



Education  
Department  
Evangel University  
Springfield, Missouri

## STUDENT TEACHING HANDBOOK



### GUIDELINES FOR:

Teacher Candidates  
Cooperating Teachers  
Cooperating Mentors  
Cooperating  
Administrators  
University Supervisors  
Internship Site Coordinators

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# Foreword

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Dear Educator,

This handbook is a tool for the use of the student teacher, the cooperating teacher, and the university supervisor. Contained in it are the expectations, procedures, policies, and various forms which will assist you in better understanding the student teaching phase of the Teacher Education Program.

To you who are cooperating/mentor teachers, we owe a debt of gratitude. It takes diligence and patience to properly supervise the development of a young professional. The faculty of the Education Department recognize you as vital in the effort to prepare quality teachers for today's schools.

To you who are university supervisors and faculty in the Education Department, most sincere thanks! You spend countless hours advising and working with students outside of the classroom. Your devotion, dedication, and willingness to go beyond the expected level of performance does not go unnoticed. Thank you for serving in schools to prepare quality teachers.

To those of you who are student teacher candidates, this handbook is designed to be your guide through the professional semester. This handbook provides guidelines and directions to help you be successful as a student and as a beginning teacher. May God bless you and equip you with all you need to pursue your calling to serve in education.

Sincerely,  
Mr. Eddie Noack  
Education Department Chair

## **Evangel University Mission Statement**

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

## **Education Department Mission Statement**

The Department of Education, in cooperation with the other University departments and through its own curriculum development, implements professional career preparation programs in teaching at the undergraduate level; Early Childhood, Elementary, Middle School, Secondary, Special Education, and at the graduate level; Curriculum, School Principal, Reading Specialist, and Superintendent. Through these programs, it provides for the spiritual, intellectual, cultural, physical, and emotional development of the Christian educator - an educator who is dedicated to the improvement of and service to the student and local world communities.

## **Knowledge Base of the Teacher Education Programs**

1. **ACADEMIC PREPARATION**: A teacher must be academically prepared in the following areas:
  - a. **GENERAL EDUCATION**: Educators will explore new areas of interest, broaden his/her intellectual background, and integrate areas of knowledge through the understanding of similarities and differences in various fields of study.
  - b. **PEDAGOGY**: An effective educator must demonstrate appropriate pedagogical competencies involved in planning, using resources, utilizing time, maintaining a behavior management plan, providing a safe and positive learning environment, demonstrating sensitivity to differences, communicating effectively, using effective teaching strategies, and using appropriate assessment techniques.
  - c. **CONTENT AREA**: An effective educator will be one who has expertise in a specific content area.
  - d. **RESEARCH**: An effective educator will be one who can answer critical questions of the profession and contribute to the body of educational knowledge.
2. **PROFESSIONALISM**: An educator must be a positive role model, act in ways that respect the values of the subject matter and students he/she teaches, and will demonstrate high ethical standards as a professional.
3. **WELLNESS**: An educator will demonstrate a lifestyle that evidences physical, emotional, intellectual, and spiritual wellness.

4. **CULTURAL COMPETENCE**: An educator will exhibit an appreciation and tolerance for cultural diversity and possess a social awareness and compassion for human need.

## **Definition of Terms**

1. **UNIVERSITY SUPERVISOR**– Evangel University faculty members who supervise university students placed in the public schools for clinical experiences. They share supervisory responsibilities with cooperating teachers.
2. **COOPERATING ADMINISTRATOR**– The building administrator is responsible for the supervision of the cooperating teacher to whom the teacher candidate is assigned. This person will often be the school principal.
3. **COOPERATING SCHOOL**– A public or private school which provides facilities for professional laboratory experiences for Evangel University teacher candidates.
4. **COOPERATING/MENTOR TEACHER**– Teachers employed by the local cooperating school district for the primary purpose of teaching students in that district. This teacher has agreed to accept an assigned teacher candidate for the purpose of providing the requisite student teaching experiences and ongoing mentoring throughout the internship.
5. **INTERNSHIP SITE COORDINATOR** – Educators who work full-time in a school district with which we have on MEA for the Year-Long Student Teaching Internship, who are also employed as adjunct faculty for Evangel University to coordinate and mentor interns and their mentor teachers.
6. **FIELD EXPERIENCE AND DATA CORDINATOR**– A staff member from the Education Department who directs placement of student teachers and communicates with cooperating teachers throughout the student teaching experience. Additionally, this staff member manages assessment data.
7. **PRACTICUM** – A field experience of 3-4 hours per week for the semester in a specialized area.
8. **PROFESSIONAL SEMESTER**– The semester during which the teacher candidate enrolls in student teaching.
9. **TEACHER CANDIDATE**– University student enrolled in student teaching.
10. **STUDENT TEACHING**– A clinical portion of the Teacher Education Program. Under the observation and guidance of experienced teachers and supervisors, the teacher candidate is given the opportunity to observe, participate, and teach in a classroom situation.

## **I. Introduction to Student Teaching**

### **A. TO THE TEACHER CANDIDATE:**

This handbook is your guide to student teaching. Since this handbook is continually updated, it is to be considered the most accurate and current statement of requirements, policies, and procedures. Please refer to it for all questions relating to your student teaching. The handbook presents the teacher candidate with the major policies and responsibilities that are of genuine concern during student teaching. It is very important for the teacher candidate to be thoroughly familiar with the policies contained in the handbook and follow them.

