

Student Teaching Handbook



BARTON COLLEGE Teacher Education

“Developing the Evolving Teacher”

BARTON COLLEGE

STUDENT TEACHING HANDBOOK

A GUIDE FOR STUDENT TEACHERS,
COOPERATING TEACHERS,
AND COLLEGE SUPERVISORS

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Introduction

Barton College, formerly Atlantic Christian College, established the Department of Education in 1902. In 1965, it was one of the first colleges to receive formal approval of its teacher licensure programs from the North Carolina Department of Public Instruction. The College is currently accredited by the North Carolina Department of Public Instruction, and the Southern Association of Colleges and Schools. The College offers undergraduate teacher education programs leading to licensure in the following areas:

Birth-Kindergarten Education (B-K)

Elementary Education (K-6)

Middle School Education (6-9) and Secondary Education (9-12)-Science, English, Mathematics, Social Studies

Special Education: General Curriculum (K-12)

Special Education: Adapted Curriculum (K-12)

All students graduating from Barton College must meet the requirements of the core curriculum, a program of liberal arts studies taken primarily during the freshman and sophomore years of their degree programs. Teacher education majors, therefore, have a strong liberal arts emphasis in their licensure programs. Academic requirements in teacher licensure majors may be better understood by referring to the *Barton College General Catalog provided on the Barton College website*.

In addition to meeting academic requirements, all teacher licensure majors must meet the requirements of the Barton Entrance Criteria Program, designed to screen candidates for admission to the Teacher Education Program. Its central purpose is to ensure that teacher education candidates are qualified to assume teaching responsibilities and become career educators. The requirements meet state guidelines. Students must also complete an edTPa portfolio to submit to national reviewers.

Student teaching and the Senior Capstone course, normally scheduled for the second semester of the senior year, is the culminating experience for Barton's teaching candidates. It is the purpose of the Student Teaching Handbook to provide the cooperating teacher, student teacher, school administrator, and college supervisor with a thorough knowledge of the structure and function of the student teaching experience.

Mission Statement

The Evolving Professional Teacher is the conceptual framework for the Teacher Education Program at Barton College. It describes students as evolving professionals—the kind of graduates the Barton College Teacher Education Program seeks to produce. The mission of the program is to provide a nurturing environment for candidates as they learn content that serves as a foundation for what they will be teaching, as they develop leadership skills, and as they increase their acceptance and understanding of all children. These goals, coupled with the underlying Teacher Education Program mandate to provide the pedagogical skills necessary for success in the classroom, form the basis for the conceptual framework of the Evolving Professional Teacher at Barton College. Undergirding these goals are the personal dispositions that the Teacher Education Program seeks to instill in its graduates: a love of learning and an interest in continued professional growth, reflection on one's teaching effectiveness, and the confidence that results from membership in a supportive community.



Knowledge of Content

Graduates of the Barton College Teacher Education Program:

- Possess intellectual curiosity about the world in general and have a broad education in arts and sciences
- Know in depth the content, structure, and tools of inquiry of their specific teaching disciplines to help students form a context for factual knowledge
- Connect the content they teach to the other curriculum areas
- Apply their knowledge of content to make it relevant to students

Pedagogical Skills

Graduates of Barton College Teacher Education Program:

- Understand the developmental levels of their students
- Activate students' prior knowledge to help them make connections to current learning experiences
- Use a variety of teaching methods
- Communicate well
- Effectively assess students
- Develop critical thinking, metacognition, and problem solving skills in their students
- Use technology effectively

Cultural Responsiveness

Graduates of Barton College Teacher Education Program:

- Respect the ethnicity, race, and religion of all students
- Tailor instruction so that it is appropriate for all students, including those with special needs
- Treat all students as individual
- Maintain the dignity of all students
- Seek the best in their students
- Attempt to understand the family and community contexts of all students

Leadership Skills

Graduates of Barton College Teacher Education Program:

- Lead in their classroom
- Assume appropriate responsibilities within their schools
- Advocate for children
- Reflect on the effectiveness of their teaching
- Work collaboratively with other teachers
- Seek opportunities for professional growth

Student Teaching Goals

Student teaching is the time when the student teacher is expected to apply his/her acquired knowledge – theoretical and practical – to instruction in the classroom. This semester-long experience in the public school classroom is preceded by professional courses designed to provide student teachers with theoretical knowledge, knowledge of content, and confidence in their ability to select and implement developmentally appropriate learning strategies.

Goals of the Student teaching Experience:

1. To develop an awareness of the demanding nature of teaching – academic, emotional, physical, philosophical.
2. To increase the student teacher’s knowledge of learners’ interests, abilities, and needs – emotional, physical, mental, cultural, ethnic.
3. To develop the ability to evaluate self-strengths, weaknesses, needs – and to formulate means for self-improvement.
4. To stimulate a continuous process of reexamining and redefining philosophical views about teaching.
5. To develop an increased understanding of the importance of integrating curriculum and of planning developmentally appropriate learning experiences.
6. To provide an opportunity to observe and learn from experienced teachers in appropriate instructional settings.
7. To provide actual teaching experiences that challenge the student teacher’s abilities and to provide professional growth opportunities.
8. To prepare the student teacher to carry out satisfactorily the multiple tasks and responsibilities of a first-year teacher.
9. To provide the professional setting in which the student teacher has opportunities to mature professionally, to observe and analyze the teaching of other teachers, and to weigh one’s commitment to teaching against the demanding nature of the profession.
10. To increase students competence and confidence related to all INTASC standards
11. Complete all requirements for North Carolina Teacher Licensure (DPI- Certification of Capacity, and edTPA plus all other mandated requirements)

Criteria for Selecting Cooperating Teachers

The cooperating teacher is important in the preparation of the student teacher. The cooperating teacher supervises and evaluates the student teacher on a daily basis and gives valuable guidance. The cooperating teacher's influence is one of the most critical determinants of the quality of teaching that will ultimately characterize the student teacher's instructional competence. The following are basic criteria required/preferred by the NC Department of Public Instruction for cooperating teachers:

