***Handbook for Supervision of***

***Field Experiences***

***in Teacher Education:***

***Birth - Kindergarten***

***2023-2024***

*Revised July 2023*

***“Preparing Teachers as Reflective Practitioners”***

**PRE–STUDENT TEACHING EXPERIENCES**

Professional laboratory experiences for the teacher preparation programs of Catawba College are designed to provide for the examination of teaching through experiences in both campus-based laboratory/clinical settings and field-based classroom settings. The sequence of experiences begins in these settings through structured, guided observations of the teacher's role and function within the school culture, progresses through the introduction of broad instructional techniques and specific methodology within the controlled settings of micro or peer teaching and clinical practice, provides a year-long examination of curriculum and instructional theory and design, returns again to the "real world" for extended internships, and culminates in student teaching. This sequence of experiences contributes significantly to the development of understandings and competencies needed for classroom teaching.

Objectives of professional laboratory experiences are to allow the prospective teacher an opportunity to

* + 1. observe and participate in school activities,
		2. relate theories of education to actual teaching,
		3. experiment with various methods of teaching,
		4. examine materials and equipment of teaching,
		5. gain insight into methods of discipline and classroom management,
		6. learn about the organization of the school, and
		7. participate in record keeping and evaluation.

Sequentially planned field experiences for candidates in the BK licensure program typically begin in the second year at a North Carolina community college, continue with field experiences throughout the junior year at Catawba, and culminate in a 15-week student teaching experience. Candidates enter the BK program having completed an *Associate’s Degree in Early Childhood Education* from a North Carolina community college OR they have completed Bachelor’s level work at another institution. One of the requirements in the community college transfer program is the successful completion of COE 111PS Co-op Work Experience I-Early Childhood. This requires students to complete 10 hours of work experience each week throughout the entire semester. Student outcomes, competencies, and other information are provided in the course syllabus.

As part of the requirements for the B.A.E. degree in Birth-Kindergarten at Catawba College, all candidates must complete the following courses, all of which have a required field component:

EDUC 3000: Curriculum and Instructional Theory and Design

EDUC 3300: Curriculum Methods: Preschool and Kindergarten

EDUC 3301: Curriculum Methods: Infants and Toddlers

EDUC 3550: Educational Psychology

EDUC 2280: Educational Assessment

In **EDUC 3000** Curriculum and Instructional Theory and Design, candidates review curriculum approaches and learning models to solidify their understanding of appropriate practices and planning. Candidates create learning experiences based on curriculum models and review school curriculum based on Birth-Kindergarten Standards, Common Core and Foundations of Early Learning. Field experiences are planned to allow students to see appropriate curriculum in action. In **EDUC 3300** Curriculum Methods: Preschool and Kindergarten, candidates engage in several curriculum projects. Candidates create anti-biased lessons, math and literacy activities, and a curriculum unit plan based on observations completed during field experiences. In **EDUC 3301** Curriculum Methods Infants and Toddlers, candidates participate in planned field experiences in which they observe and/or work with infant and toddler-aged children (and their teachers if the candidate is not the teacher), create teacher-made books, develop IFSP goals and objectives, and complete a developmental case study on a typical developing toddler. Candidates also plan activities that address cognitive development, social-emotional development, effective instruction and learning environments, behavior management, and motivation. In **EDUC 3550** Educational Psychology, candidates are required to complete a developmental case study on a child with an identified exceptionality. Field experiences are planned that require candidates to engage in developmentally appropriate activities with children identified with special needs and their families. **EDUC 2280** Educational Assessments requires the candidates to complete a professional portfolio using formal and informal assessments of four children between birth to 8 years of age. The candidates also complete an assessment instrument review project where they evaluate assessment instruments developed for children between birth and 8 years of age. Each of the above courses includes a technology presentation as part of the course requirements.