Student teaching is the culminating experience of the Teacher Education Program. For questions concerning the Teacher Education Program as a whole, you should refer to Handbook for Education Majors.

### **B. TO THE UNIVERSITY SUPERVISOR:**

This handbook reflects the current policy of the University Education Department concerning student teaching and should be used as the basis for advisement of students. Every effort has been made to create a document which is consistent with the philosophy of Evangel University as a whole and the Education Department in particular, while adhering to all requirements of the State of Missouri and Higher Learning Commission and aligning with Missouri Teacher Standard Quality Indicators for Teacher Candidates. This handbook is subject to frequent review and revision. Please be certain that you are using the most current edition of the handbook.

### **C. TO THE COOPERATING TEACHER, MENTOR TEACHER, INTERNSHIP SITE COORDINATOR, AND SCHOOL ADMINISTRATOR:**

The Education Department thanks you for your participation in this aspect of the Teacher Education Program. Through your mentoring throughout student teaching, you will have a profound influence on the future educators you encounter. Your example and expertise shape the professionalism, effectiveness, and engagement of these teachers-in-training. This handbook is a guide to student teaching. It reflects the current policies and procedures at Evangel University as well as the requirements of the Missouri Department of Elementary and Secondary Education (DESE) and the Higher Learning Commission (HLC). The handbook is a tool designed to support all involved in the student teaching experience and/or year-long student teaching internship, the mentor teacher, the

internship site coordinator, and the school administrator. (See sections XI, XII, and XIII herein for details). We welcome your feedback.

## **II. Overview of the Student Teaching Program**

Student Teaching is a part of the pre-service education program in which the teacher candidate serves full-time in a school under the supervision of a cooperating teacher as well as members of the university faculty. Student teaching is considered one of the most vital phases of the student's professional preparation. Beginning with a period of observation the student assumes increasing responsibility for working with a group or several groups of students. This experience provides the prospective teacher with multiple opportunities to combine educational theory with classroom practice.

Student teaching includes instruction in teaching methods and subject matter content under the direction of the cooperating teacher and the university supervisor. The student teacher works in one placement according to their major field of study. The goal is for the teacher candidate to work with students while experiencing mentorship from the master teacher.

A master teacher (cooperating teacher) possesses not only knowledge of subject matter, educational psychology, and human development, but also specific organizational, interpersonal, and communication skills. These skills are transmitted person to person by example and illustration. It is during the student teaching experience that these skills are acquired and refined as the student is mentored by a master teacher. Most students find student teaching to be both the most demanding and the most rewarding educational experience.

## **III. Student Teaching Expectations**

The Evangel teacher candidate will be one who:

1. Has enthusiasm for the discipline.
2. Is a life-long learner, committed to continuous learning.
3. Appreciates multiple perspectives.
4. Appreciates and respects diversity and individuality and believes all students can learn.
5. Is a thoughtful and responsive listener.
6. Makes students feel valued.
7. Respects privacy and confidentiality.
8. Encourages student self-expression and open discussion in a culturally sensitive setting.

9. Is committed to student learning.
10. Is concerned for the whole child.
11. Recognizes the value of intrinsic motivation to students' lifelong learning.
12. Values development of students' critical thinking and independent problem solving.
13. Values planning for instruction and appropriate revision of plans as needed.
14. Engages in appropriate practices.
15. Establishes a positive classroom climate.
16. Values and is committed to ongoing assessment that is aligned with instruction and student learning.
17. Recognizes professional responsibility to engage in appropriate professional practices and development.
18. Is willing to give and receive help; Encourages and supports colleagues.
19. Is sensitive to community.
20. Is willing to work with others.

## **IV. Knowledge Base of the Teacher Education Program**

**Encompasses the following Missouri Teacher Standards:**

**STANDARD #1: Content Knowledge Aligned with Appropriate Instruction.**

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.

**STANDARD #2: Student Learning, Growth and Development.**

The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

**STANDARD #3: Curriculum Implementation.**

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and elevates curriculum based upon standards and student needs.

**STANDARD #4: Critical Thinking.**

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including instructional resources.

**STANDARD #5: Positive Classroom Environment.**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

**STANDARD #6: Effective Communication.**

The teacher models effective verbal, nonverbal, and media communication techniques with students and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

**STANDARD #7: Student Assessment and Data Analysis.**

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable students to grow and develop.

**STANDARD #8: Professionalism**

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

**STANDARD #9: Professional Collaboration**

The teacher has effective working relationships with students, parents, school colleagues, and community members.

## **V. Structure of the Student Teaching Program**

The student teaching program at Evangel University requires a field experience in an accredited cooperating school during the professional semester. Teacher candidates majoring in elementary, secondary, early childhood education, or special education are required to enroll in and attend student teaching seminars. The seminars are designed to address current issues and topics most helpful during the student teaching semester.

During the student teaching experience, the student is assigned to a cooperating teacher who is skilled, experienced, and certified in the specified concentration area, according to DESE's current MOSPE. Teacher candidates will complete one 14-week placement (see section VII, B). During the 14 weeks in the cooperating school, the teacher candidate devotes the full day and full week to student teaching responsibilities. The placement is made to enhance the opportunity for the teacher candidate to be exposed to diverse students found in the teacher candidate's certification area.

A successful student teaching experience involves teamwork and close coordination between the teacher candidate along with the building administrator, the university supervisor, the

student teaching seminar professor(s), and the Field Placement and Data Coordinator. The role of each of these people is detailed in sections XI-XIII.

