



ELON
UNIVERSITY

| School of Education

Teaching Fellows Handbook

2019-2020



ELON
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Teaching
Fellows

Dear Class of 2023 Teaching Fellows,

Welcome to Elon University! We are excited to have you join the Teaching Fellows family and we look forward to getting to know you during the next four years. The Elon Teaching Fellows Program is intentionally designed to shape future teacher leaders who think critically, embrace diversity, learn relentlessly, and are prepared to contribute meaningfully in a global society. You will be offered many distinctive enrichment experiences. We encourage you to embrace them all and to engage with full participation.

This handbook was created in conjunction with the Teaching Fellows Advisory Committee to provide you with the information that you will need to be successful throughout the program. We ask that you consult it regularly when you have questions about Teaching Fellows policy, including service requirements, cultural event and meeting attendance, reflection papers and professional etiquette. Please do not hesitate to ask if you have any questions about any section of this Handbook.

Best wishes for a successful entry to university life and the Elon Teaching Fellows Program!

Sincerely,

Jeffrey Carpenter, Director

Jennifer Fish, Associate Director

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Elon University Contact Information

Teaching Fellows Office

Location: Mooney 209
Facebook Page: Elon Teaching Fellows
Instagram: elonteachingfellows
Twitter: @ElonEdFellows

Director: Dr. Jeffrey Carpenter
Mooney 209-A
2105 Campus Box
Elon, NC 27244
336-278-5969
jcarpenter13@elon.edu

Associate Director: Mrs. Jennifer Fish
Mooney 209-B
2105 Campus Box
Elon, NC 27244
336-278-5888
jfish5@elon.edu

Website: www.elon.edu/teachingfellows

School of Education

Dean: Dr. Ann Bullock
Mooney 102-A
2105 Campus Box
Elon, NC 27244
336-278-5900
abullock9@elon.edu

Administrative Assistant: Ms. Celeste Richards (*Teacher Licensure*)
Mooney 102
2105 Campus Box
Elon, NC 27244
336-278-5900
crichards@elon.edu

Coordinator: Mrs. Jennifer Strange (*Teacher Education*)
Mooney 102
2105 Campus Box
Elon, NC 27244
336-278-6099
jstrange3@elon.edu

Website: www.elon.edu/education

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Elon Teaching Fellows Mission Statement

In alignment with and building upon the missions of the School of Education and Teacher Education Programs, the Elon Teaching Fellows Program is dedicated to providing a cohesive, increasingly complex, and sophisticated four-year experience that produces passionate educators who are prepared to thrive and lead as agents of change in a diverse world.

Elon Teaching Fellows Program Goals

1. To provide academically challenging, culturally enriching, and intellectually stimulating experiences to develop personal and professional knowledge and community.
2. To develop effective, ethical educators, leaders, decision makers, and advocates for education through local, national, and international experiences.
3. To build a thorough and practical understanding of the diverse contexts of education.
4. To lead in facilitating learning opportunities for the university and local community that raise awareness and discussion of education-related issues.
5. To recruit diverse cohorts of teacher candidates, including candidates from underrepresented populations.

Revised 6/2016

Teaching Fellows Contract

Professionalism Expectation

Teaching Fellows have the responsibility to protect the integrity and reputation of Elon University, the Teaching Fellows Program and themselves. Teaching Fellows serve as role models for students with whom they interact during tutoring, practicum experiences, student teaching, and other functions in the public schools. Because Teaching Fellows are entrusted with the well-being and education of younger students, they must demonstrate a high standard of professional and personal character and conduct. Fellows' must meet or exceed Professional Disposition expectations in courses that assess these dispositions.

Teaching Fellows must be cognizant of this professional role at **all** times during **any interaction or communication** (face-to-face and virtual) with B-12 students in schools and in the local community. Fellows are responsible for being aware of and abiding by school district policies regarding teachers' use of social media with students. Fellows should discuss beforehand with their cooperating teachers any potential use of social media to interact with students. Contact with students via social media that is permissible by school district policies should be professional in nature and have a clear educational purpose. Contact with students via social media must be from Fellows' social media accounts that are 100% professional in nature.

When professional expectations and other requirements are not met, it is the discretion of the Director and/or Associate Director to determine and apply appropriate sanctions dependent on the severity of the violation, including removal from the Program.

