FranklinPierce
UNIVERSITY

School of Education
Teacher Preparation Manual

School of Education
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About the School of Education

For an in-depth view of Franklin Pierce University and the School of Educations rules, regulations and policies please refer to our college catalog at https://www.franklinpierce.edu/academics/catalog/.

Mission Statement

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

An aim 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 actively work to counter discrimination in our increasingly global societies, as well as in local schools; and communities, and who promote stewardship for our shared world. 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, and develop competency in the areas of math, science, the humanities, social sciences, and technology. Through careful advising and mentoring in coursework, field-experience, and action research, Franklin Pierce 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, in order to build inclusive learning environments.

We are committed to working collaboratively within our university community, the community of P-20 educators, and outside of school settings to prepare educators for the 21st century.

Goals

Through a professional education sequence that emphasizes instructional strategies, including technology, that are 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 Competencies

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 field experiences 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:
  • Learner development, as demonstrated by:
   - 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
   - The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner;
  • Learning differences, as demonstrated by:
  - An understanding of individual differences and diverse cultures and communities;
  - Ensuring inclusive learning environments that allow each learner to reach his or her full potential; and
  - The ability to employ universal design principles and assistive technology; and
  • Learning environment, as demonstrated by:
  - 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
  - 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:
  • Content knowledge, as demonstrated by:
  - An understanding of the central concepts, tools of inquiry, and structure of his or her discipline(s); and
  - An ability to create learning experiences that make the discipline(s) accessible and meaningful for learners; and
  • 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:
  • Use of assessment, as demonstrated by an understanding and ability to use multiple methods of assessment to:
  - Engage learners in their own growth;
  - Document learner progress;
  - Provide learner feedback; and
  - Inform the educator's ongoing planning and instructional practices;
  • 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
  • Learning facilitation strategies, as demonstrated by:

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- 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
- An ability to build skills in accessing, applying, and communicating information; and

D. In the Area of Professional Responsibility:
- • Reflection and continuous growth, as demonstrated by:
- 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
- Ability to adapt practice to meet the needs of each learner; and
- • Collaboration, as demonstrated by:
- 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.
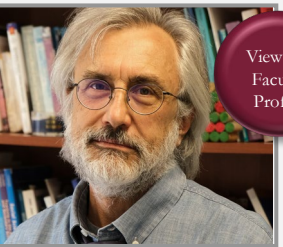
Faculty/Staff Directory

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 division 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!

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Professional Code of Conduct/Confidentiality

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 guidelines that apply to student teachers, please refer to the Student Teaching section of this manual.

Professional Guidelines for all Fieldwork

Students enrolled in the licensure programs at Franklin Pierce University are expected to meet the professional behavior standards of the Education division. These students will engage in fieldwork experiences which are preparing them for a professional role in education. Student teaching marks the transition in identity from student to emerging professional educator. The areas of professional expectations can be considered in terms of the skills, dispositions, attitudes, conduct, and character that are demonstrated through ongoing activities and relationships within the school and community. We particularly focus upon professional conduct, dress, communication, and interpersonal interactions. Failure to meet standards may be grounds for dismissal from the licensure programs. Furthermore, when Franklin Pierce University students enter schools, they represent the University in general, the education program in particular, and themselves as future professionals. We remind students that they are guests in the school. Some primary expectations for students in fieldwork and student teaching are outlined more fully below.

Professional Conduct
Students in fieldwork placements and student teachers will act in accordance with the School of Education program policies, professional ethical standards, and societal laws in classroom, field, and community. For example, student arrive promptly for field experiences, and student teaching prepared to participate.

Professional Dress
Students will dress professionally whenever they are in their school building or in their role as a student teacher. The issue of dress code is a complex one, involving individual rights and responsibilities. Appropriate choices vary across grades and by school districts. What may be considered popular for a college student may be impractical for a classroom. Dress down days and jeans should be reserved for full-time professionals. Attire should reflect respect and seriousness for the profession and not detract from teaching.

Professional Communication
Student teachers 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, reasonably, and

demonstrate willingness and ability to listen responsively to others. Student teachers will write clearly, using appropriate grammar, spelling, and writing style for the audience addressed.

Professional Dispositions

Professional dispositions reflect professional attitudes, values and beliefs demonstrated in interactions with students, families, colleagues and communities. Student teachers and those participating in field work will demonstrate the interpersonal abilities needed to relate effectively to students, staff, faculty, parents and other professionals. Students will take responsibility for their own actions and consider the impact upon others. Students will additionally demonstrate the value of diversity and practice a heightened awareness of social justice with implications for classroom practice.

Student Licensure Gate Checkpoints

The School of Education works with program faculty and clinical educators to prepare students for the internships in student teaching. The road to licensure outlines the required steps for meeting licensure requirements. Below are the requirements for all education students. Particular programs may have additional requirements.

