# STUDENT TEACHING HANDBOOK

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INTRODUCTION

This handbook contains the philosophy and policies governing Elon University's student teaching program. It is hoped that the handbook will provide greater understanding of the student teaching program and will serve as a useful guide in clarifying roles and responsibilities of those involved.

The Office of Teacher Education at Elon University would like to express its gratitude to the administrators and teachers who make possible this critical portion of the preparation of Elon University students in professional education. Close communication and collegial working relationships between Elon University and public school personnel enhance the success of the student teaching experience. To that end, we encourage you to share your insights and suggestions as we work together this semester.

Office of Teacher Education
Conceptual Framework

The mission of Teacher Education at Elon is to prepare quality teachers who are knowledgeable, responsible and thoughtful professionals. The conceptual framework, *Thoughtful Practice in a Community of Learners*, reflects an intention to create a learning environment in which teacher candidates inquire, collaborate, and construct the knowledge, skills and dispositions for professional practice.

**Knowledge**

Effective teachers know learning theory, disciplinary content and relevant pedagogy. They are cognizant of the developmental characteristics and diverse learning needs of students and of varying family and community cultures. They act on the belief that *all* students can learn, create positive learning environments and choose appropriately among varied and multiple instructional strategies. They understand and use a variety of assessment procedures to determine student learning progress and to inform practice.

**Inquiry**

Effective teachers value and use questioning intentionally to stimulate student inquiry and to motivate learning. They use a variety of human and technological resources to acquire and critically analyze information and to draw conclusions. They are enthusiastic self-learners who engage in purposeful inquiry within professional communities. They continually reflect upon personal beliefs and the implications for instructional practice.

**Professionalism**

Effective teachers view themselves as integral to a professional community that shares and builds knowledge about student learning and quality practice. They interact with colleagues, students, families and others in the community in an ethical and respectful manner, and they seek
to promote relationship and acceptance of diversity. They remain current and informed through professional organizations, meetings and literature.

**Dispositions**

Effective teachers demonstrate certain *dispositions*. They are industrious, disciplined, consistent, responsible, and curious in their approach to content and pedagogical knowledge. They are curious, resourceful, and disciplined in their inquiry. They are cooperative, reliable, prudent, respectful, and enthusiastic as they continually work to develop themselves as professionals.

In keeping with our conceptual framework, the following 12 learning outcomes for teacher candidates have been identified:

**Knowledge**

1. Demonstrate in-depth knowledge of the subject area(s) for which they seek licensure.
2. Use knowledge of students’ learning processes to inform instruction.
3. Demonstrate understanding of pedagogical knowledge relevant to the subject area(s) for which they seek licensure.
4. Choose appropriately among multiple instructional strategies to promote optimal student learning.
5. Choose appropriately from a variety of resources, including technology, to promote active student learning.

**Inquiry**

6. Seek to understand students’ family and culture, collaborate with parents and professional colleagues, and establish a knowledge-building community to inform practice
7. Inquire actively and persistently about student learning through the use of a variety of appropriate assessment procedures.
8. Analyze through reflective practice effectiveness of their instruction and make appropriate adaptations to maximize student learning.

**Professionalism**

9. Establish positive classroom learning environments that support social and academic growth of students.
10. Hold high expectations for academic and social growth for all students.
11. Seek opportunities to further personal learning and professional growth.
12. Demonstrate enthusiasm and respect for the profession of teaching.
OBJECTIVES OF THE STUDENT TEACHING PROGRAM

The student teaching experience is the culminating professional activity in the Teacher Education Program at Elon University. This training period has several objectives:

1. To provide experiences that will enable the student teacher to gain a greater understanding of the total school program.

2. To provide experiences through which the student teacher will develop further understanding of the physical, intellectual, social, emotional, and moral development of school-aged children and youth and of the relationship of this knowledge to effective teaching.

3. To provide for the development of the appropriate attitudes and skills related to the six decision making roles of the teacher: instructor, facilitator, manager, mentor, evaluator, and professional.

