The Orientation Packet includes the following items. This does not include all items included due to space limitations. The entire packet is available for the on-site visit.

The codes are as follows: US-University Supervisors, CP-Cooperating Teachers, C-Candidates

A- Included in all packets

1. Sample Letter to Cooperating Teacher (U.S. Mail)
2. Sample Letter to Candidate (e-mail)
3. Powerpoint for cooperating Teachers – includes Agenda (Spring 2015)
4. Agenda (page 1) for Candidates Orientation
5. Materials included in folders: See code above
   a. Guidelines for Cooperating Teachers US, CP, C
   b. Role of the University Supervisor US, CP, C
   c. Student Teaching Calendar US, CP, C
   d. Outstanding Cooperating Teacher Awards US, C
   e. The Tripod Project: P-12 Student Feedback, Sample US, CP
6. Specific Candidate documents for cooperating teacher and University supervisor
   a. Professional Development Plan and scored PDP rubric (Candidate first page sample) US, CP
   b. Candidate Internship Evaluation Form with Internship I Final Evaluation scored
      (Candidate sample first page included) US, CP
7. Internship I and II Handbook (see website link)
8. Stipends for Cooperating Teachers (Sample from 2015 budget)
December 1, 2014

Dear Ms. «Coop_Last»:

Thank you for agreeing to serve as a cooperating teacher for «FIRST_NAME» «LAST_NAME» during the spring 2015 semester. Field-work and clinical internship opportunities offer some of the most valuable experiences our teacher education candidates receive during their program of study. Your feedback and support is essential in assisting our students to grow in their knowledge, skills and dispositions.

In order to assist you in your role as a cooperating teacher, please mark your calendar for an orientation session on Wednesday, January 14, 4:30-6:00, Greek Conference Room 103. During this orientation, we will review the expectations, guidelines and calendar for student teaching. We will also review the internship handbook, the School of Education website and the link for Cooperating Teachers. Hopefully you will be able to attend this orientation session. Your principal will be notified of this event’s date and time.

So that you can plan ahead, following are some additional important dates for the School of Education:

- January 15 – First day of student teaching
- February 20 – Midterm evaluations due for shortened internships
- March 4 – Midterm evaluations due
- April 29 – Last day of student teaching
- April 29 – Final evaluations due
- May 4 – Student Teacher Recognition and Awards Ceremony

NOTE: Our students have been advised that while student teaching, they will follow your calendar with regard to closings, holidays, workdays, etc. and not the High Point University schedule.

Please confirm receipt of this letter and your attendance to the orientation session via email to Tammy Hines at thines@highpoint.edu. We will use your email for any future correspondence related to student teaching. The School of Education at High Point University values its public school partners. Through our collaborative efforts, we will continue to shape “extraordinary” teachers for tomorrow's classrooms.

Sincerely,

Barbara Leonard, Ed.D.
Associate Dean

Enclosure
I am writing to confirm your internship placement and cooperating teacher for the spring 2015 semester. You have been assigned to Friendship Elementary School in the Davidson County School district and will be working with Stacey Brafford who will be serving as your cooperating teacher. Your internship placement is 1st grade.

Following are some important dates to note:
- **January 13, 9:00 - 4:00** - Student Teacher orientation. Greek Conference #103
  - Bring your notebook computer!
  - Teacher Clothes
- **January 14, 9:00-3:30** - Student Teacher orientation. Greek Conference #103
  - Bring your notebook computer!
  - Teacher Clothes
- **January 15** : Student teaching begins
- **March 4** : Midterm evaluation are due
- **April 29** : Student teaching ends
- **May 4, 5:00-7:00** : *(Attendance Required)* Student Teacher Recognition/Awards Ceremony.

**NOTE:**
4) Any future correspondence regarding student teaching will be sent to you via your High Point University email address; please check this email address on a regular basis!
5) As you plan your spring schedule, please be aware that you will not be taking HPU’s breaks. You are to follow the school systems’ calendars which can be found on their webpage. If you are living on campus be aware that the food services will not be available during HPU’s fall break.
6) Remember our code of ethical behavior and dress appropriately.