Licensure Gate 1- Initial Acceptance

Undergraduate Degree	Graduate Degree
• Gain admission into Franklin Pierce University • Pass a Background check. One needs to be done for NH and one needs to be done in every state you have lived for 5 years. **This step is completed your freshman year and/or before you take a course with field placement hours**	• Gain admission into Franklin Pierce University • Sign Academic Admissions Worksheet • Pass a background check. One needs to be done for NH and one needs to be done in every state you have lived for 5 years. **This step is completed your first semester and/or before you take a course with field placement hours**

Licensure Gate 2- Acceptance into the Teaching Licensure Programs

Undergraduate Degree	Graduate Degree
• Passing Basic Assessment of Academic Skills (BASA) test results • Pass ED112 with a C or higher. • Pass ED105 with a C or higher. • Pass ED224 with a C or higher. • Minimum cumulative grade point average of 2.5 • Submit your Teacher Licensure Program Application • Submit your Philosophy of Teaching Position Paper • Select a faculty member for recommendation of disposition. **This step is typically completed in your sophomore year.**	• Passing Basic Assessment of Academic Skills (BASA) test results • Pass ED 501 with a B- or higher. • Pass ED 505 or ED 506 with a B- or higher. • Have a cumulative GPA of 3.0 • Submit you Philosophy of Teaching Position Paper • Select a faculty member for recommendation of disposition. **This step must be completed before applying to be a student teacher.**

Licensure Gate 3- Acceptance as a Student Teacher

Undergraduate Degree	Graduate Degree
• Open an account with the NH DOE and inform us of your NHDOE number. • Be in good academic standing • Minimum cumulative grade point average of 2.5 • Complete all required courses in Education with a C grade or higher. • Complete all field placement requirements with positive results on the evaluations and dispositional rubrics. • Complete all content area requirements. • Completion of subject area testing is highly recommended prior to student teaching. • Submit Application for Student Teaching. **This step must be completed before student teaching.**	• Open an account with the NH DOE and inform us of your NHDOE number. • Be in good academic standing • Minimum cumulative grade point average 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. • Completion of subject area testing is highly recommended prior to student teaching. • Submit Application for Student Teaching. **This step must be completed before student teaching.**

Licensure Gate 4 – Graduation & Licensure in New Hampshire

Undergraduate Degree	Graduate Degree
• Complete all subject area testing. • Complete your Student Teaching Seminar and NH TCAP • Successfully complete Student Teaching experience. • Apply for recommendation with the state of New Hampshire (optional) **This step is done before you can graduate and gain licensure in the state of New Hampshire.**	• Complete all subject area testing. • Successfully complete Student Teaching experience. • Successfully complete your Graduate degree including the NH TCAP. • Apply for recommendation with the state of New Hampshire (optional) **This step is done before you can graduate and gain licensure in the state of New Hampshire.**

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 touch base with your advisor frequently so you do not lose track of this important requirement.

Basic Academic Skills Testing Requirement Procedures

For the first gateway requirement, all students accepted into a Franklin Pierce Education program at the undergraduate or graduate level must take and pass the three-part exam (i.e. Basic Academic Skills Assessment (BASA) with at least the following scores:

<div align="center">

Math – 150   **Writing – 162**   **Reading – 156**

</div>

There are testing centers in every state. Currently, NH is using the Praxis Core to meet this requirement. It is important that you register for the Praxis Core exam well in advance. To register for the exam, please follow the steps below:

1. Go to https://www.ets.org/praxis/nh/requirements
2. You need to take the Praxis Core series required for all licensure areas. This can be done as the Combined Test, or as each subject taken separately
3. Select the "Register Now" tab on the right hand of the web page and register for the exam at a testing center near you. Request that the scores be sent to Franklin Pierce University.
4. "If you test in New Hampshire, your score report will be sent automatically to the New Hampshire State Department of Education. If you test outside of New Hampshire, select the New Hampshire State Department of Education (state code 7660) as a score recipient when you register or on an additional score report request." (https://www.ets.org/praxis/nh/requirements, retrieved 7/9/2020)

Praxis II Testing Requirement Procedures

Prior to starting student teaching, all licenses (except GSE) must take and pass the relevant Praxis II exam. In order to find the correct Praxis II exam, follow the steps below:

1. Go to https://www.ets.org/praxis/nh/requirements
2. Scroll down and select an option based on your license:
    - Elementary (K-6): Choose Elementary Education, all tests required.
    - Elementary (K-8): Choose Elementary Education, all tests required; Also choose Middle School Education and select the test that is in your area of focus.
    - Secondary Education (5-8): Choose Middle School in either ELA, SS
    - Secondary Education (5-12): Choose Secondary Education in either ELA, LS or SS

    Next, locate the correct licensure area, the test number, and the passing score.