4. To provide experiences in assessing professional strengths and weaknesses and in formulating and implementing professional growth plans.

5. To provide experiences which will help the student teacher acquire added insight into professionally ethical behavior.

6. To provide experiences which will aid the development of teaching confidence and personal and professional self-esteem.

7. To provide guidance in selecting career goals.
ORGANIZATION OF THE STUDENT TEACHING PROGRAM

The student teaching program at Elon University is viewed as a cooperative endeavor of the University, the area public school systems, and the State Department of Public Instruction. Each of these institutions shares in the responsibility of preparing candidates for teacher licensure. The chart below depicts the nature of the professional relationships among personnel of the three institutions.

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- States Department of Public Instruction
  - Division of Human Resource Management
  - Licensure Section

- Elon University
  - Director of Teacher Education
  - College Supervisor

- Public School
  - Superintendent and Staff
  - Principal
  - Coordinating Teacher
  - Support Personnel

- Student Teacher
  - Pupils

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- Thick lines indicate administrative control, supervision.
- Thin lines indicate coordination, advisement, cooperation.
ELIGIBILITY FOR STUDENT TEACHING

Eligibility for student teaching presumes unconditional admission to the Teacher Education program at Elon University. Final clearance for student teaching requires the approval of the student’s major department, a minimum cumulative grade point average of 2.50 (4-point scale), and a grade of “C” or better in all appropriate methods courses. In addition, most program requirements including academic courses should be completed by the student teaching semester.

The student files the Application for Student Teaching with the Teacher Education Office the semester prior to the desired semester of student teaching. For a fall semester placement, the application is due by March 15th of the preceding spring semester; for a spring semester placement, the application is due by September 15th of the preceding fall semester.

PLACEMENT OF THE STUDENT TEACHER

The Director of Teacher Education at Elon University requests appropriate grade level and subject placements in area school systems for all eligible student teachers. Based upon their policies and needs, the school systems make specific assignments for individual student teachers and notify the University concerning the final placements. Student teachers are notified of their placements by the Director of Teacher Education.

SEMINAR FOR STUDENT TEACHERS

Having an opportunity to process with faculty and peers the experiences in student teaching can be a very helpful learning opportunity. The student teaching seminar, which is a co-requisite to student teaching, is designed to make this possible. Meeting at regular intervals throughout the semester, the seminar also enables the student to rethink some of the topics that were presented earlier in a theoretical framework which now must be practiced in the classroom. Throughout the Teacher Education Program, the theoretical bases of teaching have been explored. The seminar now enables the student to reconsider the theory in terms of immediate practice.

The first seminar occurs prior to student teaching and functions as an orientation to the student teaching semester. During this time the student teachers meet with their cooperating
teachers and their University supervisors. The remaining sessions are held on designated afternoons and are considered an integral part of the student teaching experience.

Student teachers and cooperating teachers should plan teaching responsibilities around this schedule. **Attendance at the seminars is mandatory for all students.**

Students must not plan to leave the final seminar prior to its conclusion. Licensure application forms will be handed out and explained, and other matters of importance will be discussed.

**POLICIES RELATED TO STUDENT TEACHING**

**Transportation**

Student teachers are responsible for their own transportation to the schools in which they are assigned to teach.

**Housing**

Due to differences in the calendars of the University and the school systems, most vacations of the two units will not coincide. If student teachers are living in campus housing, it is the responsibility of the student teachers to arrange their housing in the event campus housing is to be closed during a University vacation break. Students should consult the Residence Life Office in these cases.

**Employment**

During the student teaching semester, a student teacher may hold a paying job on weekends and holidays. For the purpose of this policy, weekends are considered to be Friday nights, Saturdays, and Sundays. **REQUESTS FOR SPECIAL CONSIDERATION MUST BE PRESENTED TO THE DEAN OF THE SCHOOL OF EDUCATION.** Violation of this policy may result in a student's being withdrawn from student teaching with the grade of WF.