The culminating field experience is the 15 weeks of student teaching, which occurs as part of EDUC 4000 Student Teaching and Seminar (Birth-Kindergarten). Student teaching performance is evaluated through the *LEA/IHE Certification of Teaching Capacity: Mid-Term and Exit-Criteria*. The cooperating teacher/site supervisor and college supervisor jointly evaluate student teaching performance and hold conferences with the student teacher at mid-semester and at the conclusion of student teaching. A learning segment is also developed, implemented, assessed, and reflected upon during the student teaching experience in collaboration with the college supervisor and the cooperating teacher. Other projects include a data analysis project and an electronic professional portfolio (edTPA).

**Removal from Field-Based Experiences**

Students from Catawba College are expected to demonstrate the highest standards of teaching and professional behavior when placed in a field-based setting. Schools accept students in field-based experiences under a mutual agreement with Catawba College. While every reasonable effort is made to allow for a successful field-based experience, it may become necessary for a student to be removed from a school.

**Implementation Procedures for Removal from Field-Based Experiences**

1. The host school, at its discretion, can request the immediate removal of a student during the period of placement if the student fails to fulfill the obligations and responsibilities associated with field-based experience or violate policies, procedures, rules, regulations, or ethics. This request should be made to the college supervisor/instructor who will **immediately** inform the Chair of the Department of Teacher Education.

1. If host school educators (the director, principal, classroom teacher, or school-based supervisor) believe that the student is not performing appropriately, but that the performance does not warrant immediate removal from the school, concerns should be communicated to the college supervisor/instructor **as soon as possible**. The college supervisor/instructor will meet with the classroom teacher, school-based supervisor, and/or principal to discuss the concerns and to develop a set of recommendations for improving performance. The student will be made aware of the concerns and provided with recommendations for improving performance.

1. If, after a reasonable time for addressing the concerns has passed and no improvement in the student’s performance is apparent, a decision to terminate the field-based experience may be made. The student shall be notified in writing of this decision.

**Reasons for dismissal may include, but are not limited to**

1. Failure to follow established school policies, procedures, or routines;

2. Failure to follow the guidelines and policies set forth in the *Teacher Education Handbook*

3. Poor attendance;

4. Tardiness;

5. Lack of responsibility or initiative;

6. Behaviors indicating an attitude of indifference or hostility;

7. Unsatisfactory classroom preparation, including the development of written lesson plans;

8. Poor classroom management and/or inappropriate discipline;

9. Inappropriate interpersonal skills or unprofessional conduct including dress or language.

**STUDENT TEACHING EXPERIENCES**

Student teaching is an essential part of the preparation for teaching. During student teaching, the prospective teacher has further opportunity to put into practice many of the ideas acquired about teaching in his/her college classes. It is not until a person has the opportunity to try a procedure in a real situation that mature learning occurs. This is the main purpose of student teaching.

Student teaching would not be possible without the cooperation of schools and classroom teachers. Successful student teaching involves the student teacher, the college supervisor, and, most importantly, the cooperating teacher or site supervisor.

Each teacher education student is responsible for obtaining educator’s insurance coverage prior to the first day of student teaching. The insurance may be obtained through membership in the Student North Carolina Association of Educators (SNCAE) if the individual student does not have coverage through a private policy. Applications for membership in the SNCAE may be obtained in the Department of Teacher Education.

Criminal history checks will be conducted on all candidates who apply for admission to student teaching. The criminal history checks will reveal if a candidate has a state and/or national criminal history, a record of parole and probation, and/or a record as a sexual offender. Any student who fails to submit to a criminal history check will not be admitted to student teaching.

Some school districts require the completion of an additional criminal history prior to entrance into student teaching.

**What Does Student Teaching Involve?**

Student teaching at Catawba College takes place during the senior year. Fifteen weeks of full-time student teaching is required. During these 15 weeks, the student teachers are expected to devote their entire working time to the classroom and the necessary preparation. They are expected to live the life of a career teacher. Only in rare cases, with the approval of the Chair of the Department of Teacher Education, can a person work at another job or participate in other time-consuming activities and student teach. Therefore, students are discouraged from obligating themselves for such work. It is made clear to them that no concessions will be given because of any other obligations. Student teachers who work at another job may not be given credit for student teaching if the quality has suffered because of other obligations.