3. Select the "Register Now" tab on the right hand of the web page and register for the exam at a testing center near you. **Request that the scores be sent to Franklin Pierce University.**
4. "If you test in New Hampshire, your score report will be sent automatically to the New Hampshire State Department of Education. If you test outside of New Hampshire, select the New Hampshire State Department of Education (state code 7660) as a score recipient when you register or on an additional score report request." (https://www.ets.org/praxis/nh/requirements, retrieved 7/9/2020)

Foundations of Reading Test

Elementary licensure candidates are required to pass the Foundations of Reading test. You can learn more about the test and register at http://www.nh.nesinc.com/.

Overview of Alternative Testing Requirements

While both gateways usually involve Praxis exams (Praxis Core for basic competencies, Praxis II for subject area competency [except GSE]), the state of New Hampshire does offer substitutions and may accept some alternatives.

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

Some states like MA and NY have their own exams other than Praxis Core. You can take the equivalent exam to the Praxis Core exam in another state. In order to determine if your test and scores meet the requirements, click the following link for more information.

https://nhdoepm.atlassian.net/wiki/spaces/CHD/pages/193954172/Basic+Academic+Skills+Assessment+BASA+and+Subject+Area+Testing+Information

You can also apply directly for a substitution for the PRAXIS Core requirement if you scored at or above the 50th percentile on the SATs, ACTs or GREs in any section. You can apply to the state of New Hampshire for a substitution to the corresponding section(s) of the Praxis Core. Information regarding this is also found at the link above.

To apply for a substitution, you will do this through the Department of Education's Educator Information System. If you need assistance in how to set up your EIS account or apply for a substitution through test evaluation, please watch the following screencast (https://screencast-o-matic.com/watch/cYeVoQwWRA). If you already have an EIS account, information on test evaluations begins at approximately the 5 minute, 45 second mark on the screencast.

List of Required Tests by Major

The state of New Hampshire does offer substitutions and may accept some alternative tests, please see the "Testing Requirement" section of the School of Education Teacher Preparation manual for details.

Elementary Education K-6	• BASA: **5713**; **5723**; **5733** • Praxis II: **5001** *(which includes 5002; 5003; 5004; 5005)* • New Hampshire Foundations of reading test: **NHFORT**
Elementary Education K-8- English Concentration	• BASA: **5713**; **5723**; **5733** • Praxis II: **5001** *(which includes 5002; 5003; 5004; 5005)* • New Hampshire Foundations of reading test: **NHFORT** • Content area praxis test: **5047**
Elementary Education K-8- Social Studies Concentration	• BASA: **5713**; **5723**; **5733** • Praxis II: **5001** *(which includes 5002; 5003; 5004; 5005)* • New Hampshire Foundations of reading test: **NHFORT** • Content area praxis test: **5089**
Elementary Education K-8- Life Science Concentration	• BASA: **5713**; **5723**; **5733** • Praxis II: **5001** *(which includes 5002; 5003; 5004; 5005)* • New Hampshire Foundations of reading test: **NHFORT** • Content area praxis test: **5440**
Elementary Education K-8- Math Concentration	• BASA: **5713**; **5723**; **5733** • Praxis II: **5001** *(which includes 5002; 5003; 5004; 5005)* • New Hampshire Foundations of reading test: **NHFORT** • Content area praxis test: **5169**
Special Education K-12	• BASA: **5713**; **5723**; **5733**
Secondary Education- *5-8 or 5-12* English Concentration	• 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	• BASA: **5713**; **5723**; **5733** • Content area praxis test: **5086***(5-12) or* **5089***(5-8)*
Secondary Education- 7-12 Life Science Concentration	• BASA: **5713**; **5723**; **5733** • Content area praxis test: **5235**

Field Experience

Overview

Preparing candidates to be effective educators in diverse and modern classrooms is a challenging, but a very rewarding task. It is not, however, one that the University can undertake without the support and cooperation of K-12 practitioners.

To ensure that we are preparing students to be competent and highly qualified educators, the Education division continuously updates our curriculum. All courses have rigorous expectations and include opportunities for 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 both of the State of New Hampshire and national initiatives into our methods courses including fieldwork. It is our intent to be sure 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.

We require criminal records checks in New Hampshire and every state the student has lived in, in the past 5 years. Should a candidate's record change, they will no longer be allowed to participate in fieldwork.

Our pre-requisites for fieldwork indicate a deep respect for the challenge's educators face every day. It is out of this recognition that we ask our school partners to open their classrooms and share both students and time 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 field students in classroom management routines and delivery of academics. It is important that candidates see these opportunities as gifts designed to deepen their understanding of teaching and learning through sustained engagement early and frequently in their program.

