



School of Education Teacher Preparation Manual

Academic Year 2024-2025

School of Education
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About the School of Education

For an in-depth overview of Franklin Pierce University's and the School of Education's rules, regulations, and policies, please refer to the 2024-2025 [Academic Catalog](#).

Mission Statement

We strive to be a dynamic teaching and learning community for educators. A community which fosters an understanding of and an engagement with educational aims, purposes, and pedagogical practices that involve all students in deep, meaningful learning.

The goal of education in plural democratic society is to develop a free and responsible citizenry. To this end, we seek to prepare educators who respect diversity, promote stewardship for our shared world, and actively work to counter discrimination in our increasingly global societies, local schools, and communities. In short, we seek to prepare educators who are leaders of conscience.

Literacies are central to teaching and learning. We work to guide educators to expand their own identities and skills as readers and writers as well as develop competency in the areas of math, science, the humanities, social sciences, and technology. Through careful advising and mentoring in coursework, fieldwork, and action research, Franklin Pierce University students develop competency in planning for differentiated learning and assessment, social learning, the guiding principles of backward curriculum design as well as cooperative and project-based learning to build inclusive learning environments.

We are committed to working collaboratively within our university community, the community of educators, and outside of school settings to prepare educators for the 21st century.

Goals

Through a professional education sequence that emphasizes instructional strategies that is effective and relevant to teaching and learning in today's schools, Franklin Pierce University seeks to prepare educators who:

- work collaboratively within professional communities to support inclusive learning environments where all learners thrive;
- continually deepen their own understanding of specific disciplines and high-impact pedagogical practices, including the integration of technology;
- support student learning by using multiple educational methods of assessment to guide instruction and facilitate meaningful learning based on a continual cycle of evidence-based assessment;
- demonstrate ethical responsibility to children, parents, local, national, and global communities in their professional lives as leaders of conscience.

New Hampshire Ed 610.02 - Professional Education Requirements

Along with the mission and goals of the Franklin Pierce University School of Education, the following serve as teacher candidate competencies for those enrolled in the educator preparation programs. The goals and candidate competencies provide direction for developing and aligning the curriculum, instruction, assessments, and fieldwork for students enrolled in the School of Education

New Hampshire Ed 610.02 | Professional Education Competencies

a) In the area of the learner and learning:

1. Learner development, as demonstrated by:
 - a. An understanding of how learners develop, recognizing that patterns of learning and development vary individually within and across the personal, physical, social, and academic dimensions; and
 - b. The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner;
2. Learning differences, as demonstrated by:
 - a. An understanding of individual differences and diverse cultures and communities;
 - b. Ensuring inclusive learning environments that allow each learner to reach his or her full potential; and
 - c. The ability to employ universal design principles and assistive technology; and
3. Learning environment, as demonstrated by:
 - a. Working with learners to create and access learning environments that support self-directed individual and collaborative learning, based on each learner's interests and passions; and
 - b. Use of learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences;

b) In the area of content:

1. Content knowledge, as demonstrated by:
 - a. An understanding of the central concepts, tools of inquiry, and structure of his or her discipline(s); and
 - b. An ability to create learning experiences that make the discipline(s) accessible and meaningful for learners; and
2. Innovative applications of content, as demonstrated by an understanding of how to connect concepts and use differing perspectives to engage learners in critical and creative thinking and collaborative problem-solving related to authentic local and global issues;

c) In the area of learning facilitation practice:

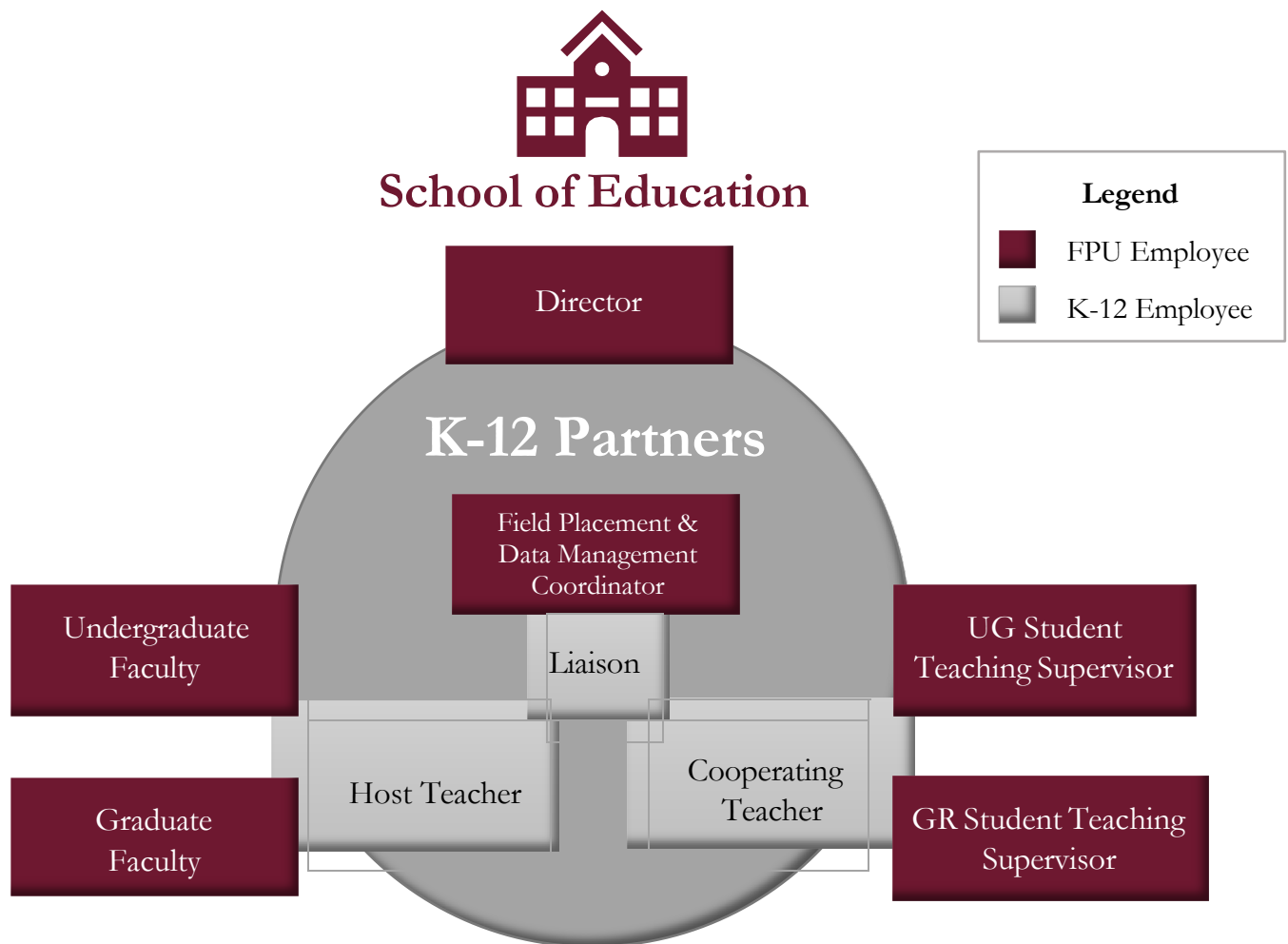
1. Use of assessment, as demonstrated by an understanding and ability to use multiple methods of assessment to:
 - a. Engage learners in their own growth;
 - b. Document learner progress;
 - c. Provide learner feedback; and
 - d. Inform the educator's ongoing planning and instructional practices;
2. Planning for learning facilitation, as demonstrated by an ability, as an active member of a learning community, to draw upon knowledge of content area standards, cross-disciplinary skills, learners, the community, and pedagogy to plan learning experiences that support every learner in meeting rigorous learning goals; and

3. Learning facilitation strategies, as demonstrated by:
 - a. An understanding and use of a variety of strategies and tools to encourage learners to develop deep understanding of content areas and their connections to other disciplines; and
 - b. An ability to build skills in accessing, applying, and communicating information; and

d) **In the area of professional responsibility:**

1. Reflection and continuous growth, as demonstrated by:
 - a. Being a reflective practitioner and using evidence to continually evaluate his or her practice, particularly the effects of choices and actions on students, families, and other professionals in the learning community; and
 - b. Ability to adapt practice to meet the needs of each learner; and
2. Collaboration, as demonstrated by:
 - a. Collaborating, as a member of the larger learning community, with learners, families, colleagues, other professionals, and community members to leverage resources that contribute to student growth and development, learning, and well-being.

Organizational Chart



Faculty/Staff Directory

Communication is the key to success of any collaborative endeavor. It is important that all parties involved in the preparation of a student teacher communicate frequently, honestly, and with an appropriate level of confidentiality.

Please do not hesitate to contact anyone in the department at any time. We are available to answer questions or schedule chat sessions. As we all tell our students, the only foolish question is the one you fail to ask!

All general inquiries should be sent to the School of Education, soe@franklinpierce.edu.

Meet our Education Department!

 <div data-bbox="544 808 673 934">View my Faculty Profile</div> <p>Dr. Elizabeth Lapon <i>Undergraduate Faculty Assistant Professor</i> 603-899-4217 lapone@franklinpierce.edu</p>	 <div data-bbox="917 808 1047 934">View my Faculty Profile</div> <p>Dr. Joan A. Swanson <i>Director, School of Education Associate Professor</i> 603-899-4201 swansonj@franklinpierce.edu</p>	 <div data-bbox="1291 808 1421 934">Profile Coming Soon!</div> <p>Dr. Lisa Thompson-Sousa <i>Undergraduate Faculty Assistant Professor</i> 603-899-4118 sousal@franklinpierce.edu</p>
 <p>Colleen Day, M.Ed. <i>Field Placement and Data Management Coordinator</i> 603-899-1148 dayco@franklinpierce.edu</p>		

Student Licensure Gate Checkpoints

The School of Education works with program faculty and clinical educators to prepare students for fieldwork, student teaching, and licensure. The following gate checkpoints outline the licensure requirements for all education students. Please note that some licensure programs may have additional requirements.

Licensure Gate 1 – Initial Acceptance

Undergraduate Degree	Graduate Degree
<ul style="list-style-type: none">• Gain admission into Franklin Pierce University.• Open an account with the NHDOE and inform us of your NHDOE number.• Pass ED112 with a C or higher.• Pass ED105 with a C or higher.• Pass a name-based background check. <p>These steps should be completed during your freshman year and/or before you take a course requiring field placement hours.</p>	<ul style="list-style-type: none">• Gain admission into Franklin Pierce University.• Open an account with the NHDOE and inform us of your NHDOE number.• Sign your Academic Admissions Worksheet.• Pass ED501 with a B- or higher.• Pass ED505 or ED506 with a B- or higher.• Pass a name-based background check. <p>These steps should be completed during your first semester and/or before you take a course requiring field placement hours.</p>

Licensure Gate 2 – Acceptance into the Teaching Licensure Programs

Undergraduate Degree	Graduate Degree
<ul style="list-style-type: none">• Pass the Basic Assessment of Academic Skills (BASA) tests.• Pass ED224 with a C or higher.• Minimum cumulative GPA of 2.5.• Submit your Teacher Licensure Program Application. <p>These steps are typically completed during your sophomore year.</p>	<ul style="list-style-type: none">• Pass the Basic Assessment of Academic Skills (BASA) tests.• Pass ED510 with a B- or higher.• Minimum cumulative GPA of 3.0.• Submit your Teacher Licensure Program Application. <p>These steps must be completed before applying to be a student teacher.</p>

Continued on the next page...

