> • Continue teaching small groups/1 subject/1 section OR begin to phase in one of the remaining subjects/sections. • Review edTPA handbook and rubrics (11-15) for Assessment Task 3. Implement any in-class components of edTPA Task 3 and begin work on written reflection components of Assessment Task 3, Parts A-D.
Week 6	<ul style="list-style-type: none"> • Pick up one of the remaining subjects/sections. • Complete edTPA Assessment Task 3.

Week of	Activity
Week 7	<ul style="list-style-type: none"> • Pick up one of the remaining subjects/sections • Complete and submit edTPA full portfolio to Pearson.
Week 8	Full time teaching all subjects/sections (week 1 of full-time)
Week 9	Full time teaching all subjects/sections (week 2 of full-time)
Week 10	Full time teaching all subjects/sections (week 3 of full-time)
Week 11	Full time teaching all subjects/sections (week 4 of full-time)
Week 12	Full time teaching all subjects/sections (week 5 of full-time)
Week 13	Full time teaching all subjects/sections (week 6 of full-time)
Week 14	Full time teaching all subjects/sections (wiggle room from above, or phase out by transitioning some subjects/sections back to cooperating teacher)
Week 15	Cooperating Teachers resume full load; Last days of student teaching

Elementary Education Licensure

The following schedule for student teaching is offered as a guide for the assumption of duties during the student teaching semester for elementary student teachers:

Sample Schedule Template for Elementary Education Student Teaching

Ramp-Up to Full Time Teaching and Completion of edTPA

Week of	Activity
Week 1	<ul style="list-style-type: none"> • Get acquainted in the classroom (i.e., taking over classroom transitions of walking students to lunch, specials, bathrooms, etc.). • Review edTPA handbook and rubrics (1-5) for Planning Task 1. Begin work on edTPA Planning Task 1, Parts A-E
Week 2	<ul style="list-style-type: none"> • Continue to observe and assist in classroom. • Continue to work on edTPA Planning Task 1, Parts A-E
Week 3	<ul style="list-style-type: none"> • Pick-up small groups instruction/1 subject/1 section • Complete edTPA Planning Task 1, Parts A-E. Review edTPA handbook and rubrics (6-10) for Instruction Task 2, Parts A-B. Ensure video recording equipment is ready
Week 4	<ul style="list-style-type: none"> • Continue teaching small groups/1 subject/1 section • Complete implementation of edTPA learning segment lessons and work on the reflection components of Instruction Task 2, Parts A-B

Week of	Activity
Week 5	<ul style="list-style-type: none"> • Continue teaching small groups/1 subject/1 section OR begin to phase in one of the remaining subjects/sections • Review edTPA handbook and rubrics (11-15) for Assessment Task 3.. Implement any in-class components of edTPA Task 3 and begin work on written reflection components of Assessment Task 3, Parts A-D
Week 6	<ul style="list-style-type: none"> • Pick up one of the remaining subjects/sections • Complete edTPA Assessment Task 3 (Complete Task 4 for Elementary Generalist Portfolio)
Week 7	<ul style="list-style-type: none"> • Pick up one of the remaining subjects/sections • Complete and submit edTPA full portfolio to Pearson
Week 8	Full time teaching all subjects/sections (week 1 of full-time)
Week 9	Full time teaching all subjects/sections (week 2 of full-time)
Week 10	Full time teaching all subjects/sections (week 3 of full-time)
Week 11	Full time teaching all subjects/sections (week 4 of full-time)
Week 12	Full time teaching all subjects/sections (week 5 of full-time)
Week 13	Full time teaching all subjects/sections (week 6 of full-time)
Week 14	Full time teaching all subjects/sections (wiggle room from above, or phase out by transitioning some subjects/sections back to cooperating teacher)
Week 15	Cooperating Teachers resume full load; Last days of student teaching

Special Education and Elementary Dual Licensure

The following schedule for student teaching in special education is offered as a guide for the assumption of duties during the student teaching semester:

Sample Schedule Template for Special Education/Elementary Education Student Teaching Ramp-Up to Full Time Teaching and Completion of edTPA

