***A blue sign with white text

AI-generated content may be incorrect.***

***Handbook for Supervision***

***in Teacher Education:***

***STUDENT TEACHING***

***2025-2026***

*Revised July 2025*

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

**Catawba College Mission Statement**

Catawba College is committed to providing students an education rich in personal attention that blends the knowledge and competencies of liberal studies with career preparation.

Catawba College draws strength from Judeo-Christian values, sustains a dynamic community of learners and seeks to unite a diverse population of students, faculty, and staff as active co-participants in scholarship and service. Catawba College prepares students to reach their highest potential while becoming responsible citizens with a zeal to enrich human life.

**School of Education Mission Statement**

To prepare reflective, innovative, and inclusive educators equipped with the professional knowledge, skills, and dispositions necessary to teach effectively in diverse, global communities. Our program is designed to foster a commitment to lifelong learning, critical thinking, and ethical leadership, aligning with contemporary educational research and best practices.

**Vision Statement:** To serve as a premier regional provider of exemplary teachers who inspire and empower students through research-based practices, cultural responsiveness, and lifelong learning. Our graduates will be equipped with the skills to engage in 21st-century classrooms, integrating technology, collaboration, and creativity in their teaching.

**Value Statement:** We are committed to training teacher candidates to lead the field of education as scholars and role models through service to the community, its schools, and its diverse population of learners. Our program fosters a commitment to equity, moral leadership, and professional excellence, ensuring teachers are prepared to meet the demands of a rapidly evolving global society.

**Student Teaching Experiences**

Student teaching is an essential part of the preparation for 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 the cooperating teacher. The student teaching experience allows candidates to put into practice the theories, strategies, content, and pedagogy learned throughout their teacher education coursework, while under the supervision of and working as a co-teacher with a mentor teacher.

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. Students may join at [www.nea.org](http://www.nea.org) and must send proof of membership to the Administrative Assistant of the School of Education.

Any student admitted to student teaching must continue to have an acceptable record in the Catawba College student discipline file, as well as an acceptable criminal background check on file within one year*.* Students are required to report immediately to the Dean of Education any changes to their discipline file and/or criminal background history. Any conviction of the offenses listed in GS 115C-332 will result in the student being removed from the program. Other infractions will be reviewed on a case-by-case basis.

**What Does Student Teaching Involve?**

Student teaching at Catawba College takes place during the senior year or post-bac. A semester of full-time student teaching is required. During the student teaching experience, student teachers are expected to devote themselves to the classroom and the necessary preparation. Only with the approval of the Dean of Education can a person work at another job or participate in college athletics, or other time-consuming activities, and student teach. Students are discouraged from obligating themselves for such work, as no concessions will be given because of any other obligations. Student teachers who work may not be given credit for student teaching if the quality has suffered because of other obligations. All student teachers will be required to sign a form to indicate understanding of this possibility.

Catawba College encourages a co-teaching model throughout the student teaching semester. The student teaching semester should involve many different experiences. At first, the student teacher might best serve as a helper to the classroom teacher with routine matters such as keeping records, checking papers, 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 the library, principal’s office, guidance office, and cafeteria, learning about the operations involved in these areas from the staff members.

After a week or two, the role should change to that of a helping teacher in a team teaching and/or co-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 a 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 begin to gradually assume some of the responsibility for planning and organizing a limited part of the day’s work; however, shared planning and continued co-teaching or team teaching is recommended.

By the fifth or sixth week, the student teacher should accept more of the responsibility for planning a significant part of the instructional activities and for management of the class for much of the day; however, although the major responsibility for planning shifts to the student teacher at this time, shared planning and the continuation of a co-teaching model is acceptable, and even encouraged, throughout this portion of the student teaching semester.

A minimum of four to six weeks of student teaching a full class load is required. The co-teaching model is appropriate during this portion of the student teaching semester and may be handled in a variety of ways:

* Co-teachers partner in the areas of planning, decision making, selection of instructional resources, and analysis of data and student performance. Although the student teacher should be increasing their leadership responsibilities in the area of planning, co-planning is a necessary component of this shared teaching model.
* One teach, one support model is an excellent strategy for student teachers at the beginning of the semester and allows the mentor teacher to model instructional and management techniques for a longer period of time. The student teacher would participate in the lesson and support the cooperating teacher. Roles may be reversed later in the semester.
* Parallel teaching allows the mentor teacher and student teacher to each work with one-half of the class and teach the same lesson simultaneously.
* Alternate teaching allows one teacher to work with most of the class while the other teacher works with a small group that may require more individualized instruction.
* Station teaching places students in learning stations to work individually and with a teacher. The teachers would divide the content and teach it to each group.
* Team teaching may be viewed as a “tag team” approach with both teachers delivering the instruction together.