Academic Requirement

Teaching Fellows are required to maintain a **3.0 GPA** throughout their participation in the Program. If GPA drops below 3.0, the Fellow will meet with the Director and/or Associate Director to develop a contract for a probationary semester. If GPA does not improve to 3.0, the Fellow has the option to submit a special request to the Teaching Fellows Governance Committee for consideration to remain in the Program.

Code of Conduct Expectations and Policies

Teaching Fellows must uphold the Elon University Academic and Social Honor Codes.

Academic Code of Conduct Violations

Any Academic Code of Conduct violation will result in an appeal to the Teaching Fellows Governance Committee to remain in the Program. The Committee will determine appropriate sanctions, which may include probation or removal.

Social Code of Conduct Violations

Social Code of Conduct violation sanctions will be based on the university level of probation.

Academic Censure

Teaching Fellows at this level will meet with the Director and/or Assistant Director to discuss and reflect upon behavior.

Official Warning Level

Teaching Fellows at this level will meet with the Director and/or Assistant Director to develop a contract for a probationary semester. If there are any violations during the contract period, the Teaching Fellow has the option to submit a special request to the Teaching Fellows Governance Committee for consideration to remain in the Program.

Disciplinary Probation and Suspension Levels

Teaching Fellows at these levels will be removed from the Program.

Attendance and Assignment Requirements

At the beginning of each semester, Fellows are provided Master Teaching Fellows Calendar that lists all events planned for the semester. Fellows should mark personal calendars accordingly. Additional meetings and events may be scheduled during the semester. Fellows should plan work schedules and other meetings around Teaching Fellows events.

Teaching Fellows are required to attend all seminars, meetings and special events, and to complete all Program assignments by the specified due date (i.e., reflection papers, journals and service hours) to remain in good standing. They are required to support recruitment of future Teaching Fellows by participating in Fellows Scholarship Weekend activities. Excused absences or assignments will be granted only in the event of a class conflict, religious holiday, illness or other extenuating circumstances.

It is the Fellow's responsibility to contact the Director and/or Assistant Director at least one week **prior** to an event or an assignment deadline to request an excused absence or extension. Email is the primary communication means from the Teaching Fellows office. All Fellows are expected to **check email daily** and respond **promptly** to RSVPs and information requests.

Consequences

1st Offense:

- Meeting with the Director and/or Assistant Director
- Correspondence in the Fellow's file
- Appropriate make-up activity

2nd Offense:

- Correspondence to parent(s)/guardian
- Notification sent to Academic Advisor
- All consequences listed under "1st Offense" above

3rd Offense:

- Special request to Teaching Fellows Governance Committee to remain in the Program
- All consequences listed under "1st Offense" and "2nd Offense" above

A Fellow's offense level is reset after one calendar year from the last offense if no additional offenses have occurred. It is at the discretion of the Director and/or Assistant Director to

determine and apply appropriate sanctions dependent on the severity of the violation, including removal from the Program.

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Convocations & Portfolio Reflections

Convocations

Elon University offers many opportunities for the Teaching Fellows to gain cultural competence through lectures, concerts, and theatrical and dance performances, as publicized in the Cultural Calendar. The development of cultural competence is considered an essential trait of informed citizens and exemplary teachers in a democracy. Teaching Fellows are **required** to attend Fall Convocation, Spring Convocation for Honors, as well as reflect on these events through Moodle prompts or reflection papers, depending on the semester.

Reflection Papers

Teaching Fellows are required to submit reflection papers at various times throughout the program. Reflection prompts will vary per semester or year in the program. Reflection papers that lack sufficient depth of reflection or general quality will be returned to Fellows with a request to revise and resubmit.

Service Requirement

The Teaching Fellows Program at Elon University views service as an opportunity for personal and professional growth in addition to contribution to the community. In keeping with the Elon tradition of service and civic outreach, the Elon Teaching Fellows Program recognizes the power of cooperation and goodwill between the **local** community and the University, and strives to foster this goodwill through service to area schools and organizations.