Week of	Activity
Week 1 Date	<ul style="list-style-type: none"> • Get acquainted with the students you have not yet met and the classroom procedures for full school day • Observe and assist as appropriate • Choose edTPA focus student and secure signed permission form • Review edTPA handbook and rubrics 1-5 for Planning Task 1 and related sections in Understanding Rubric Level Progressions (URLP) • Begin work on edTPA Planning Task 1, Parts A-E
Week 2 Date	<ul style="list-style-type: none"> • Continue to observe and assist as appropriate • Assist with edTPA focus student's instruction and/or assessment. • Continue to work on edTPA Planning Task 1, Parts A-E. Collect and analyze baseline assessment data. Establish objectives for learning segment. Have clinical teacher review lesson plans. Discuss assessments for focus student with clinical teacher. Align assessments, objectives, and instruction. • Frequently refer to URLP for rubrics 1-5
Week 3 Date	<ul style="list-style-type: none"> • Take over instruction and assessment of edTPA focus student either individually or within small group • Complete edTPA Planning Task 1, Parts A-E – hand in all parts of Task 1 to university supervisor • Attend carefully to URLP for rubrics 1-5. • Review edTPA handbook and rubrics 6-10 for Instruction Task 2, Parts A-B • Frequently refer to URLP for rubrics 6-10. • Ensure video recording equipment is ready.
Week 4 Date	<ul style="list-style-type: none"> • Continue teaching edTPA focus student • Carry out daily assessment records • Record a minimum of two lessons • Complete implementation of edTPA learning segment lessons including video recording • Complete commentary component of Instruction Task 2, Parts A-B – hand in all parts of Task 2 to university supervisor • Frequently refer to URLP for rubrics 6-10
Week 5 Date	<ul style="list-style-type: none"> • Pick up a second small group • Review edTPA handbook and rubrics 11-15 for Assessment Task 3 • Implement any in-class components of edTPA Task 3 • Work on written commentary components of Assessment Task 3, Parts A-D • Frequently refer to URLP for rubrics 11 – 15
Week 6 Date	<ul style="list-style-type: none"> • Continue teaching two groups • Complete edTPA Assessment Task 3 – hand in all parts of Task 3 to university supervisor
Week 7 Date	<ul style="list-style-type: none"> • Transition during the week to 3-4 groups • Prepare for full-time teaching
Week 8 Date	<ul style="list-style-type: none"> • Full-time teaching of all students

Week of	Activity
Week 9 Date	<ul style="list-style-type: none"> • Full-time teaching of all students
Week 10 Date	<ul style="list-style-type: none"> • Full-time teaching of all students
Week 11 of S.T Week 1 of ELED Date	<ul style="list-style-type: none"> • Move to elementary education classroom • Get acquainted with the clinical teacher, students, and classroom procedures • Observe and assist as appropriate
Week 12 of S.T. Week 2 of ELED Date	<ul style="list-style-type: none"> • Take over classroom transitions of walking students to lunch, specials, bathrooms, etc. • Teach 1-2 small groups/1-2 subjects
Week 13 of S.T. Week 3 of ELED Date	<ul style="list-style-type: none"> • Teach 2-3 small groups/2-3 subjects • Transition to more teaching
Week 14 of S.T. Week 4 of ELED Date	<ul style="list-style-type: none"> • Full-time teaching of all students
Week 15 Date	<ul style="list-style-type: none"> • Full-time teaching of all students
Week 16 Date	<ul style="list-style-type: none"> • ABSS Spring Break
Week 17 Date	<ul style="list-style-type: none"> • Full-time teaching of all students
Week 18 Date	<ul style="list-style-type: none"> • Phase out by transitioning some subjects back to cooperating teacher • Last days of student teaching • Option to visit other classrooms • Clinical teacher gradually resumes full load

Week of	Activity

Middle Grades, Secondary, or K-12 Subject Licensure Area

The following schedule for student teaching is offered as a guide for the assumption of duties during the student teaching semester for secondary and middle grades, K-12 student teachers:

Secondary, & Middle Grades, K-12 Schedule for Student Teaching (edTPA tasks are in yellow, edTPA submissions are in red):

