

STUDENT TEACHING HANDBOOK



SAINT LOUIS UNIVERSITY
—
SCHOOL OF EDUCATION

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“Reflective practitioners dedicated to excellence in service to others”

**EDSP 4380 Student Teaching in the Early Childhood Inclusive Classroom
EDSP 4850 Student Teaching: Elementary Inclusive Classroom
EDI 4810 Observation and Student Teaching: Early Childhood
EDI 4820 Observation and Student Teaching: Elementary
EDI 4830 Observation and Student Teaching: Middle School
EDI 4840 Observation and Student Teaching: Secondary**

INTRODUCTION

The student teaching handbook is intended for teacher candidates, cooperating teachers, and university supervisors. It may also serve as a useful reference for administrators of cooperating schools and for other individuals directly or indirectly involved with the Saint Louis University student teaching experience. It is designed to provide an orientation, to promote uniform application of student teaching policies, and to enhance communication among all parties involved in the student teaching experience.

The student teaching semester is one of the most challenging and rewarding components of the School of Education at Saint Louis University. The purpose of the student teaching experience is to provide teacher candidates with extended experiences in actual classroom situations for fifteen weeks. It is critical that we, **together**, prepare tomorrow's teachers with the best training for their increasingly diverse classrooms. We hope that you will find student teaching to be a rewarding and enjoyable experience. The Saint Louis University School of Education trusts that you will find this guide helpful in answering many of your questions.

With best wishes for a successful student teaching experience,



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TERMINOLOGY

Although the vocabulary for student teaching has never been completely standardized, most of the following definitions are generally accepted by both the Association for Teacher Education and the National Council for the Accreditation of Teacher Education. It appears here as an aid to the reader and will be employed throughout the balance of this handbook.

Student Teaching – The period of guided teaching, when the college student takes increasing responsibility for the work within a given group of learners over a period of consecutive weeks.

Teacher Candidate – The college student who has been selected for student teaching.

University Supervisor or Educator Preparation Program Instructor – A university faculty member who supervises SLU teacher candidates in close cooperation with the cooperating teacher. The university supervisor is the point of contact for the Saint Louis University School of Education, the school where the student is placed, the cooperating teacher, and the SLU teacher candidate.

Cooperating Teacher – A certified teacher with at least three (3) years of experience under whose direct supervision teacher candidates do their student teaching.

Cooperating School – An off-campus school which provides the facilities and personnel for professional laboratory experiences, including student teaching.

Missouri Standards for Preparation of Educators (MoSPE) – Preservice and Teacher Candidate evaluations are prescribed by the Missouri Standards for the Preparation of Educators (MoSPE). The [Missouri Educator Evaluation System](https://dese.mo.gov/sites/default/files/MoSPEStandards.pdf) contains thirty-six Quality Indicators across nine standards. Of the thirty-six Quality Indicators, seven will be evaluated during the practicum semesters and sixteen will be evaluated during student teaching semesters.

<http://dese.mo.gov/sites/default/files/MoSPEStandards.pdf>

<https://dese.mo.gov/sites/default/files/TeacherStandardsContinuum.pdf>

<https://dese.mo.gov/sites/default/files/Clinical-Experience-Protocol-May2017.pdf>

Missouri Pre-Service Teacher Assessment (MoPTA) – This test assesses the instructional capability of teacher candidates prior to receiving a license. The

assessment consists of four tasks- one formative and three summative. We encourage the university supervisor and the cooperating teacher to work together with the teacher candidate to develop a response in regard to the activities, guiding prompts, and artifact requirements of the Missouri Pre-Service Teacher Assessment (MoPTA).

MoPTA Website (<http://mega.ets.org/test-takers/mopta/about>)

MoPTA Handbook (<http://mega.ets.org/s/pdf/mopta-candidate-educator-handbook.pdf>)

Missouri Department of Elementary and Secondary Education (DESE) - The Department of Elementary and Secondary Education. Teacher preparation programs must operate according to guidelines set forth by this department. Read more at <https://dese.mo.gov/>

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SCHOOL MISSION

To develop reflective practitioners educated in the liberal tradition and committed to service, inquiry and value centered teaching.