We need our host teachers to be our eyes and ears in the classroom. Franklin Pierce students are given course specific activities to complete. While this work will be formally evaluated by the University instructor, we value your input. The [Field Placement Log and Evaluation Rubric](#) is designed to encompass the ED610 standards developed from the national InTASC standards. Beyond this formal feedback, we hope host teachers will not hesitate to contact us with any concerns or reservations they experience. **Open and honest communication is critical to the success of our joint endeavor.**

Public/Private K-12 School Fieldwork Expectations and Commitments

- **Host Teachers will**:
  a. welcome (ideally no more than) two students at a time into their classrooms,
  b. encourage and support students as they move from an observer status to the role of participant, at a pace comfortable for both the host teacher and the student,
  c. when appropriate discuss information about students and curriculum,
  d. share instructional, or assessment materials, providing at least minimal guidance or training where needed, and
  e. provide instructors with constructive and honest feedback on a student's performance, competence, and level of professionalism.
- *Additional Expectations for Special Education Field Work*:
  a. discuss, whenever possible, student records and test results
  b. invite the student, unless otherwise prohibited, to team and/or IEP meetings

As a token of our appreciation for what the Host Teacher offers our candidates, we would like to send you a small honorarium of $25. At the end of the experience, we ask that you complete the Field Placement Log and Evaluation Rubric, a W-9 form and send them back to us electronically at soe@franklinpierce.edu. At that time, we will submit our paperwork to payroll to release your check, with our thanks.

- **The principal or appointed coordinator will**:
  a. when appropriate, participate in the selection of an on-site coordinator,
  b. identify and encourage host teachers and cooperating teachers to potentially support and mentor candidates.

Franklin Pierce University Commitments

Franklin Pierce Placement Coordinator will:

    a. communicate initially with the building principal or a designee,

    b. confirm background checks are completed prior to field placements,

    c. notify the on-site coordinator, in a timely manner, the number and licensure area of field placements requested,

    d. process contracts and W-9 forms in a confidential and secure manner

    e. communicate clear expectations regarding host teacher responsibilities

    f. be responsible for helping students coordinate plans for transportation to and from on-site experiences,

    g. mediate any difficulties that arise, such as scheduling conflicts.

Franklin Pierce Instructors will:

    a. communicate with host teachers before the semester begins, and share a copy of appropriate assignment expectations and tentative course calendar,

    b. address student management issues, such as a dress code, confidentiality of information, attendance and preparedness,

    c. review written lesson plans before they are presented in the schools,

    d. assign relevant tasks to be completed when students visit schools, and

    e. communicate with host teachers on an as-needed basis.

Franklin Pierce Students will:

    a. engage in consistent, active communication with the course instructor and host teacher

    b. students will be punctual, and give adequate notice to appropriate parties (host teacher and college instructor) should an absence be necessary,

    c. fulfill all assignments required for courses and field placements, as well as all duties reasonably requested by host teachers

    d. always appear, and conduct themselves in a professional manner

    e. take initiative and actively work to become in asset in the placement classroom.

Field Experience Placement Requirement Chart

Placement Requirements hours/grades/subject by course and program.						
Field Courses	**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 Soc. Sci	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 Social Sci	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 Social Sci	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 Social Sci	30 5-12 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 use the instructor's email (from your agreement) to make contact.

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

ED224/510 Design and Management of Classroom Environments

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 the

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 assess comprehension of the text read aloud using a prompted retelling.
- The candidate is expected to focus on two children for the retelling.
- The host teacher might select the children for the retelling and provide a quiet space in a corner of the room or hallway for the assessment.

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 group 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 candidates 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 as a means to contextualize learners and learning, and subsequently submit a reflective journal entry to the course instructor. Potential topics include the following:
  - Student Engagement

- o Writing Instruction
- o Literature Discussion or Response
- o Collaborative Work
- o 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 indigenous to schools and districts. This includes, but is not limited to, principals, speech language specialists, speech language pathologists, occupational therapists, special education administrators, and para-educators.
- The candidate is expected to select two people whose roles impact their licensure, interview the individuals, and then report 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 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 taught.

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 s/he teaches the lesson.

ED341/541 IEP and Instructional Considerations

Assignment #1

- Candidate 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

- Candidate will choose one focus area – different than 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.

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 being sure 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

About Student Teaching

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.

Additional Code of Conduct for Student Teaching

- Student teachers are reminded to never engage in gossip with any school personnel. This includes avoiding conversations that are less than complimentary or raise questions about a staff member's or administrator's ability, judgment, or competence.
- Discussions about anything experienced in school should only occur during observation debriefs or during seminars. It is a breach of trust and professional ethics to share private information about students or staff with anyone outside these contexts.
- It is inappropriate for student teachers to discuss another professional's behavior, policies, or decisions with parents or administrators. We suggest that whenever possible, they refer such inquiries to the cooperating teacher.
- A student teacher should never discuss one student with another or talk to parents about other students.
- If a student teacher is approached by a parent in a public place, they must avoid discussing academic details of a student's performance, suggesting parents instead contact the school.
- While we recommend student teachers include photographs or video of their student

teaching experience in a professional NH-TCAP, they are reminded to first check the school district's policy about dissemination of pictures that include students' images, even without names.

- Including student work in a NH-TCAP adds depth. Student teachers are instructed that students' last names and other identifying information must be deleted or obscured.