In many cases, student teachers may assume responsibility earlier than suggested above. Doing so is encouraged, if mutually agreed upon by the student, cooperating teacher, and faculty supervisor. It is doubtful, however, that the student teacher should be given full responsibility for a class during the first two weeks of student teaching. In no situations should it be necessary for a student teacher to teach full-time this early.

The student teacher should taper off during the latter part of the semester to allow a gradual transition of classroom responsibilities back to the cooperating teacher. This taper also allows the student teacher some time for normal end-of-semester college responsibilities and for observing other classrooms. Planning for this tapering-off period should be handled jointly by the student teacher and cooperating teacher.

Gamble, M, Risk, J., & McCalister, L. (n.d.). *Co-teaching: An emerging model for successful student teaching*. Boone, NC: Appalachian State University.

SERC. (2007). *Teaching and learning initiative: Six approaches to co-teaching*. Retrieved from http://www.ctserc.org/initiatives/teachandlearn/coteach.shtml

**The Electronic Professional Portfolio (edTPA)**

All student teachers must complete an electronic professional portfolio (edTPA) in order to meet the requirements for NC licensure. The development of a professional portfolio provides candidates with a product of learning that illustrates the many facets of their teaching role. During the student teaching semester, student teachers will enroll in EDUC 4500 Professional Leadership Seminar and will receive acceptable guidance and support (as per edTPA guidelines) from the course instructor(s) to facilitate completion of the electronic professional portfolio (edTPA).

Students must purchase the portfolio access from Pearson during the student teaching semester and will receive instructions for doing so in EDUC 4500 (<https://www.edtpa.com/PageView.aspx?f=GEN_Register.html>). The electronic professional portfolio (edTPA) must be submitted as indicated in the syllabus for EDUC 4500 Professional Leadership Seminar. The School of 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.

**Professional Dispositions Survey**

Student Teachers are to reflect on their professional growth throughout their teacher education program. Using the ***Professional Dispositions Survey***, students are expected to respond to each belief statement based on their personal experience and understanding. The survey will be completed initially as a part of the Introduction to Teaching(EDUC 1100) and will serve as the baseline for understanding. Once a student begins their student teaching semester, this survey must be completed twice during the semester (beginning and end) and should demonstrate **reflective practice**.

* Baseline Survey completed as a part of Introduction to Teaching. (EDUC 1100).
* Survey completed by the **student teacher** at the beginning of the student teaching semester.
* Survey completed by the college **supervisor** and discussed with the student teacher as a part of the mid-term observation.
* Survey completed by **student teacher** at the end of the student teaching semester and discussed with the supervisor as a part of the final observation.

Signed surveys will be collected by the college supervisor and should be submitted with observation documents to the Teacher Education office for filing at the end of the semester.

**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, they 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 Dean of Education.
* The student teacher may be employed as a substitute teacher only if the following requirements have been met:
* successful completion of one half of the student teaching semester.
* completion of the required paperwork for substitute teaching in the local school system.
* designated substitution is for the mentor teacher only.

Student teachers are evaluated based on their performance in regularly assigned classrooms, not on their reputation as substitutes.

**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 should the student not adhere to policies and requirements of student teaching, as outlined in this handbook.

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

* 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 violates policies, procedures, rules, regulations, or ethics. This request should be made to the college supervisor/instructor who will **immediately** inform the Dean of Education.
* If host school educators (the 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.
* 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:**

* Failure to follow established school policies, procedures, or routines;
* Failure to follow the guidelines and policies set forth in the *School of Education Policies and Procedures Handbook* and the *Handbook for Supervision in Teacher Education: Student Teaching*;
* Poor attendance;
* Tardiness;
* Lack of responsibility or initiative;
* Behaviors indicating an attitude of indifference or hostility;
* Unsatisfactory classroom preparation, including the development of written lesson plans;
* Poor classroom management;
* Inappropriate interpersonal skills; and
* Unprofessional conduct, including lack of professional dress or inappropriate language.