If you have any additional questions, feel free to contact me by

Yours truly,

Barbara B. Leonard, Ed.D.
Associate Dean
WELCOME COOPERATING TEACHERS
The Department of Education is pleased to welcome you to a new opportunity that includes you as we prepare our students for a career in education. We appreciate your support of the University's mission to provide a quality education to our students. We are confident that the students will benefit from your experience and expertise. We look forward to working with you to ensure that our students receive the best education possible.

ORIENTATION AGENDA
4:30pm
- Welcome
- Introduction of University Supervisor
- Folder materials
- Internship Handbook
- School of Education Website
- Safety in the Schools
- 5:10 – 6pm
- Session with University supervisor and cooperating teacher.

WHAT IS IN YOUR FOLDER?
- Inside the cover information
- HPU Spring Calendar and important dates
- Guidelines for Cooperating Teachers
- Top Tips
- Role of the University Supervisor
- General information given to students
- School of Education Awards
- McEl Observation forms
- Cooperating Teacher Information sheet – fill out tonight and give to supervisor
- Internship Handbook

CONTACT INFORMATION AND CALENDAR
- Take the time now to fill out the contact form.
- Pass the form to your left when you have completed it.
- Student Interns will begin on Thursday, January 9 and follow your schedule through April 23 unless they were a TA and given a shortened internship.
- HPU student teaching calendar

AND THE REST OF THE CALENDAR!
- Spring Calendar with dates – 3 way conference
- Final data is April 23. 10% ends on March 20 if they have been approved for the shortened internship.
- 4/23 – 4/27: Student teacher Correlation banquet – meet your student teachers/mentors
- Regular HPU classes
- Please note that most of the students are taking a multimedia/certification class and a data analysis class.
- 4/29: We except Monday's are students or Tuesday 3 pm or Wednesday at 4:30 or 6:30.
- We have some secondary and middle school students taking the Classroom Management course from 1:20-2:20 pm until the last day is Friday, Feb. 7.

FIND THE HANDBOOK ON THE SCHOOL OF EDUCATION WEBSITE!
- Go to the SOE website and look on the right hand side of the website under Teacher Education Handbook and click on Internship Handbook.
- You will find the assessment for student teaching on the left hand side under Additional Resources. Select either the midterm evaluation document or exit evaluation document.

INTERNSHIP II HANDBOOK POLICY MANUAL FOR STUDENT TEACHING
Leaders for Learners
In a Global World

YOUR STUDENT TEACHER’S ROLE AND RESPONSIBILITY
- Be on time and prepared
- Enthusiastic
- Positive attitude
- Participate as much as possible in school life
- Utilize the feedback
- Follow the NC and HPU Code of Ethics
UNIVERSITY SUPERVISOR’S ROLE
- Visits to your classroom (five unless the student needs more support.)
- Feedback to the student
- Student teacher also submits lesson plans to the supervisor as well as you.
- Student teacher will be making weekly reflections to the supervisor.
- The role is as coach—assist you in helping the student teacher to become successful.

ASSESSMENTS, PDP’S AND EVALUATIONS
- North Carolina Teaching Standards
  - Teachers demonstrate leadership.
  - Teachers establish a respectful environment for a diverse population of students.
  - Teachers know the content they teach.
  - Teachers facilitate learning for their students.
  - Teachers reflect on their practice.

EVALUATION AND ASSESSMENTS DURING STUDENT TEACHING
- Teacher Observation Form [MyNet]
  - A copy is in the internship handbook and will be online at SOE website, P 18-19 titled Form.
- Midterm Evaluation Form p.10-16
- E4411n Evaluation Form
  - There is a midterm evaluation at the end of the mid-term evaluation, if the score is 53 or below, you as cooperating teacher along with the student intern and University supervisor will develop an intervention plan.

