

# STUDENT TEACHING HANDBOOK



---

## Guidelines for:

Teacher Candidates - University Supervisors - Cooperating Teachers - Cooperating Administrators

---

EDUCATION DEPARTMENT  
EVANGEL UNIVERSITY

Springfield, Missouri

# Table of Contents

Foreword

Evangel University Mission Statement

Education Department Mission Statement

Knowledge Base of the Teacher Education Programs

Definition of Terms

I.	Introduction to Student Teaching.....	1
a.	To the Teacher Candidate.....	1
b.	To the University Supervisor.....	1
c.	To the Cooperating Teacher and School Administrator.....	1
II.	Overview of the Student Teaching Program.....	2
III.	Student Teaching Expectations.....	2
	Knowledge Base of the Teacher Education Programs.....	3
IV.	Structure of the Student Teaching Program.....	4
V.	Eligibility for Student Teaching.....	4
a.	Admission to Student Teaching Program.....	4
b.	Procedures for Application to Student Teaching Program.....	5
c.	Review by the Committee on Standards & Approval.....	5
VI.	Student Responsibilities and Expectations.....	5
a.	Required Courses of Study.....	5
b.	Time in Assigned Classroom.....	6
c.	Policies of the Cooperating School.....	6
d.	Teaching Responsibilities and Field Experiences.....	6
e.	Suggested Schedule for Teacher Candidate Assumption of Responsibilities -Fourteen Week Field Experience.....	7-11
f.	Professional Conduct.....	11-12
g.	Planning and Reporting.....	13
h.	General Procedures and Regulations.....	14
VII.	Evaluating Student Teaching.....	14
VIII.	Appeal Procedure.....	15
IX.	Responsibilities and Role of University Supervisor.....	16
X.	Responsibilities and Role of Cooperating Teacher.....	16
XI.	Responsibilities and Role of Cooperating Administrator.....	17
XII.	Selection of Classroom Assignments and Cooperating Teachers.....	17

# Foreword

---

Dear Colleague:

This handbook has been developed as a tool for the use of the teacher candidate, 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 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 recognizes you as a vital element in the effort to prepare quality teachers for the youth of our nation.

To you who are university supervisors and faculty in the Education Department, a sincere thank you is extended. You spend countless hours advising and working with students outside the classroom. Your devotion, dedication, and willingness to go beyond the expected level of performance does not go unnoticed. Thank you for being a vital element in the preparation of quality teachers.

To those of you who are teacher candidates, this handbook is designed to be your guide through the professional semester. It is your rule book, advising manual and counselor. Use it wisely and your performance will be enhanced.

Sincerely,

Dr. Shonna Crawford  
Education Department

## **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—one who is dedicated to the improvement of and service to the student and local and 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(s).
  - 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 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 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.
5. **FIELD EXPERIENCE AND DATA COORDINATOR** - 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.
6. **PRACTICUM** - A field experience of at least 4 hours per week for the semester in a specialized area.
7. **PROFESSIONAL SEMESTER** - The semester during which the teacher candidate enrolls in student teaching.
8. **TEACHER CANDIDATE** - University student enrolled in student teaching.
9. **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 to 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 on the student portal.

## **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 meeting the guidelines of Council for the Accreditation of Educator Preparation (CAEP), and aligned with Missouri Teacher Standard Quality Indicators for Teacher Candidates.

This handbook is subject to frequent review and will be revised when necessary. Please be certain that you are using the most current edition of the handbook and that you note any amendments or corrections which may have been issued between major revisions.

## **C. To the Cooperating Teacher and School Administrator**

At the outset, the Education Department wishes to thank you for your participation in this aspect of the Teacher Education Program. Through your involvement in student teaching, you will have a profound influence on the future educators you encounter. Your example and expertise will to a large extent shape the attitudes and actions of these teachers-in-training.

This handbook has been prepared as an overall guide to student teaching through the Education Department. 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 intended to be a guide to everyone involved in the student teaching experience the student, the university supervisor, the cooperating teacher, and the school administrator. (See sections XI and XII herein for details on the role of cooperating teacher and school administrator.) We welcome your comments and suggestions not only on this handbook, but on the student teaching program as a whole.