To prepare future teachers who have leadership qualities including risk-taking, civic responsibility and ethical character.

Vision Statement

Inspired by the Jesuit conviction that the world is good and human beings can make it a better place for all to live and grow, the School of Education educates, guides, and transforms individuals and communities through its teaching, research, and community engagement.

The School of Education's vision centers on continuous learning: faculty learning and development; program/organizational learning and development; and student learning and development. The articulation of this work is visible in each faculty member's teaching, scholarship, and service--as well as the outcomes that result from each.

Mission Statement

The mission of the School of Education is the preparation of undergraduate and graduate students for professions to service as reflective practitioners and leaders in partnership with and for the human community. The School is dedicated to the pursuit of truth and excellence in all academic pursuits. It embraces innovative learning through commitments to diversity and social justice guided by the spiritual and intellectual ideas of the Jesuit tradition. The School advances the University's mission by research and service to family, school, community, and government.

CONCEPTUAL FRAMEWORK

Saint Louis University directs its educational efforts to help students develop to be critically reflective, socially responsible, and creatively engaged with the problems facing schools and families. These efforts are based in the Five Dimensions of the Saint Louis University experience: scholarship and knowledge, intellectual inquiry and communication, community building, leadership and service, and spirituality and values. In addition, the aim of St. Louis University's teacher preparation programs is to produce candidates who demonstrate the proficiencies delineated by the [Missouri Standards for Preparation of Educators](#) (MoSPE):

Scholarship and Knowledge: *Continuous Learning*

By developing a well-rounded educational foundation which incorporates learning through experience, by becoming scholars in their chosen fields, and by dedicating themselves to the advancement of knowledge, students are prepared for advanced study, for their careers, and for lifelong learning.

Intellectual Inquiry and Communication: *Reflective practice*

By developing the abilities of intellectual inquiry and communication, students are able to learn effectively, express ideas and concepts clearly, and apply their knowledge to new situations they encounter.

Community Building: *Collaboration*

By welcoming and working with others, regardless of race, ethnicity, religion, or gender, students build an inclusive community which leads to respect and compassion for human life and the dignity of each person.

Leadership and Service: *Advocacy*

By serving others and by promoting social justice, students become men and women for others who lead by their example.

Spirituality and Values: *Ethical Practice / Dignity of Others*

By developing their spirituality, values, and openness to the transcendent, students determine principles to guide their actions and their relationships with others.

As well as the five themes of the core of the School of Education:

- **Inquiry**
- **Communication and Technology**
- **Multicultural Studies**
- **Leadership and Service**
- **Moral and Ethical Development**

TEACHER CANDIDATE DISPOSITIONS

SLU Dimension	School of Education Conceptual Framework <i>All candidates will display commitment to:</i>	Teacher Candidate Dispositions <i>All teacher candidates will:</i>
Scholarship & Knowledge	Continuous Learning	<ol style="list-style-type: none"> 1. Develops positive expectations for learning and achievement. 2. Seek opportunities to enhance knowledge and pedagogical skills.
Intellectual Inquiry & Communication	Reflective practice	<ol style="list-style-type: none"> 1. Persist in seeking approaches for students who need accommodations. 2. Reflect in a thoughtful and accurate manner on lesson effectiveness. 3. Demonstrate the ability to use reflection to shape future teaching.
Community Building	Collaboration	<ol style="list-style-type: none"> 1. Seek opportunities to build supportive and cooperative relationships with colleagues. 2. Participate in team/school decision making.
Leadership & Service	Advocacy	<ol style="list-style-type: none"> 1. Proactively participate in service to students. 2. Demonstrates advocacy skills (particularly for those traditionally underserved)
Spirituality & Values	A. Ethical Practice	1. Demonstrate ethical behavior.
	B. Dignity of Others	<ol style="list-style-type: none"> 1. Selects appropriate instructional goals suitable for students from diverse backgrounds. 2. Creates an environment in which the teacher's interactions with students, demonstrates care and respect of others. 3. Creates an environment in which student interaction demonstrates caring for others.