Placement of the teacher candidates for the field experience utilizes accredited schools located in the Greater Springfield geographical area. Placement outside of a 50-mile radius of Evangel University is not permitted unless significant extenuating circumstances exist that meet the established criteria for exemption. Teacher candidates who believe a significant extenuating circumstance exists should complete an application for waiver of the distance rule to be submitted with their student teacher application. The request will be reviewed by the Teacher Education Committee for Standards and Approval.

## **VI. Eligibility for Student Teaching**

### **A. ADMISSION TO STUDENT TEACHING PROGRAM**

Admission to student teaching is dependent upon completing the following minimal requirements:

1. 3.0 GPA in student's major content courses.
2. 3.0 GPA in professional education courses.
3. No professional education course grade lower than a "C-" for all students making application for teacher certification.
4. No Field Experience coursework grade lower than a "B-".
5. In good standing with Evangel. No dispositions/all dispositions resolved.
6. Accepted into the Teacher Education Program.
7. Professional growth.
8. Recommendation of Department Chair.
9. All course work must be completed before the student teaching semester.
10. Have taken or scheduled the appropriate Missouri Content Assessment(s).
11. Substitute Teaching Certificate (includes fingerprint, background check, and official transcript.)

### **B. PROCEDURE FOR APPLICATION TO STUDENT TEACHING PROGRAM**

1. Determine your eligibility for student teaching by reviewing the criteria listed above.
2. Complete Application.
3. Working with your advisor, complete a degree sheet specific to your major. Mark each course with either the semester you took the course OR the semester you intend to take it. The courses you have not yet taken should be highlighted and the degree sheet signed by your advisor and submitted with your application.

4. If you wish to request specific placement, please complete the placement request form. These may or may not be granted depending on the circumstances.
5. Provide a professional-looking photo (email digital copy to Shannon Holgerson).
6. Provide a prepared one-page cover letter and a one-page resume that is approved by the Center for Student Success (email a digital copy to Shannon Holgerson).
7. Have all forms checked and signed by your advisor and the head of the department in your major field.
8. Obtain and submit your current substitute certificate. This requires you to submit your transcripts to DESE, to be fingerprinted, and to complete background screening.
9. Have all forms checked and signed by your advisor and the head of the department in your major field.
10. When your packet is complete and ready to turn in, it needs a final signature from the Education Department Chair.
11. Completed applications must be turned in by: February 15th if you are student teaching in the fall, and September 15th if you are student teaching in the spring.

#### **C. REVIEW BY THE COMMITTEE OF STANDARDS AND APPROVAL**

Applicants for admission to student teaching are notified in writing as to the action of the Teacher Education Committee for Standards and Approval. The applicant is either approved or denied.

1. If approval is given, placement is made by the Field Placement and Data Coordinator in the Education Department. Once the assignments have been made, students are informed of their assignments. The cooperating teacher and the school administrator are given copies of the student's credentials.
2. In case of denial, reasons or deficiencies are specified. If these are remedied, the student may reapply.
3. An applicant who wishes to appeal the decision of the Teacher Education Committee for Standards and Approval may do so in writing. Such an appeal shall be sent to the Teacher Education Committee for Standards and Approval and be filed with the Chairperson of the Education Department. If necessary, the appeal may then be forwarded to the Chief Academic Officer. The Academic Council will act as the appeal committee if needed.

## **VII. Student Responsibilities and Expectations**

#### **A. REQUIRED COURSES OF STUDY**

1. TRANSPORTATION

Students are expected to provide transportation to and from the student teaching assignment. Evangel University and the Education Department do not make transportation arrangements.

2. **EDUC 427- SEMINARS IN STUDENT TEACHING (2)**

The Student Teaching Seminar addresses current issues in education and is conducted by the Education faculty. The following sections are offered.

**EDUC 427-1:** Elementary, Early Childhood, Special Education assigned to Elementary, and K-12 assigned to Elementary.

**EDUC 427-2:** Secondary, Special Education assigned to Secondary, and K-12 assigned to Secondary.

**Student Teaching Seminar meets before the start of the semester and on selected days throughout the semester.**

3. **EDUC 437- SUPERVISED STUDENT TEACHING (12)**

Students must be formally admitted by the Teacher Education Committee for Standards and Approval. The student observes then teaches under the direction of the cooperating teacher and university supervisor.

The following sections are offered.

**EDUC 437-1** Elementary Education

**EDUC 437-2** Secondary Education

**EDUC 437-3** Middle School Education

**EDUC 437-4** Special Education

**B. TIME IN ASSIGNED CLASSROOM**

Student teaching takes place over a period of not less than 12 weeks. Credit will be given for seminars and in-service or professional days only when the teacher candidate participates. **The teacher candidate will be allowed one absence for personal business or illness. All other absences must be made up at the end of the student teaching period.** All absences must be reported to the cooperating teacher, university supervisor, and Field Placement and Data Coordinator no later than one-half (1/2) hour before the start of school. For absences related to job acquisition, the student may count those hours as “other related hours” on the time record/journal. For absences due to personal emergency or illness, the teacher candidate must complete and submit an absence form to the university supervisor and Field Placement and Data Coordinator within a week of the absence.

The teacher candidate must arrive at the cooperating teachers assigned time and may leave at the cooperating teachers assigned dismissal time. The teacher candidate should attend all faculty meetings, P.T.A. meetings, and any other scheduled activities. Student teachers will adhere to the assigned school district’s calendar during the entire student teaching semester.