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

---

Student teaching is that part of the pre-service education program in which the teacher candidate works 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 is based on instruction in teaching methods and subject matter content under the direction of the cooperating teacher and the university supervisor. The high school teacher candidate works in the major teaching field or fields; the elementary major at a particular grade level with a diversity of content areas available and the special education majors at both the elementary and secondary level in special education classes that complement the teacher candidate's concentration area.

A master teacher possesses not only knowledge of subject matter, educational psychology and human development, but also specific organizational, interpersonal, and communication skills. These skills are not easily learned from books and lectures. They 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 interns with 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' life-long 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.
19. Encourages and supports colleagues.
20. Is sensitive to community.
21. Is willing to work with others.

## **The 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 evaluates 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.

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

The student teaching program at Evangel University requires a clinical experience in an accredited cooperating school during the professional semester. Teacher candidates majoring in elementary, secondary, or early childhood education are required to enroll in and attend a student teaching seminar. The seminars are grouped to emphasize elementary and secondary issues and topics.

During the student teaching experience the student is assigned to a cooperating teacher who is skilled, experienced and certified in the specified concentration area. All cooperating teachers must have at least five (5) years teaching experience in his/her area of certification. Teacher candidates will complete one 14-week placement (see section VI,B). During the twelve weeks in the cooperating school, the teacher candidate devotes the full day, five days a week to student teaching responsibilities. The placement is made to enhance the opportunity for the teacher candidate to be exposed to a full range of students of varied ages found in the teacher candidate's certification area of concentration with attention to providing a diversity of cultural, linguistic and exceptional student backgrounds and capabilities.

A successful student teaching experience involves teamwork and close coordination between the teacher candidate, the university supervisor, the student teaching professor, the Director of Clinical Experiences within the Education Department, the cooperating teacher, and the building administrator. The role of each of these persons is detailed in sections IX-XII.

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 approval.

## **V. Eligibility for Student Teaching**

### **A. Admission to Student Teaching Program**

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

1. 2.75 cumulative grade point average (GPA) by the end of the semester prior to application. **(No professional education course grade lower than a "C" for all students making application for teacher certification.)**
2. 3.0 GPA in student's major content courses
3. 3.0 GPA in the professional education courses
4. In good standing with Evangel. No dispositions / all dispositions resolved
5. Accepted to the Teacher Education Program
6. Professional growth

7. Recommendation of Department Chair
8. All course work must be completed before student teaching semester.
9. Have taken or scheduled the appropriate Missouri Content Assessment(s)
10. Substitute Teaching Certification (includes finger print background check and official transcript)

#### **B. Procedure for Application to Student Teaching Program**

1. Determine your eligibility to Student Teach by reviewing the criteria listed above.
2. Fill out the Application for Student Teaching and a degree sheet marking the semester each course was taken or when you intend to take each course.
3. Have the forms checked and signed by your advisor and the head of the department in your major field. (Elementary and Early Childhood majors will only need the signature of their advisor before turning the papers in).
4. Prepare a 1 page cover letter *and* a 1 page resume (email digital copy).
5. Provide one photograph; professional looking (email digital copy).
6. If you wish to request a specific placement, complete the Placement Request Form.
7. All applications must be turned in no later than February 1<sup>st</sup> to the Field Experience Coordinator.
8. Your finger print receipt and sub-certificate need to be turned in to the Field Experience Coordinator by **Feb. 1 for fall Student Teachers** and **May 1 for spring Student Teachers**.

#### **C. Review by the Committee on Standards and Approval**

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

1. If approval is given, placement is made by 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. These materials include personal data sheets, record of credits, and transcript.
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 on Standards and Approval may do so in writing. Such an appeal shall be sent to the Teacher Education Committee on Standards and Approval and be filed with the Chairperson of the Education Department. If necessary, the appeal may then be forwarded to the Vice President for Academic Affairs. The Academic Council will act as the appeal committee.