**Attendance**

A student teacher is to be present in his/her assigned classroom every day of the student teaching period. No discretionary cuts are allowed. Therefore, a student teacher must make no
plans or appointments that interfere with continuous presence in the classroom during regular school hours. Violation of this policy may result in withdrawal from student teaching with a grade of WF. Attendance during teacher work days is also mandatory.

The student teacher is expected to keep the same school hours as the cooperating teacher. This is true for staff development days as well as for regular school days.

In the event that personal illness or some legitimate emergency causes student teachers to be late to school or prevents them from reporting to school, the University supervisor and the cooperating teacher(s) must be notified. The student teacher is responsible for sending to the cooperating teacher(s) the teachers' manuals and/or lesson plans which may be needed for the efficient instruction of the class. Such absences during the student teacher's weeks of full-time teaching will be made up by extending the length of the full time teaching experience.

Student teachers will observe the holiday schedule followed by the school system in which they are teaching and not the University holiday schedule.

PROFESSIONAL CONDUCT

Student teachers are expected to conduct themselves in a professional manner at all times. In addition to this general expectation, several acts are specifically prohibited:

(1) Student teachers may not date students enrolled in the public school to which they are assigned.

(2) Student teachers may not socialize with public school students except at officially sponsored public school events.

(3) Student teachers may not drink alcoholic beverages or use illegal drugs with or in the presence of any public school student(s).

(4) Student teachers may not use obscene, profane, or abusive language on public school premises.

(5) Student teachers may not engage in other acts of behavior which are professionally inappropriate for teachers or which are unlawful for any other citizen.

An infraction of any of these regulations may result in a withdrawal from student teaching with a grade of WF.
SUBSTITUTE TEACHING

Provided that the policies of the cooperating school system are observed, student teachers may serve as official substitute teachers in the classes to which they are assigned. *As a general policy, student teachers should not substitute for teachers who are not their cooperating teachers.* The school system should actually employ the student teacher as a substitute teacher with appropriate monetary compensation for such times.

USE OF CORPORAL PUNISHMENT

North Carolina Public School Law 115-146 states that "... student teachers in the public schools of this State may use reasonable force in the exercise of lawful authority to restrain or correct pupils and maintain order." Although this right cannot be taken away from the student teacher by any school or University official, the Teacher Education Committee at Elon University strongly urges student teachers not to administer corporal punishment under any circumstance. Other alternatives are available to the student teacher.

*If the student teacher chooses to use corporal punishment upon the advice of the cooperating teacher, it must be carried out in strict and full compliance with the cooperating school system's written policy.*
ROLES AND RESPONSIBILITIES OF THE PARTICIPANTS
IN THE STUDENT TEACHING PROGRAM

Success in the student teaching experience is dependent upon the cooperative effort of those involved. While the uniqueness of each student teaching placement is acknowledged and respected, certain responsibilities must be delineated for the student teacher, the cooperating teacher, and the University supervisor.

**The Student Teacher**

The student teaching experience is designed to help the student teacher make the transition from being a student to being a teacher. Since the entire experience is focused upon the student teacher, he or she has a special role to play in the process. In fulfilling that role, it is expected that the student teacher will:

1. Place school duties and responsibilities ahead of personal wishes and problems and willingly accept all assigned duties.
2. Exemplify the attitudes and actions of a teacher rather than those of a student.
3. Conform to the regulations and policies of the cooperating school and to those of the Elon University student teaching program found in this handbook.
4. Attend school faculty and PTA meetings, various extracurricular events, and required on-campus meetings with the University supervisor.
5. Report on time for all school appointments and duties.
6. Complete all assignments and reports promptly and accurately.
7. Plan all work thoroughly, prepare necessary materials, create bulletin boards as appropriate, and submit plans to the cooperating teacher at least one day prior to the teaching of a class or as requested.
8. Assume responsibility for evaluating student work during assigned teaching.
9. Show no partiality or favoritism in dealing with pupils.
10. Safeguard all personal and confidential information concerning pupils, referring to it only for professional purposes.
11. Initiate parental contact only with the approval of the cooperating teacher.
12. Refrain from making unfavorable remarks about the University program, the cooperating school, and the community, except to appropriate officials.