TEACHER EDUCATION PROGRAM OUTCOMES

Upon completion of the undergraduate teacher education program at Saint Louis University, the teacher candidate should be able to:

1. Demonstrate facility in the skills of reading, writing, and mathematics.
2. Demonstrate knowledge of the subject(s) to be taught.
3. Demonstrate knowledge of human growth and development as it relates to the teaching-learning process.
4. Demonstrate knowledge of the American public school system.
5. Organize and manage varied learning groups as appropriate to the needs and/or interests of students and goals of the lesson.
6. Effectively implement instructional plans and use appropriate instructional techniques including technology.
7. Effectively communicate with students.
8. Help students develop positive self-concepts.
9. Facilitate the independence of the student as learner.
10. Effectively meet the needs of exceptional students.
11. Effectively assess students' needs and progress.
12. Establish a positive learning environment.
13. Meet professional responsibilities.
14. Demonstrate an understanding of family and community relations, including communication with and involvement of parents.
15. Demonstrate a comprehension of diversity: ethnic, gender, social class, race, religion, region, disability, and its implications.
16. Demonstrate knowledge of the Missouri Learning Standards and curriculum frameworks as applicable to the area to be taught.

ELIGIBILITY TO STUDENT TEACH

In order to be eligible to student teach, teacher candidates must have:

- Completed all four subtests of the Missouri General Education Assessment (MoGEA) Reading Comprehension & Interpretation 202/ Mathematics 180/ Science & Social Science 188 / Writing 193.
- Education coursework and/or subject area courses completed with grades of C or better. Cumulative GPA of at least 2.75, Content 3.0, Education 3.0
- Registered for **10 credits** of Student Teaching EDI 4810, 4820, 4830, or 4840; **3 credit hours** of EDI 4860/EDI 4870 Professional Development Seminar; **1 credit hour** of EDI 4940 Portfolio Development; and **1 credit hour** of EDR 4970 Action Research for Educators
- Valid [SOE Clearance Documents](#) include a current TB test results, FBI Background Check (valid one calendar year), and verification of Protecting God's Children (for all Parochial placements) on file in the field coordinator's office room 212 Fitzgerald.
- Suggestion: Passing the Missouri Content Test (<http://www.mo.nesinc.com>)

THE STUDENT TEACHING EXPERIENCE

The student teaching semester is a comprehensive program for the professional development of teacher candidates. This experience provides opportunities for teacher candidates to test methods and theories of teaching, to develop effective strategies for teaching and learning, to identify teaching strengths and weaknesses, and to develop a personal teaching style. Teacher candidates bring with them an understanding of content, classroom management and teaching strategies from previous coursework and fieldwork. Their success will depend on their abilities to reflect on these professional courses and apply educational principles and techniques within the classroom settings. Under the direction of a certified teacher, who has a minimum of three years of teaching experience, and a university supervisor certified in the teacher candidate's content area, the teacher candidates will initially observe, and then gradually assume responsibility for all classroom activities for a minimum of two weeks. (10 Credit Hours)

Disability Services Academic Accommodations

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web addresses:

- <http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy>
- www.slu.edu/here4you

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf.
[School of Education Undergraduate Policies and Procedures Manual
http://www.slu.edu/Documents/public_service/Undergraduate%20Policies%20and%20Procedures\(0\).pdf](http://www.slu.edu/Documents/public_service/Undergraduate%20Policies%20and%20Procedures(0).pdf)

Additionally, The School of Education has adopted its own academic integrity policies, available on our websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to **Molly Schaller, Ph.D.** Interim Dean, School of Education (molly.schaller@slu.edu).