Licensure Gate 3 – Acceptance as a Student Teacher

Undergraduate Degree	Graduate Degree
<ul style="list-style-type: none"> Complete fingerprinting and criminal history clearance for the NHDOE. Be in good academic standing. Minimum cumulative GPA of 2.5. Complete all required courses in Education with a grade of C or higher. Complete all field placement requirements with positive results on the evaluations and dispositional rubrics. Complete all content area requirements. Though not required, completion of subject area testing is highly recommended prior to student teaching. Submit Application for Student Teaching. <p>These steps must be completed before student teaching.</p>	<ul style="list-style-type: none"> Complete fingerprinting and criminal history clearance for the NHDOE. Be in good academic standing. Minimum cumulative GPA of 3.0. Complete all required courses in Education with no more the two grades below a B-. Complete all field placement requirements with positive results on the evaluations and dispositional rubrics. Complete all content area requirements. Though not required, completion of subject area testing is highly recommended prior to student teaching. Submit Application for Student Teaching. <p>These steps must be completed before student teaching.</p>

Licensure Gate 4 – Graduation & Licensure in New Hampshire

Undergraduate Degree	Graduate Degree
<ul style="list-style-type: none"> Complete all subject area testing. Successfully complete Student Teaching experience. Complete your Student Teaching Seminar and NH TCAP. Apply for recommendation with the state of New Hampshire (optional). <p>These steps must be completed before you can graduate and gain licensure in the state of New Hampshire.</p>	<ul style="list-style-type: none"> Complete all subject area testing. Successfully complete Student Teaching experience. Complete your Student Teaching Seminar and NH TCAP. Apply for recommendation with the state of New Hampshire (optional). <p>These steps must be completed before you can graduate and gain licensure in the state of New Hampshire.</p>

Testing Requirements

Overview of Testing Requirements

There are two critical testing gateways to becoming a New Hampshire licensed educator. The first is that all candidates are required to demonstrate basic competencies in numeracy and literacy (ED601.01a) *prior to full admission to an educator licensure program*. This is satisfied through the Basic Academic Skills Assessments (BASA) or an equivalent, as described below.

The second testing gateway includes the validation of subject area competency prior to program completion, except for General Special Education (GSE). This takes the form of Praxis Subject Assessments for elementary and secondary licensing areas and the Foundations of Reading Test for elementary licensing. Please note that these tests are not required for graduation, but they are required for licensure; therefore, it is strongly suggested that teacher candidates pass these subject area tests before graduating. Please touch base with your advisor frequently so you do not lose track of these important requirements.

Basic Academic Skills Testing Requirement Procedures

For the first gateway requirement, all students accepted into Education program at the undergraduate or graduate level must take and pass the three-part Basic Academic Skills Assessment (BASA) with the following minimum scores:

Math – 150

Writing – 162

Reading – 156

There are testing centers in every state. Currently, NH uses the [Praxis Core](#) to meet this requirement. It is important that you [register](#) for these exams well in advance. You must create an ETS account to register for the exams. If you take these tests in New Hampshire, your score report will be sent automatically to the NH Department of Education. If you take these tests outside of New Hampshire, please select the NH Department of Education (code 7660) as a score recipient. In addition, when registering, please ensure that your scores will be sent to Franklin Pierce University (code 3389).

Praxis II Testing Requirement Procedures

In order to become licensed in the state of New Hampshire, teacher candidates must pass the relevant subject area Praxis II exam(s). Visit the [ETS website](#) to determine which Praxis II exam you need to take for licensure. If you take these tests in New Hampshire, your score report will be sent automatically to the NH Department of Education. If you take these tests outside of New Hampshire, please select the NH Department of Education (code 7660) as a score recipient. In addition, when registering, please ensure that your scores will be sent to Franklin Pierce University (code 3389).

Foundations of Reading Test

Elementary licensure candidates are required to pass the [Foundations of Reading](#) test. Visit the Foundations of Reading website to learn more about the test and register.

Overview of Alternative Testing Requirements

While both gateways usually involve Praxis exams, the state of New Hampshire does offer substitutions and may accept some alternatives.

Alternative: Apply for a Basic Academic Skills Assessment (BASA) Substitution through Test Evaluation

Some states, like Massachusetts and New York, have their own exams other than the Praxis. If you plan to become licensed in a state that does not require the Praxis, you can take the equivalent exam in your home state and apply for a substitution. In addition, if you scored at or above the 50th percentile on the SATs, ACTs, or GREs, you could also apply for a for a substitution. To apply for a substitution, please submit a [Test Evaluation Request](#) through the Educator Information System (EIS) on the [NHDOE website](#). If you don't have an NHDOE account, you will need to [create](#) one. This [video](#) provides step-by-step instructions for this process.

List of Required Tests by Major

The state of New Hampshire does offer substitutions and may accept some alternative tests, please see the **Testing Requirements** section of the Teacher Preparation Manual for further details.

Elementary Education K-6	<ul style="list-style-type: none"> BASA: 5713; 5723; 5733 Praxis II: 5001 (which includes 5002; 5003; 5004; 5005) NH Foundations of Reading: NHFORT
Elementary Education K-8 English Concentration	<ul style="list-style-type: none"> BASA: 5713; 5723; 5733 Praxis II: 5001 (which includes 5002; 5003; 5004; 5005) NH Foundations of Reading: NHFORT Content area Praxis test: 5047
Elementary Education K-8 Social Studies Concentration	<ul style="list-style-type: none"> BASA: 5713; 5723; 5733 Praxis II: 5001 (which includes 5002; 5003; 5004; 5005) NH Foundations of Reading: NHFORT Content area Praxis test: 5089
Elementary Education K-8 Life Science Concentration	<ul style="list-style-type: none"> BASA: 5713; 5723; 5733 Praxis II: 5001 (which includes 5002; 5003; 5004; 5005) NH Foundations of Reading: NHFORT Content area Praxis test: 5440
Elementary Education K-8 Math Concentration	<ul style="list-style-type: none"> BASA: 5713; 5723; 5733 Praxis II: 5001 (which includes 5002; 5003; 5004; 5005) NH Foundations of Reading: NHFORT Content area Praxis test: 5169
Special Education K-22	<ul style="list-style-type: none"> BASA: 5713; 5723; 5733
Secondary Education 5-8 or 5-12 English Concentration	<ul style="list-style-type: none"> BASA: 5713; 5723; 5733 Content area Praxis test: 5039 (5-12) or 5047 (5-8)
Secondary Education 5-8 or 5-12 Social Studies Concentration	<ul style="list-style-type: none"> BASA: 5713; 5723; 5733 Content area Praxis test: 5086(5-12) or 5089(5-8)
Secondary Education 7-12 Life Science Concentration	<ul style="list-style-type: none"> BASA: 5713; 5723; 5733 Content area Praxis test: 5235

Field Experience

Field Experience

Overview

Preparing candidates to be effective educators in diverse and modern classrooms is a challenging but rewarding task. It is not, however, one that the University can undertake without the support and cooperation of K-12 practitioners. During field experiences, teacher candidates have the opportunity to develop and refine their knowledge, skills, and professional disposition in authentic classroom settings. Field experiences prepare students for professional roles in education.

All courses have rigorous expectations and include opportunities for teacher candidates to become familiar with the broad spectrum of educational technology available for enhancing learning at all ages. It is our intent to prepare reflective practitioners with an understanding and appreciation for their impact on K-12 learners. Furthermore, we have deliberately mapped the State of New Hampshire and national initiatives into our methods courses including fieldwork. It is our intent to ensure our candidates are current in the areas of pedagogy and curriculum, yet flexible enough to be responsive to individual school needs. More than data-driven, we desire to graduate educators who are data-informed as well as cognizant of the impact of community demographics on learner development.

Before students enter the field, we process New Hampshire criminal record checks on all students to ensure they do not have a record. Should a candidate's record change during their placement, they would no longer be allowed to participate in fieldwork.

Our prerequisites for fieldwork indicate a deep respect for the challenges educators face every day. It is out of this recognition that we encourage our school partners to open their classrooms and share their students, time, and expertise with our field experience students. Without the generosity of our K-12 partners, our candidates could not become familiar with the cultural realities of school classrooms. We request that our school partners engage our teacher candidates in the delivery of academics and all aspects of classroom management. It is important that teacher candidates see fieldwork as an opportunity designed to deepen their understanding of teaching and learning through sustained engagement that occurs early and often throughout the program.

As a host teacher, you are our eyes and ears in the classroom. Franklin Pierce University students are given course-specific assignments to complete during their field experience. Typically, students are required to create and implement 1-2 lessons during their field experience. While this work and the students' overall field experience will be formally evaluated by an FPU instructor, we value your input as practitioners. The [Field Placement Hours Log](#) and [Student Evaluation](#) form are designed to provide us with formative feedback on our students' performance in the field. Beyond this formal feedback, we encourage host teachers to contact us with any questions or concerns. Open and honest communication is critical to the success of our joint endeavor.

Field Experience Policies

Criminal Records Check Policy

NH state law [\[RSA 189:13-a\(IX\)\(b\)\]](#) requires criminal history record checks for students who declare candidacy in an educator preparation program at an institution of higher education. Click [here](#) for a list of crimes which bar employment in education in New Hampshire. Failure to comply with this policy will result in withdrawal from the teacher licensure pathway.

Mandatory Name-Based Background Check: Franklin Pierce University requires a name-based background check before students enter the field. This background check will be automatically completed and paid for by Franklin Pierce University upon registration for ED224.

Mandatory Criminal History Record Check Clearance: The New Hampshire Department of Education requires a criminal history record clearance upon acceptance to the Teacher Preparation Program. Teacher candidates applying for the licensure program must [get fingerprinted and apply for a criminal history record check clearance](#) **before** student teaching.

Additional Criminal Records Checks: Some school districts may have additional requirements. Students must comply with the school districts' policies and procedures.

Field Experience Placement Policy

The Field Placement Coordinator oversees all field experience placements and is responsible for making formal arrangements with participating schools and teachers. Our partnerships with local districts are the result of many years of successful teacher candidate placements, a shared expectation of excellence, and a common educational mission. When Franklin Pierce University students are placed in schools, they become part of – and are expected to be positive contributors to – these long-standing partnerships. The Field Placement Coordinator is limited by both the number of students requesting placement and the availability of teachers in local school districts. In addition, students are required to gain field experience in a variety of educational settings with an emphasis upon diversity, rural and urban placements, and differing student populations. Therefore, fieldwork placements made by the Field Placement Coordinator are final. Students are responsible for their own transportation to their student teaching placement.

* **Note:** Graduate students who plan to complete their field hours more than one hour from the Rindge campus are responsible for arranging their own placement and communicating the details of their placement with the Field Placement Coordinator.

Field Experience Professionalism Policy

Franklin Pierce University students are invited guests and are expected to present themselves in a highly professional manner. Students in field experience placements are expected to take responsibility for their own actions and behave professionally in all interactions with students, faculty, nonteaching staff, parents, and administrators. Students are required to exhibit professional

demeanor, a positive attitude, confidentiality, and a willingness to learn throughout their field experience. Students will additionally demonstrate the value of diversity and practice a heightened awareness of social justice with implications for classroom practice. Violation of this policy will result in removal from the field placement.

Field Experience Attendance Policy

Students will receive an email of introduction from the Field Placement Coordinator after a placement has been made. After this introduction, it is the student's responsibility to contact their host teacher to create a mutually agreeable schedule to complete their field experience hours. Students are expected to follow through with the schedule they create in collaboration with their host teacher and should always arrive on time. If an absence occurs due to illness, inclement weather, etc., the student should alert their host teacher before their absence and reschedule their field experience hours to another date/time. If excessive absences occur, the director of the School of Education reserves the right to assign additional observation hours.

Field Experience Dress Code Policy

Franklin Pierce University students are expected to meet or exceed the schools' dress code policy while completing fieldwork. Students are required to dress professionally at all times. Attire should reflect and respect a seriousness for the profession and not detract from teaching. Appropriate comfortable clothing and footwear should be worn to allow the student to sit on the floor, bend down, and lean over to assist students. Dress down days and "jeans days" should be reserved for full-time professionals. Please note: jeans, leggings, jeggings, flip-flops, and athletic wear are not professional dress.

Field Experience Professional Communication Policy

Franklin Pierce University students will demonstrate competent written and oral abilities, communicating effectively and sensitively with students, staff, faculty, parents, and other professionals in the schools and in the student teaching seminar class. Student teachers will express ideas clearly and reasonably while demonstrating a willingness and ability to listen responsively to others. Student teachers will write clearly using appropriate grammar, spelling, punctuation, and writing style for the audience addressed.

Professional Code of Conduct

The teaching profession has improved its standards tremendously during the past quarter of a century. To foster the respect of the public and that of fellow teachers, several codes of ethics have been written. Among the most acceptable, is the [code of ethics of the National Education Association](#).

Furthermore, there are additional conduct guidelines that apply to student teachers, please refer to the [Student Teaching](#) section of this manual.

Field Experience Roles and Responsibilities

The field placement coordinator will...