13. Be courteous toward and cooperate with all school personnel, pupils, and members of the community, showing an appreciative attitude for all advice and services rendered.

14. Dress appropriately and in keeping with faculty standards.

15. Seek the help and guidance of the cooperating teacher and the University supervisor if problems arise.

16. Provide the University supervisor with detailed teaching schedules and promptly inform the supervisor of changes in scheduled teaching responsibilities.

17. Try continually to discover and correct shortcomings, striving for personal and professional development through continued study and effort.

18. Attend all seminars held on campus during the student teaching semester.

19. Achieve a passing grade on the student teaching final evaluation.

**The Cooperating Teacher**

The cooperating teacher has the primary responsibility for directing and assisting the student teacher on a daily basis. In carrying out this responsibility, the cooperating teacher is rendering a valuable service to the student teacher, to the Elon University Teacher Education Program, and to the teaching profession.

Some suggestions for the cooperating teacher are:

1. Plan for the orientation of the student teacher to your classroom and to the school, familiarizing the student teacher with classroom, school, and school system policies as well as with your expectations.

2. Acquaint the student teacher with available instructional materials, supplies and equipment, furnish copies of necessary textbooks and teaching manuals, and provide the student teacher with a place to work and study.

3. Acquaint the student teacher with pupil personnel records and the manner in which they are kept and used.

4. Assist the student teacher in scheduling observations in other classrooms in keeping with the proposed schedule.
5. Assist the student teacher in making daily and long-range plans for classroom and school activities, in setting educationally sound standards of evaluation and grading for the class(es), and in gaining effective classroom control.

6. Schedule the teaching experience of the student teacher, gradually introducing responsibility for classroom routines and instructional procedures.

7. Provide opportunities for the student teacher to observe and participate in various classroom and school activities, such as the grading/reporting system and parent conferences.

8. Show a willingness to consider new and different techniques. When appropriate, allow the student teacher the opportunity to test theory in practice.

9. Encourage the student teacher to participate fully in the professional experience of teachers by attending faculty meetings, professional organization meetings and extra-curricular school activities.

10. Provide for continuous evaluation of the student teacher's performance through frequent observation followed by oral or written feedback, regular planned conferences, interim reports, and the monitoring of professional growth plans.

11. Confer and work with the University supervisor(s) in solving problems that may arise during the student teaching period, and in evaluating the progress of the student teacher.

12. Discuss the student teaching interim report and the final evaluation with the student teacher.

The University Supervisor

The University supervisor serves as the liaison between the University and the cooperating teachers and student teachers. All elementary and middle grades student teachers have a supervisor from the Department of Education. All secondary and special subject area student teachers have a supervisor from their major department.

In carrying out the role as a coordinator, the University supervisor can be expected to:

1. Disseminate and explain materials about the student teaching program at Elon University to cooperating public school personnel.

2. Assist assigned student teachers in the orientation to their assigned schools and classrooms.
3. Establish an effective collegial relationship with the cooperating teachers.

4. Cooperatively advise and assist assigned student teachers in their professional development through observation visits to the classroom and subsequent individual conferences.

5. Consult and cooperate with the student teacher, cooperating teacher, and other school personnel in resolving problems that may arise during the student teaching period.

6. Convey official communications (e.g., holiday schedules, notices of on-campus meetings) from the Director of Teacher Education to assigned student teachers and to appropriate public school personnel.

7. Enforce the official regulations and policies pertaining to student teachers found in this manual.

8. Distribute and collect all forms required during student teaching.

9. Evaluate all assigned student teachers for grading purposes.

10. Secure and tabulate the independent evaluation of a student teacher by various evaluators and turn in a final course grade.