PERFORMANCE EXPECTATIONS
- There is a walkthrough form you are welcome to use in your internship. A copy is in the packet. This graph shows low with parent, you as a student teacher should progress as you practice the role in your classroom. Your students also learn this way.

ASSESSMENT AND CERTIFICATION OF TEACHING CAPACITY
- This is the final evaluation of student teaching. It is the same format as the mid-term but without the parent. The score must be 70 on everything in order to receive a Pass as well as the licence to teach in any degree. See p.55-57.
- Final Evaluation Form
  - So with the mid-term, the final will be involved in the process. The cooperating teacher will work with them to gloss some to consensus when appropriate on the ratings.
  - The student intern is at the level of 70, the team will have to extend student teaching which may go beyond the graduation date.
- Gateway 4; Exit from Student Teaching p.90
- NKE, TPS Performance Evaluation p. 41
- The cooperating teacher is the only one who fills this out.

CODE OF PROFESSIONAL AND ETHICAL BEHAVIOR
- Code of Ethics for North Carolina Educators
  - See Appendix A and B in the Student Internship Handbook
- We have discussed with our student teachers about the use of Facebook and other networks by email and text, they are not to be used or be Facebook for communication with students and parents. Teachers and students are to receive and return e-mails from my students. We have shared the material portions of the Student Code as a sample of expectations with social media.

ETHICAL BEHAVIOR
- HPUC School of Education Code of Ethical Behavior p. 19-20
  - HPUC Code of Ethical Behavior
  - Code of Ethics for North Carolina Educators
  - P. 21-22
  - North Carolina Code of Ethics
  - Students need to know the testing protocols, if you have them practice tests then give them strategies that will prevent them from giving your students assistance.

SOME EXPECTATIONS
- Students interns must develop full lesson plans, please let the cooperating teacher know if there is a specific lesson plan format for their course.
- Students interns cannot be used by any other student in another classroom or be given to any other student who is not in the classroom.
- Students interns cannot use or see another student’s classroom materials without their permission.
- We encourage and expect our student teachers to attend faculty meetings, school events, student events, special needs night, and our solicitation as appropriate.
- We encourage them to make use of the student clubs, professional development, and our solicitor as appropriate.
- We encourage them not to treat the job especially during the weeks before class.
- We encourage them to use the workweek when they can attend the class.
SCHOOL SAFETY
- Please familiarize your student intern with the safety rules and procedures for your classroom and school.
- With the events in the last several years and especially in Connecticut, your intern may be a little concerned about what they should be doing.
- Also acquaint them with the expectations of teachers at your school including dress, start time for teachers, lunches, parking, etc.
- Tell them where to find the announcements regarding bad weather for your system.

ARE YOU READY TO BE THE COOPERATING TEACHER?
- Mission: #Teacher
  Do you accept this mission?
- Be prepared for the student Intern's arrival
- Assist them in meeting colleagues and understanding of school policies
- Feedback on a regular, daily basis
- Help the student teacher to accept the praise and constructive criticism with equal appreciation
- Work with the University supervisor in helping the student become successful. The supervisor is the HPD liaison and will do the grading.
- See the Top Ten sheet.

HAVE A WONDERFUL SEMESTER!
- We look forward to our partnership with you this semester.
- Please mark Monday, April 28 for our Student Teacher and Senior Awards Reception with a light buffet from 5-7pm. This is a time to recognize our students and to honor your participation in their success.
- We are also pleased to be able to send you a $100 check for serving as a cooperating teacher at the end of the semester.
Internship II Orientation

Spring 2015
Greek Village Conference Center 103
January 13-14, 2015

The teacher as leader for learners in a global world reflects an intention to create a learning environment in which teacher candidates become reflective practitioners who collaborate and lead in their classrooms and schools for the purpose of preparing students to meet the challenges of a global society. The teacher education programs at High Point University seek to prepare teacher candidates in the 21st century who possess knowledge of the learner which in turn leads to the facilitation of the 21st century skills needed by P-12 students to critically think, problem solve, utilize technology, communicate, and collaborate.

