

# Union County Public Schools

## Student Teacher and Clinical Placement Guidelines and Procedures Handbook

2011-2012



***Growing possibilities.....***

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## **Introduction**

The purpose of this handbook is to orient student teaching candidates, cooperating/mentoring teachers, school administrators, and university supervisors to the clinical experience and student teaching placement practices and policies of Union County Public Schools (UCPS). The District recognizes the important role of clinical and student teacher experiences in the education and professional development of pre-service teachers. Union County Public Schools values partnerships with regionally accredited colleges and universities in the education and development of future teachers and embraces the opportunity to host educational placements. To ensure a professionally appropriate setting, placement for pre-service teachers is a joint responsibility of the college's/ university's Field Services Office and Union County Public Schools.

Have a great day!



*Growing possibilities.....*

## **Guidelines for Student Teacher and Clinical Placement Candidates**

### District/School Policies

It is imperative that student teachers maintain the highest standards of honor, integrity, morality and consideration in their personal behavior. It is the responsibility of each student teacher or intern to be informed and honor all district and school policies. The assigned cooperating teacher and school administrator will recommend resources for review.

### Volunteer Application

Student teachers are required to complete a Volunteer Application that is located on the Union County Public Schools Web Page at <http://humanresources.ucps.k12.nc.us/volunteer/> . The application must be processed and approved prior to district-level clearance.

### Authority for Release of Information

Student teachers are required to complete the Authority for Release of Information Form. This form authorizes UCPS designee to perform a Criminal Records Check (CRC).

### Criminal Records Check (CRC)

The Union County Public Schools District requires individuals working in the district to have a criminal records check clearance. A student teacher who does not receive a CRC clearance is ineligible to complete his or her student teaching experience in the district. A college/university student who is placed in the schools to complete an observation, internship or clinical experience is not subject to a criminal records check. The student must remain under the direct supervision of the cooperating teacher or other designated school employee at all times.

### Substitute Teaching

Student teachers are not to serve as substitute teachers. If an emergency situation arises in the student teacher's classroom and a substitute is not available, the student teacher may assume the substitute role for the maximum of a half-day. With joint approval from the college/university supervisor and the school principal, student teachers may assume teaching responsibilities in their own classroom while the cooperating teacher attends a workshop or other professional assignments approved by the principal for a period not to exceed a half-day. Professional activities extending beyond a half-day period require a substitute.

### Identification Badges

Students who are participating in clinical experiences must wear and display the school's visitor badge whenever they are participating in a clinical experience. Building principals must require pre-service teachers to wear an identification badge at all times.

Student teachers are issued a free Union County Public Schools' identification badge. A student teacher requesting a replacement is charged a fee of ten dollars (\$10.00) that must be paid at the time that the replacement badge is issued. The UCPS badge is issued to a student teacher for the duration of his or her program and will expire upon the student's final day in the assigned school. The student is required to return the UCPS badge to the principal prior to his or her departure.

### **Student Teacher/Clinical Experience Placement Procedures**

1. The college/university representative responsible for coordinating student teacher placements or clinical placements should email a roster of requested student teacher/ clinical placements to the Director of Human Resources Support Services at [lillian.rorie@ucps.k12.nc.us](mailto:lillian.rorie@ucps.k12.nc.us) . (704) 296-1012 Ext. 4052
2. The Director of Human Resources Support Services will then reply to the email granting approval for the college/university representative to contact the schools to seek appropriate placements for the candidates.
3. All placement considerations should balance the best interests of the candidate, the college/university, and the school system.
4. The college/university representative should obtain approval from the principal before any placements are made at his or her school.
5. Once the college/university representative has successfully placed all candidates, he or she should email a spreadsheet of all placements to the Director of Human Resources Support Services. The spreadsheet should contain, at minimum, the following information regarding the placement(s): name of the candidate, subject area, grade, school, time period, and cooperating teacher/ observation teacher.
6. The Union County Public Schools District reserves the right to decline requests for student teacher/ clinical placements and to terminate experiences if such actions are appropriate for the best interests of its students and the college/university.
7. **Student teachers placed in Union County Public Schools must complete and submit a UCPS Volunteer Application through the Volunteer Management System (VMS).**
8. All college/university students placed in UCPS Schools should familiarize themselves with UCPS Board Policies at [https://boe.ucps.k12.nc.us/policy\\_manual/index.php](https://boe.ucps.k12.nc.us/policy_manual/index.php) (as applicable) and the *Union County Public Schools Student Teacher and Clinical Placement Guidelines and Procedures Handbook* located at <http://humanresources.ucps.k12.nc.us/teacher/> .