## **VI. Student Responsibilities and Expectations**

#### **A. Required Courses of Study**

Students are required to enroll in the following courses during the professional semester:

1. **EDUC 427 - Seminars in Student Teaching (1)**

Seminars addressing current issues in education and conducted by the university supervisors for all teacher candidates. The following sections are offered.

**EDUC 427-1:** Elementary, Early Childhood and Special Education

**EDUC 427-2:** Secondary, all K-12 except Special Education

Seminar meets the first 2 days of the semester and on selected days throughout the semester.

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

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

The following sections are offered EDUC437-1 Elementary Education, EDUC437-2 Secondary Education, EDUC 437-3 Middle School Education

**B. Time in Assigned Classroom**

Student teaching takes place over a period of not less than twelve (12) weeks. Credit will be given for teacher seminars and in-service or professional days only if the teacher candidate participates. The teacher candidate will be allowed one (1) 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 and university supervisor no later than one-half (1/2) hour before the start of school. For absences related to job acquisition, the student must complete and submit an absence form (see Appendix) to the university supervisor one week prior to the scheduled absence. For absences due to personal emergency or illness, the teacher candidate must complete and submit an absence form to the university supervisor within a week of the absence. The teacher candidate must arrive at the cooperating teacher's assigned time and may leave at the cooperating teacher's assigned dismissal time. The teacher candidate should attend all faculty meetings, P.T.A. meetings and any other scheduled activities. Schedules will adhere to the assigned school district's calendar.

**C. Policies of the Cooperating School**

The teacher candidate should become familiar with policies and procedures of the cooperating by reading the cooperating school's 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 an initial time period for observation, the student 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 two weeks of full-time teaching in which the student assumes full responsibility for all 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 full-time teaching. The teacher candidate will teach all of the subject area content that is included in his or her area of certification.

## **Suggested Schedule for Teacher Candidate 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 style of the cooperating teacher and the specific demands of the classroom. Please note the emphasis for teacher candidates to take on 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 student teaching binder
- Plan and teach a "Getting To Know You Lesson"
- Co-plan and teach 2 to 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.
- Assist cooperating teacher when not teaching
- Compose, have approved, and send home introduction letter to parents
- 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
- Assist teacher with monitoring duties
- Assume responsibilities for non-academic tasks (attendance, materials preparation, grading, etc.)
- Assist individual students/groups with assignments
- Review textbooks, supplies, teacher manuals, planning books
- Become acquainted with location/contents of cumulative folders, permanent record cards, pupil progress report forms
- Discuss the Department of Elementary and Secondary Education (DESE) MEES Teacher Candidate Evaluation

### **WEEK TWO**

- Plan and teach 3 to 5 lessons in one class period (secondary)/subject area (elementary)
- Submit one (your first) long lesson plan for feedback.
- Discuss creation of unit plans with your cooperating teacher (you are responsible for creating 2 unit plans)
- Assist cooperating teacher when not teaching

- Discuss with the cooperating teacher ways to assess student learning
- Assist teacher in preparing extension/remedial/instruction materials
- Observe, review, and discuss the needs of students based on their individual learning styles and achievement goals
- Plan to assume responsibility for one class period (secondary)/subject area (elementary)
- Co-plan lessons for Week 3 with cooperating teacher. These plans for Week 3 should be complete by Thursday evening of Week 2.
- Continue responsibilities for non-academic tasks (attendance, materials preparation, grading, etc.)

### **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.
- Assist cooperating teacher when not teaching
- Plan and discuss assumption of one more class period/subject area in week four
- Continue responsibilities for non-academic tasks (attendance, materials preparation, grading, etc.)
- If you will be observed, submit one (your second) long lesson plan for feedback.