11. Assist qualified candidates in obtaining professional employment upon request.

**SUGGESTED SCHEDULE FOR STUDENT TEACHING**

The schedule for activities during the period of student teaching should be flexible, but must include time for observation, gradual assumption of teaching and auxiliary duties, full-time teaching, and culminating activities.

*The rate at which a student teacher assumes responsibility for various activities should depend upon the judgment of the cooperating teacher in consultation with the University supervisor.* Such decisions are generally determined by the student teacher's readiness to undertake a given activity, the program of work under way in the cooperating teacher's classroom, and consideration of what is in the best interest of the students and the student teacher.

The following schedule for student teaching is offered as a guide for the assumption of duties during the student teaching semester:

**Week One:** The first week of the student teaching semester is one of orientation to the following: the assigned classroom(s), the instruction which takes place there, the educational
philosophy which supports the instruction, the school and its policies, and the policies of the school system. During this week, the student teacher will discuss both the policies and the instructional philosophy with the cooperating teacher, making certain to determine the cooperating teacher's expectations during student teaching.

The student teacher will observe the cooperating teacher's methods of instruction and classroom management. A classroom organization and management checklist will be completed with information gathered from the observations and discussions with the cooperating teacher and will be handed in to the University supervisor upon completion.

During this first week, the student teacher should determine the media and technology resources in the assigned school. Top priority should be given to surveying materials which could be effectively utilized in teaching a unit during the semester. A listing of correlating resources should include both print and non-print materials. It should be seen by the University supervisor but kept for easy reference. It is likely that this assignment can be completed in such a manner as to be an appropriate product for the required Technology Portfolio.

The student teacher will complete additional assignments as determined by the department and/or the University supervisor.

**Week Two: The student will continue to observe in the assigned classroom(s).**

The student teacher should assume the responsibility for planning and teaching one instructional session per day. The student teacher should assist the cooperating teacher in instruction by working with individual pupils or small groups, or with such auxiliary duties as taking attendance, giving a test, scoring tests, and preparing materials.

**Week Three: The student teacher should increase teaching responsibility**, planning and teaching two daily instructional periods. Ancillary duties and assistance to the cooperating teacher will also increase.

**Week Four: Teaching responsibilities should include teaching three periods per day.**

A portion of this teaching should be the initiation of a unit of study. If an alternate week is preferred, the student teacher will schedule the initiation of a unit with the cooperating teacher.

**Weeks Five and Six: Teaching responsibilities should continue to expand.**

By midterm the student should register with the Career Planning and Placement Office and have completed a placement folder
Week Seven: The student teacher will continue to assume teaching responsibilities. His/her work to date will be assessed through the independent completion of a Mid-Term Evaluation by the cooperating teacher and the University supervisor. The Mid-Term Evaluation serves as an interim assessment of progress to date and provides a focus for the remainder of the student teaching experience. Specific objectives should be set at this time.

Week Eight: The student continues to assume teaching responsibilities. He/she will strive to reach the objectives set forth at the Mid-Term Evaluation.

Week Nine: The student teacher should teach full-time. Teaming with the cooperating teacher to share in planning for instruction is encouraged.

Week Ten: The student should have sole responsibility for the planning and instruction of the students.

Weeks Eleven and Twelve: The student teacher should continue to have sole responsibility for the planning and instruction of the students.

Weeks Thirteen through the Final: During week thirteen the final evaluation of the student teacher's work will be completed by the cooperating teacher and the University supervisor. Both the Student Teacher Evaluation form and Narrative Evaluation form are to be completed. The student teacher will complete the return of the teaching responsibility to the cooperating teacher by the final week. Observations will be scheduled for other classes and/or grade levels in the school after conferring with the cooperating teacher. Materials used during student teaching will be returned.

EVALUATION OF THE STUDENT TEACHER

A final Student Teacher Evaluation form is completed for each student teacher by the cooperating teacher(s) and the University supervisor. The final course grade for student teachers is determined by the University supervisor in consultation with the cooperating teacher. In addition to the Student Teacher Evaluation form, each cooperating teacher and University supervisor must complete a Narrative Evaluation. The Student Teacher Evaluation form may also be used as the basis for conferences between cooperating teachers and student teachers.