Required:

1. Must be licensed in the same field as the field of licensure sought by the student teacher.
2. Must have a minimum of three years of successful teaching experience.
3. Must have been rated, through the educator's most recent formal evaluations, at least at the "proficient" level as part of the North Carolina Teacher Evaluation System, and have met expectations as part of a student growth assessment system used by a school in the field of licensure sought by the student. The principal shall determine which clinical educator best meets the needs of each intern and shall assign the most appropriate clinical educator to that intern, with priority consideration for those clinical educators rated as "distinguished" and "accomplished." If a principal determines that a teacher rated as "proficient" is the most appropriate clinical educator for an intern, the principal shall maintain records of the reasons for that determination.
4. Must express a willingness to assist the student teacher with completing the requirements of the Certification of Capacity Requirements and edTPA requirements.
5. Must agree to allow the candidate access to appropriate student data and permission to differentiate within the classroom.
6. Must agree to attend any meetings or trainings required by Barton College

Preferred:

7. Willingness to work with student teachers and the commitment to devote the amount of time necessary for careful supervision and guidance.

8. Skill in demonstrating a variety of teaching methods including modeling how to use data for planning and to ensure student growth.
9. Willingness to allow the student teacher to assume fully the responsibilities of a teacher for a minimum of 4 weeks and to provide ongoing opportunities for teaching and co-teaching, even at the end of the student teaching internship.
10. Willingness to allow the student teacher to experiment with instructional strategies.
11. Flexibility to develop new methods and techniques in cooperation with the student teacher.
12. Possession of a master's degree and/or National Board Certification is preferred.
13. At least one year in the current teaching assignment at the school.

Policies Governing Student Teaching

The primary consideration in the student teaching experience is the welfare of the students in the public school. Student teachers are expected to make reasonable adaptations to the local school, its programs and practices. It is not the objective of the College to alter local school programs and policies.

During the entirety of the student teaching experience, student teachers, although not under contract, are legally members of the school staff and are required to observe the regulations and policies applicable to all contractual employees.

The following rules and policies are applicable and should be carefully noted.

Health Forms

Students are required to turn in health forms to the Director of Field Experience prior to student teaching. This is a state requirement. Student teaching time will not begin until the health form is on file in the School of Education office. It is suggested that student teachers keep a copy of the health form for submission with job applications. (The School of Education will not be responsible for returning this form to the student teacher after the internship.)

Liability

Although a student teacher under the supervision of a licensed teacher has the same legal protection given to the teacher, Barton requires students to have personal liability insurance during the student teaching experience. Students may obtain insurance through membership in SNCAE. Proof of liability insurance must be turned in to the Director of Field Experience prior to student teaching.

Teacher candidates may visit the SNCAE web site to join this organization, receive the liability insurance, and review membership benefits, as listed here. <https://www.ncae.org/join>

- Opportunities to network with future and current educators.
- Become a part of a community of student leaders who are advocates for education, involved in their community, and engaged in on-going professional development.
- Access to SNCAE/NCAE/NEA workshops and conferences.
- Discounts on credit cards, theme parks, car rentals, hotels, and more!
- \$1,000,000 in liability insurance protection any time a student is working with school children as part of his or her pre-work training – even if simply observing a class.
- As a first-year teacher, students receive a \$20 rebate from NEA and a \$10 rebate from NCAE for every year as a student member!

Attendance

1. Regular attendance at the school is mandatory. In the event of personal illness or extreme emergency, the cooperating teacher and the college supervisor must be notified immediately, as early as possible prior to the beginning of the school day (prior to 8:00 a.m.). If the cooperating teacher cannot be reached, the principal must be notified. Students must notify the Director of Field Experience in writing within 48 hours of absence. Students will be allowed up to three days absence for sickness or for family emergency during the student teaching semester (August through December or January through May). This time does not have to be made up, as long as written documentation is provided. After three days, the student must teach one additional day for each day absent. Failure to provide this notification will be noted as a lack of professionalism on the Certification of Capacity.

2. The student teacher must be punctual in arriving at the school in the morning and must be prompt and reliable in carrying out assigned responsibilities.
3. Attendance at faculty meetings, PTO meetings, teacher-parent conferences, and other afterschool and evening school activities is required.
4. The schedule of the cooperating teacher will determine the student teacher's schedule for reporting to and leaving school daily.
5. In the event of a conflict between the schedules of the College and the public school, the schedule of the public school takes precedence and will be followed. Student teachers will be on vacation only when the public school observes vacation periods.
6. It is strongly recommended that student teachers not work during the student teaching experience. Work outside the school is never an excuse to leave school early, miss after-school events, or be less than prepared for the teaching day. The student teacher can be restricted from work if the college supervisor and the Director of Field Experience feel that the student teacher needs to spend more time preparing for the school day. No accommodations will be made for students to leave school early or to miss a school activity in order to go to work.
7. Student teachers are advised to follow the dress code of the school in which they are placed. It is expected, however, that a professional appearance be maintained at all times.

Substitute Teaching for the Cooperating Teacher

In the event the cooperating teacher is not able to report to school, the student teacher will not be expected to assume teaching responsibilities without support and assistance from appropriate local school personnel. A regular substitute teacher should normally be responsible for the classroom; no student teacher should feel obligated to substitute. If a student teacher is willing to serve as a substitute, the following policies apply:

1. The student teacher will be allowed to substitute only after at least one successful observation by the college supervisor. The student teacher, college supervisor, and cooperating teacher should work together to determine if the student is ready to be in charge of the class.
2. Student teachers will not be permitted to substitute for more than two days in a row without approval from the college supervisor in consultation with the Director of Field Experience. Student teachers may substitute for up to five days during the semester of student teaching. Students should inform the Director of Field Experience of all substitute teaching.