- work collaboratively with school-based personnel to place teacher candidates in high-quality learning environments with experienced host teachers
- confirm background checks are completed before teacher candidates enter the field
- process contracts and W-9 forms in a confidential and secure manner
- communicate clear expectations regarding the responsibilities of host teachers
- mediate any difficulties that arise during the field placement experience
- collect data and feedback from host teachers regarding the field experience and teacher candidates
- coordinate and communicate all aspects of the field placement experience with candidates, host teachers, building principals, and course instructors

The Franklin Pierce University instructor will...

- communicate with host teachers before the semester begins
- share a copy of assignment expectations and tentative course calendar
- address student management issues, such as: dress code, confidentiality of information, attendance, professionalism, and preparedness
- review written lesson plans before they are implemented in the classroom
- assign relevant tasks to be completed when students visit schools
- communicate with host teachers on an as-needed basis
- provide opportunities for teacher candidates to reflect upon their experience and enhance their skills and dispositions

The Franklin Pierce University student will...

- engage in consistent, active communication with the course instructor and host teacher
- be punctual and give adequate notice to appropriate parties (host teacher and college instructor) should an absence be necessary
- be knowledgeable about district policies as well as the school's safety policies and emergency procedures
- fulfill all assignments required for the course and field placements as well as all duties reasonably requested by host teachers
- conduct yourself in a professional manner at all times
- take initiative and actively work to become an asset in the placement classroom

The host teacher will...

- read and become familiar with the SOE Teacher Preparation Manual and the host teacher role
- welcome the teacher candidate(s) into their classroom and introduce them to the students
- orient the candidate to the school and community as well as the classroom rules, routines, procedures, and organization
- inform the teacher candidate of district policies as well as the school's safety policies and emergency procedures
- encourage and support the teacher candidate(s) as they move from observation to participation at a pace that is comfortable for both parties
- share information about the curriculum or student population
- share instructional and assessment materials
- create and maintain a positive learning environment that fosters the candidate's personal and professional growth
- provide constructive and honest feedback on the teacher candidate's performance, competence, and level of professionalism
- unless otherwise prohibited, invite the teacher candidate to school-related events and meetings, such as staff meetings, department meetings, team meetings, 504 meetings, IEP meetings, Open House, etc.

As a token of our appreciation for working with our teacher candidates, we would like to send you a small honorarium. We will send you a W-9 form via Adobe Sign. If you have worked with the university previously, we may already have a W-9 on file for you, in which case we will verify your current address. The honorarium will be sent at the end of the semester or term.

The principal or appointed coordinator will...

- assist the university in identifying experienced educators who have a desire to serve as mentors and who can fulfill the responsibilities listed above with consistency while maintaining a highly effective classroom
- when appropriate, participate in the selection of an on-site coordinator

Field Experience Placement Requirement Chart

Field Experience Placement Requirements hours/grades/subject by course and program						
<i>Field Courses</i>	Elementary K-6	Elementary K-8	English 5-12	Life Science 7-12	Social Stud 5-12	Special Ed K-12
ED224/ED510 Design and Management of the Learning Environment	30 K-6 Any	30 K-6 Any	30 5-12 English	30 7-12 Science	30 5-12 SS	30 K-6 Special Ed
ED312/ED509 Understanding and Teaching Exceptional Learners	15 K-6 Special Ed	15 K-6 Special Ed	15 5-12 Special Ed	15 7-9 Special Ed	15 5-12 Special Ed	15 K-12 Special Ed
ED350/ED516 Teaching Literacy across the Curriculum	15 4-6 Any	15 7-8 in Content	15 5-12 English	15 10-12 Science	15 5-12 SS	15 7-12 Special Ed
ED314/ED519 Scientific Inquiry and Teaching Methods	15 K-6 Science	15 K-6 Science		15 7-12 Science		15 K-12 Science
ED316/ED517 Methods in Teaching Social Studies	15 K-6 Social Sci	15 K-8 Social Sci			15 5-12 SS	15 K-12 Social Sci
ED231/ED515 Primary Literacy	15 K-3 Literacy	15 K-3 Literacy				15 K-3 Literacy
ED263/ED518 Methods in Teaching Mathematics	15 K-6 Math	15 K-8 Math				15 K-12 Math
ED360/ED526 Best Practices in a Secondary Context			30 5-12 English	30 7-12 Science	30 5-12 SS	30 5-12 Special Ed
ED340/ED540 Assessment/Identification of the Exceptional Learners						15 K-12 Special Ed
ED341/ED541 IEPs and Instructional Considerations						15 4-12 Special Ed
Total Hours Per Program	120	120	90	105	105	150

Field Experience Assignments

To facilitate the learning process in the context of each course, we want to highlight the key expectations. For each assignment mentioned below, the candidate will be given detailed directions and will eventually submit the final products to the course instructor for grading. If you have concerns or questions, please feel free to contact the course instructor or the field placement coordinator.

These assignments are subject to change to better meet student, school, and/or program needs. Host teachers will be informed if/when adjustments are made.

ED224/510 Design and Management of the Learning Environment

Assignment #1 for Elementary/GSE Licensure

- The general objective for this activity is for teacher candidates to learn about engaging young children in interactive story sharing.
- The candidate is expected to lead a mediated read-aloud experience for a small group or the whole class.
- The host teacher might suggest books that would be appropriate to read to the class or a small group.

Assignment #2 for Elementary /GSE Licensure

- The general objective for this activity is to prepare and deliver a direct instruction lesson.
- The candidate is expected to focus on a specific topic relevant to middle school content knowledge.
- The host teacher might suggest a topic that connects to relevant skills and/or content in the curriculum.

Assignment #1 for Secondary Licensure

- The general objective for this activity is to prepare and deliver an inquiry-based lesson.
- The candidate is expected to focus on topic development and creation of supporting materials/questions appropriate for inquiry learning.
- The host teacher might suggest a topic that connects to relevant skills and/or content in the curriculum.

Assignment #2 for Secondary Licensure

- The general objective for this activity is to prepare and deliver a direct instruction lesson.
- The candidate is expected to focus on a specific topic relevant to high school content knowledge.
- The host teacher might suggest a topic that connects to relevant skills and/or content in curriculum.

ED231/515 Primary Literacy

Assignment #1

- The general objective for this activity is for teacher candidates to learn about supporting young children's comprehension of text.
- The candidate is expected to lead a mediated read-aloud experience for a small group or the whole class.
- The host teacher might suggest books that would be appropriate to read to the class or a small group.

Assignment #2

- The general objective for this activity is to work with a small group to provide differentiated teaching that supports students in developing reading proficiency.
- The candidate is expected to focus on a specific teaching point to demonstrate a reading strategy to the students.

Assignment #3

- The general objective for this activity is for teacher candidates to teach a lesson supporting fluency development.

- The candidate is expected to facilitate a readers' theatre with a small group of students.
- The host teacher might select a group for the Franklin Pierce student to work and help in the selection of an appropriate script with whom the reading level of the students.

Assignment #4

- The general objective for this activity is to assess the fluency of two of the readers' theatre groups using a rubric.
- The candidate is expected to talk with the children to help them self-assess their fluency level.
- The host teacher might help the candidate to select children and discuss the candidate's finding on the fluency rubric in terms of what is already known about the child's developing fluency.

ED350/516 Teaching Literacy across the Curriculum

Assignment #1

- The general objective for this activity is for students to focus and reflect on critical characteristics of literacy instruction and connect this actual field experience.
- The candidate is expected to develop an essay on a student selected topic to contextualize learners and learning, and subsequently submit a reflective journal entry to the course instructor. Potential topics include the following:
 - Student Engagement
 - Writing Instruction
 - Literature Discussion or Response
 - Collaborative Work
 - Technology
- The host teacher might help the candidate select a topic that is relevant to the current class session and share inside information about the lesson to be observed.

ED312/509 Understanding and Teaching Exceptional Learners

Assignment #1

- The general objective for this activity is for the candidate to become familiar with the roles, responsibilities, and inter-relationships of various personnel in schools and districts. This includes, but is not limited to principals, speech language specialists, speech language pathologists, occupational therapists, special education administrators, and paraprofessionals.
- The candidate is expected to select two people whose roles impact their licensure, interview those individuals, and then report the results to their classmates.
- The host teacher might facilitate introductions to school or district personnel.

Assignment #2

- The general objective for this activity is for candidates to design and deliver inclusive (if in a regular education classroom) or focused (if in a special education environment) instruction on at least two different occasions.
- The candidate is expected to communicate with the teacher to identify student(s), content/skill objectives, and pedagogy before designing fully developed lesson plans. After teacher review and approval, candidates will teach lessons, subsequently reflecting about the impact on student learning.
- The host teacher might communicate with candidates about information in students' IEP, lesson planning, appropriate accommodations, educational/assistive technology as available, and provide feedback on lesson plan development. After implementation, provide constructive feedback.

Assignment #3

- The general objective for this activity is to get an overview of special education in the school.
- The candidate is expected to create a general “inventory” of procedures for initial student referral, personnel, assistive technology, and categories of needs represented in the host school. No individual names should be used.
- The host teacher might identify sources of information, such as personnel or directories, the candidate might access.

ED314/519 Scientific Inquiry and Teaching Methods

Assignment #1

- The general objective for this activity is to learn from an experienced educator about teaching science.
- The candidate is expected to interview the host teacher about planning, assessment, and the available resources used to teach science.
- The host teacher can expect to take no more than 15 minutes in any given week to speak in person, by email, or web-conferencing.

Assignment #2

- The general objective for this activity is that the candidate designs a problem-solving lesson that utilizes scientific tools and has activities that should help students move from concrete examples to more abstract thinking.
- The candidate is expected to communicate with the host teacher to become familiar with the school curriculum and identify appropriate content for the age group, then prepare the lesson ahead of time for review by course instructor and host teacher.
- The host teacher might provide advice on the lesson plan and negotiate the week for the candidate to teach the lesson. After observing the lesson, providing constructive feedback to the candidate would be helpful.

Assignment #3

- The general objective for this activity is for the candidate to experience teaching a second original lesson plan, then reflecting on the experience using reflective prompts.
- The candidate is expected to be prepared to teach and clean-up after lesson, including grading any student work and reflecting on student learning.
- The host teacher can expect to be a supportive presence during the lesson and provide constructive feedback to the candidate, as well as verify accuracy of candidate reflection on student learning.

ED316/517 Methods in Teaching Social Studies

Assignment #1

- The general objective for this activity is to learn from an experienced educator about teaching Social Studies.
- The candidate is expected to interview the host teacher about planning, assessment, and the available resources used to teach Social Studies.
- The host teacher might take no more than 15 minutes any given week to speak in person, by email, or web-conferencing.

Assignment #2

- The general objective for this activity is that the candidate designs a lesson that utilizes tools and artifacts and has activities that encourage critical thinking, creative thinking, and media literacy.
- The candidate is expected to communicate with the host teacher to become familiar with the school curriculum and identify appropriate content for the age group, then prepare the lesson ahead of time for review by course instructor and host teacher.
- The host teacher might provide advice on the lesson plan and negotiate the week for the candidate to teach the lesson. After observing the lesson, providing constructive feedback to the candidate would be helpful.

Assignment #3

- The general objective for this activity is for the candidate to experience teaching a second original lesson plan, then reflecting on the experience using reflective prompts.
- The candidate is expected to be prepared to teach and clean-up after lesson, including grading any student work and reflecting on student learning.
- The host teacher might be a supportive presence during the lesson and provide constructive feedback to the candidate, as well as verify accuracy of candidate reflection on student learning.

ED263/518 Methods in Teaching Mathematics

Assignment #1

- The general objective for this activity is to learn from an experienced educator about teaching mathematics.
- The candidate is expected to interview the host teacher about planning, assessment, and the available resources used to teach mathematics.
- The host teacher might take no more than 15 minutes any given week to speak in person, by email, or web-conferencing.

Assignment #2

- The general objective for this activity is that the candidate designs a problem-solving lesson that utilizes manipulatives and has activities that should help students move from concrete examples to more abstract thinking.
- The candidate is expected to communicate with the host teacher to become familiar with the school curriculum and identify appropriate content for the age group, then prepare the lesson ahead of time for review by course instructor and host teacher.
- The host teacher might provide advice on the lesson plan and negotiate the week for the candidate to teach the lesson. After observing the lesson, providing constructive feedback to the candidate would be helpful.