REMUNERATION OF THE COOPERATING TEACHER

Although Elon University is not able to compensate cooperating teachers fully for the
important service they render to our Teacher Education Program and to the profession, a small stipend is paid and a **voucher for full tuition for one undergraduate or graduate course is awarded for the service of each designated cooperating teacher.** The stipend is distributed in accordance with the policies of the respective school systems. The tuition voucher is sent to the respective principals for distribution.

**ELIGIBILITY FOR A TEACHING LICENSE**

**Step One**

In order to be recommended by Elon University for a license to teach in North Carolina, the candidate must satisfy the following requirements:

1. Complete all university requirements for graduation, with a minimum grade point average of 2.50.
2. Have an exit conference with the University registrar.
3. Obtain a satisfactory reference from the school district in which student teaching is done.
4. Obtain the recommendation of the Director of Teacher Education.
5. Complete the official transcript release form and pay the University transcript fee of $5.00.
6. Complete the licensure application (Form A) and submit with the required licensure application fee (currently $55.00).

**Step Two**

A student seeking a North Carolina teaching license must take the appropriate Praxis II: Subject Assessment test as required by the NC State Board of Education for his/her area of licensure and meet the minimum qualifying score required by North Carolina for each test. These tests are administered several times yearly by the Educational Testing Service at various sites around the state. Registration forms may be obtained from the Teacher Education Office.
RESOURCES
PROFESSIONAL ETHICS

The student teacher should familiarize himself/herself with the NEA Code of Ethics. Especially keep in mind the following points:

A. Attend professional meetings and participate in extracurricular activities.

B. Keep all information about pupils confidential. Do not gossip.

C. Refrain from attempting to impose religious or political views on the pupils.

D. Join professional organizations and take an active part in them. Read the publications available through these organizations.

E. The student teacher is considered to be a part of the school faculty during the student teaching period. Do not belittle school personnel or policy.

F. It is the student teacher's obligation to uphold and carry out school policies. If a policy is questioned, go through proper channels in voicing any objection.

G. Become familiar with the customs of the community and adapt behavior accordingly.

SCHOOL LAW

Listed below are several general statutes which apply to student teachers. These general statutes are listed in the 1976 edition of Public School Laws of North Carolina.

A. G.S. 115-160.5. Student teacher and student teaching defined--A student teacher is any student enrolled in an institution of higher education approved by the State Board of Education for the preparation of teachers who are jointly assigned by that institution and a county or city board of education to student teacher under the direction and supervision of a regularly employed certified teacher.

Student teaching may include those duties granted to a teacher by G.S. 115-146 and any other part of the school program for which either the supervising teacher or the principal is responsible. (1969, c.638, s.1)

B. G.S. 115-160.6. Legal Protection--A student teacher under the supervision of a certified teacher or principal shall have the protection of the laws accorded the certified teacher. (1969, c.638, s.1)

C. G.S. 115-160.7. Assignment of duties--It shall be the responsibility of a supervising teacher, in cooperation with the principal and the representative of the teacher-preparation institution, to assign to the student teacher responsibilities and duties that will provide
adequate preparation for teaching. (1969, c.638, s.1)

D. G.S. 115-146. **Duties of teachers generally; principals and teachers may use reasonable force in exercising lawful authority**—It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, teachers' aides and assistants when given authority over some part of the school program by the principal or supervising teacher to maintain good order and discipline in their respective schools; to encourage temperance, morality, industry, and neatness; to promote the health of all pupils, especially of children in the first three grades, by providing frequent periods of recreation, to supervise the play activities during recess, and to encourage wholesome exercises for all children; to teach as thoroughly as they are required to teach; to provide for singing in the school, and so far as possible to give instruction in the public school music; and to enter actively into the plans of the superintendent or the professional growth of the teachers. Teachers shall cooperate with the principal in ascertaining the cause of nonattendance of pupils that he may report all violators of the compulsory attendance law to the attendance officer in accordance with rules promulgated by the State Board of Education.