3. Student teachers may not substitute teach in any class other than the one to which the student teacher has been assigned.
4. Student teachers working as substitutes may receive financial remuneration for performing professional duties that are directly related to the student teaching experience; however, financial remuneration should be neither required nor expected. This is determined by the system in which the student is teaching.
5. Student teachers may not be excused from their responsibilities in order to participate in activities not directly related to student teaching, such as proctoring exams for other teachers, assisting other teachers in computer labs, etc. Their responsibility is with the classroom to which they have been assigned.
6. Student teachers may assist in the classroom in order to make it possible for the cooperating teacher to attend the cooperating teacher training and luncheon at Barton College.
7. Student teachers may not be released before the end of the semester to serve as a substitute teacher. State law requires 16 weeks of supervised student teaching.

Workdays

1. Student teachers are expected to report to the school and participate in teacher workdays. On those occasions when the cooperating teacher is not present on a workday, the student teacher is required to report for work.
2. On workdays, tasks should be given and explained to student teachers that acquaint them with the wide variety of professional work required of a professional teacher.
3. Many school systems offer in-service training on workdays. Student teachers are encouraged to attend any in-service/professional development opportunities offered on a workday.

School Planning Teams

1. Student teachers should participate on any committees on which the cooperating teacher is serving. It is advisable, however, for the cooperating teacher to work with the student teacher to ensure that this does not become an overload.
2. Student teachers have many individual talents. They should seek out ways to make a contribution to the school community.
3. Student teachers are expected to work with any individuals or groups, which will help them successfully, complete all requirements for NC Licensure, including edTPA.

Job Interviews

Student teachers are allowed to miss two days of student teaching to attend two teacher recruiting fairs and/or job interviews. Prior to the absence, the student teacher must receive approval by the college supervisor and the cooperating teacher to be absent from the student teaching classroom for the specific dates and events.

Fees

A Student Teaching Fee will be assessed according to the Barton College policy.

Early Involuntary Termination of Student Teaching Policy

There are times when it is in the best interest of the public school system and Barton College that a student teacher be removed from the classroom prior to completion of the student teaching experience. The Director of Field Experience, the college supervisor, the cooperating teacher and the principal of the public school must be in agreement. The Dean of the School of Education will be informed.

The student teacher will be notified of the final decision in writing by the Dean of the School of Education. A copy of the notification will be sent to the principal of the school.

Updated policy 10/24/2017

Ethical Use of Technology

It is imperative that students utilize technology in a responsible and professional manner. Barton teacher education candidates exhibiting acceptable use of technology resources are expected to:

1. Abide by all federal, state, and local laws.
2. Abide by all student and employee conduct and technology usage regulations provided by Barton College and those of the public school system.
3. Abide by all copyright, trademark, and licensing agreements and laws.
4. Refrain from transmission of obscene or pornographic images, messages, or cartoons or any transmissions or use of communications that may be construed as harassment or disparagement of others.
5. Refrain from downloading or using entertainment software, websites, or other files not related to the business of education. This should NEVER be done while on a school computer.
6. Remember that the use of the network resources must be in support of educational goals only.
7. Abide by the NC Code of Ethics for Educators.

Responsibilities of the Student Teacher

The quality of the student teaching experience is directly and significantly related to how well the student teacher understands and carries out the duties and responsibilities of an effective classroom teacher. The type and quality of involvement in the teaching-learning situation are important. Each of the following responsibilities should receive careful consideration:

1. Display a keen and intense interest in teaching.
2. Establish and maintain a professional attitude toward teaching, students, parents, teachers, and the school administration.

3. Plan all instructional activities carefully well in advance. All student teachers will develop **daily** lesson plans using a format acceptable to the cooperating teacher and the college supervisor. Copies of all lesson plans should always be available for classroom observers/visitors/ and school administrators. **Cooperating teachers will review the student teacher's plans BEFORE they are taught.**
4. Attend and participate in all meetings of the school faculty.
5. Assist with any extracurricular activities and routine duties for which the cooperating teacher has responsibility.
6. Be on time or early every day. Absences must receive the approval of both the college supervisor (and Director of Field Experience) and the cooperating teacher.
7. Follow the work and vacation schedules (calendars) of the local school district.
8. Conform to accepted standards of conduct and dress in the school and in the community where the school is located.
9. Display initiative, resourcefulness, and creativity in meeting, planning, and teaching responsibilities.
10. Be prompt and accurate in completing records and turning them in on time. This includes all requirements at the school and for the college supervisor.
11. Protect the confidentiality of student disclosures and school records; confidential information must be handled and used in a very professional manner.
12. Refrain from sharing information about students, school personnel, and peers.
13. Assume appropriate responsibility for classroom management in cooperation with the cooperating teacher.
14. Seek critiques of strengths and weaknesses, professional and personal; accept constructive criticism in a positive manner.
15. Evidence a sincere desire to improve teaching techniques by seeking ideas and assistance from all available sources—cooperating teacher, other teachers, college personnel, library, professional journals, Barton curriculum lab, etc.

16. Reduce all activities, work, and campus responsibilities to a minimum; student teaching duties must come first. It is recognized that certain college departments have senior year requirements in their majors which necessitate the student teacher's presence. The student teacher's primary responsibility is to student teaching in the public school, but an effort will be made, when no hardship is placed upon the student teaching assignment, to accommodate such required activities when they are brought to the attention of both the cooperating teacher and the college supervisor well in advance.
17. Know first aid procedures in the school and know the health problems of students under your jurisdiction.
18. In addition to other preparations necessary to meet student teaching responsibilities, the student teacher must prepare supplementary materials for submission to the college supervisor, as follows:

Required

- Written Lesson Plans: There are many variations on the standard lesson plan format. Complete lesson plans are required for each content area. Detailed lesson plans must be completed one week in advance. Maintain an orderly file of all lesson plans and have them available for the college supervisor to review.
- Student Teaching Schedule ([Appendix B](#)). The student teacher will submit to the college supervisor on a regular weekly basis a comprehensive daily schedule of the times during each day in the upcoming week when actual teaching can be observed. The schedule, in so far as possible, must be accurate and must be followed. College supervisors must be notified when there is a change in the teaching schedule. It is mandatory that teaching schedules be sent to college supervisors prior to each week of teaching. College supervisors are aware that classroom schedules are sometimes subject to change on a moment's notice for one reason or another.
- Verification of Full Time Teaching. **A minimum of four weeks of full time teaching is required of each student teacher for each 10 or 16 week placement.** At least two weeks of full time teaching is required in each assignment for student teachers with a half placement (6 or 7 week placements). Full time teaching is defined as the portion of student teaching in which the student teacher assumes complete responsibility for the planning and presentation of the total classroom program. The student teacher will inform the college supervisor of the dates for the period of full time teaching. This should be noted on the weekly teaching schedule. Students are encouraged to teach all day for as long as possible. When full time teaching is complete student teachers are still required to teach in some capacity until the last day of placement.

- Student teachers are to record their reflections, keep them up to date and share them with the college supervisor. These reflections are a part of the documentation needed to meet the requirements of the Certification of Teaching Capacity. Each supervisor will have specific reflection requirements. The basic reflections are scaffolded and monitored within the Capstone course.
- Students are required to continue teaching after the full-time experience ends. They may co-teach part of the day and teach at least part of the day on their own. Student teachers can be in charge of small groups. The requirement is for student teachers to be actively involved in the classroom throughout the school day until the last day of student teaching.

A Few Important REMINDERS for Student Teachers:

Take the initiative: Ask what the teacher needs help with and get involved quickly. Do not wait for someone to “ask” you to do something! Look around to find what you can ADD to the classroom. Your supervisor should be able to SEE your presence in the classroom that you make with their approval, such as new bulletin boards, purposeful seating arrangements, new ideas implemented in the classroom, and improved student work.

You are a guest. This not your classroom. Work WITH your cooperating teacher when making changes.

Focus on your classroom during school time. DO NOT work on your reflections, capstone course assignments, or other Barton work during your school day. You should focus on the students and on your teaching responsibilities at all times.

Role of the Cooperating Teacher

The cooperating teacher is probably the single most important person in the preparation of student teachers. The cooperating teacher influences the student teacher’s overall mode of teaching, professional attitude, understanding of the teaching-learning relationship, classroom management, ability to plan and organize instructional technique, and enthusiasm for teaching. Supervising a student teacher offers a challenging opportunity to influence a student teacher’s career and to improve the quality of teaching in our schools.

One of the most critical decisions faced by the cooperating teacher is to decide how much responsibility to delegate to the student teacher and when to delegate it. The first consideration, of

course, must be the welfare of the public school students. Because each cooperating teacher and student teacher are unique, no single set of guidelines can be used to decide when a student teacher is ready for additional responsibilities; however, the college does suggest that the cooperating teacher provide early and challenging teaching tasks for the student teacher so long as a quality educational program is maintained for the public school students. Appendix C gives suggestions for developing a teaching load.

The following list outlines the fundamental responsibilities of the cooperating teacher

1. Provide a cooperative working relationship with the student teacher, one that signals there are now two teachers in the classroom. Prepare your classroom and your students for the arrival of a student teacher.
2. Orient the student teacher to the complexity of the school—its personnel, resources, policies, procedures, community relations, etc. Make introductions and provide tours.
3. Provide the student teacher with textbooks, schedules, handbooks, technology resources, courses of study (local and state), and other materials needed to carry out instructional responsibilities. Assign the student teacher a working space within the classroom.
4. Schedule appropriate orientation sessions and observations in other classrooms, school resource facilities—computer room, library, office, etc.
5. Establish with the student teacher a clear understanding of when assigned work is due, the quality of work expected, and the format that must be followed. Lesson plans are required by the College and should be submitted to cooperating teachers a week in advance for review.
6. Add teaching responsibilities as the student teacher develops confidence and exhibits the competence to plan, organize, and implement an effective program of instruction.
7. Encourage the student teacher to try new ideas, teaching strategies, and classroom arrangements during this experience.
8. Establish a time each week to hold regular conferences with the student teacher. Use the time to plan, critique specific strengths and weaknesses, and offer constructive suggestions for improvement.

9. Provide the student teacher with opportunities to observe the cooperating teacher at the end of the experience as well as at the beginning. Assist the student teacher with making arrangements to observe other outstanding teachers in the building or school district.
10. Complete two written evaluations on the approved forms—a form for mid-term and a form for the final evaluation (Appendix D). (In half-placements, only a final evaluation may be done in some cases.) Review them with student teacher and give them to the college supervisor.
11. Have conferences with the student teacher to review the evaluations made on the midterm evaluation form and the final evaluation form. This is a valuable experience for the student teacher and provides a good opportunity for discussion about the student teaching experience as a whole. It should also be a time to discuss long-range suggestions for improvement.
12. Ensure that the student teacher is well prepared for class instruction. The student teacher should not be allowed to teach unless plans are approved in advance.
13. Help the student teacher gather and learn to use student data for planning, grouping, and differentiated instruction.
14. Assist the student teacher as he/she works to meet all requirements on the Certification of Capacity.
15. Contact the college supervisor if there are any problems or questions. Contact should be made while the problems are small and can be more easily resolved.
16. Allow the student teacher to participate in parent conferences, IEP meetings and any other sessions that might impact the students you are both now teaching.
17. Verify the Student Teaching Log hours via a signature.
18. Complete the online evaluation form for the cooperating teacher. A link will be emailed to you.

A few Important Reminders for Cooperating Teachers:

1. The College Supervisor will contact you the first week of student teaching. He/she will arrange to make a visit to your classroom.
2. Establish an open line of communication between you and the college supervisor.

3. Check student teaching time logs, lesson plans, and data frequently.
4. Establish a set time each day and week to meet with your student teacher in order to establish rapport and to provide feedback and guidance.