Agenda: Tuesday, January 13

9:00 - 11:45 am - Session I - Bring computers to session

- Welcome and Group Picture ...................................................... Dr. Leonard
  , Associate Dean, School of Education

- Information in Folders including:
  - Contact Information
  - Calendars
  - The role of cooperating teachers and University supervisors

- Professionalism and ethics-Professional behaviors expected of student teachers
  - Signature for Code of Ethics
  - Social Networks and other technology concerns

- Weather related concerns and school safety
- Review of Professional Development Plans
- Overview of Midterm Evaluation, Formal Observations and Reflections
- Internship Handbook – Policy Manual (along with Teacher Education Handbook)

LUNCH on your own! 11:45-12:45pm

1:00 – 2:50 pm - Session II - Bring computers to session

- Resume writing and Interview Skills ................................. Eric Melniczek
  , HPU Career Advisor
  , Career and Internship Services

3:00 – 4:00 pm - Session III

- Rowan-Salisbury School System Presentation .................. Kristi Rhone
  , Executive Director, Human Resources

REMINDEERS: Orientation continues on Wednesday, beginning sharply at 9:00 am. Come dressed professionally with laptops or tablets. We meet again in the Greek Village Conference Center. EDU 4166, 4566 classes and EDU 4280 classes meet this week. Be sure to attend.
GUIDELINES FOR COOPERATING TEACHERS

1. Please talk to your students about your student intern’s role. Introduce him/her as a teacher and explain the time frame and process.

2. Please introduce your intern to your team and school staff as soon as possible, and make him/her feel a part of the school community.

3. Provide for the student teacher’s initial needs and orientation. This includes a school tour and map, school handbook, a list of students’ names, school calendar, a set of textbooks, and a desk or space of his/her own. Name or desk tags may be helpful if the placement is new.

4. The following information should be shared with your student teacher both verbally and in writing before they take on any classroom responsibilities:
   - Class schedule
   - Classroom rules and procedures
   - School Policies
   - Attendance times and expectations
   - Lunch procedure/options
   - Special programs
   - Teacher assistant duties
   - Illness/absence policy
   - Students with IEP’s of special needs
   - Dress code
   - Written and Unwritten rules
   - School’s code of conduct
   - In-house communication System
   - School safety

5. Provide access to curriculum guides, and the NC Standard Course of Study. Explain and model how these guides are to be used in short and long term planning.

6. Assist your student teacher in creating a personal letter of introduction to your students and parents.

7. Involve the student teacher early and gradually. Assign routine tasks and encourage work with individual students and small groups during the first two weeks. Some short lessons or sharing with the whole group are appropriate for the second week, also. Give the student teacher an opportunity for directed observations about which he/she will note questions, etc. for your later discussion. If this student was with you first semester, you may move more quickly into teaching responsibilities than noted here.

8. By the beginning of the third week, the student should be teaching one subject daily. He/she should gradually add other subjects until all subjects are being taught by the student teacher. The student teacher should have approximately 6 weeks of full day instruction.

9. Please be in the room during the beginning phases of his/her instruction in each subject, and “in and out” during the later stages. This will allow you an opportunity to give feedback and make suggestions as needed.

10. Model lessons in an area before the student teacher takes over that area.

11. Discuss each day’s activities/lessons/events at the end of the day. Build open communication, offering praise, suggestions, and support.

12. Review and discuss plans for the next day daily. Be sure the student teacher knows what he/she is to do that day. Making a copy of your plans for the student teacher will be helpful.

13. Provide guidance and support in the area of classroom management. This is often one of the most difficult areas for students to master.