It is a valuable experience for student teachers to attend parent conferences and special education team meetings. In this context they are guests and their comments do not necessarily represent the views of the school or the University. It is imperative that their contributions to discussions be cleared through the cooperating teacher first, in private. 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 host teacher and student teacher should discuss the experience, i.e., why certain actions were taken, why some items may or may not have been discussed, what could have been handled differently.

Formative & Summative Assessment

Student teaching has always been considered an important part of the educator licensure program. It is still a critical component of the developmental curriculum as well as a summative assessment, https://www.wested.org/wp-content/uploads/goe-research-synthesis.pdf. The cooperating teachers and 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 Franklin Pierce 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/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 spell-checked
    - 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; and

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 best practices rubric;	12. Rates at least "effective" category on the best practices rubric;	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 to which the student's program is and has held that license for at least 3 years.
- Students may use their place of employment if it meets the below criteria.
- Additional credentials require an additional 8-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 Stud 5-12	16-weeks in a Social Studies 5-12 setting.
Special Ed K-12	16-weeks in a Special Education K-12 setting.

Student Teaching Roles

Franklin Pierce Placement Coordinator:
a. communicate initially with the building principal or a designee,
b. confirm background checks are completed prior to field placements,
c. process contracts and W-9 forms in a confidential and secure manner,
d. once plans are in place and contracts are signed, introduce the student, cooperating teacher and student teaching supervisor,
e. receive and file all student teaching documentation,
f. issue payments to cooperating teacher and student teaching supervisor,
g. mediate any difficulties that arise.

Franklin Pierce Students:
a. engage in consistent, active communication with the cooperating teacher and student teaching supervisor,
b. provide lesson plans prior to teaching lessons,
c. students will be punctual and give adequate notice to appropriate parties (cooperating teacher and student teaching supervisor) should an absence be necessary,
d. always appear and conduct themselves in a professional manner
e. take initiative and actively work to become in asset in the placement classroom
f. attend the student teaching seminar

Franklin Pierce Student Teaching Supervisor:
a. serves as a representative of Franklin Pierce University,
b. maintains weekly contact with the student teachers and cooperating teachers,
c. reviews lesson plans and conducts both formal and informal observations,
d. leads the evaluative conferences and provides support and guidance to the student as needed,

Cooperating Teachers:
Their professional expertise serves as a model for the student teacher. The primary responsibilities for the cooperating teacher are as follows:
a. support student teacher in learning about school and classroom placement
b. collaborate with student teacher to develop a semester schedule
c. support student teacher in lesson planning, instruction, and classroom management
d. observe and mentor student teacher
e. maintain communication with student teaching supervisor

Student Teaching Timeline

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. 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.

8-Week Student Teaching Placement

Links to all forms and surveys mentioned in this chart are located on the documents/forms page.

Prior to the start		
Student Teacher	**Cooperating Teacher**	**Student Teaching Supervisor**
• Complete the student teaching agreement. • Schedule a meeting with the cooperating teacher to get acquainted. • Inquire about a copy of the school's curriculum guides, calendars, emergency procedures, other important information etc. • Draft an introductory letter to parents.	• Complete the student teaching agreement sent by the University. • Complete the W-9 form sent by the University. • Continue to mentor the student teacher.	• Complete the student teaching agreement. • Complete the W-9 form sent by the University. • Arrange a three-way conference with the cooperating teacher and student teacher during week 1 to get acquainted.
Week 1 of placement		
Student Teacher	**Cooperating Teacher**	**Student Teaching Supervisor**
• Complete the technology survey with your cooperating teacher. • Share your introductory letter to parents with your cooperating teacher and the video permission form. • Observe and discuss lessons, learn routines (e.g., the pledge, lunch count, attendance, dismissal, reading aloud, and working with individual students). • Student teacher and cooperating teacher collaborate to develop a teaching schedule, with dates when student teacher will team teach and/or gain experience teaching independently.	• Complete the technology survey with the student teacher. • Student teacher and cooperating teacher collaborate to develop a teaching schedule, with dates when student teacher will team teach and/or gain experience teaching independently. • Continue to mentor the student teacher and provide feedback.	• Prompt cooperating teacher and Student teacher to fill out the technology survey. • Prompt student teacher to begin their "Student Teaching Daily Activity Log."