Role of the College Supervisor

The college supervisor is a liaison between the public school and the College and has the responsibility for dealing with all questions and problems that might arise in a student teaching assignment. Each college supervisor will make at least five visits during the semester (three for add-on licensure placements) to observe the student teacher in action, to confer with the cooperating teacher and the principal, and to discuss progress, plans, etc. with the student teacher. Most visits are unscheduled, but the college supervisor will schedule a visit when requested to do so.

The college supervisor is responsible for assigning the final grade for the student teaching experience. This grade is based on evaluations made by the cooperating teacher, conferences between the college supervisor and the cooperating teacher and other school officials, and observations of the student teacher's classroom performance by the college supervisor. It is, therefore, important for supervisors to consistently document strengths and weaknesses well and to keep data related to the growth of the student teacher over time.

The college supervisor is expected to:

1. Communicate with both the cooperating teacher and student teacher on a regular basis to ensure that requirements are met, to solve problems, and to evaluate.
2. Observe and provide specific descriptive evaluative feedback to the student teacher at least five times during the semester for full-service placements and three times for a half placement.
3. Be a constant resource person for both the student teacher and the cooperating teacher and to assist in any way possible.
4. Maintain written evaluations of daily visits, of midterm progress, and of final assessments of student teaching, and to discuss these evaluations with the student teacher.
5. Collect all forms from appropriate individuals and submit them to the Director of Field Experience.

6. Assist with completion of licensure requirements as needed
7. Assign the final grade.
8. The College Supervisor is the liaison between the cooperating teacher and the college. College supervisors are expected to acquaint cooperating teachers and school personnel with the philosophy, objectives and program requirements related to student teaching.
9. Oversee the student teacher's production of the edTPA tasks, in accordance with the guidelines for assisting candidates with edTPA work.
10. Stay in contact with the Director of Field Experience and the Dean of the School of Education throughout the semester to ensure seamless communication and ultimately, student success.

Role of the Director of Field Experience

The Director of Field Experience is expected to:

1. Work with the Dean and faculty of the School of Education, along with appropriate personnel in the school system, to ensure a high quality teacher education program.
2. Establish and maintain channels of communication between representatives of the cooperating schools and the College.
3. Secure and process applications for student teaching and arrange for student teaching placements with cooperating school systems.
4. Administer and coordinate assignments of student teachers for field experiences prior to student teaching.
5. Provide cooperating teachers with all necessary forms and explanatory information relevant to completing them.

Role of the Dean of the School of Education

The Dean of the School of Education has the overall responsibility for the Teacher Education Program at Barton College. He or she serves as Chair of the Teacher Education Committee, which is the overall policy-making body for the Teacher Education Program. It is the responsibility of the Dean to:

1. Work with the Vice President of Academic Affairs, other deans, administrative officers, the Director of Field Experience, faculty, and the Department of Public Instruction to develop and maintain a high quality teacher education program.
2. Evaluate all requirements and coursework to ensure satisfactory progress of the student teachers toward meeting graduation and licensure requirements.
3. Recommend students for teacher licensure who meet all requirements.

Evaluation of Student Teaching

The college supervisor and the cooperating teacher have opportunities to evaluate the competencies of the student teacher and to encourage a process of constant self-evaluation. Self-evaluation will serve to strengthen effective teaching procedures, relations with students and staff, effective use of one's personality in the classroom, and professional attitudes. Student teachers are strongly urged to set aside periods of time for reflection and examination of their instructional effectiveness. The ability to assess one's own strengths and weaknesses is a very desirable professional attribute.

Evaluation forms used to evaluate the performance of the student teacher are distributed to cooperating teachers by the college supervisor or the Director of Field Experience. The evaluation forms, known as the "Certification of Capacity," are required by the state of North Carolina and are submitted as "Evidence 4". Candidates to be recommended for licensure, the college supervisor, cooperating teacher, and principal must sign the final observation form and indicate that the candidate's performance was at the proficient level on each indicator. (All other licensure requirements must also be met.)

Those involved in the evaluation process who see incompetence and/or marginal competence which may indicate lack of probability of future success should call these problems to the attention of College and public school officials. In addition, these problems should be communicated to the student teacher at the earliest possible time so that corrective measures may be undertaken.

Although a final grade on student teaching is assigned by the College, every effort is made to minimize the importance of the grade. Student teachers are directed to participate in the teaching-learning process with no goal in mind other than to do their best. The final evaluation of competence, made on the Student Teacher Evaluation form, is by far more important than the final grade. They are not expected to perform as "master" or "complete" teachers during or at the end of student teaching. Teacher preparation is a long process which may span several years; student teaching is but the initial phase of that process. It is far more important to focus the attention of the student teacher on measuring up to the competencies listed on the evaluation form than to allow inordinate importance to be attached to a letter grade. (NOTE: Student teachers are instructed by college officials not to discuss "grades they may want or need" with cooperating teachers in any way. Those who initiate such discussions should be told to direct their attention and efforts toward their teaching duties or to discuss the issue directly with the Director of Field Experience.)

Grading standards and procedures differ among colleges and universities. A five-letter grade scale, with pluses and minuses, is used at Barton College—A, B, C, D, F. Cooperating teachers should carefully review the following “Standards for Grading Student Teachers” and adapt them for use in marking the midterm and final evaluation forms.

Standards for Grading in Student Teaching

- A. The student teacher receiving an “A” grade is highly recommended for licensure. He/she has:
1. Demonstrated outstanding academic and teaching ability characterized by excellence in planning, organizing, and evaluating.
 2. Displayed creativity and wise use of data in planning and presenting lessons.
 3. Utilized a wide variety of teaching and evaluation methods.
 4. Exercised very mature judgment in dealing with classroom situations and problems.
 5. Recognized and dealt creatively with individual differences among students.
 6. Shown a superior level of effectiveness in handling human relations—students, faculty, parents, administration.
 7. Demonstrated the ability to evaluate self in a careful and detailed manner.
 8. Proved to be reliable, dependable, and consistent in meeting professional responsibilities.
 9. Accepted and utilized constructive criticism in a positive manner.
 10. Has accomplished all elements on the IHE/LEA Certification of Capacity in a consistent manner. In other words, items were demonstrated in an ongoing fashion and not just once.
 11. Has submitted all required edTPA documentation on time and has earned a satisfactory evaluation on each of the three tasks.