**C. POLICIES OF THE COOPERATING SCHOOL**

The teacher candidate should become familiar with policies and procedures of the cooperating teacher by reading the cooperating schools' faculty and student handbooks.

**D. TEACHING RESPONSIBILITIES AND FIELD EXPERIENCES**

The teacher candidate is required to demonstrate competence in a full-time teaching situation. After initial observation, the student teacher is expected to conduct full-time teaching activities. The cooperating teacher will ascertain the student's readiness to teach and gradually increase responsibilities according to the student's competency. Normal progress is expected to lead to at least 2 weeks of full-time teaching in which the student assumes full responsibility for all of the duties of a teacher. The student should contact the university supervisor if he/she feels the cooperating teacher is requiring more teaching time than seems reasonable. Time to observe various teaching methods and situations should be balanced with teaching. The teacher candidate will teach all the subject area content that is included in his/her area of certification.

#### **E. SUGGESTED SCHEDULE FOR TEACHER CANDIDATE AND ASSUMPTION OF RESPONSIBILITIES (FOURTEEN-WEEK FIELD EXPERIENCE)**

The following is a suggested schedule for a fourteen-week field experience in teaching. It is presented as a guide. This is not an inclusive list of activities and, most likely, the actual schedule will need to be continually revised to meet the teaching and management styles of the cooperating teacher and the specific demands of the classroom. Please note the emphasis for teacher candidates to assume teaching responsibilities.

##### ARRIVAL AND WEEK ONE

- Sign in at the main office and arrange for the required identification.
- Introduce yourself to the class.
- Write, have approved, and send home a letter of introduction to parents.
- Review students' schedule for their instructional day.
- Organize desk or personal area (Not all schools will provide this; It is not required)
- Learn the students' names.
- Begin a student teaching binder to keep lesson plans, teaching resources and other materials.
- Plan and teach a 'Getting to Know You' lesson.
- Co-plan and teach 2-3 lessons beyond the "Getting to Know You" lesson using the EU lesson planning format or your cooperating teacher's format.
- By Thursday evening of Week 1, plan 3-5 lessons to be taught in Week 2 with your cooperating teacher. Provide copies of your lesson plans to the cooperating teacher for feedback before you teach the lessons.
- Review school district policies and analyze their operation in the school community.
- Observe students' learning styles, habits, and strategies.
- Observe classroom management strategies, lesson design, and presentation style of cooperating teacher.
- Review cooperating teacher's schedule for teaching and grading.
- Learn the student evaluation/assessment/grading system.
- Review textbooks, supplies, teacher manuals, and planning books.
- Become acquainted with the location and contents of cumulative folders, permanent record cards, and pupil progress report forms.

- Discuss the Department of Elementary and Secondary Education MEES Teacher Candidate Evaluation with cooperating teacher.
- Assist individual students/groups with assignments. Collaborate with grade-level team.
- Assist teacher with monitoring duties. (Bus duty, hall duty, etc.)
- Assist cooperating teacher when not teaching.
- Assume responsibilities for non-academic tasks (Taking attendance, material preparation, grading, etc.)
- Submit time record/journal and one long lesson plan at the end of Week 1.

#### WEEK TWO

- Plan and teach 3-5 lessons in one class period.
- Discuss with the cooperating teacher ways to assess student learning.
- Assist teacher in preparing extension/remedial/instruction materials for students.
- Observe, review, and discuss the needs of students based on their individual learning styles and achievement goals.
- Submit your first long lesson plan for feedback.
- Discuss creation of unit plans with your cooperating teacher. (You are responsible for creating 2 unit plans this semester)
- Plan to assume responsibility for one class period or subject area.
- Co-plan lessons for Week 3 with cooperating teacher. These plans for Week 3 should be complete by Thursday evening of Week 2.
- Assist cooperating teacher when not teaching.
- Receive MEES based feedback from cooperating teacher.
- Continue responsibilities for non-academic tasks. (Attendance, material preparation, grading, etc.)
- Submit time record/journal and one long lesson plan at the end of Week 2.

#### WEEK THREE

- Co-plan and teach one class period/subject area.
- Continue to plan one week ahead and have next week's lesson plans ready by Thursday evening of the current week.
- Plan to take on another class period or subject area during Week 4.
- Assist cooperating teacher when not teaching.
- Receive MEES based feedback from cooperating teacher.
- Continue responsibilities for non-academic tasks. (Attendance, material preparation, grading, etc.)
- Prepare thoroughly for observation if observed.
- Submit time record/journal and one long lesson plan at the end of Week 3.

#### WEEK FOUR

- Co-plan and teach second class period/subject area.
- Continue to plan one week ahead and have next week's lesson plans ready by Thursday evening of the current week.

- Submit one (your second or third) long lesson plan for a lesson to be observed by your University Supervisor if you have not done so already.
- Plan to take on another class period or subject area in Week 5.
- Assist cooperating teacher when not teaching.
- Receive MEES based feedback from cooperating teacher.
- Continue responsibilities for non-academic tasks. (Attendance, material preparation, grading, etc.)
- Prepare thoroughly for observation if observed.
- Submit time record/journal and one long lesson plan at the end of Week 4.