Week 2 of placement		
Student Teacher	**Cooperating Teacher**	**Student Teaching Supervisor**
• Begin to take on multiple roles in classroom, perhaps including working with small group reinforcement or enrichment lessons, reviewing student writing, identifying specific student strengths and needs, reading aloud, etc. • Student teacher will team teach and/or gain experience teaching independently in **at least one content area/ course load**.	• Continue to mentor the student teacher and provide feedback. • Model lesson planning activities. • Review student's lesson plans.	• Review the student's lesson plans thus far.
Week 3 of placement		
Student Teacher	**Cooperating Teacher**	**Student Teaching Supervisor**
• Student teacher will team teach and/or gain experience teaching independently in at least **two content areas/ course loads**. • Attend three-way conference with the student teaching supervisor.	• Continue to mentor the student teacher and provide feedback. • Attend three-way conference with the student teaching supervisor. • Continue to review student's lesson plans.	• Three-way conference with the cooperating teacher and student teacher for a pre-observation check-in.
Week 4 of placement		
Student Teacher	**Cooperating Teacher**	**Student Teaching Supervisor**
• Student teacher will team teach and/or gain experience teaching independently in at least **three content areas/ course loads**.	• Continue to mentor the student teacher and provide feedback. • **1st Formal Observation** - Formally observe the student teacher's lesson and fill out a "Formal Observation Evaluation."	• Prompt cooperating teacher and Student teacher to do their 1st formal observation.
Week 5 of placement		
Student Teacher	**Cooperating Teacher**	**Student Teaching Supervisor**
• Student teacher will team teach and/or gain experience teaching independently in at least **four content areas/ course loads**.	• Continue to mentor the student teacher and provide feedback.	• **1st Formal Observation** - Formally observe the student teacher's lesson and fill out a "Formal Observation Evaluation."
Week 6 of placement		
Student Teacher	**Cooperating Teacher**	**Student Teaching Supervisor**
• Student teacher assumes responsibility for any remaining content areas/ course loads.	• Continue to mentor the student teacher and provide feedback. • **2nd Formal Observation** - Formally observe the student	• Prompt cooperating teacher and Student teacher to do their 2nd formal observation.

| | | teacher's lesson and fill out a "Formal Observation Evaluation." |

Week 7 of placement (solo week)		
Student Teacher	**Cooperating Teacher**	**Student Teaching Supervisor**
• Student teacher **assumes full planning and teaching responsibilities**, teaching for five consecutive days.	• Continue to mentor the student teacher and provide feedback.	• **2nd Formal Observation** - Formally observe the student teacher's lesson and fill out a "Formal Observation Evaluation."

Week 8 of placement		
Student Teacher	**Cooperating Teacher**	**Student Teaching Supervisor**
• Student teacher gradually returns responsibilities to the classroom teacher. • Fill out the feedback survey on the cooperating teacher. • Student teacher, cooperating teacher, and student teaching supervisor meet for final evaluation. • Attend three-way conference with the student teaching supervisor.	• Student teacher gradually returns responsibilities to the classroom teacher. • Fill out the feedback survey on the student teaching supervisor. • Fill out the 610 standards form. • Fill out the 612 standards form *(for General Special Education placements only)* • Attend three-way conference with the student teaching supervisor.	• Three-way conference with the cooperating teacher and student teacher for a final evaluation. • Submit the student teaching grading form to the School of Education.

16-Week Student Teaching Placement

Links to all forms and surveys mentioned in this chart are located on the documents/forms page.

Prior to the start		
Student Teacher	**Cooperating Teacher**	**Student Teaching Supervisor**
• Complete the student teaching agreement. • Schedule a meeting with your cooperating teacher to get acquainted. • Inquire about a copy of the school's curriculum guides, calendars, emergency procedures, other important information etc. • Draft an introductory letter to parents.	• Complete the student teaching agreement sent by the University. • Complete the W-9 form sent by the University.	• Complete the student teaching agreement. • Complete the W-9 form sent by the University. • Arrange a three-way conference with the cooperating teacher and student teacher during week 1 to get acquainted.
Week 1 of placement		
Student Teacher	**Cooperating Teacher**	**Student Teaching Supervisor**
• Complete the "Technology Survey" with your cooperating teacher. • Share your introductory letter to parents with your cooperating teacher and the video permission form. • Observe and discuss lessons, learn routines (e.g., the pledge, lunch count, attendance, dismissal, reading aloud, and working with individual students). • Student teacher and cooperating teacher collaborate to develop a teaching schedule, with dates when student teacher will team teach and/or gain experience teaching independently.	• Complete the "Technology Survey" with your student teacher. • Student teacher and cooperating teacher collaborate to develop a teaching schedule, with dates when student teacher will team teach and/or gain experience teaching independently. • Continue to mentor the student teacher and provide feedback. • Model lesson planning activities.	• Prompt cooperating teacher and Student teacher to fill out the "Technology Survey." • Prompt student teacher to begin their "Student Teaching Daily Activity Log."
Week 2-3 of placement		
Student Teacher	**Cooperating Teacher**	**Student Teaching Supervisor**
• Begin to take on multiple roles in classroom, perhaps including working with small group reinforcement or enrichment lessons, reviewing student writing, identifying specific student strengths and needs, reading aloud, etc. • Student teacher will team teach and/or gain experience teaching independently in **at least one content area/ course load**.	• Continue to mentor the student teacher and provide feedback. • Attend three-way conference with the student teaching supervisor. • Review student's lesson plans	• Three-way conference with the cooperating teacher and student teacher for a pre-observation check-in. • Review student's lesson plans

Attend three-way conference with the student teaching supervisor.		