### **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 you will be observed teaching by your University Supervisor if you have not done so already.
- Continue responsibilities for non-academic tasks (attendance, materials preparation, grading, etc.)
- Assist cooperating teacher when not teaching
- Plan and discuss assumption of one more class period/subject area in week five

### **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.
- Assist cooperating teacher when not teaching
- Submit one (your second or third) long lesson plan for a lesson you will be observed teaching by your University Supervisor if you have not done so already.
- Present lesson(s) without teacher present (or cooperatively as decided by teacher)
- Assume at maximum three classes and plan transition to full-time responsibilities
- Continue responsibilities for non-academic tasks (attendance, materials preparation, grading, etc.)

### **WEEK SIX**

- Continue co-planning and teaching three class periods/subject areas
- 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 you will be observed teaching by your University Supervisor if you have not done so already.
- Submit your first unit plan to Course Commons
- Plan for transition of final areas of planning and of curriculum to student teacher in week 7
- Discuss and assist cooperating teacher with system of reporting pupil progress assessments, evaluations, and parent conferences
- Continue responsibilities for non-academic tasks (attendance, materials preparation, grading, etc.)

*NOTE: By week seven 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**

- Assume responsibility for planning (with cooperating teacher review and feedback) for all class periods/subject areas.
- Continue to plan one week ahead and have next-week's lesson plans ready by Thursday evening of the current week.
- Submit one long (your third or fourth) lesson plan for a lesson you will be observed teaching by your University Supervisor if you have not done so already.
- Teach all class periods/subject areas with cooperating teacher present
- Teaching should be full day approximately week 7 through week 11 with partial responsibilities week 12 through week 14
- Review classroom management skills
- Review and discuss effective evaluation/assessment of students
- Build on strengths/extend emerging development and needed skills
- Continue responsibilities for non-academic tasks (attendance, materials preparation, grading, etc.)

### **WEEK EIGHT**

- Continue planning (with cooperating teacher review and feedback) for all class periods/subject areas.
- Continue to plan one week ahead and have next-week's lesson plans ready by Thursday evening of the current week.
- Submit one (your third or fourth) long lesson plan for a lesson you will be observed teaching by your University Supervisor if you have not done so already.
- Continue teaching all class periods/subject areas
- Teaching should be full day approximately week 7 through week 11 with partial responsibilities week 12 through week 14
- Increase teaching time without cooperating teacher present
- Continue responsibilities for non-academic tasks (attendance, materials preparation, grading, etc.)

### **WEEK NINE**

- Continue planning (with cooperating teacher review and feedback) for all class periods/subject areas.
- Continue to plan one week ahead and have next-week's lesson plans ready by Thursday evening of the current week.
- Submit one (your third or fourth) long lesson plan for a lesson you will be observed teaching by your University Supervisor if you have not done so already.
- Continue teaching all class periods/subject areas
- Teaching should be full day approximately week 7 through week 11 with partial responsibilities week 12 through week 14
- Continue responsibilities for non-academic tasks (e.g. attendance, materials preparation, grading, etc.)

### **WEEK TEN**

- Continue planning (with cooperating teacher review and feedback) for all class periods/subject areas.
- Continue to plan one week ahead and have next-week's lesson plans ready by Thursday evening of the current week.
- Submit one (your fourth or fifth) long lesson plan for a lesson you will be observed teaching by your University Supervisor if you have not done so already.
- Continue teaching all class periods/subject areas
- Teaching should be full day approximately week 7 through week 11 with partial responsibilities week 12 through week 14
- Continue responsibilities for non-academic tasks (e.g. attendance, materials preparation, grading, etc.)

### **WEEK ELEVEN**

- Continue planning (with cooperating teacher review and feedback) for all class periods/subject areas.
- Continue to plan one week ahead and have next-week's lesson plans ready by Thursday evening of the current week.
- Submit one (your fourth or fifth) long lesson plan for a lesson you will be observed teaching by your University Supervisor if you have not done so already.
- Continue teaching all class periods/subject areas
- Teaching should be full day approximately week 7 through week 11 with partial responsibilities week 12 through week 14
- Continue responsibilities for non-academic tasks (e.g. attendance, materials preparation, grading, etc.)
- Discuss MEES evaluation with cooperating teacher. Collect evidence from cooperating teacher and university supervisor to support planning for the Professional Competency Profile.