### WEEK FIVE

- Co-plan and teach third class period/subject area.
- Continue to plan one week ahead and have next week's lesson plans ready by Thursday evening of the current week.
- Present lesson(s) without teacher present. (Or cooperatively as decided by teacher)
- Assume at least three classes/subjects and plan transition to full-time teaching responsibilities.
- Prepare your first unit plan.
- Assist cooperating teacher when not teaching.
- Receive MEES-based feedback from cooperating teacher.
- Continue responsibilities for non-academic tasks. (Attendance, material preparation, grading, etc.)
- Prepare thoroughly for observation if observed.
- Submit time record/journal and one long lesson plan at the end of Week 5.

### WEEK SIX

- Continue co-planning and teaching at least three class periods or subject areas.
- Continue to plan one week ahead and have next week's lesson plans ready by Thursday evening of the current week.
- Submit your first unit plan to course commons.
- Plan for the transition of final areas of planning and curriculum to the student teacher in Week 7.
- Discuss and assist cooperating teacher with system of reporting pupil progress assessments, evaluations, and parent conferences.
- Receive MEES-based feedback from cooperating teacher.
- Continue responsibilities for non-academic tasks. (Attendance, material preparation, grading, etc.)
- Prepare thoroughly for observation if observed.
- Submit time record/journal and one long lesson plan at the end of Week 6.

**Note: By Week 7 the teacher candidate needs to assume the full responsibilities of the classroom. This could be a collaborative co-teaching effort as decided by the cooperating teacher. A conference with the teacher candidate, cooperating teacher, and Evangel University supervisor is appropriate if the teacher candidate does not demonstrate readiness to assume full teaching responsibilities by Week 7.**

## WEEK SEVEN

- Teach all class period or subject areas with cooperating teacher often present.
- Assume responsibility for planning (with cooperating teacher review and feedback) for all class period or subject areas.
- Continue to plan one week ahead and have next week's lesson plans ready by Thursday evening of the current week.
- Teaching should be full day beginning in Week 7 through approximately Week 11 with partial responsibilities Week 12 through Week 14.
- Review and receive feedback on classroom management skills.
- Review and discuss with cooperating teacher effective evaluation/assessment of students.
- Build on strengths/extend emerging development and needed skills.
- Receive MEES-based feedback from cooperating teacher.
- Continue responsibilities for non-academic tasks. (Attendance, material preparation, grading, etc.)
- Prepare thoroughly for observation if observed.
- Submit time record/journal and one long lesson plan at the end of Week 7.

## WEEK EIGHT

- Continue teaching all class period or subject areas.
- Increase teaching time without cooperating teacher present.
- Continue planning (with cooperating teacher review and feedback) for all class period or subject areas.
- Continue to plan one week ahead and have next week's lesson plans ready by Thursday evening of the current week.
- Teaching should be full day beginning in Week 7 through approximately Week 11 with partial responsibilities Week 12 through Week 14.
- Receive MEES-based feedback from cooperating teacher.
- Continue responsibilities for non-academic tasks. (Attendance, material preparation, grading, etc.)
- Prepare thoroughly for observation if observed.
- Submit time record/journal and one long lesson plan at the end of Week 8.

## WEEK NINE

- Continue teaching all class period or subject areas.
- Continue planning (with cooperating teacher review and feedback) for all class period or subject areas.
- Continue to plan one week ahead and have next week's lesson plans ready by Thursday evening of the current week.
- Prepare your second unit plan.
- Teaching should be full day beginning in Week 7 through approximately Week 11 with partial responsibilities Week 12 through Week 14.
- Receive MEES-based feedback from cooperating teacher.

- Continue responsibilities for non-academic tasks. (Attendance, material preparation, grading, etc.)
- Prepare thoroughly for observation if observed.
- Submit time record/journal and one long lesson plan at the end of Week 9.

#### WEEK TEN

- Continue teaching all class period or subject areas.
- Continue planning (with cooperating teacher review and feedback) for all class period or subject areas.
- Continue to plan one week ahead and have next week's lesson plans ready by Thursday evening of the current week.
- Submit your second unit plan.
- Teaching should be full day beginning in Week 7 through approximately Week 11 with partial responsibilities Week 12 through Week 14.
- Receive MEES-based feedback from cooperating teacher.
- Continue responsibilities for non-academic tasks. (Attendance, material preparation, grading, etc.)
- Prepare thoroughly for observation if observed.
- Submit time record/journal and one long lesson plan at the end of Week 10.

#### WEEK ELEVEN

- Continue teaching all class period or subject areas.
- Continue planning (with cooperating teacher review and feedback) for all class period or subject areas.
- Continue to plan one week ahead and have next week's lesson plans ready by Thursday evening of the current week.
- Discuss MEES evaluation with cooperating teacher. Collect evidence with assistance from cooperating teacher and university supervisor to submit artifacts need for MEES standards 7 & 8 on Canvas to support planning for the Professional Competency Profile.
- Teaching should be full day beginning in Week 7 through approximately Week 11 with partial responsibilities Week 12 through Week 14.
- Receive MEES-based feedback from cooperating teacher.
- Continue responsibilities for non-academic tasks. (Attendance, material preparation, grading, etc.)
- Prepare thoroughly for observation if observed.
- Submit time record/journal and one long lesson plan at the end of Week 11.

#### WEEK TWELVE

- Compose, have approved, and send home closure note to parents.
- Return one-half of the responsibilities to the cooperating teacher; Continue half of the responsibilities.
- Receive MEES-based feedback from cooperating teacher.
- Continue responsibilities for non-academic tasks. (Attendance, material preparation, grading, etc.)

- Prepare thoroughly for observation if observed.
- Submit time record/journal and one long lesson plan at the end of Week 12.