In summary, the student teacher earning an “A” has done an **overall superior and outstanding** job. He/she can be expected to be a superior teacher.

- B. The student teacher receiving a “B” grade is strongly recommended for licensure. He/she has:
1. Demonstrated good academic ability to plan, organize, implement instruction, and evaluate.
 2. Displayed above average competence in the ability to make lesson presentations and using student data in the classroom.
 3. Utilized an appropriate variety of teaching and evaluation methods.
 4. Exercised good judgment in dealing with various classroom problems and situations.
 5. Recognized and handled effectively individual differences among students.
 6. Shown an above-average level of effectiveness in handling human relations —students, faculty, parents, administrators.
 7. Practiced good, effective general self-evaluation.
 8. Proved to be very reliable and dependable.
 9. Accepted constructive criticism in a positive manner.
 10. Has met all items on the IHE/LEA Certification of Capacity.
 11. Has submitted required edTPA documentation and earned a satisfactory evaluation on each of the three tasks.

In summary, the student teacher earning a grade of “B” has done an **above-average job**. He/she has potential, and with more experience and time can be expected to be a fine teacher.

- C. The student teacher receiving a “C” grade is recommended for licensure. He/she has:
1. Demonstrated adequate academic ability to plan and organize and to implement instruction.

2. Displayed adequate competence to make lesson presentations in the classroom.
 3. Utilized satisfactorily some teaching and evaluation methods.
 4. Exercised appropriate judgment in dealing with most classroom situations and problems.
 5. Recognized and handled with few problems individual differences among students.
 6. Shown an average level of effectiveness in handling human relations.
 7. Practiced self-evaluation satisfactorily.
 8. Proved to be generally reliable and dependable.
 9. Accepted constructive criticism.
10. Has demonstrated the potential to meet the items on the IHE/LEA Certification of Capacity plan.
11. Has submitted required edTPA documentation and earned a satisfactory evaluation on each of the three tasks.

In summary, the student teacher earning a grade of “C” has done an **adequate job**. There has been some growth in important areas—knowledge base, planning, organizing, utilizing media, teaching—and indications are that further improvement is both needed and likely. With experience and time, he/she can be expected to teach “at standard” as a competent teacher.

- D. The student teacher receiving a grade of “D” is not recommended for licensure. The College reserves the right to assign a grade of “D” to any student who, in the judgment of public school and college personnel, should not be licensed. The student is allowed to graduate. Any of the following will be basis for not recommending licensure. He/she has:
1. Demonstrated inadequate classroom technique and judgment in handling students.
 2. Proved to lack knowledge in subject matter.
 3. Been unable to establish and maintain professional relationships with cooperating teacher and/or administrators.

4. Demonstrated lack of conceptualization of appropriate methods and development of techniques which generate learning and motivate students.
 5. Displayed poor attendance and promptness in meeting professional responsibilities.
 6. Been unappreciative of constructive criticism and has not dealt with it in a positive way.
 7. HAS not been able to meet all elements of the IHE/LEA certification of capacity in a consistent manner.
- E. The student teacher receiving a grade of “F” is not recommended for licensure and will not be allowed to graduate with a Teacher Education licensure degree. Any of the following may be the basis for not recommending licensure. He/she has:
1. Shown both an unsatisfactory professional attitude and improper conduct in relations with school and college authorities.
 2. Shown NO ability to handle students in the classroom effectively, to develop their interests, and to establish good motivational techniques.
 3. Compiled a very poor record of attendance and promptness.
 4. Been unable to meet the minimum full-time teaching assignment requirements.
 5. Withdrawn from the student teaching experience at the request of public school personnel or at the discretion of college authorities.

Final Word

Barton College very much appreciates the willingness of cooperating teachers to share their expertise and time in the development of beginning teachers. We welcome any suggestions for structuring and implementing changes that will strengthen the student teaching experience and hope that our working relationship has resulted in professional growth for everyone involved- college personnel, cooperating teachers, and student teachers. A remark is often made by cooperating teachers to the effect that, “one of the pleasures of working with student teachers is that I learn as much from them as they learn from me.” We hope that this will continue to be the case.

The College hopes that the professional relationship between public school teachers, school administrators, and college personnel will be lasting and mutually beneficial. The teaching profession and the quality of a child's education are ultimately most affected by this team effort and its success. Thank you for the contributions that you make in the training of Barton's student teachers.

APPENDICES

- A - [Guidelines for Class Observation](#)
- B - [Suggested Teaching Schedule](#)
- C - [Readiness-Sequence Approach and Suggestions for Developing a Teaching Load](#)
- D - [Student Teacher Evaluation Form - Midterm and Final](#)
- E - [What is the edTPA and the Role of Cooperating Teachers](#)
- F - [College Supervisor's Telephone Extensions at Barton College](#)

Appendix A: Guidelines for Class Observation

Student teachers will spend a few days observing the classroom. They will also make observations during the semester prior to student teaching in the EDU 400 practicum. While observing, students should be paying attention to the following items:

I. The classroom environment

- A. Physical facilities: physical plant, equipment, materials, resources, etc.
- B. Interest centers: library, reference, science, etc.
- C. Displays: student work, bulletin boards, charts, etc.
- D. Cooperating teacher's organizational structure
- E. Classroom routines and procedures

II. The learners

- A. Seating arrangement: provisions for individual and independent work as well as provisions for group work
- B. Obvious individual differences: age, size, dress, ability, attention, speed of work, desire to volunteer, interest, behavior patterns, etc.
- C. Student interactions with the teacher, other students and classroom environment
- D. All special needs of students

III. The learning activities

- A. Introduction to lesson
- B. Apparent objectives
- C. Procedures: methods, techniques, materials, devices used by the teacher
- D. Organization of lessons: evidence of effective planning
- E. General tone of learning climate: students feel free and responsible to contribute to class work

IV. The teacher

- A. Utilization of time: motivating, instructing, individual assistance, evaluating, etc.
- B. Evidence as to liking children, liking teaching, possessing a sense of humor, vitality, degree of understanding, creativity, overall effectiveness

V. The observer

- A. Were you interested or bored—why?
- B. What was unusual about this observation?
- C. What changes would you make in this classroom?
- D. What effects did the classroom environment, the teacher, and the learning activities have upon the learners?