The 15 weeks of student teaching involves many different experiences for BK majors who are and are not employed full-time as a lead teacher in an early childhood setting. At first, the student teacher might best serve as an assistant, helping the classroom teacher with routine matters such as keeping records, completing assessments, and preparing materials. During this time, the student teachers should also be given the opportunity to observe other aspects of the school. They should spend some time in all parts of the program and learning situations faced by other staff members. After a week or two, the role should change to that of a helping teacher in a team-teaching situation. During this transition period, the regular teacher plans the instructional activities, but the student teacher helps carry these out. This can be handled in several ways. In a regular classroom situation, the student teacher might work with a small group on some activity while the classroom teacher works with the rest of the class on something else. In an elementary classroom organized as an open classroom, true team-teaching might be taking place.

After three or four weeks in the school, the student teacher should be given the responsibility for planning and organizing a limited part of the day’s work. By the sixth week, the student teacher should be planning a significant part of the instructional activities and oversee the class for much of the day. Generally, a minimum of five weeks of student teaching a full class load is expected. In many cases, student teachers can assume responsibility earlier than suggested above. This is encouraged if mutually agreed upon by the student and cooperating teacher. It is doubtful, however, that in most cases the student teacher should be given full responsibility for a class during the first two weeks of student teaching. In no situation should it be necessary for a student teacher to teach full-time this early.

Where appropriate, the student teacher should be allowed to taper off during the latter part of the semester. This allows a gradual transition of classroom responsibilities back to the regular teacher and allows the student teacher some time for normal end-of-semester college responsibilities, including the completion of the required electronic professional portfolio (edTPA). Planning for this should be a collaborative effort between the student teacher and cooperating teacher.

Students who are employed full-time as a teacher in a birth-kindergarten setting may Student Teach in their classroom or another classroom at the same site if the classroom is in a public school or a 4- or 5-star center. In this case, the student would be planning all of the instructional activities and be in charge of the class for the entire day throughout the duration of the student teaching experience.

**The Electronic Professional Portfolio (edTPA)**

All student teachers are required to complete an electronic professional portfolio (edTPA). The development of a professional portfolio provides them with a product of learning that illustrates the many facets of their teaching role. During the student teaching semester, student teachers will also be enrolled in EDUC 4000 Student Teaching and Seminar (Birth-Kindergarten) and will receive acceptable guidance and support (as per edTPA guidelines) from the course instructor(s) as they complete the electronic professional portfolio (edTPA).

The electronic professional portfolio (edTPA) must be submitted as indicated in the syllabus for EDUC 4000 Student Teaching and Seminar (Birth-Kindergarten). The Department of Teacher Education will retain an electronic copy of all professional portfolios. Student teachers are encouraged to make a complete copy of the portfolio for their records.

**Student Teaching and Substitute Teaching**

Student teachers should not be used as free substitutes. If a student teacher is used as a substitute in a situation in which a regular substitute would otherwise have been used, he/she should be paid as a substitute. A student teacher should not be expected to substitute more than five days during the semester. However, local school districts may have policies that are more restrictive. Any exception to this policy must be approved by the Chair of the Department of Teacher Education. The student teacher may be employed as a substitute teacher only if the following requirements have been met: 1) successful completion of one-half of the student teaching assignment, 2) completion of the required paperwork for substitute teaching in the local school system, and 3) designated substitution is for the cooperating teacher only. Student teachers are evaluated on the basis of their performance in regularly assigned classrooms, not on their reputation as substitutes.

**QUALIFICATIONS OF THE COOPERATING TEACHER**

Supervising teachers must be regularly employed certified teachers and meet all requirements in accordance with Public School Law 115C-296.11 (b) (3). Supervising teachers must also have a BK license and a minimum of three years of teaching experience.

**RESPONSIBILITIES OF THE COOPERATING TEACHER/ SITE SUPERVISOR**

Students begin student teaching with varying degrees of personal and professional readiness for the assumption of the responsibilities involved. The cooperating teacher/site supervisor must determine the readiness of the student teacher to assume teaching responsibilities. Skill in determining readiness and providing for growth can greatly enhance the effectiveness of the cooperating teacher's work with student teachers. This section presents suggestions by which cooperating teachers/site supervisors may effectively assist inexperienced student teachers or experienced teachers, who are student teaching in a different classroom, become competent professionals.