### WEEK THIRTEEN

- By the end of the week, return more responsibilities of teaching to cooperating teacher.
- Observe and assist the classroom teacher with a more mature and experienced perspective.
- Receive MEES-based feedback from cooperating teacher.
- Continue responsibilities for non-academic tasks. (Attendance, material preparation, grading, etc.)
- Prepare thoroughly for observation if observed.
- Submit time record/journal and one long lesson plan at the end of Week 13.

### WEEK FOURTEEN

- By end of week, return all responsibilities to cooperating teacher.
- Cooperating Teacher- complete teacher candidate final evaluation sent via email from our Field Placement and Data Coordinator.
- Observe activities of other classrooms including gifted and challenged students. All observations must be approved by the principal and cooperating teacher.
- Meet with and thank the principal.
- Receive MEES-based feedback from cooperating teacher.
- Submit time record/journal and one long lesson plan at the end of Week 14.
- Thank your cooperating teacher and grade level/subject area team.

## **F. PROFESSIONAL CONDUCT**

1. As Christians entering the professional world, teacher candidates are expected to adhere to the highest standards of personal and professional conduct. Not only do our teacher candidates represent Evangel University in the community, but it is vital that they uphold their own Christian testimony. Student teaching is an opportunity to exemplify to students and fellow teachers the character of Christ.
2. The student must follow both the university policies and those of the school where assigned. The student should follow all regulations that apply to the regular faculty members, including the unwritten rules on acceptable behavior and the operation of the school. In addition, the student is strongly urged to invest in the school community through attending athletic events, meetings, clubs, and activities. Student teachers should strive to evidence a loyalty and personal interest in the welfare of the school, the administration, the teachers, and the students.
3. The teacher candidate should be FERPA trained and aware of the confidential nature of school records and that he/she may be privy to confidential information on students. Additionally, the school may have strict regulations that limit the teacher candidate's access to student files in accordance with state and federal laws regulating each student's right to privacy.

4. During the field experience, if the teacher candidate suspects that a student in the classroom is, or has been abused, he/she becomes a mandated reporter. The teacher candidate must report specific concerns following school district policy and procedures consistent with current Missouri law as specified in the Guidelines for Mandatory Reporters of Child Abuse and Neglect found online through this link: [https://dss.mo.gov/cd/pdf/guidelines\\_can\\_reports.pdf](https://dss.mo.gov/cd/pdf/guidelines_can_reports.pdf).

**MANDATORY REPORTING REQUIREMENT (210.115.1-210.115.3 RSMo)**

**“210.115. When any... teacher, principal, or other school official... or other person with responsibility for the care of children has reasonable cause to suspect that a child has been or may be subjected to conditions or circumstances which would reasonably result in abuse or neglect, that person shall immediately report to the division in accordance with the provisions of sections 210.109 to 210.183. No internal investigation shall be initiated until such a report has been made. As used in this section, the term ‘abuse’ is not limited to abuse inflicted by a person responsible for the child’s care, custody, and control as specified in section 210.110, but shall also include abuse inflicted by any other person.”**

5. The student is expected to follow the schedule of the school district where assigned, regardless of Evangel University vacations.
6. The teacher candidate should realize that the cooperating teacher is a mentor who wishes to make an investment in the future of teaching. Teacher candidates are expected to develop positive working relationships with their cooperating teachers, to seek the cooperating teachers' advice, and to respond to suggestions and constructive criticism.
7. The teacher candidates must realize that the students in their cooperating classes are individuals and much of the teacher candidate's effectiveness in facilitating learning will depend upon their ability to understand the students and to plan differentiated learning experiences for diverse learners.
8. As problems arise or help is needed in creating lesson/unit plans, teacher candidates are expected to do professional reading from the references supplied by their cooperating school and other sources. They should become thoroughly familiar with the textbooks and other instructional materials used in teaching in their assigned school and district.
9. Teacher candidates are expected to dress professionally and comply with the district and school dress code for professional teachers. Refusal to comply with the school standard for appearance may result in immediate suspension from student teaching. Jeans and sweatshirts may only be worn on days approved by the school.
10. Teacher candidates are expected to attend all meetings, trainings, and professional development with their cooperating teachers. These may include

PTA meetings, faculty meetings, and other professional meetings. They are also expected to participate in extracurricular and school-wide activities.

11. The teacher candidate's cooperating teacher may arrange regular conferences to discuss the candidate's progress. These meetings are intended to support the teacher candidate's professional growth and should be supported using the Missouri Educator Evaluation System's (MEES) Formative Assessment for Teacher Candidates form.

## **G. PLANNING AND REPORTING**

### **1. LESSON PLANS**

Each teacher candidate will be required to prepare lesson plans using a form that is acceptable to the university supervisor and cooperating teacher. A shorter form will be used for all other daily lessons. The university supervisor can provide assistance on the procedure to be used in preparing lesson plans. One lesson plan will be submitted to canvas each week.

### **2. STUDENT SCHEDULE**

The teacher candidate will fill out one class schedule for his/her university supervisor. This is a copy of the cooperating teacher's daily schedule for class instruction. It is necessary that this form be submitted immediately in order for the university supervisor to schedule observations.

### **3. TIME/RECORD JOURNAL**

The teacher candidate will submit a Time Record/Journal each week on Canvas beginning at the end of week one and continuing until the end of the student teaching experience.