Students should refer to the required Professional Dispositions survey from the Catawba College School of Education for more information about appropriate conduct and dispositions for teachers, as well as the NC Code of Ethics for Educators (<https://files.nc.gov/dpi/code-of-ethics.pdf>).

**Appeal Procedures**

* **Action by Student.** A student who desires to be readmitted student teaching must provide 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.
* **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:
* retake or enroll in additional coursework.
* allow additional time for remediation.
* require additional professional experiences.
* reject the appeal and dismiss the student from the teacher education program.

**Dating Policy for Admitted and/or Enrolled Teacher Education Students**

The relationship between a Catawba College student teacher, student intern, student volunteer, and/or student coach and K-12 school students should be one of cooperation, understanding, and mutual respect. All Catawba College student teachers, student interns, student volunteers, and/or student coaches have the responsibility to provide an atmosphere conducive to learning and to motivate each school student to perform to his or her capacity. Catawba College student teachers, student interns, student volunteers, and/or student coaches are expected to model the behavior expected of school students in staff-student relationships during all school-sponsored or school-related activities, as well as in the community. (Note: In the previous sentence, *staff* refers to Catawba College student teachers, student interns, student volunteers, and/or student coaches.)

All Catawba College student teachers, student interns, student volunteers, and/or student coaches are prohibited from dating, courting, or entering into a romantic or sexual relationship, whether consensual or non-consensual, with any student enrolled in the school or school district, regardless of the student’s age. Catawba College student teachers, student interns, student volunteers, and/or student coaches engaging in or attempting to engage in such inappropriate conduct will be subject to disciplinary action, up to and including dismissal from the role of student teacher, student intern, student volunteer, and/or student coach and may be subject to criminal action as provided in North Carolina General Statute 14-202.4 and 14-27.7.

**N.C. General Statute 14-202.4** Taking indecent liberties with a student

**N.C. General Statute 14-27.7** Intercourse and sexual offenses with certain victims; consent or no defense

**Qualifications of the Cooperating Teacher**

Supervising teachers must be regularly employed certified teachers and meet all requirements in accordance with Public-School Law. Supervising teachers must be licensed in the appropriate licensure area of supervision and must have at least three years teaching experience. Supervising teachers must also have a minimum of one year of experience with their current school.

**Responsibilities of the Cooperating Teacher**

Students begin student teaching with varying degrees of personal and professional readiness for the assumption of the responsibilities involved. The mentor teacher 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 may effectively assist student teachers in becoming competent professionals.

**Preparation for the Student Teacher**

* Make sure the class is prepared for the student teacher. When they arrive, ***properly*** introduce him/her as a teacher.
* Provide a work and study area in the classroom for the student teacher.
* Collect a set of resources for the student teacher and provide them with helpful materials such as school bulletins, schedules, class rolls, school handbooks, and courses of study.
* Find out as much as possible about the student teacher through informal conversation in your early conferences with them.

**Orientation of the Student Teacher**

* Meet the student teacher and make them feel welcome the first day.
* Accept the student teacher as a co-worker, keeping your conferences on an informal, friendly basis.
* Familiarize the student teacher with the school building.
* If they have not already met the principal, introduce them.
* Introduce them to other staff members.
* Explain methods of keeping attendance reports, report cards, cumulative folders, and other necessary records.
* Inform the student teacher of the texts and the sequence of subject matter topics.
* Provide the student teacher with a school handbook, seating charts, schedules, floor plans of the building, and other helpful materials.
* Inform the student teacher about matters of school policy, management, discipline, and community concerns.
* Provide the student teacher with the time to visit other classrooms, the principal’s office, the library, technology labs, guidance offices, and any other appropriate areas of professional interest in the school.

**Guiding and Helping the Student Teacher**

* Provide the student teacher with increasing responsibility for managing classes as they become more competent.
* 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.
* 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, filling in the details as they are needed.
* After the schedule has been made, develop the units of work and lesson plans. These plans should be checked thoroughly by the mentor teacher prior to their use. Suggestions for change should be made when necessary.
* Discuss the possible objective(s) for the edTPA learning segment that must be completed by the due date given in the EDUC 4500 syllabus.
* Include the student teacher in school improvement efforts and professional development opportunities whenever appropriate.
* 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.
* Assist the student teacher in locating and using appropriate forms of instructional technology.
* 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.
* Support the development of the student teacher’s electronic professional portfolio (edTPA), according to edTPA guidelines.
* Assist the student teacher in gaining experience in the supervision of extra class activities.