Assignment #3

- The general objective for this activity is for the candidate to experience teaching a second original lesson plan, then reflecting on the experience using reflective prompts.
- The candidate is expected to be prepared to teach and clean-up after lesson, including grading any student work and reflecting on student learning.
- The host teacher might be a supportive presence during the lesson and provide constructive feedback to the candidate, as well as verify accuracy of candidate reflection on student learning.

ED360/526 Best Practices in Secondary Contexts

Assignment #1

- The general objective for this activity is to identify available technology and materials in the school, as well as become familiar with the school/district guidelines for professional responsibilities. This should include both curricular expectations as well as policies for ethical use of technology.
- The candidate is expected to talk with the host teacher, an administrator, and the school librarian or media specialist. Notes and reflections from this research will be used for assignments 2 and 3. They should also be submitted to the course instructor.
- The host teacher might help arrange introductions for the interviews. The teacher candidate may need to use some of the field hours to complete these conversations. We hope the classroom teacher will be flexible in accommodating this scheduling.

Assignments #2

- The general objective for this activity is to identify relevant resources and apply appropriate differentiation strategies in the context of teaching a lesson to a small group or the whole class.
- The candidate is expected to modify and implement a lesson that the host teacher has used before.
- The host teacher might share some lesson plan ideas with the teacher candidate. It would also be helpful if the candidate had some background knowledge specific to the diversity in the classroom.
- These lessons are to be written and discussed with the host teacher but not implemented.

Assignments #3

- The general objective for this activity is to create and implement an original lesson that incorporates a range of appropriate differentiations to meet the needs of a diverse class.
- The candidate is expected to interview a special educator in the school to learn about special needs in the host classroom. With this information, the candidate will then meet with the teacher to identify objectives before planning an inclusionary lesson plan. Finally, the lesson will be used by the candidate for whole class instruction.
- The host teacher might facilitate the interview, discuss objectives with the teacher candidate, then turn the classroom over for the lesson implementation. The candidate would learn a lot from being able to debrief with the host teacher after she/he teaches the lesson.

ED341/541 IEP and Instructional Considerations

Assignment #1

- Candidates will choose one focus area (i.e., reading, math, or social skills) to develop and implement a lesson plan for student(s) with special needs.
- The general objective for this activity is for the teacher candidate to demonstrate how to plan and teach a specific skill in a manner that is remedial in nature.
- The candidate is expected to demonstrate the importance of communication with the team (host teacher and related service person) and observation to identify an area of need and appropriate accommodations for a student; develop a lesson plan that is remedial in nature; teach the lesson to the student or small group.
- The host teacher might provide opportunities for the candidate to observe students with disabilities in a resource room and/or regular education classroom; review the goals and objectives page of the student's IEP; have discussion with the classroom teacher about the student's needs; introduce the candidate to other team members; when necessary, inform parents that candidate will be observing and working with their child.

Assignment #2

- The candidate will choose one focus area – different than the one used above (i.e., reading, math, or social skills) to develop and implement a lesson plan for student(s) with special needs.
- The general objective for this activity is for the teacher candidate to demonstrate how to plan and teach a specific skill in a manner that is remedial in nature.
- The candidate is expected to demonstrate the importance of communication with the team (host teacher and related service person) and observation to identify an area of need and appropriate accommodations for a student; develop a lesson plan that is remedial in nature; teach the lesson to the student or small group.
- The host teacher might provide opportunities for the candidate to observe students with disabilities in a resource room and/or regular education classroom; review the goals and objectives page of the student's IEP; have discussion with the classroom teacher about the student's needs; introduce the candidate to other team members; when necessary, inform parents that the candidate will be observing and working with their child.

ED340/ED540 Assessment/Identification of the Exceptional Learner

Assignment #1

- The general objective for this activity is to practice unbiased observation skills.
- The candidate is expected to keep detailed notes while observing a single student over the span of at least three class sessions. These observations will next be summarized, then concluded with hypotheses about the causes of the behaviors noted over time.
- The host teacher might help the candidate select an interesting student to observe. Once the observations are recorded, summarized, and analyzed, the teacher could help the candidate learn more by discussing the conclusions. Feedback on their accuracy or misinterpretation would provide valuable insights.

Assignment #2

- The general objective for this activity is to read an authentic IEP plan.
- The candidate is expected to read an IEP, noting connections between strengths, needs, assessment data, present levels, measurable goals, and accommodations. The candidate is ethically responsible for ensuring that no identifying information is included in the notes.
- The host teacher might facilitate this assignment by helping the student acquire applicable permissions necessary to meet school confidentiality guidelines.

Assignment #3

- The general objective for this activity is for candidates to explore the components of a general achievement or diagnostic test, then carefully follow the directions for administration.
- The candidate is expected to administer and score the test administered.
- The host teacher might help the candidate gain requisite permissions, identify an available student to test, and then either assist in the administration or observe the administration, in order to provide constructive feedback. The teacher might instead facilitate the candidate working with a psychologist or specialist around test administration. The candidate may also need assistance locating an appropriate test to use in this activity.

Student Teaching

Student Teaching Overview

The Franklin Pierce University education teacher candidates have worked long and hard in preparation for student teaching. These individuals have satisfactorily completed field experience placements for a total of 90+ hours. These candidates have completed integrated general education curriculum, followed the recommendations for their choice of a liberal arts major, and demonstrated basic reading, writing, and mathematics skills by passing all sections of a national test.

Student teaching is the culminating experience of their teacher preparation program. Candidates are expected to act as teachers, learn as students, feel at home in a place where they are guests, and pull together all their semesters of course work into a smooth performance.

As partners of the School of Education, cooperating teachers in local schools generously share their students, time, and classrooms. While these teachers are still held fully accountable to parents and administrators, we ask them to gradually shift the reins of control to the teacher candidate – a person who needs to watch and learn from the cooperating teacher while also developing his or her own individual teaching presence. We hope that through collaborative mentoring of the cooperating teacher and the student teaching supervisor the student teacher will grow to be a competent, effective, new teacher.

Guidelines and procedures may change to meet New Hampshire Department of Education requirements or the needs of cooperating teachers, student teachers, and the Franklin Pierce University School of Education faculty. We thank cooperating schools and teachers for their willingness to support the future in a very personal and powerful way. The School of Education will provide virtual training for the cooperating teachers to strengthen their understanding of their role.

Student Teaching Policies

Student Teaching Placement Policy

The Field Placement Coordinator oversees all student teaching placements and is responsible for making formal arrangements with participating schools and teachers. Our partnerships with local districts are the result of many years of successful teacher candidate placements, a shared expectation of excellence, and a common educational mission. When Franklin Pierce University students are placed in schools, they become part of – and are expected to be positive contributors to – these long-standing partnerships. These placements are contingent upon the availability of student teaching supervisors and the decisions of school administrators. The Field Placement Coordinator is limited by both the number of students requesting placement and the availability of teachers in local school districts. In addition, students are required to gain field experience in a variety of educational settings with an emphasis upon diversity, rural and urban placements, and differing student populations. Therefore, student teaching placements made by the Field Placement Coordinator are final. Students are responsible for their own transportation to their student teaching placement. The successful completion of full-time student teaching is required for both degree completion and licensure.

Student Teaching Seminar Policy

Student teachers are required to attend weekly seminar sessions. Seminars are an integral part of the student teaching experience, providing the support necessary to successfully negotiate this important time in one's pre-service training. Seminars provide the opportunity to reflect and share resources, information, and guidance. All student teachers are expected to be active participants.

Student Teacher Attendance Policy

Candidates are expected to attend student teaching every day of their clinical placement unless their placement school is not in session due to vacation, inclement weather, or other cancellations. During clinical placement, student teachers should regard themselves as employees of the school district; therefore, **candidates should abide by the placement school's calendar and contract days and hours**. All absences must be reported to the School of Education and the cooperating teacher prior to the absence. A [student teacher absentee report form](#) must be submitted to the School of Education within 24 hours. The School of Education, with input from the cooperating teacher, will determine the number of days that must be made up based on the circumstances and the candidate's demonstration of competency. Make-up days will be added to the end of the placement if the School of Education deems it necessary. Student teachers should direct questions regarding absences/make-up days to School of Education. Non-compliance with this policy could result in the removal from a placement.

Student Teacher Confidentiality Policy

Teachers and other education professionals regularly work with confidential information in the context of schools. Confidential information can include student grades, student health records, academic records, Individualized Education Plans (IEPs), family histories, and more. Student teachers are held to the same legal and professional standards as full-time teachers with regard to confidential information. The dissemination of such information is considered a breach of professional ethics. When in doubt about an issue, consult with your cooperating teacher and/or your student teaching supervisor.

Student Teacher Dress Code Policy

As teacher candidates participating in clinical experiences, Franklin Pierce University students are expected to meet or exceed the schools' dress code policy. Student teachers are required to dress professionally at all times. Appropriate comfortable clothing and footwear should be worn to allow teacher candidates to sit on the floor, bend down, and lean over to assist students. Footwear should be safe and school appropriate. Please note: jeans, leggings, jeggings, flip-flops, and athletic wear are not professional dress.

Student Teacher Substitute Teaching Policy

Substitute teaching is permitted at the school where a student teacher is placed if it is approved by the cooperating teacher and the School of Education. A [substitute teacher report form](#) must be submitted to the School of Education. Student teachers are **ONLY** permitted to substitute teach for their cooperating teacher. Any exceptions to this policy must be addressed with the director of the School of Education.

Student Teacher Professionalism Policy

Student teachers are expected to behave professionally in all relationships with students, faculty, nonteaching staff, parents and administrators. Student teachers hold guest status in both the school or program and are required to exhibit professional demeanor, a positive attitude, and a willingness to listen to and incorporate feedback throughout the student teaching experience. Violation of this policy will result in removal from clinical experience.

Student Teacher TCAP Policy

Every teacher candidate seeking certification from an accredited institution in New Hampshire will participate in the Teacher Candidate Assessment of Performance (TCAP), a complex, subject-specific, portfolio-style performance assessment designed to assess and provide formative learning experiences for beginning teachers. TCAP is completed by all teacher candidates during their final culminating clinical experience. Students are required to include a video for TCAP; however, video permission forms must be obtained prior to filming.

Student Teacher Conference and Meeting Policy

It is a valuable experience for student teachers to attend parent-teacher conferences and special education meetings. In this context, student teachers are guests, and their comments do not represent the views of the cooperating teacher, school, or university. It is imperative that student teachers' contributions be discussed with cooperating teachers prior to the meeting. The student teacher should meet with the cooperating teacher before all conferences to discuss any relevant background information and potentially controversial topics. After each conference, the cooperating teacher and student teacher should discuss the experience, why certain actions were taken, why some items may or may not have been discussed, and what could have been handled differently.

Student Teaching Code of Conduct

- Student teachers promote and support the development of each student. They accept responsibility for nurturing students' intellectual, emotional, cultural, moral, social, and civic growth in a climate that affirms each individual's dignity and worth.
- Student teachers respect the dignity and rights of all students. They are responsible for ensuring that their conduct is always without prejudice as to religious beliefs, cultural values, race, gender, sexual orientation, physical abilities, age, socio-economic status, ethnicity, or national origin.
- Student teachers draw on their professional knowledge to develop and maintain a learning environment that is challenging and supportive for all. They are responsible for recognizing and responding to individual needs and abilities in a fair, consistent, and respectful manner that promotes optimal learning opportunities for each student.
- Student teachers will act with integrity, honesty, fairness, and dignity in all dealings with students, parents, peers, teachers, faculty, and staff in placement schools.

- Student teachers are responsible for collaborating with their cooperating teacher and other professionals to create a learning environment in which all students feel that they are physically and emotionally secure.
- In collaboration with the cooperating teacher, student teachers are expected to interact with parents and the community to further the educational development of students. Student teachers are responsible for contributing to an atmosphere of trust, respect, and openness.
- Student teachers acknowledge that their relationship with students is based on trust. They are responsible for maintaining a professional relationship that is characterized by respect and confidentiality. Student teachers will not disclose confidential information about students and their families, except in cases where law enforcement becomes involved. If a student teacher is approached by a parent in a public place, they should avoid discussing the details of a student's performance and suggest that the parent contact the cooperating teacher instead.
- Student teachers value the professional reputations and abilities of their fellow teachers. Therefore, student teachers should never engage in gossip with any school personnel. Student teachers should avoid conversations that are less than complimentary or raise questions about a staff member's or administrator's ability, judgment, or competence.