Week 4-5 of placement		
Student Teacher	**Cooperating Teacher**	**Student Teaching Supervisor**
• Student teacher will team teach and/or gain experience teaching independently in at least **two content areas/ course loads**.	• Continue to mentor the student teacher and provide feedback. • Review student's lesson plans	• **1st Formal Observation** - Formally observe the student teacher's lesson and fill out a "Formal Observation Evaluation."

Week 6-7 of placement		
Student Teacher	**Cooperating Teacher**	**Student Teaching Supervisor**
• Student teacher will team teach and/or gain experience teaching independently in at least **three content areas/ course loads**.	• Continue to mentor the student teacher and provide feedback. • **1st Formal Observation** - Formally observe the student teacher's lesson and fill out a "Formal Observation Evaluation."	• Prompt cooperating teacher and student teacher to do their first formal observation. • Review student's lesson plans

Week 8-9 of placement		
Student Teacher	**Cooperating Teacher**	**Student Teaching Supervisor**
• Student teacher will team teach and/or gain experience teaching independently in at least **four content areas/ course loads**.	• Continue to mentor the student teacher and provide feedback. • Review student's lesson plans	• **2nd Formal Observation** -in week-8, formally observe the student teacher's lesson and fill out a "Formal Observation Evaluation." • Mid Term grades are due in week-8. Submit the "Student Teaching Grading Form" to the School of Education.

Week 10-11 of placement		
Student Teacher	**Cooperating Teacher**	**Student Teaching Supervisor**
• Student teacher assumes responsibility for any remaining content areas/ course loads.	• Continue to mentor the student teacher and provide feedback. • **2nd Formal Observation** Formally observe the student teacher's lesson and fill out a "Formal Observation Evaluation."	• Prompt cooperating teacher and Student teacher to do their 2nd formal observation.

Week 12 of placement		

Student Teacher	Cooperating Teacher	Student Teaching Supervisor
• Student continues to strengthen their skills, ask for an receive feedback.	• Continue to mentor the student teacher and provide feedback.	• **3rd Formal Observation** Formally observe the student teacher's lesson and fill out a "Formal Observation Evaluation."

Week 13-14 of placement		
Student Teacher	Cooperating Teacher	Student Teaching Supervisor
• Student continues to strengthen their skills, ask for an receive feedback.	• Continue to mentor the student teacher and provide feedback. • **3rd Formal Observation** - Formally observe the student teacher's lesson and fill out a "Formal Observation Evaluation."	• Review student's lesson plans

Week 15 of placement (solo week)		
Student Teacher	Cooperating Teacher	Student Teaching Supervisor
• Student teacher **assumes full planning and teaching responsibilities**, teaching for five consecutive days.	• Continue to mentor the student teacher and provide feedback. • **4th Formal Observation** - Formally observe the student teacher's lesson and fill out a "Formal Observation Evaluation."	• **4th Formal Observation** Formally observe the student teachers lesson and fill out a "Formal Observation Evaluation."

Week 16 of placement		
Student Teacher	Cooperating Teacher	Student Teaching Supervisor
• Student teacher gradually returns responsibilities to the classroom teacher. • Fill out the "Feedback Survey on the cooperating teacher." • Student teacher, cooperating teacher, and student teaching supervisor meet for final evaluation. • Attend three-way conference with the student teaching supervisor.	• Student teacher gradually returns responsibilities to the classroom teacher. • Fill out the "Feedback Survey on the student teaching supervisor." • Fill out the "610 Standards" form. • Fill out the "612 Standards" form *(for General Special Education placements only)* • Attend three-way conference with the student teaching supervisor.	• Three-way conference with the cooperating teacher and student teacher for a final evaluation and grade. • Submit the "Student Teaching Grading Form" to the School of Education.

Student Teaching documentation needs 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.

8-week Placement

- ❑ 1 Student Teaching Agreement (student, cooperating teacher, supervisor)
- ❑ Coop Teacher W-9 form (cooperating teacher)
- ❑ 1 Technology Survey (student & cooperating teacher)
- ❑ 2 Formal Observation Evaluations (cooperating teacher)
- ❑ 2 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 Placement

- ❑ 1 Student Teaching Agreement (student, cooperating teacher, supervisor)
- ❑ Coop Teacher 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 Mid Term Evaluation (cooperating teacher, supervisor)
- ❑ 1 Final Grade form (cooperating teacher, supervisor)

Unit Plans

<u>Elementary Unit Plan</u>

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.

<u>Upper Elementary or Middle School Unit Plan</u>

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 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, 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 developed 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 student teachers are assets in K-12 classrooms. The training document that aligns with the lesson plan outline asks candidates 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.