## Procedures for Current UCPS Employees

Any UCPS employee who wishes to complete his or her student teaching experiences with Union County Public Schools must take a leave of absence from his or her current position during the term of the student teaching assignment. The employee may contact the HR Employee Relations Department at (704) 296-5542 for leave of absence procedures. Employees may access the *Application for Leave of Absence With or Without Pay Form* at [http://webcp.ucps.k12.nc.us/forms\\_manager/forms\\_byDept.php?dept=137](http://webcp.ucps.k12.nc.us/forms_manager/forms_byDept.php?dept=137)

## Role of the Student Teacher

Each student teacher brings to the experience a unique combination of teacher characteristics and skills. The student teaching experience provides the teacher candidate with opportunities to analyze, evaluate and modify the teaching practice to maximize professional growth. The student teacher is expected to:

1. Submit to a criminal records check by completing an Authority for Release of Information Form.
2. Attend the required Union County Public Schools' Orientation Session for Student Teachers.
3. Secure the Union County Public Schools' badge from the office of the Director of Safety and Security for the purpose of district recognition.
4. Adhere to Union County Public Schools' policies and procedures as outlined in the Board of Education Policy Manual. The manual may be accessed at [https://boe.ucps.k12.nc.us/policy\\_manual/index.php](https://boe.ucps.k12.nc.us/policy_manual/index.php).
5. Adhere to policies and procedures as outlined in the assigned school's handbook.
6. Exchange addresses and telephone numbers with the cooperating teacher and provide the school secretary with contact information.
7. Request a school handbook, seating charts, schedules, floor plans of the building, and other needed materials from the cooperating teacher.
8. Adhere to the district's policies regarding video and internet usage. [http://techserv.ucps.k12.nc.us/Policies/AUP\\_employee.pdf](http://techserv.ucps.k12.nc.us/Policies/AUP_employee.pdf)
9. Conference with the cooperating teacher regarding placement, assignments and requirements.
10. Plan lessons consistent with principles learned in education courses. Confer with the cooperating teacher about proposed plans, and allow for sufficient time to make suggested revisions.
11. Notify the cooperating teacher in the event of an absence.
12. Participate in school-related activities with the cooperating teacher, including faculty meetings, professional development opportunities, parent teacher conferences and interdisciplinary team meetings.
13. Keep the cooperating teacher informed about any unusual incidents that happen when he or she is out of the classroom.

14. Understand that while student teachers are expected to do the lesson planning and teaching as if they were the classroom teacher, the cooperating teacher is officially responsible. Anything that student teachers do in the classroom must have the approval of the cooperating teacher. Cooperating teachers have the right and obligation to make decisions that they believe are in the best interests of the students. Any decisions that the cooperating teacher makes will be final.
15. Demonstrate appropriate interactions with students at all times.
16. Dress appropriately and professionally at all times.

### **Role of the Cooperating Teacher**

Various studies indicate that the single most important individual in the student teaching process is the cooperating teacher. This individual interacts with the teacher education students and provides the knowledge, skills and classroom environment that are necessary for a satisfying experience. The following checklist provides guidelines for the cooperating teacher in carrying out responsibilities for mentoring the student teacher.

#### Pre-Student Teaching Preparation

A student teaching experience actually begins for the cooperating teacher and the student teacher the moment that they are notified of the assignment. Each must now begin to make preparation for this activity that will bring them together as co-workers. A cooperating teacher should do the following:

- Plan for the initial orientation of the student teacher to the classroom and the school.
- Become acquainted with the program of teacher education and student teaching as proposed and developed cooperatively by the college/university and the school district.
- Foster an atmosphere of acceptance for the student teacher with students and faculty by taking time to make an announcement about the student teacher's arrival date. Such an announcement might include the student teacher's name, hometown, major curriculum interest, hobbies or interests that might be found in the information provided by the college/university.

#### Orientation

The principal and cooperating teacher are key figures in the introduction of the student teacher to the faculty and staff. A cordial reception will enhance the student teacher's feelings of being accepted as a member of the professional staff. In addition, it will foster a sense of pride and respect for the school. A cooperating teacher should, therefore, do the following:

- Exchange addresses and telephone numbers with the student teacher.