OBJECTIVES OF STUDENT TEACHING

Standards and Quality Indicators Web Map (found in your folder)

The Missouri Educator Evaluation System contains thirty-six [Quality Indicators](#) across nine standards. In the Clinical Experience, sixteen of the thirty–six Quality Indicators have been selected for assessing the performance of the teacher candidate. These were determined by consulting research regarding the effect size of teacher strategies and actions on student achievement and in working with districts across the state to identify indicators that are of particular importance specifically in the first and second years of teaching.

Course Expectations

Every teacher candidate must demonstrate what he/she knows and can do. The following expectations are built on good educational practice and state standards for teacher licensure. Demonstration of every component is required and will be documented on the **formative and summative student teaching evaluation forms**.

Forms & Rubrics: The forms and rubrics for the 2017-2018 academic year are available on the [DESE Website](#).

Standard 1: Content knowledge aligned with appropriate instruction

1.1 Content knowledge and academic language

1E1) The emerging teacher candidate knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.

1.2 Student engagement in subject matter

1E2) The emerging teacher candidate chooses from multiple sources to engage student interest and activity in the content.

Standard 2: Student Learning, Growth, and Development

2.4 Differentiated lesson design

2E4) The emerging teacher candidate designs and implements instruction that considers the needs of students.

SLU-D)* Persist in seeking approaches for students who need accommodations and/or modifications.

Standard 3: Curriculum Implementation

3.1 Implementation of curriculum standards

3E1) The emerging teacher candidate makes informed decisions about instructional

objectives aligned to district mapping and pacing guides.

3.2 Lessons for diverse learners

3E2) The emerging teacher candidate implements lessons and activities aligned to the curriculum that recognizes the individual needs of diverse learners

SLU-D)* Selects appropriate instructional goals suitable for students from diverse backgrounds.

Standard 4: Critical Thinking

4.1 Student engagement in critical thinking

4E1) The emerging teacher candidate selects various types of instructional strategies and appropriate resources to achieve instructional goals and teach students critical thinking skills.

Standard 5: Positive Classroom Environment

5.1 Classroom management techniques

5E1) The emerging teacher candidate demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.

5.2 Management of time, space, transitions, and activities

5E2) The emerging teacher candidate manages time, space, transitions, and activities in their classroom.

5.3 Classroom, school, and community culture

5E3) The emerging teacher candidate builds awareness of the culture of the school and community in order to influence student relationships and build an effective classroom learning environment.

SLU-D)* Creates an environment in which the teacher's interactions with students, demonstrates care and respect of others.

Standard 6: Effective Communication

6.1 Verbal, non-verbal communication

6E1) The emerging teacher candidate uses correct, effective verbal and nonverbal communication skills.

Standard 7: Student Assessment and Data Analysis

7.1 Effective use of assessments

7C1) The practicum teacher has knowledge of the development, use, and analysis of formal and informal assessments.

7.2 Assessment data to improve learning

7E2) The emerging teacher candidate demonstrates basic strategies for accessing, analyzing and appropriately using information and assessment results to improve learning activities

SLU-D)* Reflects in a thoughtful and accurate manner on lesson effectiveness.

7.5 Communication of student progress and maintaining records

7E5) The emerging teacher candidate communicates general information about student progress knowledgeably, responsibly, and ethically based on appropriate indicators, to students, families, and/or colleagues.

SLU-D)* Demonstrates ethical behavior.

Standard 8: Professionalism

8.1 Self-assessment and improvement

8E1) The emerging teacher candidate generally uses self-assessment and problem-solving strategies to reflect on practice in order to influence students' growth and learning.

SLU-D)* Develops positive expectations for learning and achievement.

SLU-D)* Seeks opportunities to enhance knowledge and pedagogical skills.

SLU-D)* Demonstrates the ability to use reflection to shape future teaching.

SLU-D)* Demonstrates ethical behavior.