E. Reflect on what is observed each day. How might you address the issues? How might you best embrace the ideas and procedures in place?

Appendix B: Suggested Teaching Schedule

Student teachers can modify. It is important, however, to submit a schedule to the college supervisor each week.

Student Teacher _____ **School** _____

My teaching schedule for the week beginning Monday _____ **(date)** Please be
sure

you are clear about WHO is teaching at the time. Your supervisor needs to come
see

YOU teach. You should write either your name, or your teacher's name in the
TEACHER column according to who is teaching the lesson.

Time	Subject	Room	Teacher	Mon	Tues	Wed	Thurs	Fri

NOTE: Turn this form in to your college supervisor no later than Friday of the week preceding the week's teaching schedule shown above. "Teaching" is defined, for purposes of filling out this form only, as the time when you are actively engaged in making a presentation and implementing learning activities in the classroom.

Explanatory comments about your teaching schedule for this week:

Appendix C: Readiness-Sequence Approach and Suggestions for Developing a Teaching Load

(Sequencing and Pacing the Student Teaching Experience)

This approach to assigning increasingly more demanding teaching responsibilities to the student teacher is based on demonstrated readiness to handle those responsibilities. **Both the sequence of student teaching activities and the rate of progress through them may be different for each student teacher.** Cooperating teachers and college supervisors, consulting frequently, should evaluate each individual's readiness to assume additional professional responsibilities and guide progress accordingly. A Readiness-Sequence Approach incorporates the concepts of both readiness for more assigned tasks and readiness for more difficult professional tasks.

Both the cooperating teacher and the college supervisor must realize that this approach is valid only when viewed as a sequence an individual student teacher will progress through at the individual's unique pace, not a sequence to be experienced by a group in unison, lockstep fashion. In addition, the individual student teacher's ability to demonstrate the behaviors listed below should not be viewed and evaluated in an absolute sense—"they either can do it or they can't"—but should be tempered with knowledge of the individual's efforts to improve, rate of progress, and perhaps professional educated guesses as to the level of ability that may be demonstrated at some future time. For example, a student teacher may be having some difficulty with pacing lessons appropriately—getting on task, providing optimum time on task, getting off task—but progress is quite evident; therefore, delaying assigning additional teaching responsibilities may be counterproductive, when what is needed is more experience with pacing lessons. Knowing that the individual student teachers will experience unique problems and demonstrate unique abilities, the "demonstrated behaviors" listed might be used in evaluating an individual student teacher's readiness with some flexibility accorded those differences that affect mastery and progress.

Again, the absolute mastery of every skill or competency behavior in a group may not be required before the student teacher can take on the additional teaching responsibilities indicated, but it is a strongly recommended procedure not to permit the student teacher to take on additional tasks until readiness is demonstrated to a high degree on the great majority of skills in the group.

As the student teacher nears the end of an extended period of continuous days of full-time teaching—not less than four weeks—decisions must be made about returning teaching responsibilities to the cooperating teacher. These decisions are made in cooperation with the cooperating teacher and the college supervisor. While the student teacher's role may change to some degree at this point, **the student teacher is still expected to be actively involved in**

teaching all day until the end of the semester. There are times when the teaching might include co-teaching of the cooperating teacher and the student teacher and other times might involve having the student teacher teach individuals or small groups of students, or other teaching arrangements besides teaching the full class. However, the student teacher should be involved in classroom the full school day until the end of the semester.

Please note this additional important information:

1. Careful consideration must be given to a time frame suitable for the student teacher to return teaching responsibilities to the cooperating teacher. Decisions must be made about when content area teaching responsibilities will be returned and in what sequence. These decisions may take into account factors which may be unique in each student teaching situation, such as:
 - a. completing on-going units and activities and completing specific licensure requirements.
 - b. providing additional opportunities to evaluate the student teacher's mastery and progress.
 - c. a request by the student teacher to continue teaching.
 - d. classroom instructional programs that are more effective with two teachers handling instructional responsibilities, thereby using the abilities of the student teacher while he/she is there.
2. It is required that the student teacher continue to have teaching duties to the last day. This will ensure active involvement with the students. The student teacher will also maintain a higher level of interest and derive a greater sense of achievement and satisfaction.
3. Arrangements should be made to provide the student teacher with opportunities to observe other instructional settings during the latter part of student teaching and to participate in some activities in those settings. Some possible areas of observation might be computer labs, exceptionalities, library, counseling sessions, testing, etc.

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Appendix D: Student Teacher Evaluation

LEA/IHE Certification of Teaching Capacity

Candidate Name: _____ School: _____

Cooperating Teacher Name: _____ Grade: _____

LEA: _____ IHE: _____

In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.