### **WEEK TWELVE**

- Compose, have approved, and send home closure note to parents
- Submit one (your fifth) long lesson plan for a lesson you will be observed teaching by your

University Supervisor if you have not done so already.

- Return one half of the responsibilities to the cooperating teacher; continue half responsibilities
- Continue responsibilities for non-academic tasks (e.g. attendance, materials preparation, grading, etc.)
- Discuss MEES evaluation with cooperating teacher. Collect evidence from cooperating teacher and university supervisor to support planning for the Professional Competency Profile.

### **WEEK THIRTEEN**

- By the end of the week, return more responsibilities of teaching to cooperating teacher. The teacher candidate should still be responsible for some teaching.
- Submit one (your fifth) long lesson plan for a lesson you will be observed teaching by your University Supervisor if you have not done so already.
- Observe and assist the classroom teacher with a more mature and experienced perspective.
- Continue some responsibilities for non-academic tasks (e.g. attendance, materials preparation, grading, etc.)
- Discuss MEES evaluation with cooperating teacher. Collect evidence from cooperating teacher and university supervisor to support planning for the Professional Competency Profile.

### **WEEK FOURTEEN**

- By end of week, return all responsibilities to cooperating teacher
- Submit your second unit plan to Course Commons
- Complete and submit your Professional Competency Profile to the drop box in Course Commons.
- Cooperating Teacher - complete teacher candidate final evaluation (complete and share with teacher candidate and mail to Evangel Education Department)
- Observe activities of other classrooms including gifted and challenged students - All observations must be approved by principal and cooperating teacher.
- Meet with and thank the principal

### **E. 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 they 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 identify with the school, to attend sports events, and to evidence a loyalty and personal interest in the welfare of the school, the teachers, and the students.
3. The teacher candidate should be aware of the confidential nature of school records and that he/she may be privy to confidential information on students.

4. 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 student's right to privacy.
5. During the course of 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 abuse or neglect or observes a child being 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.”**

6. The student is expected to follow the schedule of the school where assigned, regardless of Evangel University vacations.
7. The teacher candidate should realize that the cooperating teacher is a colleague 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.
8. The teacher candidates must realize the students in their cooperating classes are individuals and much of the teacher candidates' effectiveness as in facilitating learning will depend upon their ability to understand the students and to plan differentiated learning experiences for diverse learners.
9. 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.
10. Teacher candidates are expected to dress professionally and comply with the district/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.
11. Teacher candidates are expected to attend all meetings with your cooperating teacher. These may include PTA meetings, faculty meetings, and other

professional meetings. They are also expected to participate in extra-class and school-wide activities.

12. The teacher candidate's cooperating teacher and/or teacher candidate 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 by the use of the Missouri Educator Evaluation System (MEES) Formative Assessment for Teacher Candidates form.

## **F. 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.

### **2. Student Schedule**

The teacher candidate will fill out one class schedule for his/her university supervisor(s). 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(s) to schedule observations.

### **3. Time Record/Journal**

The teacher candidate will submit a Time Record/Journal each week on Course Commons beginning at the end of week 1 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:
  1. Teaching - The time spent doing such things as giving individual help, giving instructions, working with small groups, guiding learning experiences, as well as having complete charge of a class.
  2. Observation - The time spent watching teachers at work.
  3. Preparation - Time spent in preparation for classroom teaching.
  4. 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, and study hall supervision.
- a. Journals (written reflections) are also included on the Time Record/Journal template. These reflective journal entries must be based on guiding prompts provided on the Time Record/Journal template.
- b. Access to the Time Record/Journal electronic template is acquired through the Student Teaching Seminar course on Course Commons.
- c. Each week your journal and time record entries must be submitted on Course Commons. 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.

### **5. 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 (see appendix for "Checklist

for Evangel Supervisor Visits”). This binder must contain the following items, but other resources can be included to help support the teacher candidate’s development as a teacher.