14. Guide the student teacher through the “whys and hows” of planning for instruction.

15. Show how you modify plans and instruction for student success.


17. Review and critique student teacher lesson plans before they are taught.

18. Include your student teacher in conferences when appropriate. Expose him/her to the various ways you communicate with parents.

19. Assist the student teacher with planning observations in other classes during the last week of student teaching, after teaching requirements are completed.

20. Help evaluate the student teacher’s progress, and inform the HPU supervisor of any needs or concerns. The supervisor will talk with you after each visit.
ROLE OF THE UNIVERSITY SUPERVISOR

The university supervisor serves as the liaison between his/her respective area within the School of Education, the cooperating teacher, and the school to which the teacher intern is assigned. The principal responsibility of the university supervisor is to determine the assistance needed and then use knowledge, skill, and resources to help the teacher intern. In consultation with the cooperating teacher, the university supervisor is responsible for the proper evaluation of the teacher intern’s performance. Observation early in the semester and on a regular basis is imperative. Conferences with the teacher intern and cooperating teacher should be arranged frequently.

Guidelines for University Supervisors

Each teacher intern will be observed and evaluated by the university supervisor a minimum of five times during the semester placement. Each observation will be for at least one full class period or one full teaching activity. Longer observations are recommended. The observations should be throughout the entire placement to ensure that the intern is receiving proper feedback and guidance. There is a required Internship Formal Observation Form which must be completed prior to the midterm.

Immediately after each evaluation, or as soon as possible thereafter, the university supervisor will review the evaluation with the teacher intern. They are responsible for informing him/her of apparent strengths and weaknesses observed and giving suggestions for improving his/her teaching skills. After the first formal observation, the teacher intern must then write a reflection based up the feedback which is subsequently scored by the supervisor. The university supervisor should discuss the observation with the teacher intern and should share the results with the cooperating teacher. The teacher intern should sign and date all evaluations when reviewed. Communication may be with both persons at the same or at separate times according to the situation.

In these conferences, the supervisor should play the role of a coach not a judge. A coach seeks to improve performance by providing guidance, compliments, and constructive criticism. A coach does not just identify deficiencies but suggests remedies. To improve intern performance, it is essential that success and progress, as well as areas of improvement, be noted. Interns are generally very sensitive to criticism, so discussions of weaknesses should be tempered with comments about aspects done well.

The university supervisor will maintain a folder for each teacher intern. The folder should contain the observation instruments used, comments, suggestions, etc. The university supervisor, cooperating teacher, and teacher intern should read all documents in the folder as they are generated, and each person should date and initial each document. The folder for each teacher intern will be submitted to the Department of Education at the end of the semester.

Specific Functions of the University Supervisor

1. Assist the teacher intern in developing reflective decision-making skills;
2. Make available to the cooperating teacher pertinent information about the teacher intern;
3. Furnish the teacher intern with pertinent information about the assigned school and cooperating teacher;
4. Become acquainted with the faculty, students, policies, curriculum, and school plant facilities of the assigned schools;
5. Work with the school administration and the cooperating teacher to make the transition from a teacher intern to a professional teacher;
6. Be available as a resource person for the assigned cooperating teachers and teacher interns;
7. Help teacher interns analyze their teaching experiences;
8. Work with the cooperating teachers in evaluating the teacher interns in terms of growth in skills and techniques in teaching;
9. Observe the teacher intern on a regular basis;
10. Hold conferences with the teacher intern following each observation;
11. Provide constructive criticism through positive comments when applicable, and when negative comments are necessary, provide suggestions for improvement;
12. Report to the Associate Dean any major problems concerning a teacher intern; and
13. Maintain documentation on the teacher intern from the cooperating teacher and teacher intern and submit with the teacher intern’s final grade report and teacher intern’s folder to the Office of Education at the end of the placement.
## Spring 2015 Student Teaching