- Identify key staff members who may provide assistance.
- Provide a tour of the school facility.
- Introduce the student teacher to the students.
- Inform the parents of the student teacher's presence in the classroom.
- Treat the student teacher as a co-worker and professional.
- Acquaint the student teacher with the basic teaching philosophy, the overall program, the daily schedule and routines, lesson plans, location of all teaching materials, the standard of conduct, policies on disciplinary actions, emergency procedures, and pertinent information regarding each student (e.g. cumulative records, conferences with parents, test scores, health records, etc.).
- Provide a desk/table and storage space.
- Review the district and building handbooks for students and teachers.
- Conduct routine formal and informal conferences with the student teacher to provide feedback.
- Provide adequate time for the student teacher to independently work in the classroom.
- Explain the process for requesting supplies and equipment.
- Identify testing program procedures.
- Notify the student teacher of the expectations for participating in faculty and other meetings as deemed appropriate.
- Inform the student teacher of parent-teacher meetings.
- Explain procedures for communicating with parents.
- Alert the student teacher to the organizational structure.
- Inform the student teacher of procedures for dealing with students who may experience illness in the classroom/school.
- Explain procedures for collecting money for field trips, book orders, pictures, proms, yearbooks, class rings, etc. as applicable.
- Explain procedures for the release of students to authorized persons.

### Guided Observation

Planning for periods of observation during the first several weeks are suggested. This will enable the student teacher to become familiar with each program in specific ways so that the student teacher feels comfortable when he or she assumes his or her teaching responsibilities. A cooperating teacher should plan for the student teacher to observe and discuss:

- Planning and writing lesson plans
- Using instructional materials and special resources
- Giving clear, concise, sequential directions
- Instructing in a one-on-one, small group, and large group situation

- Instructing a lesson appropriate to the North Carolina Standard Course of Study (NCSCOS)
- Managing student behavior
- Responding appropriately to disruptive behavior
- Participating in a team or group planning session
- Completing forms required by the principal or school

### Participation

In addition to guided observation, participating in the classroom should be sequentially planned making the transition to full-time teaching a successful and rewarding experience. A cooperating teacher should plan for the student teacher to participate in the following areas:

- Securing instructional and resource materials
- Writing daily lesson plans
- Tutoring individual students
- Accompanying and directing students to different areas of the school
- Assuming responsibility for one small instructional group or subject area
- Gradually assuming responsibility for additional groups and subject areas
- Assuming responsibility for the total class or scheduled classes for the entire school day based on the college's/university's requirements.
- Keeping records and evaluating the progress of students.

### Helping the Student Teacher Plan

Planning does not insure, but instead, facilitates good teaching. All student teachers must have written lesson plans. The written plan is actually an “exercise in orderly thinking” about what is to be taught to a given group of students in a specific teaching-learning situation. The cooperating teacher should assist the student teacher in developing and using lessons that are suitable to the subject, situation, and student teacher’s personal style.

The cooperating teacher has the right to expect a student teacher to prepare both long-range and daily lesson plans; however, he or she must assist the student teacher in preparing plans, especially in the early phases of teaching. The content and detail are determined by such factors as the subject matter, the need of the individual who will use it, the activity of the lesson, and the nature of the class to be taught.

### Three-Way Conferences

A three-way conference is a conference that involves the student teacher, the cooperating teacher and the college/university supervisor. Three-way conferences can occur as many times during the student teaching experience as needed or required by the college/university supervisor. The supervisor and the cooperating teacher may meet to discuss their observations prior to meeting with the student teacher.

### **Role of the School Administrator**

The role of the principal in the induction of student teachers is very important. The principal is responsible for supervising the placement with the cooperating teacher, verifying that the cooperating teacher is qualified, validating the required number of teaching hours and teaching assignments, and reviewing the student teacher's participation in school activities and out-of-class activities. By assuming an active role, the principal ensures proper induction of the student teacher and professional adherence to local school policies and procedures. The school administrator is expected to select qualified teachers who may serve as cooperating teachers. The building level administrator will ensure that the cooperating teacher:

- Is recommended and selected on a volunteer basis only after the professional responsibilities associated with this position are discussed and agreed upon with the prospective cooperating teacher.
- Is certified in the area and level in which he or she will supervise.
- Performs at "proficient" or above as evidenced by the most recent summary evaluation.
- Attends professional development activities as required by the Human Resources Division.
- Is a good role model who consistently demonstrates high quality teaching performance.
- Possesses knowledge of the basic principles of supervising student teachers.
- Is willing to devote the time required to adequately supervise, counsel, and evaluate the student teaching experiences.
- Demonstrates evidence of continuous professional growth.
- Models and discusses professional and ethical behavior.
- Is an effective team member.
- Provides opportunities for the student teacher to assume total teaching and planning responsibility of the full class or classes as required by the college/university.
- Allows the student teacher the necessary latitude to employ his or her own ideas, strategies, and/or materials to achieve the curriculum objectives of the school and/or district.