1. Lesson plans
2. Resource materials
3. Teacher candidate Time Record/Journal
4. Professional Learning Log

### **G. 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 protect the student teaching experience for the teacher candidate and provide consistent mentoring, substitute teaching is limited during the professional semester. A teacher candidate can substitute teach for his/her cooperating teacher three times during the semester. The teacher candidate cannot be paid a monetary stipend for substitute teaching.
2. **Teacher Candidate Absences:** Teacher candidates 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 candidate should comply with the directions of the Education Department and university supervisor).
3. **Transportation:** Each student is responsible for his/her transportation. Teacher candidates who carpool to their placements are expected to pay an equitable share of the expense.
4. **Corporal Punishment:** The student should review the policy of the cooperating school regarding corporal punishment. Teacher candidates should never administer corporal punishment.

## **VII. Evaluating Student Teaching**

Good evaluation procedures serve to indicate the 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 forms be used to evaluate the teacher candidate’s performance during student teaching. Copies of these forms are provided to cooperating teachers by the Coordinator of Clinical Experiences and the university

supervisors. Training on the use of these forms is also provided by the Director of Clinical and Field Experiences 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 teacher candidate 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 four (4) times throughout the semester. Three of those evaluations will utilize the DESE MEES Formative Assessment for Teacher Candidates template, and the final evaluation will be recorded on the DESE MEES Summative Assessment for Teacher Candidates template.
  - b. Secondary teacher candidates will be evaluated two (2) times by an education department university supervisor and two (2) times by a content area university supervisor. The first of the two evaluations will be recorded on the MEES Formative Assessment for Teacher Candidates template, and the final evaluation will be recorded on the DESE MEES Summative Assessment for Teacher Candidates template.
  - c. The teacher candidate's 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 the student teaching period of 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.

Note the following additional guidelines for evaluating student teaching:

- The evaluation of student teaching should be a cooperative responsibility. All those concerned, the teacher candidate, the cooperating teacher and the university supervisor should have a part in the evaluation process.
- The evaluation of student teaching should be continuous so that the teacher candidate has a guide to improvement. Through conferences and informal discussions, the teacher candidate, cooperating teacher, and university supervisor may clarify purposes, procedures, and problems as they arise.

**Professional Competency Profile:** This DESE-required document will be completed by the teacher candidates at the conclusion of student teaching as a self-evaluation and plan for improvement.

## **VIII. Appeal Procedure**

A student who desires to appeal the results of 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 Director of Clinical experiences. If necessary, subsequent requests may be directed to the Education Department Chairperson and Vice President for Academic Affairs.

## **IX. 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:

- A. Involvement in the orientation of students and cooperating teachers to the student teaching program.
- B. 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).
- C. Development of communication between the staff of the cooperating school and the staff in the Education Department at Evangel University.
- D. Evaluation of teacher candidate strengths and weaknesses.
- E. Assisting students to develop techniques to improve in their areas of weakness.
- F. Reviewing the evaluation forms submitted by the teacher candidate and cooperating teacher.
- G. Advise teacher candidates on the completion of Missouri Pre-Service Teacher Assessment (MoPTA).

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

---

The cooperating teacher is an experienced classroom teacher with at least three (3) years teaching experience in his/her certification area(s) who agrees to assist in the training of a new teacher. Section VI.D outlines some suggested experiences for the teacher candidate during each phase. The cooperating teacher can facilitate these in the following ways:

- A. Orient the teacher candidate to the school and the classroom.**
- B. 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.

- Discussing ways of motivating and maintaining student interest.
- Helping the teacher candidate analyze discipline cases that arise and suggesting ways of handling problems within the guidelines of school policy.

**C. 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 such things as:

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

**D. 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.

## **XI. 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:

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

## **XII. 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 coordinating 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 Education Department of Evangel University 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.

If you are student teaching in the Springfield Public School System you are required by the district to complete specific paperwork. The process and paperwork can be viewed at <http://springfieldpublicschoolsmo.org/humanresources/studentteaching.htm> (updated 1/2012)