***A.*** ***Preparation for the Student Teacher***

* 1. Make sure the class is prepared for the student teacher. When he/she arrives, properly introduce him/her as a teacher.
	2. Provide a copy of the curriculum for the student teacher and provide him/her with helpful materials such as schedules, class rolls, school handbooks, and topics of study.
	3. If possible, provide a work and study area in the classroom for the student teacher.
	4. Find out as much as possible about the student teacher through informal conversation in your early conferences with him/her.

***B.*** ***Orientation of the Student Teacher***

* 1. Meet the student teacher and make him/her feel welcome on the first day.
	2. Accept the student teacher as a co-worker, keeping your conferences on an informal, friendly basis.
	3. Familiarize the student teacher with the school building.
	4. If he/she has not already met the director/principal, introduce them.
	5. Introduce him/her to other staff members.
	6. Explain methods of keeping attendance reports, assessment strategies, lesson planning, and other necessary records, as needed.
	7. Inform the student teacher of the sequence of skills to be taught or how topics are chosen.
	8. Provide the student teacher with a school handbook, schedules, floor plans of the building, and other helpful materials.
	9. Inform the student teacher about matters of school policy, management, discipline, and community concerns.
	10. Provide the student teacher with the time to visit other classrooms and any other appropriate areas of professional interest in the school.

***C.*** ***Guiding and Helping the Student Teacher***

* 1. Provide the student teacher with increasing responsibility for managing classes as he/she becomes more competent.
	2. Schedule a conference with the student teacher at least once a week on a regular basis. In addition, one or more impromptu conferences may occur daily depending on the student teacher's needs and the cooperating teacher's time.
	3. Jointly make tentative plans for the first few days of student teaching. These plans need to be flexible, just as all plans do. Then a tentative schedule of the semester's work may be made, with the planners filling in the details as they are needed.
	4. After the schedule has been made, develop the units of work and lesson plans. These plans should be checked thoroughly by the cooperating teacher prior to their use. Suggestions for change should be made when necessary.
	5. In conferences, suggestions regarding teaching methods, habits, vocabulary, and grammar are helpful. **Two (2) formal documented observations are required and must be submitted to the college supervisor and student teacher.**
	6. Assist the student teacher in locating and using appropriate forms of instructional technology.
	7. Offer praise as well as constructive criticism. Save criticisms and suggestions for private conferences. Refrain from making critical remarks to the student teacher in front of the class.
	8. Support the development of the student teacher’s electronic professional portfolio (edTPA).
	9. Assist the student teacher in gaining experience in the supervision of extra class activities.

***D.*** ***Developing Professional Maturity***

1. Allow the student teacher to try classroom techniques and approaches that may not succeed. Professionals must be given the right to fail in a given task.
2. Encourage active participation in professional activities by asking the student teacher to join you in such activities.
3. Set a good example by always displaying courtesy, patience, and respect towards your students. Help him/her to do the same.
4. Encourage the student teacher to develop his/her own style of teaching rather than imposing your own upon him/her.
5. Help the student teacher to respect the personality of the children by employing procedures that are friendly and informal, but in authority. Remind the student teacher to treat every child with the same degree of fairness, impartiality, and consideration.
6. Please be honest and frank. Never leave the student teacher or college supervisor in doubt as to how the student teacher is progressing. The cooperating teacher should inform the college supervisor or Department of Teacher Education immediately when serious problems occur.
7. Participate in the on-going evaluation of the student teacher's performance. This includes informal daily assessment and formal evaluation at mid-point and exit using the LEA/IHE Certification of Teaching Capacity (in appendix).

**Compensation to Cooperating Teachers**

Compensation to the site-based cooperating teachers includes a modest stipend and free tuition for any one regularly scheduled course or workshop taught at Catawba at any time during the 12-month period including the student teaching. Admission requirements are as stated in the college catalogs. Teachers may also obtain two season passes for athletic events, drama productions, and concert series programs during this same period.

