**4.3.b Cullie Brooks Spicer Phillips Urban Teaching Program**

Coordinator’s

Guide

**Department of Education Scholarship for:**

Elementary and Secondary Student Teachers

PRAXIS I Fees

EDU 230 Critical Issues Spring Term Off-Campus Study of Civil Rights

Panthers Teach

**Brochure Description**

2007-08

History and Purpose

Hanover College’s CBSP Urban Student Teaching began in 1988. All student teachers have an opportunity to complete their student teaching experience in an urban setting where they can work with a culturally diverse school community. James Spicer, alumnus of Hanover College, set up an endowment in memory of his mother, Mrs. Phillips, a long-time elementary school teacher in southeastern Indiana. This generous gift also is available to help teacher candidates afford fees for the PRAXIS I or PPST teacher placement exam; and the fund supports the Spring term off-campus course, EDU 230, Critical Issues: Study of the Civil Rights Movement of the 60s.

The Urban Student Teaching Assignments

Student teachers can choose an urban community in Indianapolis, Cincinnati, or Louisville to complete 14 weeks of student teaching. The CBSP scholarship will cover approximately 60% of costs for apartment rental, food, transportation, and utilities, if a student teacher is not living with his/her parents or relatives during student teaching. These student teachers return to the Hanover campus three or four times during the term for seminar, convocation, or other Education related events to share their experiences.

Student teachers who do not choose an urban setting for their student teaching assignment will be required to complete at least three full days of teaching and volunteering in an urban community school before the end of the student teaching term. The CBSP will cover all transportation, hotel, and food expenses.

Application

Participation in the Cullie Brooks Spicer Phillips Urban Student Teaching Program is limited to Hanover students who are seniors or graduates in good standing as a teacher candidate and who are prepared to student teach. Participants are chosen by Education Department professors and the College Director of Financial Aid.

Student teachers must complete a written application for the scholarship as they begin their student teaching assignment. The scholarship is awarded and is directly deposited into the Hanover student’s account.

Critical Reflection

All student teachers are required to prepare journal entries and a summary that documents their insights, analysis, and future plans related to teaching in urban community schools.

**Communication with the Spicers**

Darlene Connolly, Director of Planned Giving and Stewardship, coordinates communication with the Spicers, our donors. Darlene and the Education Department coordinator collect photos, excerpts from student teacher reflections, thank yous from student teachers, and a description of cooperating urban schools and yearly cohort of student teachers to send to the Spicers sometime after April of each academic year. The Education coordinator typically sends a formal thank you to the Spicers at the same time.

Darlene will negotiate with the Spicers, if any changes are needed in how the scholarship is distributed or what the scholarship includes. Changes must be approved by Darlene and the Spicers.

**Advising Students**

When education advisors begin to talk with teacher candidates about student teaching, all candidates should be informed about the Spicer Phillips scholarship. Candidates can plan ahead for the possibility of renting an apartment in an urban center. Candidates should be encouraged to talk with each other about renting together. The Spicer Phillips Coordinator should make available information about apartments that previous student teachers recommend. This scholarship should help candidates make a decision about where they prefer to student teach. Candidates must be counseled to search for short-term leases or to understand that the scholarship will only cover four to six months of a longer-term lease.

During the student teaching information session that the Education Department organizes in January/February, candidates should be informed about the Spicer-Phillips application process and deadlines. Applications should be made available through the Newby office or copy room files.

Student teachers should report to the Spicer Phillips Coordinator as they search for apartments and consider expenses and leases. The coordinator should help the student teacher by contacting and getting assurances from the apartment manager. The coordinator and student teacher should meet to confirm the itemized expenses as outlined on the application form. The coordinator should attach a copy of the lease to the scholarship application.

Student teachers who do not take an urban assignment all qualify for a $300 scholarship that should be reserved for a three-day urban experience in their fourteenth week of student teaching. Student teachers can cover expenses for meals, hotel accommodations, or transportation for this short urban experience. The Business Office will confirm an early September date when Spicer-Phillips scholarships can be transferred to student teacher accounts.

Student teachers should be counseled about how their applications are processed through the College’s Director of Financial Aid and the Business Office. The Business Office will confirm an early September date when Spicer-Phillips scholarships can be transferred to student teacher accounts.

Student teachers should be informed about an appeal process based on financial need. The written appeal is considered by the Coordinator and the Director of Financial Aid.

Students applying to an Education program can be individually advised about a scholarship that will cover the fee for PRAXIS I or the PPST teacher placement exam.

**Contact with Leasers**

Leasers should know that Hanover College contributes to the rent paid by student teachers. Leasers usually appreciate the possibility of our recommending their apartment to future student teachers. There are times when the Coordinator will want to visit the apartment complex. A first-hand view is very helpful!

**Application**

The application should be taken seriously by each student teacher, because the scholarship is a gift and not an entitlement. Both sides of the application should be completed by the student teacher. The application assumes that the student teacher will follow through with a summary of his/her urban experience and a thank you to the donors at the end of student teaching.

Deadlines for application are based on the College Business Office’s timeline for processing funds at the beginning of each term. Maureen Sheets, Business Office Manager, and Michelle Rubino, Student Accounts Assistant, have been the key contact persons. Completed applications should be signed by the Spicer Phillips Coordinator and then by the Director of Financial Aid. The Director of Financial Aid notifies the Business Office of the approved scholarship per student teacher. The Director of Financial Aid returns the original application form to the Spicer Phillips Coordinator, who then writes a letter of congratulations to the student teacher. The Spicer Phillips Coordinator keeps the original copy of the application.

Funding for Civil Rights Movement Off-Campus Experience

The instructor for EDU 230, Critical Issues and coordinator of the Spring term off-campus experience will work with Darlene Connolly, Director of Planned Giving and Stewardship, to determine a maximum amount of funding available for this experience. As of October, 2007, a designated amount has not been determined. The Spicer Phillips Coordinator will receive the itemized expenses for the off-campus experience before and after the Spring term course. Usually expenses are determined by the February before Spring term.

Funding for Panthers Teach

A request for Panthers Teach funds from the Cullie Brooks Spicer Phillips endowment has not been made to date; however, the endowment does include funding for Panthers Teach programming.

**Follow-up at End of Student Teaching Assignment and in May-June**

The Spicer Phillips Coordinator collects copies of the student teachers’ summaries related to their urban experiences. Student teachers may want to recommend their apartments to future student teachers. An end-of-year report, thank you, and list of recipients is sent to the donors and Darlene Connolly, Director of Planned Giving and Stewardship. A copy of this report is filed in the Education Department’s NCATE, Standards 3 and 4 files.

The Spicer Phillips Coordinator, Director of Planned Giving and Stewardship (or Development contact with the Spicers), the Director of Financial Aid, and the Business Office Manager should meet periodically to review application process, status of the endowment, and needed changes. Communication between offices is very important.

A summary of the Spring term off-campus study of the Civil Rights Movement is attached to the Coordinator’s end-of-year report as described above. Student reflections and the course itinerary are included.

A summary of students receiving funding to cover PRAXIS I fees is included in the Spicer Phillips Coordinator’s end-of-year report.

**Recordkeeping in the Education Department**

A copy of the letter of congratulations to student teachers can be filed in individual candidate files.

A copy of the end-of-year report can be filed in the NCATE Standard 3 and 4 files.

Original applications and copies of leases have been filed per student teacher cohort (academic year) in the Spicer Phillips Coordinator’s office.