The University-School Teacher Education Partnership (U-STEP) is designed to unite the university education system with the public school system. In this collaboration, the University and the public school systems will work together to train University students to become skilled teachers. The partnership focuses on the mutual goal of enhancing teaching, learning and research in schools. This idea directly relates to our Conceptual Framework, “Professional Educator as Decision Maker”.

The present partnership is between the Department of Education in the School of Education and Psychology at Elizabeth City State University and Camden, Currituck, Dare, Edenton/Chowan, Elizabeth City/Pasquotank, Gates, Halifax, Perquimans and Washington County School Systems.

**U-STEP GUIDING PRINCIPLES/GOALS**

**GOAL I** - Strengthen relationships and shared responsibilities among schools, colleges and universities, and communities in the initial preparation, induction, and continuing professional development of highly skilled teachers, and administrators, and other school personnel from North Carolina schools.

**GOAL II** - Build on successes of current Model Clinical Teaching Programs and establish professional development partnerships for the initial preparation, induction, and continuing professional development of career teachers, administrators, and other school-based personnel.

**GOAL III** - Extend and improve the school-based components of both initial preparation and continuing professional development programs.

**GOAL IV** - Strengthen the linkage between theory and practice of teaching and learning thereby narrowing the gap between what is known to be effective practice and how it is applied.

**GOAL V** - Focus and share resources of the colleges and universities, schools, and communities to improve curriculum and increase student learning in both schools and teacher education programs.

**U-STEP FIVE MAJOR COMPONENTS**

1. Recruitment- Partners will collaborate to recruit and retain prospective teachers;
2. Initial Preparation- Partners collaborating to prepare pre-service teacher education majors;
3. Induction- Partners collaborating to support new and beginning teachers;
4. Continuing Professional Development- Partners collaborating to provide a model of excellence in continuing professional development for all teachers and
5. Research- Partners collaborating to provide opportunities to conduct school-based research.
INITIAL PREPARATION
(Partners collaborating to prepare pre-service teacher education majors)

PHASE I- YEAR-LONG CLINICAL PRACTICE

Field experiences in Elizabeth City State University’s Teacher Education Program are systematically planned to involve students in increasingly real teaching experiences. Students begin their field experiences in EDUC 210- Professional Studies I- Introduction to Education, completing 15 hours and continue this process for each methods course. The field experience required for all methods courses is the basis for the time in the field during the first semester prior to the candidates’ student teaching experience.

Cooperating teachers are selected by principals and central office administrators at the respective school district. The U-STEP director and/or the school services director will visit schools and keep ongoing communication with the cooperating teacher during Clinical Practice I (participation/observation). During the first semester, students complete required field experiences. Candidate hours vary based on the course(s) they are taking during the semester. Hours may range from 15-60. Candidates will set their schedules and submit to the principal and teacher. They are required to fully participate in classroom/school activities. Candidates may attend school meetings and parent meetings. In addition, they may monitor halls, assist with bus duty, recess etc. Additional suggested activities are listed below. Teachers will evaluate the candidate at the end of the completion of hours. This evaluation will assist in determining if the candidate moves forward to Clinical Practice II (student teaching).

The university selects university supervisors with extensive public school experiences. To enhance communication, the cooperating teacher and the university supervisor will have an orientation as part of the collaborative efforts to provide a workable productive experience for the candidates throughout the clinical process. The University Supervisor will meet with the cooperating teacher during the second half of Clinical Practice II (student teaching).

During the second semester of the candidate’s senior year, the candidate will complete 14 weeks of teaching with the cooperating teacher as mentor. This includes 2 weeks of observation. Candidates will develop a portfolio using Taskstream, keep a reflective daily journal and/or videotape conferences to use as tools for analysis and professional development. Performance of the candidates will be assessed by using rubric, observation, reflection, and feedback practices.

All candidates are required to complete the required projects. These projects are associated with specific courses. Students will complete a proposal for the School Leadership Project and implement the project during the following semester (student teaching).

Note: Teachers are not responsible for assisting with the completion of these projects. Ideas and suggestions that will assist teachers in the classroom or assist the school are welcomed. Teachers are invited and encouraged to evaluate these evidences in Taskstream. For information on acquiring a Taskstream account, please contact Dr. Linda Lisowski at lrlisowski@mail.ecsu.edu or 252-335-3916
Positive Impact on Student Learning

Candidates will need to teach a unit or series of lessons, collect formative assessment data, modify instruction according to the results of the formative data, and document student learning. Technology must be used to support assessment. The Project will be assessed using the Comprehensive Assessment Rubric.

School Leadership Project

This will begin the semester prior to student teaching, and continue through the student teaching experience. Candidates will work with the School Improvement Team at a cooperating school. They will examine the data in the plan, along with the goals set by the School Team, and, based on those considerations; they will plan an activity or series of activities that will meet the needs of the school, be research-based, and include family/community involvement. This project will be assessed using the Comprehensive Assessment Rubric.

Students are expected to fully participate in the classroom whenever possible. Teachers are encouraged to assign responsibilities to students at their own discretion.

Below is a list of suggested activities.

- Check attendance
- Monitor during cooperating teachers’ lesson presentations
- Listen to student(s) read
- Tutor a student under the direction of the cooperating teacher
- Assist the cooperating teacher with collection of fees, permission slips and other clerical duties
- Attend a PTA/PTO meeting
- Assist the cooperating teacher in organizing and or teaching small group activities
- Observe and record information and students’ behavior and progress
- Help with bulletin board displays
- Grade papers
- Assist with and/or use technology (i.e., smartboards, computers, printers, video equipment)
- Assist with school-wide testing
- Assist with students during a field trip
- Teach an activity or lesson with whole group or small group Conduct a current events lesson
- Supervise a physical education activity
- Distribute materials
- Keep record of homework assignments
- Use a smartboard, dry erase board, chalkboard for teaching activities
- Bring in supplementary materials (from Curriculum Center)
- Plan a lesson and teach a small group/whole group
- Investigate school resources for instruction
- Assist cooperating teacher with non-instructional duties (i.e., bus, cafeteria, etc.)
- Attend school meetings
- Keep a weekly journal that outlines specific learning experiences and relate personal reflections regarding instructional teaching decisions.

INDUCTION
(Partners collaborating to support new and beginning teachers)

PHASE II- SUPPORT FOR INITIALLY LICENSED TEACHERS

Faculty in institutions of higher education which prepares teachers are expected to be involved with the public schools in genuine ways. Phase II of the U-STEP program is to ensure that faculty members support the initially licensed teacher through the first three years of teaching and beyond.

Assistance may include the following:

- Providing learning materials for new teachers
- Continue ongoing relationship with new teachers through school visits and email
- Formalized partnerships
- Grant activities
- Conducting/sponsoring professional development activities or in service training for teachers which offer CEU’s
- Working with groups of public school students on campus or at the school site
- Sponsor after-school programs for public school students

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