**QUALIFICATIONS OF THE COLLEGE SUPERVISOR**

Licensed methods faculty will serve in the role of college supervisor in their area of expertise. Supervision responsibilities may be given to non-licensed individuals with extensive experience working in public school settings with public school partners.

**RESPONSIBILITIES OF THE COLLEGE SUPERVISOR**

**Assignment of Grades**

The college supervisor has the ultimate responsibility for the assignment of grades in student teaching. The cooperating teacher will not be asked to assume this burden. However, the cooperating teacher has had close contact with the student teacher and has had more opportunity to observe his/her strengths and weaknesses. Therefore, in most cases college supervisors will discuss grades with cooperating teachers and arrive at them jointly.

**Periodic and Terminal Evaluation**

A three-way evaluation will take place at mid-point in the assignment. At that time, the student teacher is evaluated using the LEA/IHE Certification of Teaching Capacity (in appendix). This mid-point assessment should provide the student teacher with a clear understanding of his/her achievement to date as well as an understanding of performance goals for the last half of the student teaching experience. A three-way evaluation is also conducted at the exit of the assignment.

The LEA/IHE Certification of Teaching Capacity (in appendix) should be used at mid-point and exit from the student teaching assignment. The completed forms must be filed by the college supervisor in the teacher education office at the end of the student teaching assignment. This evaluation should be based on periodic joint assessment of the student teacher's progress. The student teacher, cooperating teacher, and the college supervisor should all be involved in the evaluation process.

The student teacher has the responsibility for submitting an electronic professional portfolio (edTPA via Taskstream). A final grade for student teaching and seminar will not be submitted until an electronic professional portfolio (edTPA) has been successfully submitted.

The college supervisor has the responsibility for submitting LEA/IHE Certification of Teaching Capacity (mid-term and exit criteria), and formal observations of student teacher performance. The college supervisor also has the responsibility for confirming the successful submission of the electronic professional portfolio (Depta).

**Regular Supervision**

The college supervisor should provide written documentation of at least four (4) instructional sequences during the semester. In addition, the college supervisor will lead the cooperating teacher and student teacher in the midpoint and summative conferences and evaluations. In the event that there are significant problems with the student teacher, the college supervisor will visit as often as is necessary.

**Full Cooperation**

Catawba College recognizes that the regular classroom teacher has full legal responsibility for his/her class and pledges its full support of the teacher in carrying out this responsibility. The college supervisors are available in the event that concerns arise with the student teacher. In the rare event that removal of a student teacher is necessary, the College will complete a full investigation of the problem and take appropriate action.

**RESPONSIBILITIES OF THE STUDENT TEACHER**

1. The student teacher is required to make his/her own arrangements for dependable and reliable transportation to and from the school.

1. The student teacher is required to report to his/her school at the time required of the professional faculty. If absence is necessary the student teacher should call the college supervisor and cooperating teacher/site supervisor as soon as possible, but no later than 30 minutes before the beginning of the school day. If neither of these supervisors can be reached, he/she is to notify the principal or director.

1. The student teacher is required to remain at the school for the same length of time required of the professional faculty and to follow all weather-related policies designated by the school district. The student teacher is required to follow the school calendar. Workdays are regular school days and student teachers are expected to be in attendance regardless of the presence of the cooperating teacher/site supervisor.

1. The student teacher is expected to place school duties ahead of personal wishes and carry out all duties that are part of the profession. This includes involvement in extra-curricular activities or other duties that are part of the regular teacher’s load and which fall outside regular school hours. For example, student teachers are expected to attend events such as after-school parent conferences, Open Houses, or staff meetings. Outside employment or perceived social obligations do not justify a failure to attend these events.

1. The student teacher is required to conform to school rules and policies and to local standards of behavior (e.g., drug policies, administration of medication, criminal background checks).

1. The student teacher is required to plan his/her work and to show evidence of this planning prior to actual teaching.

1. The student teacher must safeguard all personal and confidential student information and use it for professional purposes only.