In addition the School of Education's Code of Conduct, please reference the [New Hampshire Code of Ethics for Educational Professionals](#).

Formative & Summative Assessment of Student Teachers

Student teaching has always been considered an important part of the educator licensure program. It is a critical component of the developmental curriculum as well as a summative assessment. Cooperating teachers and student teaching supervisors use their expertise to continue the preparation of highly effective educators.

Many of the tools in this section are used both as formative assessments and summative assessments. For this reason, they are employed both weekly and monthly to consistently scaffold success.

Researchers studying teacher evaluation caution against using and averaging performance scores to make quantitative assessments about a teacher's effectiveness. Because each classroom offers different experiences and opportunities, the School of Education is equally cautious in making absolute comparisons. The grade descriptors in this section are designed to offer suggestions and recommend ways for student teachers to grow into extraordinary educators. They are general benchmarks for student teacher engagement when the possibilities exist.

Furthermore, the 610 and 612 standards are developed from the InTASC standards, a national measure of educator competence. We purposely use them as multiple measures from multiple perspectives. The dual intent is to ensure high quality educators through high quality preparation programs. The goal is to achieve continuous improvement of our candidates and our processes.

Grading Criteria for Student Teaching

All student teachers are expected to meet the following criteria. Failure to do so may result in the termination of a student teacher placement, at the discretion of the student teaching supervisor in communication with the cooperating teacher and the Director of Education. These criteria will be reviewed in each placement during a three-way conference with the student teacher, cooperating teacher, and the student teaching supervisor.

A Franklin Pierce University student teacher will demonstrate a commitment to the profession and:

1. Arrive at school appropriately attired and with enthusiasm and an upbeat attitude.
2. Be cognizant and appreciative of their "guest" status in the school.
3. Restrain from engaging in gossiping or complaining with any school staff.
4. Be polite and respectful of all school personnel.
5. Follow written rules and common-sense procedures.
6. Constantly appear mindful of student rights and individual dignity.
7. Consistently have materials and classroom prepared before a lesson begins.
8. Arrive early or no later than is expected of teachers.

9. Leave when the cooperating teacher agrees next day preparations are complete.
10. With appropriate notice, be available for after-school duties or to conference with school personnel, student teaching supervisor, principal, or parents.
11. Show evidence of efforts to meet suggestions from school or university personnel.
12. Take criticism readily and without becoming defensive.
13. Respect and abide by reasonable teacher, principal, or student teaching supervisor requests.
14. Be attentive when the cooperating teacher is instructing the class, during meetings, or at school assemblies.
15. Clear unusual requests through the student teaching supervisor (i.e., early departure) before speaking to cooperating teacher.
16. Participate in professional activities such as: teacher's meetings, parent conferences, team meetings, faculty workshops, and parent/teacher organization meetings.
17. Have no to few absences and leave plans for the cooperating teacher, as well as give adequate notice to the cooperating teacher, school office, and the student teaching supervisor.
18. Restrain from inappropriate language or the use of slang.
19. Never demonstrate a bias against individuals or groups based on race, gender, special needs, sexual preference, or ethnic background.
20. Prepare lesson plans that are:
 - complete and clear
 - age and developmentally appropriate
 - containing correct information
 - typed and edited for grammatical issues
 - available to cooperating teacher the day before lesson is scheduled (earlier if requested by teacher)
 - available to the student teaching supervisor prior to the observation
21. Demonstrate appropriate mastery of relevant subject material.

If the cooperating teacher or the student teaching supervisor believes the student teacher should not be licensed, a grade of no higher than "C-" must be assigned. It is important that this belief be consistently supported by written documentation of efforts to improve the work of the student teacher.

It may seem difficult to balance the right of student teachers to successfully conclude an arduous process to their chosen career against the right of experienced professionals to serve as gatekeepers to a profession they hold in high esteem. A final grade of "C-" or lower does not preclude a student teacher from achieving his or her dreams, but rather currently prevents an unprepared individual from entering a challenging field.

Grading Examples

"A" Descriptors	"B" Descriptors	"C" Descriptors
1. Takes initiative to seek information and resources outside school time;	1. Takes initiative to seek information and resources outside school time;	1. Seeks information and resources mostly just from cooperating teacher;
2. Uses technology available within school building/district to enhance instruction;	2. Uses technology available within school building to enhance instruction;	2. May use technology available within the classroom to enhance instruction;
3. Locates and arranges for community involvement in class lessons or units (i.e. guest speakers, virtual experiences, field trips);	3. Locates and suggests ideas for community involvement in class lessons or units (i.e. guest speakers, virtual experiences, field trips);	3. Primarily adopts lesson plans and materials offered by cooperating teacher;
4. Attends participates in or leads, extra-curricular events such as: concerts, art shows, sporting events, fundraisers, debates, academic extensions, and drama performances;	4. Attends some extra-curricular events such as: concerts, art shows, sporting events, fundraisers, debates, academic extensions, and drama performances;	4. Minimal participation in extra-curricular school events;
5. Excels in maintaining a positive classroom atmosphere and healthy discipline consistently from near the start of each placement;	5. Maintains a positive classroom atmosphere and healthy discipline consistently from near the start of each placement;	5. Maintains a relatively safe classroom atmosphere, though the cooperating teacher is reluctant to leave the room for extended periods;
6. Consistently speaks and writes clearly, uses strong vocabulary, careful enunciation, and proper grammatical constructions;	6. Generally speaks and writes clearly, uses strong vocabulary, careful enunciation, and proper grammatical constructions;	6. Is sometimes difficult to hear or understand, uses simple vocabulary, and occasionally uses improper grammatical constructions;
7. Demonstrates ability to remain flexible and responsive to student needs; teaches lessons that are dramatic, dynamic, exciting, and connected to real- world experiences;	7. Demonstrates ability to remain flexible and responsive to typical student needs; teaches lessons that are orderly and effective;	7. Appears to have difficulty remaining flexible; teaches orderly lessons but the cooperating teacher is concerned about student mastery of basic concepts and skills;
8. Initiates an observation by administrators or specialists and receives an outstanding review, additionally responsive to feedback;	8. Initiates an observation by administrators or specialists and receives a satisfactory review, accepts feedback;	8. Rejects, debates, or ignores constructive feedback from cooperating teacher and/or Student teaching supervisor;
9. Demonstrates mastery of content material beyond level of learners; Is sufficiently knowledgeable about subjects thus capable of teaching information in a variety of ways;	9. Demonstrates mastery of content material at least at the level of learners; Is sufficiently knowledgeable about subjects thus capable of answering student questions;	9. Demonstrates a level of mastery of content material that leaves the student teacher often incapable of answering student questions;
10. Engages and accommodates the full range of classroom diversity;	10. Engages and accommodates most of the range of classroom diversity;	10. Struggles to engage the full range of classroom diversity;
11. Consistently interacts with strong eye contact and respect;	11. Usually Interacts with eye contact and respect;	11. Struggles with personal interactions;
12. Rates only in the "highly effective" and "effective" category on the Formal Observation Evaluation;	12. Rates at least "effective" category on the Formal Observation Evaluation;	12. Rates in the "needs improvement" or "ineffective" categories on the best practice rubric;
13. Receives recommendations from the student teaching supervisor's written summaries that are suggestions, not areas needing improvement;	13. Receives recommendations from the student teaching supervisor's written summaries that are a mix of suggestions and areas needing improvement;	13. Receives recommendations from the student teaching supervisor's written summaries that are consistently areas needing improvement;
14. On the Cooperating Teacher 610 Form, earns all "frequently observed" and "sometimes observed" checks by the end of each eight-week placement.	14. On the Cooperating Teacher 610 Form, earns an average of "sometimes observed" checks by the end of each eight-week placement.	14. On the Cooperating Teacher 610 Form, earns an average of "rarely observed" checks by the end of each eight-week placement.

Student Teaching Placement Requirement Chart

- All placements need to be supervised by a cooperating teacher who is licensed in the area in which the student's program is and has held that license for at least three years.
- Students may use their place of employment if it meets the below criteria.
- Additional credentials require an additional 10-weeks of student teaching (ex. Elementary/Special Education dual majors).

Placement Requirements hours/grades/subject by program	
Program	Placement details
Elementary K-6	16-weeks in an Elementary K-6 setting.
Elementary K-8	16-weeks in an Elementary K-8 setting.
English 5-12	16-weeks in an English 5-12 setting.
Life Science 7-12	16-weeks in a Life Science 7-12 setting.
Social Studies 5-12	16-weeks in a Social Studies 5-12 setting.
Special Ed K-22	16-weeks in a Special Education K-12 setting.
Dual Elementary K-6 and Special Ed K-22	16-weeks in a Special Education Elementary K-6 setting. 10-weeks in a Special Education K-12 setting.

Student Teaching Roles and Responsibilities

The field placement coordinator will...

- work collaboratively with school-based personnel to place teacher candidates in high-quality learning environments with experienced cooperating teachers
- confirm background checks are completed before teacher candidates enter the field
- process contracts and W-9 forms in a confidential and secure manner
- communicate clear expectations regarding the responsibilities of cooperating teachers
- mediate any difficulties that arise during the student teaching experience
- maintain all documentation and paperwork pertaining to the student teaching experience
- collect data and feedback from coordinating teacher and student teaching supervisor regarding the student teaching experience and teacher candidates
- coordinate and communicate all aspects of the student teaching experience with candidates, coordinating teachers, student teaching supervisors, building principals, and course instructors
- serve in an advisory role as the contact person for student teachers, cooperating teachers, and student teaching supervisors
- issue payments to cooperating teacher and student teaching supervisor

The student teaching supervisor will...

- serves as a representative of Franklin Pierce University and a liaison between the university and the school
- mentor the student teacher and provide support and guidance as needed
- maintains weekly contact with the student teacher and cooperating teacher
- review lesson plans and conduct both formal and informal observations
- mediate any difficulties that arise during the student teaching experience
- lead and participate in open and honest evaluative three-way conferences
- designate the student teacher's grade based on their final evaluation

The student teacher will...

- read and become familiar with the SOE Teacher Preparation Manual and your role as a student teacher
- serve as a representative of Franklin Pierce University and a guest in the host school
- engage in consistent, active communication with the cooperating teacher and student teaching supervisor
- adhere to the cooperating teacher's arrival and departure times and give adequate notice to appropriate parties (cooperating teacher and student teaching supervisor) should an absence be necessary
- be knowledgeable about district policies as well as the school's safety policies and emergency procedures
- provide lesson plans to cooperating teacher and student teaching supervisor at least one full school day prior to implementation
- conduct yourself in a professional manner at all times
- take initiative and actively work to become an asset in the placement classroom
- gradually assume teaching and non-teaching duties and responsibilities during the placement

- handle all confidential information pertaining to students with discretion
- unless otherwise prohibited, participate in school-related events and meetings, such as staff meetings, department meetings, team meetings, 504 meetings, IEP meetings, Open House, parent-teacher conferences, before/after school duties etc.
- attend the student teaching seminar and fulfill all program-specific requirements of student teaching

The cooperating teacher will...

- read and become familiar with the SOE Teacher Preparation Manual and cooperating teacher role
- orient the student teacher to the school and community as well as the classroom rules, routines, procedures, and organization
- inform the student teacher of district policies as well as the school's safety policies and emergency procedures
- encourage and support the student teacher as they move from observation to participation at a pace that is comfortable for both parties
- share instructional and assessment materials with the student teacher
- review the student teacher's lesson plans and offer constructive feedback
- create and maintain a positive learning environment that fosters the student teacher's personal and professional growth
- observe, mentor, and encourage the development of the student teacher by providing the student teacher with a wide variety of learning and teaching opportunities
- provide constructive and honest feedback on the student teacher's performance, competence, growth, and level of professionalism
- unless otherwise prohibited, invite the student teacher to school-related events and meetings, such as staff meetings, department meetings, team meetings, 504 meetings, IEP meetings, Open House, parent-teacher conferences, before/after school duties, etc.
- participate in open and honest evaluative three-way conferences
- complete all required paperwork and documentation in a timely manner

10-Week Student Teaching Placement

Over the course of the placement, there should be opportunities for the student teacher to gain experience team-teaching and to teach independently. In addition, the student teacher should gain exposure to case management and alternative special education settings. The goal is for the student teacher to assume increasing responsibility in the classroom, culminating in a “solo week,” a full week of teaching and planning. The following is a suggested timetable for a 10-week placement. However, specifics will need to be worked out to accommodate the needs of the classroom and any special circumstances. Pacing of responsibilities may vary from placement to placement. Some student teachers are ready to take on most responsibilities by the middle of the placement, while others are ready even sooner. We encourage you to follow the recommended schedule outlined below as closely as possible when supporting student teachers as they take on increasing classroom responsibilities. Students will spend a specific block during the day with the case manager, in the inclusive classroom, resource classroom, as a push-in specialist at all levels: elementary, middle, and high school. Links to all forms and surveys mentioned in this chart are located on the last page of the **Teacher Preparation Manual**.