**Developing Professional Maturity**

* 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.
* Encourage active participation in professional activities by asking the student teacher to join you in such activities.
* Set a good example by always displaying courtesy, patience, and respect toward your students. Help them to do the same.
* Encourage the student teacher to develop their own style of teaching rather than imposing your own upon them.
* Help the student teacher to respect the personality of the pupil by employing procedures that are friendly and informal, but businesslike. Remind the student teacher to treat every pupil with the same degree of fairness, impartiality, and consideration.
* Please be honest and frank. Never leave the student teacher or college supervisor in doubt as to how the student teacher is progressing. The mentor teacher should inform the college supervisor or School of Education immediately when serious issues or concerns occur.
* 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)**.

**Qualifications of the College Supervisor**

Teacher Education methods faculty will serve in the role of college supervisor in their areas of expertise.

**Responsibilities of the College Supervisor**

**Assignment of Grades**

The college supervisor has the ultimate responsibility for the assignment of grades (S/U) in student teaching. However, since mentor teachers have had close contact with the student teacher and more opportunity to observe strengths and weaknesses, college supervisors may discuss grades with cooperating teachers and arrive at them jointly.

**Periodic and Final Evaluations**

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

**The LEA/IHE Certification of Teaching Capacity 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). A final grade for student teaching and Professional Leadership 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 (edTPA).

**Regular Supervision**

**The college supervisor should provide written documentation of observations of at least four (4) instructional sequences during the semester**. In addition, the college supervisor will lead the mentor teacher and student teacher in the midpoint and summative conferences and evaluations. In some cases, the supervisor will visit more often. In the event there are significant concerns with a student teacher, the college supervisor may visit as often as is necessary, with approval of the Dean and submission of a CARES team referral to Student Success.

**Full Cooperation**

Catawba College recognizes that the regular classroom teacher has the full legal responsibility for their class and pledges its full support of the teacher in carrying out this responsibility. The college supervisors are available if 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 issue and take appropriate action.

**Responsibilities of the Student Teacher**

* The student teacher is required to make their own arrangements for dependable and reliable transportation to and from the school.
* The student teacher is required to report to their school at the time required of the professional faculty. If absence is necessary, the student teacher should call the college supervisor and mentor teacher 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, they are to notify the principal.
* The student teacher is required to remain at the school 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 public-school calendar. Workdays are regular school days and student teachers are expected to be in attendance regardless of the presence of the cooperating teacher.
* 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 club meetings, athletic events, PTA/PTO meetings, after-school parent conferences, School Improvement Team meetings, Open Houses, or meetings of the school board. If the mentor teacher is in attendance, the student teacher is expected to attend as well. **Outside employment or perceived social obligations do not justify a failure to attend these events**.
* The student teacher is required to attend faculty and PTA/PTO meetings, and encouraged to attend county, city, district, or state teachers’ meetings.
* 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).
* The student teacher is required to plan their work and to show evidence of this planning prior to actual teaching.
* The student teacher must safeguard all personal and confidential student information and use it for professional purposes only.
* The student teacher is required to follow basic rules of courtesy with pupils, parents, and all school personnel.
* The student teacher is required to be well-groomed and to dress professionally. Specific dress standards will be discussed prior to student teaching.
* The student teacher must accept the legal position that the mentor 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 mentor teacher in matters of discipline.
* The student teacher is required to be available for conferences with the cooperating teacher.
* The student teacher is required to be responsible for school materials and to return all textbooks, resource materials, and student records on or before the last day of their student teaching.
* The student teacher is required to cooperate with the policy established about substitute teaching.
* 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.** Participation in EDUC 4500 Professional Leadership Seminar does not constitute an absence from student teaching.
* The student teacher is required to always act as a teacher, not as a student.
* The student teacher is required to comply with the North Carolina Professional Code of Ethics (<https://files.nc.gov/dpi/code-of-ethics.pdf>).