1. The student teacher is required to follow basic rules of courtesy with children, parents, and all school personnel.

1. The student teacher is required to be well-groomed and to dress professionally. Specific dress standards will be discussed prior to student teaching.

1. The student teacher is encouraged to attend school workshops and training courses if invited.

1. If a student teacher is being supervised by a cooperating teacher, the student teacher must accept the legal position that the cooperating teacher is legally responsible for the students in the classroom. This means that the student teacher does not have complete freedom but must plan jointly with the cooperating teacher in matters of discipline.

1. The student teacher is required to be available for conferences with the cooperating teacher.

1. The student teacher is required to be responsible for school materials and to return all curriculum resource materials and student records on or before the last day of his/her student teaching.

1. The student teacher is required to cooperate with the policy established about substitute teaching.

1. The student teacher may be excused by the college supervisor only for absences caused by verifiable illness, death in the family, or extreme emergencies. **Absences of more than five days** are to be made up before credit will be given for student teaching. If time does not allow for the time to be made up, then the student will not successfully pass Student Teaching.

1. The student teacher is required to act at all times as a teacher, not as a student.

1. The student teacher is required to comply with the North Carolina Professional Code of Ethics.

**Dress Code Policy**

All students who engage in field experiences (including student teaching) in a public-school setting or early learning center are expected to dress professionally. The way we dress sends important messages about how we view ourselves and our role in schools. Professional dress means that one dresses appropriately for the professional setting. The following guidelines apply:

* Be well groomed.
* Dress conservatively. Under no circumstances should you be out of compliance with the student and/or employee dress code for the school/ school district. You should not show tattoos or wear anything advertising tobacco/alcohol/drugs/drug use or display obscene or pornographic words/symbols/images that may be offensive to others. Political affiliations should not be displayed.
* Remove visible body piercing jewelry, except for ears, during the school workday and at all school functions and/or school-related activities.
* Headgear should not be worn unless it is for athletic, medical, or bona fide religious reasons.
* Wear dress or casual shoes. “Flip-flops” are unacceptable. Avoid athletic shoes if you are not a physical educator.

Males

* Wear dress pants or dress shorts. You should not wear blue jeans unless it is “blue jean day” or “casual Friday.”
* Collared shirts and polo shirts may be worn; however, t-shirts are not appropriate unless approved by the school with the school logo.
* Be well-shaven or keep facial hair neatly trimmed.

Females

* Shirts, skirts, and dresses should not be too short or too tight.
* Clothing should not be low-cut, see-through, cut, slashed, or torn. It should cover the back, midriff, and torso. Necklines and armholes should not be too low as to be disruptive or distracting.
* The dress code is classy casual. You should not wear blue jeans unless it is “blue jean day” or “casual Friday.”
* Secure long hair so that it does not invade the students’ space when you bend to help them.

Local school officials and Department of Teacher Education faculty retain the right to determine if a student is dressed professionally. It is important for students to understand that under no circumstances are they allowed to be in violation of a local school or school district’s dress code policy and that they will not be allowed to participate in a field experience if they do so. Furthermore, local school officials and Department of Teacher Education faculty retain the right to permanently remove a student from any field experience for any flagrant violation of the dress code that is deemed to be highly disruptive.

**Accommodations for Student Teachers with Documented Disabilities**

Student teachers with documented disabilities should make arrangements for accommodations. In order to make arrangements for the fall semester, requests for accommodations and supporting information must be received by March 15 of the preceding semester. Information must be received by October 15 in order to be considered for the spring semester.

It is essential for the successful completion of student teaching that student teachers adhere to the responsibilities and complete the requirements outlined in this handbook. However, student teachers with documented disabilities such as learning disabilities or physical disabilities (such as hearing, visual, and other physical impairments) may request that reasonable accommodations be made to help ensure that appropriate conditions exist for a successful student teaching experience. For example, a student teacher with knee or back problems would not be required to sit on the floor with children. This is because sitting on the floor is not an essential condition for success as a student teacher. A student teacher who requires the use of a wheelchair might utilize a whiteboard on an easel. This is because using a standard whiteboard (or chalkboard) is not an essential condition for success as a student teacher.