Lesson Plan Guidance Sheet

Franklin Pierce University
Lesson Planning Template

Lesson Title:	**Teacher:**
Grade/Subject: Individual Small group Whole group **o** **o** **o**	**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) • Pre-assessment (readiness) • Engagement (set the stage) • Lesson Steps • Closure	

Extension Opportunities	

Assessment
  • Formative
 	
  • Summative	

Reflection:
  • learners
  • instructional process
  • content
  • needed revisions	

Advanced Reflection	**Special Education Candidates:** How did your supports for students influence their learning outcomes? How might these supports be removed as proficiency increases? **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.
References and Resources	
Appendix of Materials	

4/16/2021

New Hampshire Teacher Candidate Assessment of Performance (NH TCAP)

In the second placement of student teaching, all student teachers are required to complete the New Hampshire TCAP - Teacher Candidate Assessment of Performance. 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 second eight-week student teaching experience. It may be completed at any time during the practicum, to best meet cooperating teacher and student teacher needs.

The TCAP will consist of five "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 2nd 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	• Provide relevant information about your instructional context and • your students as learners of literacy in the Classroom Drafts Due Week 2 of 2nd placement	☐ Classroom Profile Form ☐ Contextualizing Learners & Learning Commentary
2 Planning and Preparing	• 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. Drafts Due Week 4 of 2nd placement	☐ Lesson Plans, Instructional Materials, and Assessments ☐ Planning and Preparing Commentary
3 Instructing Students and Supporting Student Learning	• 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). Drafts Due Week 6 of 2nd placement	☐ Video Clip(s) ☐ A copy of any relevant materials (not limited to handouts, writing on the board, overheads, and posters). ☐ Instructing Students and Supporting Student Learning Commentary
4 Assessing Student Learning	• 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. Drafts Due prior to Week 8 of 2nd placement	☐ Student Work Samples ☐ Evaluative Criteria or Rubric ☐ Assessing Student Learning Commentary
5 Reflecting and Growing Professionally	• Respond to the prompts in the Reflecting and Growing and Professionally Commentary about what you learned from teaching this learning segment. **Remember to Include your daily notes on student learning** Due with Final TCAP a minimum of two days after the conclusion of your second placement.	☐ Daily Notes on Student Learning ☐ Reflecting and Growing Professionally Commentary
Using Academic Language	• Incorporate your knowledge of your students' academic language development as well as key academic language throughout the NH TCAP **This strand is assessed throughout the NH TCAP. There is nothing additional to submit**	**This strand is assessed throughout the NH TCAP. There is nothing additional to submit**

Glossary

1. <u>School</u> – This designation will refer to the public or private elementary, middle, or secondary school.
2. <u>University</u> – This designation will refer to Franklin Pierce.
3. <u>Placement Coordinator</u> - This person serves both the undergraduate and graduate programs, facilitating both field and culminating student teaching placements. This individual is based in Rindge and coordinates paperwork, maintaining in-service student files. Responsibility includes updating background results and Praxis test scores for the division.
4. <u>On-site Coordinator</u> - 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. <u>Instructor</u> – This is the college/university faculty member identified by Franklin Pierce as the "Instructor of Record" for both undergraduate and graduate students.
6. <u>Host Teachers</u> – These people will be selected, from the public/private K-12 school staff volunteers, by the on-site coordinator and/or school principal. Students will be placed in their rooms for 15- or 30-hour (course dependent) engagement experiences over the span of a term or semester.
7. <u>Special Needs Teachers</u> – 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. <u>Students/Candidates</u> – These are Franklin Pierce Education Program undergraduates or graduate students enrolled in licensure program, seeking a BA or an MED. This may be a first or second licensure for the student.
9. <u>Teacher Licensure Curriculum Committee</u> – This is a broad-based advisory group organized by the Franklin Pierce College Education Department in compliance with standards designed by the State of NH Department of Education.
10. <u>Cooperating Teachers</u> – 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. <u>Student Teachers</u> – These are college/university students who are completing eight, sixteen, or twenty-four-week, full time, intensive practicum capstone experiences.
12. <u>Student Teaching Supervisors</u> – 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: (online survey form)

Cooperating Teacher-610 Review Form: (online survey form)

Cooperating Teacher-612 Standards: (online survey form)

Exit Survey for Teacher ED Graduates: (online survey form)

Feedback Survey- Cooperating Teacher: (online survey form)

Feedback Survey- Host Teacher: (online survey form)

Feedback Survey- Student Teaching Supervisor: (online survey form)

Field Experience Student Evaluation (online survey form)

Field Placement Hours Log (please download a copy to your files for editing)

Formal Observation Evaluations: (online survey form)

Lesson Plan Guidance Sheet (please download a copy to your files for editing)

Lesson Plan Template: (please download a copy to your files for editing)

Photo-Video Release Form: (please download a copy to your files for editing)

Student Teaching Grading Form: (please download a copy to your files for editing)

Student Teaching Daily Activity Log: (please download a copy to your files for editing)

Technology Survey & Record: (online survey form)