Week of	Activity
Week 1	Getting oriented (i.e., student names, daily routines, etc.) Identify class that will be the focus of edTPA learning segment.
Week 2	Conduct mini-lessons, work with small groups, take attendance, etc. Pick up teaching in edTPA focus class sometime this week
Week 3	Continue with above. One a day this week or next to work on edTPA planning commentary (no teaching duties on that day). Share planned lessons, assessments, and criteria for learning for edTPA with CT for feedback.
Week 4	Continue above and teach edTPA learning segment edTPA planning commentary completed prior to teaching learning segment
Week 5	Continue above and pick up an additional class. Work on preparing video segment, instruction commentary, assessment samples, and assessment commentary
Week 6	Full time teaching begins. One day this week or next is to work on edTPA instruction and assessment commentaries (no teaching duties on that day).
Week 7	Full time teaching (week 2 of full-time) MIDTERM CONFERENCE THIS WEEK
Week 8	Full time teaching (week 3 of full-time)
Week 9	Full time teaching (week 4 of full-time)
Week 10	Full time teaching (week 5 of full-time)
Week 11	Full time teaching (week 6 of full-time)
Week 12	Student Teachers take full week for ABSS spring break
Week 13	If Full time teaching has been deemed successful to this point (determined by cooperating teacher and university supervisor), give back 1 class session
Week 14	Give back a second class session

Week 15	Cooperating Teachers resume full load. Last days of student teaching FINAL CONFERENCE EITHER DAY
---------	--

****This schedule will likely vary from student teacher to student teacher and is also highly weather dependent. At least 6 weeks of full-time teaching is required.**

Notes for Dual Concentration Middle Grades Candidates

Middle grades candidates undertaking dual concentrations for licensure will require a modified teaching schedule than that noted above in order to ensure a five-week teaching experience in each of the concentration areas. A meeting with both clinical teachers and the university supervisor at the start of the term will outline the order and timing for teaching in each concentration. This will necessitate an accelerated teaching schedule at the start of the term and generally requires the candidate to teach fulltime until the end of the term, rather than releasing courses gradually.

Evaluation of Student Teachers

At least five formative observations are completed by some combination of the university supervisor and clinical teacher/s for each teaching candidate. These observations lead to a formal evaluation at both the half-way point and conclusion of student teaching for each placement. At the half-way point and at the end of the semester, the North Carolina Educator Evaluation System (NCEES) rubric will be used as an evaluation tool. Additionally, teacher candidates must be proficient in each standard/element of the Certification of Teaching Capacity (CTC) in order to pass student teaching and be recommended for licensure. The student teacher, clinical teacher, university supervisor, and school principal sign the CTC.

The university supervisor, in consultation with the clinical teacher, determines the final course grade for student teachers.

Remuneration of the Clinical Teacher

Although Elon University is not able to compensate clinical teachers fully for the important service they render to our Teacher Education Program and to the profession, a small stipend is paid and a Phoenix Card is issued for athletic, cultural, and library privileges at Elon University for the duration of service as a clinical teacher, and a voucher for full tuition for one undergraduate course is awarded for the service of each designated clinical teacher. The stipend is distributed in accordance with the policies of the respective school systems. Professional development and training is also provided for clinical teachers.

Eligibility for a Teaching License

In order to be recommended by Elon University for a license to teach in North Carolina, the candidate must satisfy the following requirements:

1. Complete all university requirements for graduation, with an overall minimum grade point average of 2.70, and complete a graduation audit with the University Registrar.
2. Successfully complete all licensure requirements (including the Elon University Teacher Education Portfolio, including the edTPA performance-based assessment).
3. Take the appropriate *Praxis Series™* test/s, and Pearson tests as required by the NC State Board of Education for licensure, and meet the minimum qualifying score required by North Carolina for each test. The Educational Testing Service and Pearson, Inc. administer these tests several times yearly at various sites around the state.
4. Register and complete the online application for licensure through the NC DPI website located [here](#).

Professional Ethics and School Law

Professional Ethics

The student teacher should familiarize himself/herself with the **North Carolina Code of Ethics**. The purpose of this Code of Ethics is to define standards of professional conduct, and can be found at this [link](#).

School Law

Listed below are several general statutes that apply to student teachers. These general statutes are listed in the most current edition of **Public School Laws of North Carolina**.

§ 115C-309. Student teachers.