Standard/Element	Proficient Descriptor	Rating
Professionalism		
1e. Teachers demonstrate high ethical standards.	1e.1 Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Classroom Climate/Culture		
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	2a.1 Maintains a positive and nurturing learning environment.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2c. Teachers treat students as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every student.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Instruction		
2b. Teachers embrace diversity in the school community and in the world.	2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	2b.2 Incorporates different points of view in instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Candidate initials: _____ revised

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Standard/Element	Proficient Descriptor	Rating
3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> .	3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3b. Teachers know the content appropriate to their teaching specialty.	3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3d. Teachers make instruction relevant to students.	3d.1 Integrates 21st century skills and content in instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4c. Teachers use a variety of instructional methods.	4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Integrates technology with instruction to maximize students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4e. Teachers help students develop critical-thinking and problem-solving skills.	4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4f. Teachers help students to work in teams and develop leadership qualities.	4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Evaluation/Assessment		
1a. Teachers lead in their classrooms.	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard</i>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4h. Teachers use a variety of methods to assess what each student has learned.	4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
5a. Teachers analyze student learning.	5a.1 Uses data to provide ideas about what can be done to improve students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Impact on Student Learning		
1d. Teachers advocate for schools and students.	1d.1 Implements and adheres to policies and practices positively affecting students' learning	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2d. Teachers adapt their teaching for the benefit of students with special needs.	2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Candidate initials: _____

9/28/08 Version

9/28/08 Version

LEA/IHE Certification of Teaching Capacity

In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.

SIGNATURES

Note: The candidate signature does *not* imply agreement with the ratings. All other signatures verify the accuracy of and agreement with the ratings on each descriptor.

Individual	Printed Name	Signature	Date
Candidate			
Cooperating Teacher			
Principal (or designee)			
University Supervisor			
Comments (optional):			

Fall 2022_Revised

Appendix E: What is the edTPA and the Role of Cooperating Teachers

What is the edTPA and the Role of Cooperating Teachers

The edTPA is a performance based portfolio assessment. It is designed by educators to ensure new teachers have the skills required of a professional educator. This is the FIRST assessment of this type that our students have encountered. It is not graded by the faculty at Barton but is sent to national assessors. Students must pass the edTPA to be recommended for licensure by Barton College. The newness of all of this generates much stress for our students. Barton has scaffolded the experience in order to help our students be successful. The students complete Mastering the edTPA course fall of their senior year which teaches them all about what the edTPA is and what the rubrics mean. Every methods course includes some component of the edTPA in the curriculum. Students take a course called Differentiated Instruction right before they student teach. This course leads them through the writing of TASK 1 of the edTPA. Students will write a 5 day differentiated learning segment according to the requirements of the Task 1 edTPA rubric. Your student teacher will ask you for a suggested objective or topic they can teach in January. This is important as it will become the learning segment they teach, record, and reflect upon for their edTPA portfolio. Candidates will also ask you for student data. They are building a class profile sheet of data they can use for planning. The real names of your students, school, district, or cooperating teaching will NOT be used, so you can provide data as needed.

Barton teacher candidates will be enrolled in a course called Submitting the edTPA during student teaching. Student teachers will create an instructional timeline to guide through their student teaching experience and completing/submitting their edTPA. Our faculty work with the students to make sure everything is in order and help the students submit the portfolio within this course.

As a cooperating teacher, you do not really need to be a master of the edTPA or even know much about it. Our students have materials they can share with you. Here is a link with some of the basic information about the [edTPA](#). Your job is to help the student discern what might be best for your students, review their learning tasks to make sure they will teach the objective and work in your classroom, and help the student reflect on how the daily learning task went and what should happen next. Student teachers will also have to record portions of their teaching. This will require your help because you will need to make sure the video policy for your school is followed.

The concept of the edTPA portfolio is a simple one. Write a 5 day differentiated learning segment, reflect upon it, keep data related to student growth, and provide evidence to support the rubrics. Veteran teachers do this daily and weekly. The hard, stressful part for Barton students is that there are many hoops and requirements which are new. It is also stressful because things have to be done “a certain way” to ensure a passing score. Please rest assured that the professors at Barton have scaffolded the experience, understand the

task, and are supporting the students 120%. If you have ANY questions about this process, please reach out to the Director of Field Experience or to your college supervisor.

edTPA Suggestions for Cooperating Teachers

1. Work with the student to select a learning segment topic to teach in January.
2. Provide all of the classroom data possible.
3. Obtain video permission for your classroom and the Barton student.
4. Help the student teacher select “focus learners” for their learning segment.
5. Lead the student teacher through daily reflections related to instruction and how to meet the needs of students.
6. Strive to understand the “work of student teaching” from the perspective of a young person just learning the ropes.

A Few Warnings:

1. Please do not say you do not write learning tasks. Keep in mind that our student teachers are developing a planning process and you already have one. The student teachers have to study the content, list the questions they will ask, and plan the openings, instruction, and closings for each learning task. This art of teaching does not come naturally to beginning teachers.
2. Please do not stress about edTPA. Our student teachers need a calm presence in the field as they strive for excellence.
3. Please do not share your personal opinion about the edTPA portfolio. It is required by the state and is something that has to be done.
4. The edTPA is not your assessment. We realize that you want your student teacher to do well. It is not your responsibility to remind the student teacher of tasks, write their learning segment for them, or even make sure the learning tasks are taught perfectly. The assessment is for the student teacher. We appreciate you letting them complete it in your classroom.

Appendix F: College Supervisor's Telephone Extensions at Barton College
School of Education Office – (252) 399-6431

Name	Email	Phone Number
Jackie Ennis Dean, School of Education Coordinator, Middle Grades Education	jennis@barton.edu	252-399-6434 Mobile: 252-289-7916
Morghan Bosch Coordinator, Special Education	mbosch@barton.edu	252-399-6433
Angela Gurgainus Coordinator, Elementary Education	amgurgainus@barton.edu	252-399-6537
Barbara Mize Director, Field Experience and Student Teaching Coordinator, Elementary Education	bmize@barton.edu	252-399-6435
Stacey Robinson Coordinator, Residency Education	slrobinson1@barton.edu	252-399-6588
Kim Tarkenton Coordinator, Birth-Kindergarten Education	kctarkenton@barton.edu	252-399-6434