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td><strong>Student Teaching Orientations - Required</strong></td>
</tr>
<tr>
<td>January 13-14:</td>
<td>Review of Student Teaching Handbook</td>
</tr>
<tr>
<td>Orientation seminar</td>
<td>Professional Behaviors expected of student teachers</td>
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<tr>
<td>for student teachers</td>
<td>Professionalism and ethics: HPU School of Education Code of Professional and Ethical</td>
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<td></td>
<td>Behaviors and Code of Ethics for North Carolina Educators</td>
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<tr>
<td></td>
<td>Revisit the Professional Growth plan developed in Internship I</td>
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<td></td>
<td>Career Services: Job searching, resumes, portfolios and interviewing</td>
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<tr>
<td></td>
<td>Student Teachers and University Supervisors meet and review expectations for student teaching.</td>
</tr>
<tr>
<td>January 15</td>
<td>First day of student teaching in the schools</td>
</tr>
<tr>
<td><strong>Week 2 – 1/19-1/23</strong></td>
<td>Class Schedule Due</td>
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<tr>
<td></td>
<td>Student teacher and cooperating teacher should develop a schedule for assuming teaching responsibilities.</td>
</tr>
<tr>
<td>Monday, Jan. 19</td>
<td>Martin Luther King Day-Public Schools are closed; No HPU classes</td>
</tr>
<tr>
<td><strong>Week 3 - 1/26-1/30</strong></td>
<td>Lesson plans for review due. Teaching responsibilities begin.</td>
</tr>
<tr>
<td><strong>Week 4 – 2/2-2/6</strong></td>
<td>Lesson plans for review due.</td>
</tr>
<tr>
<td><strong>Week 5 – 2/9-2/13</strong></td>
<td>Lesson plans for review due.</td>
</tr>
<tr>
<td><strong>Week 6 – 2/16-2/20</strong></td>
<td>Lesson plans for review due. Should be assuming all teaching responsibilities by this week.</td>
</tr>
<tr>
<td>February 20</td>
<td>Midterm Evaluation due for 10-week shortened internship for approved Teacher Assistants</td>
</tr>
<tr>
<td><strong>Week 7 – 2/23-2/27</strong></td>
<td>Lesson plans for review due.</td>
</tr>
<tr>
<td><strong>Week 8 – 3/2-3/6</strong></td>
<td>Lesson plans for review due.</td>
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<tr>
<td>March 6</td>
<td>Midterm Evaluations due from University Supervisor</td>
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<td></td>
<td>Intervention plans if needed are due.</td>
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<tr>
<td><strong>Week 9 - 3/9-3/13</strong></td>
<td>Lesson plans for review due. Intervention plans if needed are due.</td>
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<tr>
<td></td>
<td><em>HPU on Spring Break: Student teachers follow the Spring Break of the school system they are assigned. No food on campus.</em></td>
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<tr>
<td><strong>Week 10 – 3/16-3/20</strong></td>
<td>Lesson plans for review due.</td>
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<tr>
<td><strong>Week 11 – 3/23-3/27</strong></td>
<td>Lesson plans for review due.</td>
</tr>
<tr>
<td>Thursday, March 27</td>
<td>Last day for shortened internship if candidate is At Met on all sections.</td>
</tr>
<tr>
<td><strong>Week 12 - 3/30-4/3</strong></td>
<td>Lesson plans for review due.</td>
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<tr>
<td>March 31</td>
<td><em>HPU on Easter Break, April 3-6</em></td>
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<td></td>
<td>National Teacher of the Year Presentation 7-8 pm REQUIRED attendance, Pauline Theater</td>
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<td></td>
<td>WSFCS Spring Break</td>
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<tr>
<td><strong>Week 13 - 4/6-4/10</strong></td>
<td>Lesson plans for review due.</td>
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<tr>
<td></td>
<td>RCS, GCS, DCS, TCS Spring Break</td>
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<tr>
<td>April 2</td>
<td>Last day to nominate an outstanding student teacher and cooperating teacher.</td>
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<tr>
<td><strong>Week 14 – 4/13-4/17</strong></td>
<td>Schedule the final evaluation.</td>
</tr>
<tr>
<td><strong>Week 15 - 4/20-4/24</strong></td>
<td>This may be a school system’s Spring Break. Check the calendar.</td>
</tr>
<tr>
<td>April 29</td>
<td>Final Student Teaching Evaluations due; Final day for student teachers if the public school is in session.</td>
</tr>
<tr>
<td>May 4</td>
<td><em>Senior grades due by 8am (for possibly noon – be sure to check the email)</em></td>
</tr>
<tr>
<td>May 6</td>
<td>Student Teacher-Senior Recognition and Awards Banquet: [Required] 5:30-7pm</td>
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</tbody>
</table>
School of Education Awards