Accommodations cannot be made if those accommodations do not permit the student teacher to complete the essential conditions of student teaching; that is, adhere to the responsibilities and complete the requirements outlined in this handbook. For example, no accommodation can be made that would permit a student teacher to regularly arrive late, leave early, or fail to engage in a full day of productive activities. No accommodation can be made that would not allow for the proper monitoring or supervision of students. No accommodation can be made that would allow for missing more than five days of student teaching.

Student teachers who believe they have a condition for which reasonable accommodations can be made should make a written request for accommodations to the Chair of the Department of Teacher Education. The Chair will review the request with the Director of the Academic Resources Center. The request should briefly explain the nature of the condition and outline the types of accommodations that are believed to be necessary. The request should also include written verification from an appropriately qualified and licensed professional about the nature of the condition or situation and the types of accommodations that are reasonable. For example, a physician must verify in writing the nature of a medical problem and the types of accommodations that will be needed.

The college supervisor, the Chair of the Department of Teacher Education and the Director of the Academic Resources Center shall review the request for accommodations. If the request is deemed reasonable, then consultations with prospective cooperating teachers shall be made. If a suitable placement is found, then a written agreement will be composed listing the specific accommodations that will be made. If the request is deemed unreasonable, then the request shall be denied and the student informed in writing.

A student teacher who has been denied a request for an accommodation may submit a written appeal to the Teacher Education Council.

**Removal from Student Teaching**

Student teachers from Catawba College are expected to demonstrate the highest standards of teaching and professional behavior when placed in a student teaching assignment. Schools accept a student under a mutual agreement with Catawba College. While every reasonable effort is made to allow for a successful student teaching experience, it may become necessary for a student teacher to be removed from a school.

**Implementation Procedures for Removal from Student Teaching**

1. The host school, at its discretion, can request the immediate removal of a student during the period of placement if the student fails to fulfill the obligations and responsibilities associated with the student teaching experience or violate policies, procedures, rules, regulations, or ethics. This request should be made to the college supervisor who will **immediately** inform the Chair of the Department of Teacher Education.

1. If host school educators (the principal or the cooperating teacher) believe that the student teacher is not performing appropriately, but that the performance does not warrant immediate removal from the school, concerns should be communicated to the college supervisor **as soon as possible**. The college supervisor will meet with the cooperating teacher and/or principal to discuss the concerns and to develop a set of recommendations for improving performance. The student teacher will be made aware of the concerns and provided with recommendations for improving performance.

1. If, after a reasonable time for addressing the concerns has passed and no improvement in the student teacher’s performance is apparent, a decision to terminate the student teaching experience may be made. The student teacher shall be notified in writing of this decision.

**Reasons for dismissal may include, but are not limited to**

1. Failure to follow established school policies, procedures, or routines;
2. Failure to follow the guidelines and policies set forth in the Department of Teacher Education Policies and Procedures Handbook;
3. Poor attendance;
4. Tardiness;
5. Lack of responsibility or initiative;
6. Behaviors indicating an attitude of indifference or hostility;
7. Unsatisfactory classroom preparation, including the development of written lesson plans;
8. Poor classroom management and/or discipline;
9. Inappropriate interpersonal skills; and
10. Unprofessional conduct, including lack of professional dress or inappropriate language.

**Appeal Procedures**

1. **Action by student.** A student who desires to be readmitted to student teaching must re-apply for admission to student teaching. The student must also include a written letter to the Teacher Education Council explaining the rationale for being permitted to re-enroll in the student teaching semester. The letter must also describe the steps taken to overcome the problems that led to the removal from student teaching.

1. **Action of the Teacher Education Council**. The committee will review the letter from the student and may request a meeting with the student. Possible decisions returned by the Council could be, but are not limited to, the following:
2. retake or enroll in additional coursework;
3. allow additional time for remediation;
4. require additional professional experiences; and
5. reject the appeal and dismiss the student from the teacher education program.