Before Week 1		
Student Teacher	Cooperating Teacher	Student Teaching Supervisor
<ul style="list-style-type: none"> Complete the Student Teaching Agreement via Adobe Sign. Schedule a meeting with your cooperating teacher to get acquainted. Inquire about a copy of the school’s calendar, curriculum guides, emergency procedures, other important information, etc. Draft an introductory email to parents. 	<ul style="list-style-type: none"> Complete the Student Teaching Agreement via Adobe Sign. Complete the W-9 form via Adobe Sign. Begin mentoring the student teacher. 	<ul style="list-style-type: none"> Complete the Student Teaching Agreement via Adobe Sign. Complete the W-9 form via Adobe Sign. Arrange a three-way conference with the cooperating teacher(s) and student teacher during Week 1 to get acquainted.
Week 1		
Student Teacher	Cooperating Teacher	Student Teaching Supervisor
<ul style="list-style-type: none"> Complete the Technology Survey with your cooperating teacher. With your cooperating teacher, send an introductory email to parents along with the photo/video release form. Observe, discuss lessons, learn routines (i.e., pledge, lunch count, attendance, arrival, dismissal, reading aloud, working with students, etc.). Review rotation blocks with the case manager, paraeducator/push-in, and the ABA room. With your cooperating teacher, develop a schedule with dates for when the student teacher will team teach and/or gain experience teaching independently. Begin your Student Teaching Daily Activity Log. 	<ul style="list-style-type: none"> Complete the Technology Survey with your student teacher. With your student teacher, send an introductory email to parents along with the photo/video release form. Collaborate with your student teacher to develop a teaching schedule with dates when the student teacher will team teach and/or gain experience teaching independently. Continue to mentor the student teacher and provide feedback. Model classroom management and informal assessment, and lesson planning. 	<ul style="list-style-type: none"> Prompt cooperating teacher and student teacher to complete the Technology Survey. Prompt the student teacher to begin their Student Teaching Daily Activity Log.

Week 2		
Student Teacher	Cooperating Teacher	Student Teaching Supervisor
<ul style="list-style-type: none"> • Begin to take on multiple roles in assigned blocks, perhaps including working with small group reinforcement or enrichment lessons, reviewing student writing, identifying specific student strengths and needs, reading aloud, etc. • Take responsibility for at least one content area or course either independently or through team teaching with your cooperating teacher. 	<ul style="list-style-type: none"> • Continue to mentor the student teacher and provide feedback. • Allow the student teacher to take responsibility for at least one content area or course either independently or through team teaching. • Model lesson planning and professional activities related to general special education. • Review the student's lesson plans. 	<ul style="list-style-type: none"> • Touch base with the elementary cooperating teacher. • Review the student's lesson plans thus far.
Week 3		
Student Teacher	Cooperating Teacher	Student Teaching Supervisor
<ul style="list-style-type: none"> • Continue to take on multiple roles in assigned blocks, perhaps including working with small group reinforcement or enrichment lessons, reviewing student writing, identifying specific student strengths and needs, reading aloud, etc. • Take responsibility for at least two content areas or courses either independently or through team teaching with your cooperating teacher. • Attend three-way conference with cooperating teacher and student teaching supervisor. 	<ul style="list-style-type: none"> • Continue to mentor the student teacher and provide feedback. • Allow the student teacher to take responsibility for at least two content areas or courses either independently or through team teaching. • Attend a three-way conference with the student teacher and student teaching supervisor. • Review the student's lesson plans. 	<ul style="list-style-type: none"> • Host a three-way conference with the cooperating teacher and student teacher for a pre-observation check-in. • Review the student's lesson plans.
Week 4		
Student Teacher	Cooperating Teacher	Student Teaching Supervisor
<ul style="list-style-type: none"> • Take responsibility for at least three content areas/courses either independently or through team teaching with the cooperating teacher. • Prepare a lesson plan for your first formal observation by your supervisor. Ensure your plans are sent to your cooperating teacher and supervisor at least one full school day before the lesson will be implemented. 	<ul style="list-style-type: none"> • Continue to mentor the student teacher and provide feedback. • Allow the student teacher to take responsibility for at least three content areas or courses either independently or through team teaching. • Review the student's lesson plans. 	<ul style="list-style-type: none"> • Prompt cooperating teacher and student teacher to complete their first formal observation. • Review the student's lesson plans. • 1st Formal Observation (middle/high): Formally observe the student teacher's lesson and fill out a Formal Observation Evaluation.

Week 5		
Student Teacher	Cooperating Teacher	Student Teaching Supervisor
<ul style="list-style-type: none"> Take responsibility for at least four content areas or courses (spread across all levels) either independently or through team teaching with your cooperating teacher. Prepare a lesson plan for your first formal observation by your cooperating teacher. Ensure your plans are sent to your cooperating teaching and supervisor at least one full school day before the lesson will be implemented. 	<ul style="list-style-type: none"> Continue to mentor the student teacher and provide feedback. Allow the student teacher to take responsibility for at least four content areas or courses either independently or through team teaching. Review the student's lesson plans. 1st Formal Observation: Formally observe the student teacher's lesson and fill out a Formal Observation Evaluation. 	<ul style="list-style-type: none"> Prompt cooperating teacher and student teacher to complete their first formal observation. Review the student's lesson plans.
Week 6		
Student Teacher	Cooperating Teacher	Student Teaching Supervisor
<ul style="list-style-type: none"> Assume responsibility for any remaining content areas or courses (spread across all levels). Prepare a lesson plan for your second formal observation by your student teaching supervisor. Ensure your plans are sent to your cooperating teacher and supervisor at least one full school day before the lesson will be implemented. 	<ul style="list-style-type: none"> Continue to mentor the student teacher and provide feedback. Allow the student teacher to take responsibility for any remaining content areas or courses. Review the student's lesson plans. 	<ul style="list-style-type: none"> Review the student's lesson plans. 2nd Formal Observation (elementary): Formally observe the student teacher's lesson and fill out a Formal Observation Evaluation.
Week 7		
Student Teacher	Cooperating Teacher	Student Teaching Supervisor
<ul style="list-style-type: none"> Continue to assume responsibility for all content areas or courses (spread across all levels). Prepare a lesson plan for your second formal observation by your cooperating teacher. Ensure your plans are sent to your cooperating teacher and supervisor at least one full school day before the lesson will be implemented. 	<ul style="list-style-type: none"> Continue to mentor the student teacher and provide feedback. Continue to allow the student teacher to take responsibility for all content areas or courses. Review the student's lesson plans. 2nd Formal Observation: Formally observe the student teacher's lesson and fill out a Formal Observation Evaluation. 	<ul style="list-style-type: none"> Prompt cooperating teacher and student teacher to complete their second formal observation. Review the student's lesson plans.

Weeks 8		
Student Teacher	Cooperating Teacher	Student Teaching Supervisor
<ul style="list-style-type: none"> Continue to assume responsibility for all content areas or courses (spread across all levels). Prepare lesson plans for your second formal observation by your cooperating teacher and student teaching supervisor. Ensure your plans are sent to your cooperating teacher and supervisor at least one full school day before the lesson will be implemented. 	<ul style="list-style-type: none"> Continue to mentor the student teacher and provide feedback. Allow the student teacher to take responsibility for any remaining content areas or courses. Review the student's lesson plans. 	<ul style="list-style-type: none"> Prompt cooperating teacher and student teacher to complete their second formal observation. <p>Review the student's lesson plan.</p>
Week 9 – Solo Week		
Student Teacher	Cooperating Teacher	Student Teaching Supervisor
<ul style="list-style-type: none"> Assume full responsibility of planning, teaching, and managing the classroom for at least five consecutive days. Prepare lesson plans for your third and final formal observations by your cooperating teacher and student teaching supervisor. Ensure your plans are sent to your cooperating teacher and supervisor at least one full school day before the lesson will be implemented. 	<ul style="list-style-type: none"> Continue to mentor the student teacher and provide feedback. Review the student's lesson plans. 3rd Formal Observation: Formally observe the student teacher's lesson and fill out a Formal Observation Evaluation. 	<ul style="list-style-type: none"> Review the student's lesson plan. 3rd Formal Observation: Formally observe the student teacher's lesson and fill out a Formal Observation Evaluation.
Week 10		
Student Teacher	Cooperating Teacher	Student Teaching Supervisor
<ul style="list-style-type: none"> Gradually return the responsibilities of the classroom to the teacher. Complete the Feedback Survey - Cooperating Teacher. Participate in a three-way conference with your cooperating teacher and student teaching supervisor for your final evaluation. 	<ul style="list-style-type: none"> Gradually assume responsibility of the classroom. Complete the Feedback Survey – Student Teaching Supervisor. Complete the 610 Standards form. Complete the 612 Standards form. ** Special Education placements only! Participate in a three-way conference with student teacher and student teaching supervisor. 	<ul style="list-style-type: none"> Host a three-way conference with the cooperating teacher and student teacher for a final evaluation grade. Final grades are due in Week 10. Submit the Student Teaching Grading Form to the School of Education.

16-Week Student Teaching Placement

Over the course of the placement, there should be opportunities for the student teacher to gain experience team-teaching and to teach independently. The goal is for the student teacher to assume increasing responsibility in the classroom, culminating in a “solo week,” a full week of teaching and planning. The following is a suggested timetable for a 16-week placement. However, specifics will need to be worked out to accommodate the needs of the classroom and any special circumstances. Pacing of responsibilities may vary from placement to placement. Some student teachers are ready to take on most responsibilities by the middle of the placement, while others are ready even sooner. We encourage you to follow the recommended schedule outlined below as closely as possible when supporting student teachers as they take on increasing classroom responsibilities. Links to all forms and surveys mentioned in this chart are located on the last page of the **Teacher Preparation Manual**.

Before Week 1		
Student Teacher	Cooperating Teacher	Student Teaching Supervisor
<ul style="list-style-type: none"> Complete the Student Teaching Agreement via Adobe Sign. Schedule a meeting with your cooperating teacher to get acquainted. Inquire about a copy of the school’s calendar, curriculum guides, emergency procedures, other important information, etc. Draft an introductory email to parents. 	<ul style="list-style-type: none"> Complete the Student Teaching Agreement via Adobe Sign. Complete the W-9 form via Adobe Sign. 	<ul style="list-style-type: none"> Complete the Student Teaching Agreement via Adobe Sign. Complete the W-9 form via Adobe Sign. Arrange a three-way conference with the cooperating teacher and student teacher during Week 1 to get acquainted.
Week 1		
Student Teacher	Cooperating Teacher	Student Teaching Supervisor
<ul style="list-style-type: none"> Complete the Technology Survey with your cooperating teacher. With your cooperating teacher, send an introductory email to parents along with the photo/video release form. Observe and discuss lessons, learn routines (for example: the pledge, lunch count, attendance, arrival, dismissal, reading aloud, working with individual students, etc.). Collaborate with your cooperating teacher to develop a teaching schedule with dates for when the student teacher will team teach and/or gain experience teaching independently. Begin your Student Teaching Daily Activity Log. 	<ul style="list-style-type: none"> Complete the Technology Survey with your student teacher. With your student teacher, send an introductory email to parents along with the photo/video release form. Collaborate with your student teacher to develop a teaching schedule with dates when the student teacher will team teach and/or gain experience teaching independently. Continue to mentor the student teacher and provide feedback. Model classroom management and informal assessment, and lesson planning. 	<ul style="list-style-type: none"> Prompt cooperating teacher and student teacher to complete the Technology Survey. Prompt the student teacher to begin their Student Teaching Daily Activity Log.