**Dress Code Policy**

All students who engage in field experiences in a public-school setting are expected to dress professionally. 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 wear clothing, jewelry, or tattoos advertising tobacco/alcohol/drugs/drug use or display obscene or pornographic words/symbols/images that may be offensive to others.
* 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 slacks, dress pants, or walking/dress shorts. You should not wear blue jeans unless it is “blue jean day” or “casual Friday.”
* Wear ties and buttoned shirts whenever possible. Collared shirts and polo shirts may be worn; however, t-shirts are not appropriate.
* Clothing should not be cut, slashed, or torn.
* Be well-shaven and/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.
* Wear skirts, dresses, slacks, dress pants, walking shorts, or Capri pants (modest length for all clothing). You should not wear blue jeans unless it is “blue jean day” or “casual Friday.”
* Leggings may only be worn when covered by a dress or tunic that hits at least mid-thigh.
* Consider securing long hair so that it does not invade the students’ space when you bend to help them.

Local school officials and School of Education faculty retain the right to determine if a student is dressed professionally. Under no circumstances are students allowed to be in violation of a local school or school district’s dress code policy. Furthermore, local school officials and School of Education faculty retain the right to permanently remove a student from any field experience for any repeated or 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 arrange for accommodations. In order to arrange 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 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 Dean of Education. 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 Dean of Education, and the Director of Student Academic Success 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 drawn 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.

**Out of Area Student Teaching**

All student teaching placements are expected to be made within the local geographic region served by Catawba College; teacher education faculty do not travel outside the area for supervision. The College has a long history of successful collaboration with area schools, and with strong support networks in place, supervisors and administrators are able to quickly and fully respond to the needs of student teachers. Local placement also ensures student teachers are able to attend on-campus EDUC 4500 Professional Leadership Seminar classes.

In highly unusual circumstances, a student teacher may seek permission to complete student teaching outside the immediate geographic region. These circumstances include significant financial hardship (for example, a spouse is transferred to work in another state), family emergencies, or an exceptional opportunity to teach abroad. In most cases this will require the student to enroll as a student teacher through another college or university.

Any student who wishes to student teach outside the local area should make an appointment with the Chair of the Department of Teacher Education to discuss reasons for the request and to learn more about available options.

****

******

**Student Teaching Contract**

The Handbook for Supervision of Field Experiences in Teacher Education states,

*Student teaching at Catawba College takes place during the senior year. A semester of full-time student teaching is required. During the student teaching experience, the student teachers are expected to devote themselves to the classroom and the necessary preparation. Only with the approval of the Dean of the School of Education can a person work at another job or participate in college athletics or other time-consuming activities and student teach. Students are discouraged from obligating themselves for such work. It is made clear to them that no concessions will be given them because of any other obligations. Student teachers who work may not be given credit for student teaching if the quality has suffered because of other obligations. All student teachers will be required to sign a form to indicate understanding of this possibility.*

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, understand that if I choose to work at another job or participate in college athletics or other time-consuming activities during my student teaching semester that I may not be given credit for student teaching if the quality of my work has suffered because of other obligations.

\_\_\_\_\_\_I will be participating in a job, athletics, or other time-consuming activities during my student teaching semester. The activity is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The average number of hours per week I devote to this activity is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_I will not be participating in a job, athletics, or other time-consuming activities during my student teaching semester.

Signature of Student Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of College Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Mentor teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

***Return original form with signatures to your college supervisor***

***no later than the end of the first full week of class.***

***. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .***

**For Department Use Only:**

Approved 🞎

Initials of Dean of Education \_\_\_\_\_\_\_\_

Not Approved 🞎

Initials of Dean of Education \_\_\_\_\_\_\_\_

**Statement of Confidentiality for Field Experiences**

Internship Experience 🞎 Student Teaching Experience 🞎

Fall 🞎 Spring 🞎 Year \_\_\_\_\_\_\_\_\_\_\_\_

Student’s Name (print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I understand that I may have access to and knowledge of personal information about teachers and students, such as test data, grades, professional reports, and/or other documents or information that are not otherwise public information.

I understand that I must safeguard all personal and confidential student information and use it for professional purposes only. I will not intentionally disclose any confidential or privileged information that I may become privy to concerning employees and students within the school district where I am assigned.

Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_

***Return original form with signature to Mrs. Marvie Cartner in the Teacher Education Office***

***no later than the end of the first full week of class.***

***. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .***

**For Department Use Only:**

Initials of Dean of Education \_\_\_\_\_\_\_\_