A. The Time Record will include HOURS spent in activities that fall within the following categories:

- **TEACHING**- The time spent giving individual help, giving instruction, working with small groups, guiding learning experiences, and having complete charge of a class.
- **OBSERVATION**- The time spent watching teachers at work.
- **PREPARATION**- Time spent in preparation for classroom teaching.
- **RELATED ACTIVITIES**- Time spent in activities such as assemblies, extracurricular activities (sports, open house, parent/teacher conferences), grading papers, homeroom duties, record keeping, staff meetings, putting up bulletin boards, study hall supervision, interviewing, and district activities approved by the cooperating teacher.

B. Journals are also included on the Time Record/Journal template. These written, reflective, journal entries must be based on guiding prompts provided on the Time Record/Journal template.

C. Access to the Time Record/Journal electronic template is acquired through the Student Teaching Seminar course on Canvas.

D. Each week your journal and time record entries must be submitted on Canvas. A copy of the Time Record/Journal must also be kept in the teacher candidate's binder for review by the university supervisor. Timely completion of this assignment each week is required.

4. **STUDENT TEACHING BINDER FOR UNIVERSITY SUPERVISOR VISITS/RESOURCE COLLECTION**

The teacher candidate must keep a Student Teaching Binder and have it available for the university supervisor to view during observation visits. This binder must contain lesson plans, resource materials, Time Record/Journal, and professional learning logs. However, other resources can be included to help support the teacher candidate's development as a teacher.

**H. GENERAL PROCEDURES AND REGULATIONS**

1. **SUBSTITUTE TEACHING**

Teacher candidates are required to obtain a DESE-issued substitute certificate prior to student teaching. This supports the requirement that students in the cooperating schools be supervised by a certified teacher. In order to best serve the cooperating school district, a teacher candidate may substitute teach for compensation given the student teacher has completed the hiring process in the school district for substitute teaching. School districts are not required to pay a teacher candidate for substitute teaching for their cooperating teacher for up to three days during the student teaching semester. All substitute teaching outside of the assigned student teaching weeks should be compensated.

2. **TEACHER CANDIDATE ABSENCES**

Teacher candidate must communicate absences from student teaching by submitting a Student Teaching Absence form to the Student Teaching Seminar instructor prior to or following an absence. The teacher candidate will have to make up any time missed from student teaching beyond one full day. The following absences from the student teaching assignment do not have to be made up:

- A. Snow days
- B. Time away from the placement for professional development activities.
- C. Time away from the placement for face-to-face teaching position interviews.
- D. Time away from the placement for teacher strike or natural disaster/catastrophic occurrences. (Teacher should comply with the directions of the Education Department and University Supervisor.)

3. **TRANSPORTATION**

Each student is responsible for his/her transportation.

4. **CLASSROOM MANAGEMENT**

The student teacher should review and adhere to all the policies of the district, school, and classroom in which they are assigned.

## **VIII. Year-Long Student Teaching Internship**

Education majors selected for the year-long student teaching internship will begin the fall semester with their cooperating teachers during the district scheduled back-to-back training days. Interns will serve full-time until the EU fall semester begins. During the fall semester, interns will take Evangel courses on-campus Tuesday and Thursday while interning with their cooperating teacher Monday, Wednesday, and Friday in their assigned school district. Full-time student teaching will resume after final exam days for the fall semester continuing through the school district scheduled winter break. The Spring semester begins according to the school district calendar and continues through the last day of student teaching before Evangel's graduation ceremony.

## **IX. Evaluating Student Teaching**

Good evaluation procedures serve to indicate growth of the teacher candidate. Evaluation should be based upon a mutually accepted set of goals or objectives. All parties involved in the student teaching experience should have an understanding of what is expected of the teacher candidate. The Missouri Department of Elementary and Secondary Education (DESE) requires the Missouri Educator Evaluation System (MEES) Formative and Summative Assessment for Teacher Candidates form be used to evaluate the teacher candidate's performance during student teaching. Copies of these forms are provided to cooperating teachers by the Field Placement and Data Coordinator and the university supervisors. Training on the use of these forms is also provided by the Student Teaching Seminar Instructors and supported by the university supervisors.

### **1. FORMATIVE AND SUMMATIVE EVALUATION PROCEDURE**

The following process will be followed to provide formative and summative assessments of a teacher candidate's performance.

- A. For elementary education teacher candidates, the teacher candidate's education department university supervisor will evaluate his/her performance in the classroom at least 4 times throughout the semester. All of those evaluations will utilize the DESE MEES Formative Assessment for Teacher Candidates template, and the final evaluation will be recorded on the summative template.
- B. Secondary teacher candidates will be evaluated 2 times by an education department university supervisor and 2 times by a content area university supervisor. The first of the 2 evaluations will be recorded on the MEES Formative Assessment for Teacher Candidates template, and the final evaluations will be recorded on the summative template.
  - The teacher candidates cooperating teacher will utilize the DESE MEES Formative Assessment template as a guide for ongoing observation and feedback of the teacher candidate's performance throughout the professional semester. The DESE MEES Summative Assessment for Teacher Candidates form will be provided to each cooperating teacher during the last week of student teaching. The cooperating teacher will

utilize this summative assessment form to provide a final evaluation of the teacher candidate's student teaching experience and will return the completed summative assessment to the Education Office.