Policies

1. Teaching Fellows are required to complete a minimum of 40 hours of service **prior to the Study Abroad experience**.
 - The first 15 hours are completed during the fall semester of the first year through the Teaching Fellows Elon 101 course.
 - The remaining 25 hours are completed during the spring of the first year as a part of the Teaching Fellows seminar course.
 - If Fellows foresee issues fulfilling their service requirements, they must notify the Director and/or Associate Director arrange a meeting to discuss plans for satisfying the requirement.
2. Professional dispositions will be assessed for both semesters of service.
3. In order to receive credit, Fellows must submit a verification form, signed by their site supervisor, to the Associate Director at the end of the experience.
4. Prior to service in local schools, Fellows are required to take part in Protection of Minors training and to obtain a background check.
5. At the end of 15 hours from the first-year fall semester, the Fellow will turn in the signed verification forms to the Associate Director, which will then be submitted to the EV! Office for the Elon Experiences Transcript.

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Travel and Program Enrichment Experiences

Study Abroad Semester

Teaching Fellows participate in a required Study Abroad experience in the spring semester of sophomore year. Fellows study at the University of Otago, in New Zealand or another country, if a world language major. Fellows who study abroad in New Zealand are required to take two education courses, EDUC240 (4 s.h.) and EDPR240 (8 s.h.). World language majors will take an education internship course with their study abroad program.

First years apply to study abroad in spring semester and are required to pay a deposit at time of submission. Fellows must have a 3.0 GPA prior to applying. Mandatory orientation sessions hosted by Study Abroad Program Coordinators and the Teaching Fellows Program are held throughout fall of sophomore year. Passports must be valid six (6) months beyond return date of travel. Fellows will be reimbursed for a portion of their airfare after submitting paid ticket receipts to the Associate Director.

American History Study Tour (HST 241)

Teaching Fellows participate in a three-week travel/study course during the winter term of first year. Through readings, discussions and visits to historic sites, Fellows learn about selected major turning points, issues and actors in U.S. history. They grapple with the contested nature of historical interpretation and identify many of the driving forces that have caused change and influenced Americans' experiences.

Site visits may include Williamsburg, Mount Vernon, Washington, D.C, Boston and Philadelphia. The course is typically co-taught by Elon History and Education faculty.

Note: Satisfies Civilization requirement and substitutes for HST 120 for elementary, special/elementary and history education majors.

Engaging Washington, DC (POL 392)

During the winter term of junior year, Teaching Fellows participate in a two-week academic seminar in Washington, D. C. Through this course, Fellows deeply explore a major political topic of the year, analyze the inner workings of national and international institutions, and examine the relationship between the media and the presidency.

The course involves lectures and panels by media, newsmakers and relevant leaders, reading and writing assignments, site visits, and active participation in a discussion group. This course is taught by Elon University Political Science faculty.

Note: Satisfies Advanced Studies or Society requirement and substitutes for POL 111 for elementary and special/elementary education majors.

Inquiry

Teaching Fellows will engage in an inquiry experience that involves an investigation of a problem or question related to a field of study at Elon University. This project helps Fellows develop research, thinking, and learning skills that can benefit them throughout their careers in education. Fellows will begin learning about the inquiry project during their Teaching Fellows seminar in the spring of their first year, and attend the Spring Undergraduate Research Forum (SURF) during that semester. Fellows will submit an inquiry proposal during the sophomore fall semester. Elon faculty will serve as mentors.

Fellows will present their inquiry project in spring of the junior year at SURF. Other opportunities for presentation include professional conferences and Summer Undergraduate Research Experiences (SURE). Interested Teaching Fellows are highly encouraged to apply for the Lumen Prize during spring of sophomore year.

Inquiry project topics have included project based learning, the impact of music on teaching and learning a second language, solvability by radicals of 7th degree polynomials, exercise and its effects on elementary students' attention, early childhood literacy education, professional use of Instagram, young adult personality dimensions and their influences on literature, and the effect of visual text in the instruction of high school Shakespeare.

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Entry into Teacher Education

Teaching Fellows must eventually be admitted into Teacher Education in order to continue in the program. We will discuss the process for applying during the First Year Teaching Fellows Spring Seminar.