Week 2-3		
Student Teacher	Cooperating Teacher	Student Teaching Supervisor
<ul style="list-style-type: none"> • Begin to take on multiple roles in classroom, such as: working with small groups, reinforcement or enrichment lessons, reviewing student writing, identifying specific student strengths and needs, reading aloud, etc. • Take responsibility for at least one content area or course either independently or through team teaching with your cooperating teacher. • Attend three-way conference with cooperating teacher and student teaching supervisor. 	<ul style="list-style-type: none"> • Continue to mentor the student teacher and provide feedback. • Attend three-way conference with student teacher and student teaching supervisor. • Allow the student teacher to take responsibility for at least one content area or course either independently or through team teaching. • Review the student's lesson plans. 	<ul style="list-style-type: none"> • Host a three-way conference with the cooperating teacher and student teacher for a pre-observation check-in. • Review the student's lesson plans.
Weeks 4-5		
Student Teacher	Cooperating Teacher	Student Teaching Supervisor
<ul style="list-style-type: none"> • Take responsibility for at least two content areas or courses either independently or through team teaching with your cooperating teacher. • Prepare a lesson plan for your first formal observation by your student teaching supervisor. Ensure your plans are sent to your cooperating teacher and supervisor at least one full school day before the lesson will be implemented. 	<ul style="list-style-type: none"> • Continue to mentor the student teacher and provide feedback. • Allow the student teacher to take responsibility for at least two content areas or courses either independently or through team teaching. • Review the student's lesson plans. 	<ul style="list-style-type: none"> • Review the student's lesson plans. • 1st Formal Observation: Formally observe the student teacher's lesson and fill out a Formal Observation Evaluation.
Weeks 6-7		
Student Teacher	Cooperating Teacher	Student Teaching Supervisor
<ul style="list-style-type: none"> • Take responsibility for at least three content areas or courses either independently or through team teaching with your cooperating teacher. • Prepare a lesson plan for your first formal observation by your cooperating teacher. Ensure your plans are sent to your cooperating teacher and supervisor at least one full school day before the lesson will be implemented. 	<ul style="list-style-type: none"> • Continue to mentor the student teacher and provide feedback. • Allow the student teacher to take responsibility for at least three content areas or courses either independently or through team teaching. • Review the student's lesson plans. • 1st Formal Observation: Formally observe the student teacher's lesson and fill out a Formal Observation Evaluation. 	<ul style="list-style-type: none"> • Prompt cooperating teacher and student teacher to complete their first formal observation. • Review the student's lesson plans.

Weeks 8-9		
Student Teacher	Cooperating Teacher	Student Teaching Supervisor
<ul style="list-style-type: none"> Take responsibility for at least four content areas or courses either independently or through team teaching with your cooperating teacher. Prepare a lesson plan for your second formal observation by your student teaching supervisor. Ensure your plans are sent to your cooperating teaching and supervisor at least one full school day before the lesson will be implemented. 	<ul style="list-style-type: none"> Continue to mentor the student teacher and provide feedback. Allow the student teacher to take responsibility for at least four content areas or courses either independently or through team teaching. Review the student's lesson plans. 	<ul style="list-style-type: none"> 2nd Formal Observation: In Week 8, formally observe the student teacher's lesson and fill out a Formal Observation Evaluation. Review the student's lesson plans. Midterm grades are due in Week 8. Submit the Student Teaching Grading Form to the School of Education.
Weeks 10-11		
Student Teacher	Cooperating Teacher	Student Teaching Supervisor
<ul style="list-style-type: none"> Assume responsibility for any remaining content areas or courses. Prepare a lesson plan for your second formal observation by your cooperating teacher. Ensure your plans are sent to your cooperating teacher and supervisor at least one full school day before the lesson will be implemented. 	<ul style="list-style-type: none"> Continue to mentor the student teacher and provide feedback. Allow the student teacher to take responsibility for any remaining content areas or courses. Review the student's lesson plans. 2nd Formal Observation: Formally observe the student teacher's lesson and fill out a Formal Observation Evaluation. 	<ul style="list-style-type: none"> Prompt cooperating teacher and student teacher to complete their second formal observation. Review the student's lesson plan.
Week 12		
Student Teacher	Cooperating Teacher	Student Teaching Supervisor
<ul style="list-style-type: none"> Continue to assume responsibility for all content areas or courses. Continue to strengthen skills, ask questions, and seek out feedback. Prepare a lesson plan for your third formal observation by your student teaching supervisor. Ensure your plans are sent to your cooperating teacher and supervisor at least one full school day before the lesson will be implemented. 	<ul style="list-style-type: none"> Continue to mentor the student teacher and provide feedback. Review the student's lesson plans. 	<ul style="list-style-type: none"> 3rd Formal Observation: Formally observe the student teacher's lesson and fill out a Formal Observation Evaluation. Review the student's lesson plans.

Weeks 13-14		
Student Teacher	Cooperating Teacher	Student Teaching Supervisor
<ul style="list-style-type: none"> Continue to assume responsibility for all content areas or courses. Continue to strengthen skills, ask questions, and seek out feedback. Prepare a lesson plan for your third formal observation by your cooperating teacher. Ensure your plans are sent to your cooperating teacher and supervisor at least one full school day before the lesson will be implemented. 	<ul style="list-style-type: none"> Continue to mentor the student teacher and provide feedback. Review the student's lesson plans. 3rd Formal Observation: Formally observe the student teacher's lesson and fill out a Formal Observation Evaluation. 	<ul style="list-style-type: none"> Prompt cooperating teacher and student teacher to complete their second formal observation. Review the student's lesson plans.
Week 15 – Solo Week		
Student Teacher	Cooperating Teacher	Student Teaching Supervisor
<ul style="list-style-type: none"> Assume full responsibility of planning, teaching, and managing the classroom for at least five consecutive days. Prepare lesson plans for your fourth and final formal observations by your cooperating teacher and your student teaching supervisor. Ensure your plans are sent to your cooperating teacher and supervisor at least one full school day before the lesson will be implemented. 	<ul style="list-style-type: none"> Continue to mentor the student teacher and provide feedback. Review the student's lesson plans. 4th Formal Observation: Formally observe the student teacher's lesson and fill out a Formal Observation Evaluation. 	<ul style="list-style-type: none"> Review the student's lesson plan. 4th Formal Observation: Formally observe the student teacher's lesson and fill out a Formal Observation Evaluation.
Week 16		
Student Teacher	Cooperating Teacher	Student Teaching Supervisor
<ul style="list-style-type: none"> Gradually return the responsibilities of the classroom to the teacher. Complete the Feedback Survey - Cooperating Teacher. Participate in a three-way conference with your cooperating teacher and student teaching supervisor for your final evaluation. 	<ul style="list-style-type: none"> Gradually assume responsibility of the classroom. Complete the Feedback Survey – Student Teaching Supervisor. Complete the 610 Standards form. Complete the 612 Standards form. ** Special Education placements only! Participate in a three-way conference with student teacher and student teaching supervisor. 	<ul style="list-style-type: none"> Host a three-way conference with the cooperating teacher and student teacher for a final evaluation grade. Final grades are due in Week 16. Submit the Student Teaching Grading Form to the School of Education.

Student Teaching Documentation Checklist

For every placement the following documentation is needed for each student. Electronic forms must be submitted via the links provided and all other forms should be completed and emailed to soe@franklinpierce.edu. Parties responsible for submission are noted below.

10-Week Placement

- ☐ 1 Student Teaching Agreement (student, cooperating teacher, supervisor)
- ☐ 1 Teacher W-9 form (cooperating teacher)
- ☐ 1 [Technology Survey](#) (student & cooperating teacher)
- ☐ 3 [Formal Observation Evaluations](#) (cooperating teacher)
- ☐ 3 [Formal Observation Evaluations](#) (supervisor)
- ☐ 1 [610 Standard](#) (cooperating teacher)
- ☐ 1 [612 Standard](#) **for Special Ed placements only** (cooperating teacher)
- ☐ 1 [Feedback Survey – Cooperating Teacher](#) (student)
- ☐ 1 [Feedback Survey- Student Teaching Supervisor](#) (host teacher)
- ☐ 1 [Final Grade Form](#) (cooperating teacher, supervisor)

16-Week Student Teaching Placement

- ☐ 1 Student Teaching Agreement (student, cooperating teacher, supervisor)
- ☐ 1 W-9 form (cooperating teacher)
- ☐ 1 [Technology Survey](#) (student & cooperating teacher)
- ☐ 4 [Formal Observation Evaluations](#) (cooperating teacher)
- ☐ 4 [Formal Observation Evaluations](#) (supervisor)
- ☐ 1 [610 Standard](#) (cooperating teacher)
- ☐ 1 [612 Standard](#) **for Special Ed placements only** (cooperating teacher)
- ☐ 1 [Feedback Survey – Cooperating Teacher](#) (student)
- ☐ 1 [Feedback Survey- Student Teaching Supervisor](#) (host teacher)
- ☐ 1 [Midterm Grade Form](#) (cooperating teacher, supervisor)
- ☐ 1 [Final Grade Form](#) (cooperating teacher, supervisor)

Unit Plans

Elementary Unit Plan

The first elementary unit student teachers will create in their **primary (K-3) grade placement** may be similar to units created in methods courses. Ideally it should be one they design, but it may be a unit they will teach through their textbook or adapt from one of the plans. The student teacher and cooperating teacher will decide on the scope and length of time that will be devoted to this instruction.

Step 1. Collaborate to select an age- and curriculum- appropriate topic. For some classes it may be something like apples, friends, fall, shapes, or colors. It may also be a theme you traditionally use to begin the year, something seasonal and fun, or an idea tied directly to the curriculum.

Step 2. The student teacher will then develop objectives that capture the knowledge and skills in developmentally appropriate ways, checking on frameworks or CCSS that should be taught and measured at this time in the academic year. S/he will ensure these objectives have real world connections, are important, can be observed, and will be assessable for mastery.

Step 3. As the student teacher plans the unit, s/he will consider formative, interim, and summative assessment strategies, considering how to measure and document the growth or learning that occurs between the beginning and the end of unit.

Step 4. Brainstorming by the student teacher should result in a list of activities that will engage a full range of diverse learners, thinking about types of learners, space, time, and technology. Before teaching the unit, these ideas must be written as full lesson plans.

Step 5. There is a need for a variety of resources to facilitate and enrich the unit. The student teacher should contemplate hands-on projects with available materials and technology. Also consider developing a bulletin board that is coordinated to the unit or displays the student work the class creates.

Upper Elementary or Middle School Unit Plan

During the **upper elementary or middle school (grades 4-8) placement** student teachers will be required to generate at least one unit that may be very different from the first placement unit of instruction. The plan should encompass approximately five days of teaching where the focus will be on documenting student learning.

Step 1. Consider the material you are responsible for teaching. Develop a reasonable number of measurable objectives for a single week of instruction at your grade level.

Step 2. The student teacher will develop a pre-assessment that will identify what students already know about the content and/or skills contained in the objectives and a coordinated post-assessment to help measure student learning after finishing the unit of instruction. These assessments do not need to be traditional tests; they may be developed as performance based or include other measures of learning. The student must, however, be able to correlate the pre-assessment to the post- assessment of the objectives.

Step 3. Next, write five full lesson plans that will lead learners, in a planned and deliberate way, to develop the knowledge and skills described in the unit objectives.

Step 4. The pre-assessment will be administered. In seminar, guidance will be given on analyzing the data garnered from the test results. If indicated, initial lesson plans can be adjusted.

Step 5. Each day after a lesson is taught, the student teacher will:

- a. Use the lesson plan training document to reflect in writing on learning facilitation, and
- b. Adjust the lesson plan for the next day based on what was just learned about your students.

Step 6. After the delivery of five days of instruction, the post-assessment will be administered. Once the student teacher has completed an appraisal of pre- and post-results, they should digitally create a graphic display of the collected data.

Secondary Unit Plan

The unit student teachers will create in a **secondary grade placement** may be similar to units created in methods courses. Ideally it should be one they design, but it may be a unit they will teach through a textbook or adapt from the cooperating teacher's plans. The cooperating teacher and the student teacher will decide on the scope and length of time that will be devoted to this instruction.

During the **first and second placement** the student teacher is required to generate at least one unit plan to hand in to the seminar instructor. This could be a hands-on minds-on plan, focus on inquiry learning, include a thematic approach, or be comprised of a single textbook unit for instruction. The plan should encompass approximately five days of teaching where the focus will be on documenting the impact on student learning.