Outstanding Cooperating Teacher
[copies given to University supervisors and candidates]

- Up to two are awarded annually
- All cooperating teachers eligible
- Awarded at final Student Teaching event.
- Recipient receives a plaque

Description:

The Outstanding Cooperating Teacher Award is awarded to a cooperating teacher who has provided exceptional mentoring for a student teacher.

Criteria:

- Served as a cooperating teacher in the current academic year (Fall and Spring semesters)
- Student teacher will or has received all Met ratings on High Point University Exit Criteria
- Performance as a mentor was positive and productive with professional feedback and time given to the student teacher beyond what was expected.
- Maintained excellent communication with the University Supervisor as well as the student teacher.

Nomination and Selection Process:

- Written nomination by University Supervisor and/or Student Teacher.
- Nomination should include a narrative that addresses the criteria and provides clear and specific evidence that the person nominated has demonstrated the characteristics of an exceptional mentor. At least one specific example of the mentoring should be cited.
- Nominations reviewed by Awards Committee.
The Tripod Project:

Actionable Student Feedback Promoting Excellence in Teaching and Learning

Teacher Report

CAEP

Prepared for: Caitlin Goss

Spring 2015

www.tripodproject.org
<table>
<thead>
<tr>
<th>January</th>
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<tbody>
<tr>
<td><strong>Resource Needed</strong></td>
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<tr>
<td>Evidence of Completion</td>
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<td>Activity/Actions</td>
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<tr>
<td>Timeline</td>
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<tr>
<td><strong>Goals for Elements</strong></td>
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</tbody>
</table>

- **B. Teacher’s Strategies**
  - To expand their knowledge and satisfy their natural curiosity.
  - Standard 2 - Enriches students to investigate the content area.
  - promotes student learning.
  - Standard 1 - maintains a safe and orderly classroom.
  - Effective(s) to be addressed:
    - Standard 3: Teachers know the content they teach.
    - Standard 4: Teachers demonstrate leadership.

<table>
<thead>
<tr>
<th>HP Internship I and Student Teaching</th>
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<tbody>
<tr>
<td>School: Allen Jay Elementary</td>
</tr>
<tr>
<td>Position/Subject Area: Graduate Teacher</td>
</tr>
<tr>
<td>Name: Mrs. Allison</td>
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<tr>
<td>School Year: 2014-2015</td>
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<tr>
<td>Professional Development Plan</td>
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<tr>
<td>Rating</td>
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</table>

**Candidate Internship Evaluation Form**

**Candidate:**

**Grade/Subject/Grade:**

**School:** Shadowbrook Elementary

**Cooperative Teacher:** Mrs. Alexander

**LEA/Guidance:**

**Superint. of Ed./Principal:**

Instructions: Please use the following guidelines when determining a candidate's performance is Emerging (70% and below); Developing (70% and below); Proficient (60% or above); Accomplished (90% or above).
<table>
<thead>
<tr>
<th>Coop. First</th>
<th>Coop. Last</th>
<th>School</th>
<th>SCHOOL STREET</th>
<th>SCHOOL C/S/ZIP</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris</td>
<td></td>
<td>Ledford High School</td>
<td>140 Jesse Green Road</td>
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