- Provides opportunities for and/or requires elementary student teachers to teach in the curriculum areas required of the school district or that are included in the college's/university's required program.
- Conducts an appropriate number of observations of the student teacher for the purpose of providing information and evaluation of the student teacher's progress toward the development of teaching competencies.
- Provides an opportunity for the student teacher to demonstrate the ability to assess the students' level of functioning and to implement learning experiences based on this assessment.
- Provides an opportunity for the student teacher to demonstrate the ability to plan and carry out an experience for positive parent/teacher relationships.
- Provides an opportunity for the student teacher to participate in professional activities, such as faculty meetings, PTA/PTO meetings, etc.

In working with college/university officials, the administrator will provide the necessary resources to the student teacher to ensure an optimal student teaching experience. This experience can be achieved through the administrator's willingness to:

- Provide opportunities for elementary student teachers to teach the curriculum areas required of the school district and/or curriculum areas included in the college's/university's required program (math, science, social studies, reading, language arts, etc.).
- Conduct an appropriate number of observations of the student teacher for the purpose of providing information and evaluation of the student teacher's progress toward the development of teaching competencies.
- Provide an opportunity for the student teacher to demonstrate the ability to assess the students' performance and make instructional decisions based on the assessments.
- Provide an opportunity for the student teacher to demonstrate the ability to plan and carry out experiences for positive parent-teacher relationships.
- Provide an opportunity for the student teacher to participate in professional activities such as attending faculty meetings, PTA meetings, meetings of professional organizations, professional development activities, etc.
- Encourage the student teacher to continue to grow professionally by reading professional journals, taking courses, and participating in professional activities.

### **Role of the College/University Supervisor**

The college/university supervisor serves as the liaison between the coordination of student placements and Union County Public Schools. The supervisor aids students in the development

of the educational philosophies and classroom practices through frequent personal contacts, classroom observations, and conferences. The supervisor is expected to:

- Meet with and provide necessary orientation to cooperating teachers concerning their responsibilities.
- Adhere to established procedures for the placement of student teachers in Union County Public Schools.
- Serve as a personal resource to guide the student teacher in all aspects of the experience including professional and interpersonal issues.
- Interpret college/university procedures, requirements, and evaluation to the student teacher and cooperating teacher.
- Formally observe each student teacher during the student teaching experience as noted on the semester calendar.
- Address problems or concerns through open dialogue with the student teacher and cooperating teacher as early in the semester as possible.
- Review the expectations and requirements that facilitate an effective working relationship with the student teacher and cooperating teacher.
- Mediate unsatisfactory student teaching placements with the student teacher, cooperating teacher, principal, and Director of Field Experiences in the event that a change is necessary.
- Submit relevant documents pertaining to evaluation, course credit, licensure, and program assessment at the end of the term.
- Collect forms from the cooperating teacher and return them to the Office of Field Experiences.
- Collaborate with the school administrator relative to the student's recommendation for licensure.

For more information contact:

Lillian G. Rorie, Director  
Human Resources Support Services Department  
400 North Church Street  
Monroe, NC 28112

(704) 296-1012 Ext. 4052 or [lillian.rorie@ucps.k12.nc.us](mailto:lillian.rorie@ucps.k12.nc.us)  
Fax: 704-289-9154

Elaine Cox, Human Resources Specialist  
(704) 296-1014 Ext. 4055 or [elaine.cox@ucps.k12.nc.us](mailto:elaine.cox@ucps.k12.nc.us)  
Fax: 704-289-9154



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**Preparing all students to succeed!**

**Contributors**

Terri I. Cooper/ UCPS

Jacqueline Roper/ UCPS

Lillian G. Rorie/ UCPS

UNC -Charlotte

Wingate University

**Notes Page**