Step 1. Consult with the cooperating teacher regarding the material to be taught. For this unit, the student teacher should develop a reasonable number of measurable objectives for a single week of instruction at grade level.

Step 2. The student teacher will develop some kind of pre-assessment that will identify what students already know about the content and/or skills contained in the objectives and a coordinated post-assessment to help measure student learning after finishing the unit of instruction. These need not be traditional tests but may be developed as performance based or include other measures of learning.

The student teacher must, however, be able to correlate the pre-assessment to the post-assessment of the objectives.

Step 3. Next the student teacher will develop five full lesson plans that will lead learners, in a planned and deliberate way, to develop the knowledge and skills described in the unit objectives.

Step 4. The pre-assessment will be administered. The results of the assessment should then be analyzed. If indicated, initial lesson plans can be adjusted.

Step 5. Each day after a lesson is taught, the student teacher will:

- a. Use the lesson plan training document to reflect in writing on learning facilitation, and
- b. Adjust the lesson plan for the next day based on what was just learned about your students.

Step 6. After the delivery of five days of instruction, the post-assessment will be administered. Once the student teacher has completed an appraisal of pre- and post-results, s/he needs to use technology to create a graphic display of the collected data. In the Student Teaching Seminar, details about writing a summary reflection on this teaching and learning experience will be shared.

Lesson Planning

Lesson Plan Format Rationale

Learning to create a carefully constructed lesson plan has always been a necessary developmental key to growing effective educators. This process helps educators integrate a myriad of considerations and data in order to best meet the learning needs of the diverse populations in 21st century classrooms. It facilitates a teacher candidate's internalization of a complex process, letting them design a virtual "dress rehearsal" of the ideal lesson they hope to "perform."

At the state and national level, lesson and unit planning are seen as authentic sources of performance data to assess both teacher candidates and teacher preparation programs. Many states require that candidates and/or universities and colleges purchase the services of a commercial vendor to perform the required assessments of candidate work. The disadvantage of outsourcing this important analysis is that the material submitted (i.e. lesson plans, reflections, portfolios, videotapes) and/or the resulting detailed data may not be returned to the preparation programs. Without this information critical steps in the continuous improvement cycle may be missed.

In response to these challenges, the NH Commissioner of Education has commended all the preparation programs in the state for working collaboratively to develop a state assessment. Education faculty from the colleges and universities are developing New Hampshire-based assessment protocols and statewide norms or expectations. The Franklin Pierce suggested lesson plan format is a part of these efforts to effectively support and assess lesson/unit planning.

The training document is meant to help our candidates design stronger plans. It is our hope that their improved instructional planning will lead to two important outcomes:

- 1) Increased student learning and
- 2) Documentation of candidate learning aligned to NH Teacher Preparation Standards

Franklin Pierce University student teachers are assets in K-12 classrooms. Candidates are asked to consider a vast array of questions and data in keeping with current practice in K-12 education. Most of the lesson plans that student teachers create each week will not go into the depth indicated on the training sheet. However, each month the student teacher will choose a single lesson plan and write a reflective rationale for all lesson plan sections. Guidance and support for this detailed reflection will be shared during the student teaching seminar.

**Franklin Pierce University
Lesson Planning Template**

Lesson Title:		Teacher:	
Grade/Subject: <div style="display: flex; justify-content: space-around; margin-top: 10px;"> Individual o Small group o Whole group o </div>		Date: Time Frame:	
Materials:		Classroom Preparation:	
Objectives/Goals (measurable)			
Common Core/ Curriculum Frameworks/Standards			
Accommodations/ Modifications (IEP/504)			
Academic Language			
Pedagogy (theory/strategies)			
Teaching Procedures (Note anticipated length for each part) <ul style="list-style-type: none"> • Pre-assessment (readiness) • Engagement (set the stage) • Lesson Steps • Closure 			

Extension Opportunities	
Assessment <ul style="list-style-type: none"> • Formative • Summative 	
Reflection: <ul style="list-style-type: none"> • learners • instructional process • content • needed revisions 	
Advanced Reflection	<p>Special Education Candidates: How did your support for students influence their learning outcomes? How might these supports be removed as proficiency increases?</p> <p>Integrating Theory & Practice: Identify a theory, piece of research and/or strategy learned in your EDU coursework that was evident in this lesson and appropriate for your students.</p>
References and Resources	
Appendix of Materials	

New Hampshire Teacher Candidate Assessment of Performance (NH TCAP)

During student teaching, all teachers are required to complete the New Hampshire Teacher Candidate Assessment of Performance (TCAP). Student teachers will be sent a comprehensive description of the TCAP for their licensure area and the rubrics that will be used to assess their performance. Following the example of a high-quality assessment of teacher performance designed by teachers and teacher educators called the PACT, the New Hampshire TCAP requires teacher candidates to demonstrate strategies they will use to make learning accessible to their students. They will explain the thinking underlying their teaching decisions and analyze strategies they use to teach. They will examine the effects of their instructional design and teaching practices on students' learning.

The TCAP consists of six strands:

1. Contextualizing Learners & Learning
2. Planning & Preparing
3. Instructing Students & Supporting Learning
4. Assessing Student Learning
5. Reflecting & Growing Professionally
6. Using Academic Language

A minimum score of 2 is required to pass the NH TCAP requirement. This product will be submitted to and evaluated by the assigned student teacher seminar leader for the term or semester.

During an **upper elementary or middle school (grades 4-8) placement** the student will be required to generate another unit of instruction that may be very different from your first placement unit of instruction. This assignment is designed to align with the NH-TCAP. The directions that follow need only be followed once during the second eight-week student teaching experience. It may be completed at any time during the practicum to best meet the needs of the cooperating teacher and student teacher.

The TCAP will consist of six "strands" that the student will write as a portfolio. The "What to Submit" column tells the student what they specifically need to do and where to find any guide information. Information produced by the student can be used in their e-portfolio.

The TCAP document is due at the conclusion of the second eight-week placement or at the end of the sixteen-week placement and should be submitted to the student teacher seminar leader. Please note there will be ongoing discussion questions and dialogue that will occur throughout the terms dedicated to TCAP completion.

TCAP Timeline

NH TCAP Strand	What to Do	What to Submit:
1. Contextualizing Learners and Learning	<ul style="list-style-type: none"> Provide relevant information about your instructional context and your students as learners of literacy in the classroom. <p style="text-align: right;">Drafts Due Week 2 of 2nd placement</p>	<input type="checkbox"/> Classroom Profile Form <input type="checkbox"/> Contextualizing Learners & Learning Commentary
2. Planning and Preparing	<ul style="list-style-type: none"> Identify a central focus for a learning segment of 3–5 lessons. See guidelines in Planning and Preparing Strand on page 12. Create lesson plans, instructional materials, and assessments for this learning segment. Respond to the prompts in the Planning and Preparing Commentary, explaining your thinking behind the plans. <p style="text-align: right;">Drafts Due Week 4 of 2nd placement</p>	<input type="checkbox"/> Lesson Plans, Instructional Materials, and Assessments <input type="checkbox"/> Planning and Preparing Commentary
3. Instructing Students and Supporting Student Learning	<ul style="list-style-type: none"> Read the Videotape Guidelines on page 15. Teach and videotape all your lessons in the learning segment. After each lesson, review the videotape and write daily notes on student learning (see Reflecting Strand for prompts). Identify the video clip(s) you will submit (based on Videotape Guidelines on page 15). Respond to the prompts in the Instructing Students and Supporting Learning Commentary, analyzing your teaching and your students' learning in the video clip(s). <p style="text-align: right;">Drafts Due Week 6 of 2nd placement</p>	<input type="checkbox"/> Video Clip(s) <input type="checkbox"/> A copy of any relevant materials (not limited to handouts, writing on the board, overheads, and posters). <input type="checkbox"/> Instructing Students and Supporting Student Learning Commentary
4. Assessing Student Learning	<ul style="list-style-type: none"> Select one assessment (including a rubric or evaluative criteria) from the learning segment. Collect student work from your entire class. Select three student work samples that represent a range of understanding. Respond to the prompts in the Assessing Student Learning Commentary analyzing student learning, describing feedback to students, and identifying next steps in instruction. <p style="text-align: right;">Drafts Due prior to Week 8 of 2nd placement</p>	<input type="checkbox"/> Student Work Samples <input type="checkbox"/> Evaluative Criteria or Rubric <input type="checkbox"/> Assessing Student Learning Commentary
5. Reflecting and Growing Professionally	<ul style="list-style-type: none"> Respond to the prompts in the Reflecting and Growing and Professionally Commentary about what you learned from teaching this learning segment. <p>**Remember to Include your daily notes on student learning**</p> <p>Due with Final TCAP a minimum of two days after the conclusion of your second placement.</p>	<input type="checkbox"/> Daily Notes on Student Learning <input type="checkbox"/> Reflecting and Growing Professionally Commentary
6. Using Academic Language	<ul style="list-style-type: none"> Incorporate your knowledge of your students' academic language development as well as key academic language throughout the NH TCAP <p>**This strand is assessed throughout the NH TCAP. There is nothing additional to submit**</p>	<p>**This strand is assessed throughout the NH TCAP. There is nothing additional to submit.**</p>

Glossary

1. **School** – This designation will refer to the public or private elementary, middle, or secondary school.
2. **University** – This designation will refer to Franklin Pierce University.
3. **Field Placement Coordinator** – This person serves both the undergraduate and graduate programs, facilitating both field and student teaching placements.
4. **On-site Coordinator** – This person works with the undergraduate program and is a K-12 school staff member who volunteers for placement service and is confirmed as available by the principal.
5. **Instructor** – The faculty member identified by Franklin Pierce University as the “Instructor of Record” for both undergraduate and graduate students.
6. **Host Teachers** – Experience educators from public or private K-12 schools who volunteer to host university students for their field experience hours. Students will be placed in their classrooms for 15- or 30-hour (course dependent) placements over the span of a term or semester.
7. **Special Needs Teachers** – This term will refer to public/private school specialists, such as reading teachers, speech therapists, case managers, and others in roles requiring a general special education licensure. In some cases, this may also include classroom teachers with inclusion populations.
8. **Teacher Candidates / Students** – These are Franklin Pierce University undergraduate or graduate education students enrolled in the licensure program. This may be a first or second licensure for the student.
9. **Teacher Licensure Curriculum Committee** – This is a broad-based advisory group organized by Franklin Pierce University’s Education Department in compliance with standards designed by the New Hampshire Department of Education.
10. **Cooperating Teachers** – This term refers to public/private K-12 school teachers who host a student teacher for an eight-week span. This person collaborates with the supervisor to scaffold the experience, concluding with full immersion for the student in the teaching role.
11. **Student Teachers** – These are college/university students who are completing eight, sixteen, or twenty-four-week, full time, intensive practicum capstone experiences.
12. **Student Teaching Supervisors** – These are experienced educators or full-time faculty who conduct observations of student teachers, debrief the experience, and collaborate with the cooperating teacher to assign a letter grade for the capstone experience.

Forms/Documents

[Application for Teacher Licensure Programs - Undergraduate](#) (online survey)

[Application for Teacher Licensure Program - Graduate](#) (online survey)

[Application for Student Teaching](#) (online survey)

[Exit Survey for Teacher ED Graduates](#) (online survey)

[Feedback Survey - Cooperating Teacher](#) (online survey)

[Feedback Survey - Field Experience](#) (online survey)

[Feedback Survey - Student Teaching Supervisor](#) (online survey)

[Field Placement Hours Log](#) (please download a copy for editing)

[Formal Observation Evaluations](#) (online survey)

[Lesson Plan Guidance Sheet](#) (please download a copy for editing)

[Lesson Plan Template](#) (please download a copy for editing)

[Photo-Video Release Form](#) (please download a copy for editing)

[Student Evaluation - Field Experience](#) (online survey)

[Student Teacher Absentee Report Form](#) (online survey)

[Student Teaching Grading Form](#) (please download a copy for editing)

[Student Teaching Daily Activity Log](#) (please download a copy for editing)

[Substitute Teaching Report Form](#) (online survey)

[Technology Survey & Record](#) (online survey)

[610 Standards Form](#) (online survey)

[612 Standards Form](#) (online survey)