2. Cooperating teachers and university supervisors have institutional and professional responsibility to appraise student teaching in terms of actual achievement. Although persons reaching their student teaching period with their university preparation have been carefully screened, there may be occasions when it will be necessary to recommend further experiences in another situation or professional guidance to help the teacher candidate find a more satisfactory outlet for his/her abilities.
3. The evaluation of student teaching should be a cooperative responsibility. All those concerned, the teacher candidate, the cooperating teacher, the student teaching seminar instructor, and the university supervisor should have a part in the evaluation process.
4. The evaluation of student teaching should be continual so that the teacher candidate has a guide for improvement. Through conferences and informal discussions, the teacher candidate, cooperating teacher, and university supervisor may clarify purposes, procedures, and problems as they arise.

## **X. Appeal Procedure**

A student who desires to appeal the results of a placement, evaluation, grading, and/or other issues related to the professional semester should first approach the person(s) immediately responsible and if unsuccessful, direct a written request to the Education Department Chair.

## **XI. Responsibilities and Role of University Supervisor**

The university supervisor is an Education Department faculty member who is qualified to supervise student teaching in a specific area. The supervisor is an important resource for the teacher candidate, offering constructive criticism and help in dealing with various situations. Specific responsibilities include:

1. Involvement in the orientation of students and cooperating teachers to the student teaching program.
2. Systematic observation of student teaching classroom activities. This involves at least four visits to the class, the completion of an evaluation sheet for each session, and a post-visitation conference with the teacher candidate (teacher candidate will schedule conference).
3. Development of communication between the staff of the cooperating school and the staff of the Education Department at Evangel University.
4. Evaluation of teacher candidate strengths and weaknesses.
5. Assisting students in developing techniques to improve in their areas of weakness.
6. Reviewing the evaluation forms submitted by the teacher candidate and cooperating teacher.

## **XII. Responsibilities and Role of Cooperating Teacher**

During the student teaching experience, the student is assigned to a cooperating teacher who is skilled, experienced and certified in the specified concentration area, according to DESE's current MOSPE. Teacher candidates will complete one 14-Week placement. The cooperating teacher can facilitate in the following ways:

1. **ORIENT THE TEACHER CANDIDATE TO THE SCHOOL AND THE CLASSROOM**
2. **ASSIST THE STUDENT DURING THE OBSERVATION PHASE**

Prior to the time when a teacher candidate assumes responsibility for teaching a class, the student is an observer and participator in the classroom. This can be facilitated by:

- Discussing the daily lesson plan prior to teaching the class.
- Allowing the teacher candidate to observe various ways lessons are introduced in different classes and at differing levels.
- Discussing individual differences and ways of handling these differences.
- Discussing ways of motivating and maintaining student interest.
- Helping the teacher candidate analyze disciplinary cases that arise and suggesting ways of handling these problems within the guidelines of school policy.

3. **ALLOW INCREASED PARTICIPATION**

It is helpful to have the teacher candidate assume responsibilities preceding his/her actual teaching experience. These responsibilities will vary from school to school and at different grade levels. A major objective of such participation is to help the teacher candidate gain confidence by doing things such as:

- Taking attendance.
- Administering and checking tests.
- Giving class assignments.
- Giving individual help to students.
- Reading a story or poem.
- Sharing instructional planning.
- Assuming supervision of a group.
- Working with small groups of students.

4. **ASSIGNMENT OF TEACHING DUTIES**

The teacher candidate should begin teaching as soon as the cooperating teacher believes the student is ready to assume this responsibility. This decision is made jointly by the teacher candidate and the cooperating teacher. Induction into actual teaching should proceed gradually, to allow ample time for the teacher candidate to be responsible for the classroom.

## **XIII. Responsibilities and Role of Cooperating Administrator**

Though the building administrator will not be involved in the daily supervision of the teacher candidate, he/she has a very important role in the teacher candidate's success. A positive and profitable experience can be facilitated by:

1. Giving the teacher candidate an initial orientation to the school, its resources, its policies, and any written materials.
2. Visiting the classroom.
3. Conducting an observation of the teacher candidate during instruction.

## **XIV. Selection of Classroom Assignments and Cooperating Teachers**

The Field Experience and Data Coordinator is responsible for coordinating the assignment of students in all clinical experiences. This coordination process involves securing input from the faculty in the area of emphasis. All potential cooperating teachers and schools are suggested by these faculty. In suggesting potential cooperating teachers, university faculty take into consideration personalities, school environment, and other qualifying factors. In this manner, students are assured a quality placement. Program faculty have the authority to approve cooperating teachers. In most cases they do not solicit nor contact teachers and schools for assignments.

A general policy for selection of cooperating teachers exists between Evangel University and the area schools. No teacher with less than five years of teaching experience is asked to supervise a university student in student teaching. The placement of students in field experiences is monitored by the Evangel Education Department and administrators in the area schools.

Cooperating teachers are screened very carefully by Evangel University supervisors, the Field Experience and Data Coordinator, the principal, and other administrators. In addition to the requirements given above, the Education Department considers other criteria when selecting cooperating teachers. Evangel University seeks to select teachers who work willingly with our students and will supervise and plan directly with the university supervisor and the student. It is also vitally important that these teachers demonstrate caring attitudes, competency in the field in which they teach, and a commitment to excellence in teaching. Evangel searches for cooperating teachers who will be a positive role model for the student and will consistently maintain positive communication. At the completion of each semester, Evangel's teacher candidate supervisors complete an evaluation of each cooperating teacher.

During student teaching you may be required by the host district to provide background check information. This information must be submitted to the district by the teacher candidate. As a private institution Evangel does not have access to this information.