Principals, teachers, substitute teachers, teachers' aides and assistants, and student teachers in the public schools of this State may use reasonable force in the exercise of lawful authority to restrain or correct pupils and maintain order. No county or city board of education or district committee shall promulgate or continue in effect a rule, regulation, or bylaw which prohibits the use of such force as is specified in this section. (1955, c.1372m art, 17, s.4; 1959, c.1016; 1966, c.638, ss.2, 3; 1971, c.434)
SUGGESTIONS FOR MAINTAINING CLASSROOM CONTROL AND DISCIPLINE

1. Quickly learn and use the names of your students.

2. Learn to survey the entire classroom situation as you teach, establishing eye contact with all pupils in the instructional group and with any misbehaving pupils in the classroom.

3. Limit the amount of class time spent writing on the board as this negates eye contact with pupils. Use the overhead whenever possible.

4. Make the tone of your voice positive yet undemanding, pleasant yet firm, calm yet forceful.

5. Deal with small offenses before they become major ones, but do not make an issue of everything. Whenever possible, ignore that which you dislike, and praise the behavior you want to be continued.

6. Leave room for thought; allow students to decide what they should do. "I cannot hear what Janie is saying when others are talking at the same time." Not. "Get quiet so I can hear Janie!"

7. Where possible, control the heat, ventilation, and light to insure that the classroom is as physically comfortable as possible.

8. Be more concerned with classroom control than with your own popularity. Don't try to become a "buddy" to your pupils.

9. Be consistent and impartial in your dealings with pupils.

10. Be willing to admit mistakes. Don't try to cover up ignorance.

11. Do not use school work for punishment. When it is necessary to punish a pupil for misbehavior, make the punishment reasonable, meaningful, and in line with the nature of the offense.

12. Deal with the pupil who misbehaves as soon after the infraction as is feasible and, whenever possible, in private. When talking with the student, listen to what the student feels is his or her problem. Give the student a chance to air troublesome feelings and to make suggestions for how the situation could be improved. This student is involved in the problem, so involve him or her in the solution.

13. Do not allow one pupil or a few to dominate the class. Don't give too much attention to an attractive, a talented, a handicapped, or a disturbing student since doing so may result in the neglect of others in the group. You may also become too sensitive to the behavior of these students and unwittingly expect too much of them.

14. Move about the classroom while teaching, moving into the proximity of misbehaving
students.

15. Use humor to ease tensions in the classroom if the situation warrants it.

16. Avoid sarcasm, gossip, and threats.

17. Use praise when it is justified and has meaning. Be especially careful to praise any progress an "offender" makes.

18. Project an enthusiastic attitude in your teaching.

19. Maintain the behavioral guidelines set for your class by the cooperating teacher.

20. Handle your own discipline problems whenever possible, but seek feedback on your effectiveness from your cooperating teacher.

21. Vary the tone of your voice and the rate at which you speak to suit instructional objectives and to avoid becoming monotonous.

22. Be well prepared for your lessons, making efficient use of class time in order to maintain a high level of student interest. Provide a variety of activities of varying difficulty so that each child can find something satisfying to do.

23. Make sure that your expectations are realistic. Keep evaluating your behavior and performance.

24. Keep the atmosphere of your classroom positive and friendly, but remember that what is really positive is what is working! If your techniques are proving to be unsuccessful, try something else!

25. Project an attitude of self-assuredness to your pupils. It is often not so much what is said, but how it is said. Make your non-verbal behavior consistent with your verbal behavior.

26. Use positive reinforcement, choosing reinforcers which are valued by your students.

27. Model respect for and acceptance of the students in your class.

28. Congratulate yourself on your own successes. You will react more positively to those around you when you are feeling positive about yourself.