- (a) **Student Teacher and Student Teaching Defined.** A "student teacher" is any student enrolled in an institution of higher education approved by the State Board of Education for the preparation of teachers who is jointly assigned by that institution and a local board of education to student teach under the direction and supervision of a regularly employed certified teacher.
"Student teaching" may include those duties granted to a teacher by G.S. 115C-307 and any other part of the school program for which either the supervising teacher or the principal is responsible.
- (b) **Legal Protection.** A student teacher under the supervision of a certified teacher or principal shall have the protection of the laws accorded the certified teacher.
- (c) **Assignment of Duties.** It shall be the responsibility of a supervising teacher, in cooperation with the principal and the representative of the teacher-preparation institution, to assign to the student teacher responsibilities and duties that will provide adequate preparation for teaching. (1969, c. 638, s. 1; 1981, c. 423, s. 1; 2012-194, s. 49.)

§ 115C-307. Duties of teachers.

- (a) **To Maintain Order and Discipline.** It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to maintain good order and discipline in their respective schools. A teacher, student teacher, substitute teacher, voluntary teacher, or teacher assistant shall report to the principal acts of violence in school and students suspended or expelled from school as required to be reported in accordance with State Board policies.
- (b) **To Provide for General Well-Being of Students.** It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to encourage temperance, morality, industry, and neatness; to promote the health of all pupils, especially of children in the first three grades, by providing frequent periods of recreation, to supervise the play activities during recess, and to encourage wholesome exercises for all children.
- (c) **To Provide Some Medical Care to Students.** It is within the scope of duty of teachers, including substitute teachers, teacher assistants, student teachers or any other public school employee when given such authority by the board of education or its designee to provide medical care to students as provided in G.S. 115C-375.1.
- (d) **To Teach the Students.** It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to teach as thoroughly as they are able all branches which they are required to teach; to provide for singing in the school, and so far as possible to give instruction in the public school music.

- (e) **To Enter into the Superintendent's Plans for Professional Growth.** It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to enter actively into the plans of the superintendent for the professional growth of the teachers.
- (f) **To Discourage Nonattendance.** Teachers shall cooperate with the principal in ascertaining the cause of nonattendance of pupils that he may report all violators of the compulsory attendance law to the school social worker in accordance with rules promulgated by the State Board of Education.
- (g) **To Make Required Reports.** A teacher shall make all reports required by the local board of education. The superintendent shall not approve the voucher for a teacher's pay until the required monthly and annual reports are made. The superintendent may require a teacher to make reports to the principal. A teacher shall be given access to the information in the student information management system to expedite the process of preparing reports or otherwise providing information. A teacher shall not be required by the local board, the superintendent, or the principal to (i) provide information that is already available on the student information management system; (ii) provide the same written information more than once during a school year unless the information has changed during the ensuing period; or (iii) complete forms, for children with disabilities, that are not necessary to ensure compliance with the federal Individuals with Disabilities Education Act (IDEA). Notwithstanding the forgoing, a local board may require information available on its student information management system or require the same information twice if the superintendent determines that there is (i) a compelling need and (ii) no more expeditious manner of providing the information to the local board. A school improvement team may request that the superintendent consider the elimination of a redundant reporting requirement for the teachers at its school if it identifies in its school improvement plan a more expeditious manner of providing the information to the local board. The superintendent shall recommend to the local board whether the reporting requirement should be eliminated for that school. If the superintendent does not recommend elimination of the reporting requirement, the school improvement team may request a hearing by the local board as provided in G.S. 115C-45(c).
Any teacher who knowingly and willfully makes or procures another to make any false report or records, requisitions, or payrolls, respecting daily attendance of pupils in the public schools, payroll data sheets, or other reports required to be made to any board or officer in the performance of their duties, shall be guilty of a Class 1 misdemeanor and the certificate of such person to teach in the public schools of North Carolina shall be revoked by the Superintendent of Public Instruction.
- (h) **To Take Care of School Buildings.** It shall be the duty of every teacher to instruct children in proper care of property and to exercise due care in the protection of school property, in accordance with the provisions of G.S. 115C-523. (1955, c. 1372, art. 17, ss. 4, 6; 1959, cc. 1016, 1294; 1969, c. 638, ss. 2, 3; 1971, c. 434; 1981, c. 423, s. 1; 1985, c. 642; c. 686, s. 2; 1989, c. 585, s. 4; 1993, c. 539, s. 884; 1994, Ex. Sess., c. 24, s. 14(c); 1997-443, s. 8.29(k); 2000-67, s. 8.18(a); 2005-22, s. 2(a); 2013-226, s. 11(b).)

Contact Information

[Contact information for Elon administrators and program coordinators](#)