Tasks you will be in charge of include the following:

- Declare your major, typically at end of fall semester, first year. You declare your major online at <https://www.elon.edu/u/academics/academic-support/academic-advising/major-declaration-process/> . (Note: At this point, an education advisor will be assigned to you.)
- Students who score at least 1170 on the SAT (combined verbal and mathematics) or score at least a 24 on ACT composite score are exempt from taking the Praxis® CORE tests for admission to the Teacher Education program.
- If a student's score is less than 1170 on the SAT (combined verbal and mathematics) or score less than 24 on ACT composite score, Praxis® CORE tests are required for admission to the Teacher Education program as follows:
 - Students who score at least 600 on the verbal SAT (or at least a 24 on English ACT) are exempt from Praxis® CORE Academic Skills for Educators: Reading and Writing tests. If the student's score is less than 600 on the verbal SAT (or less than 24 on English ACT) the student must take the Praxis® CORE Academic Skills for Educators: Reading test and receive a minimum score of 156 for admission to the Teacher Education program AND the student must take the Praxis® CORE Academic Skills for Educators: Writing test and receive a minimum score of 162 for admission to the Teacher Education program.
 - Students who score at least 570 on the math SAT (or at least a 24 on Math ACT) are exempt from Praxis® CORE Academic Skills for Educators: Mathematics test. If the student's score is less than 570 on the math SAT (or less than 24 on Math ACT) the student must take the Praxis® CORE Academic Skills for Educators: Mathematics test and receive a minimum score of 150 for admission to the Teacher Education program.
- Be screened by the major department, typically in spring of first year or early fall semester of sophomore year.
- Attend the Teacher Candidate Induction Ceremony.

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Committees

Leadership Team

Nominations and elections occur during the beginning of the fall semester of first year. Term is 4 years unless a change is needed or requested. All Leadership Team positions are responsible for relaying concerns from Fellows about the Program to the Director and/or the Teaching Fellows Advisory Committee. Fellows on program probation cannot serve in a Leadership role.

Class Chair: This student serves as his/her class representative on the Teaching Fellows Advisory Committee and attends all meetings, which are held twice a semester. He/she demonstrates commitment and leadership, such as taking the lead with other class chairs in choosing, publicizing, and planning the events associated with the featured speaker in education event. He/she assists with disseminating Teaching Fellows Program information to cohorts and serves as liaison between Fellows and Director and/or the Teaching Fellows Advisory Committee.

Social: Each class has a representative on this committee who plans the fall social and other social events for the Fellows. These committee members are encouraged to attend all Teaching Fellows Advisory Committee meetings to report on the social and discuss upcoming socials and any other concerns or business items.

Special Events: Each class has a representative on this committee to work with the Director and Assistant Director in planning seminars and other academic experiences for the Fellows. These committee members are encouraged to attend all Teaching Fellows Advisory Committee meetings to report on special events and future event possibilities and any other concerns or business items.

Communications: Each class has a representative on this committee who works with the Director, the Assistant Director, and Teaching Fellows Office Student Workers to plan and execute communications related to Teaching Fellows program activities and recruitment. In conjunction with other cohort members, they are in charge of design of their cohort T-shirt.

Special Committees

Newsletter Staff: The Elon Teaching Fellows newsletter, *Teacher Talk*, is a student-written publication. Students on this committee write articles for the newsletter, solicit articles from other Fellows, and work with the Assistant Director to produce and circulate the newsletter once a semester.

Mentorship Team: *For rising sophomores only:* These students are responsible for organizing and implementing the mentorship program between first years and sophomores. The Committee's work begins in the summer.

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Teaching Fellows Advisory Committee

The Teaching Fellows Advisory Committee advises the Director, the Dean of Education, and the Provost/Vice-President for Academic Affairs. The Committee meets formally once or twice a semester, and more often when necessary.

Membership

- Provost/Vice-President for Academic Affairs (or designee)
- Dean of Education
- Director of Teaching Fellows Program
- Associate Director of Teaching Fellows Program
- Representative from the Center for Race, Ethnicity, & Diversity Education
- Two or three teaching faculty members, with at least one representing STEM and/or special education
- Two representatives from the Alamance Burlington Schools
- Four students, one from each of the four classes of Teaching Fellows

Responsibilities

The responsibilities of the Committee include the following:

- To make suggestions and give counsel regarding all aspects of the Teaching Fellows Program, including but not limited to:
 - Program activities
 - Policies
 - Long-term planning
 - Program assessment
- To act as a forum for student and teaching faculty concerns regarding the Teaching Fellows Program.
- To participate when appropriate in Teaching Fellows activities.

The current Teaching Fellows Advisory Committee membership can be found on the Teaching Fellows Moodle site.

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