Standard 9: Professional Collaboration

9.1 Induction and collegial activities

9E1) The emerging teacher candidate engages in supporting the school's vision, mission, values and goals, participates in curriculum and staff development, and works with their cooperating teacher and clinical supervisor to improve and refine their practice and strengthen relationships in the school and community.

SLU-D)* Seeks opportunity to build supportive and cooperative relationship with colleagues.

SLU-D)* Participates in team/school decision making.

9.3 Cooperative partnerships in support of student learning

9E3) The emerging teacher candidate develops relationships with colleagues and cooperative partnerships with students and families to support students' learning and well-being.

SLU-D)* Proactively participate in service to students.

SLU-D)* Demonstrates advocacy skills (particularly for those traditionally underserved)

*SLU-D = Additional Saint Louis University standards pertaining to the dispositions of professional teaching.

SUBSTITUTE TEACHING POLICY

Saint Louis University School of Education, Teacher Education Program Policy on Substitute Teaching by Teacher Candidates: As of March 16, 2016, teacher preparation institutions surrounding the St. Louis Metro Area are authorized to permit student teachers to be employed as substitute teachers as long as the quality of the student teacher's education is not adversely affected.

Schools that wish to take advantage of this provision are responsible for establishing the criteria under which student teachers may be employed as substitutes. The appointment of substitute teachers is the responsibility of school districts. The policy and criteria in this document apply to all Saint Louis University teacher certification programs. The conditions apply to students who have been approved for student teaching, during the semester(s) in which they are registered for student teaching, from the first day on which the student teacher reports to the school to student teach through the designated final day of student teaching.

Questions about this policy should be directed to the Clinical Coordinator, Dr. Joy Voss, at joy.voss@slu.edu or (314)977-1977. Substitute teaching may be consistent with student teachers' responsibilities in the teacher preparation program under the conditions specified in this policy. The student teacher is in the final stages of a program of professional preparation. Student teachers' learning and satisfactory progress within the program are the University's responsibility and its first priority. The University will not permit any individual student teacher to be employed as a substitute if, in its judgment, such employment will, or is likely to interfere with the student teacher's education. If a student teacher is employed as a substitute teacher by a school district, the district's purposes are being served. When the district employs a student teacher as a substitute, the district assumes liability, workers compensation, and all other responsibilities for the student teacher as a temporary employee of the district. Student teachers wishing and approved to substitute teach must comply with all applicable policies and procedures of the district.

Student teachers will be permitted to substitute teach under the following conditions and limits:

1. The student teacher is making satisfactory progress towards completion of the program and recommendation for certification.
2. The student teacher obtains a [valid substitute certificate](#) from Missouri's Department of Elementary and Secondary Education (DESE)
3. The student teacher freely and voluntarily agrees to substitute, on each occasion.
4. The cooperating teacher judges that the student teacher serving as substitute is in the best interests of the students.
5. The school administrator or other designated building administrator approves.
6. The university supervisor is notified.
7. Substituting shall not interfere with the student teacher's other responsibilities, including attendance at required courses and seminars, advising sessions with the field instructor, etc.
8. The Saint Louis University student is paid according to the school or school district substitute policy.

Field Experience Code of Ethics and Conduct

The Field Experience Code of Ethics and Conduct documents expectations of Saint Louis University teacher candidates engaged in field work associated with School of Education programs and courses, which include visits to schools, observations of classrooms, tutoring, research, practicum and student teaching experiences and other tasks associated with assigned field work.

The Saint Louis University Teacher Candidate, as a representative of the School of Education in his/her fieldwork, agrees to abide by the following code of ethics and conduct:

1. The teacher candidate shall comply with all policies, statutes, and rules established by state and local agencies as well as those of Saint Louis University. The teacher candidate shall also comply with all rules and regulations of the local school(s) for any field assignment or class assignment. (i.e. including social network policies).
2. The teacher candidate will not upload or share photos or videos of the school or students to social media or e-mail.
3. The teacher candidate shall maintain professional dress and appearance and comply with the school dress code. Casual business attire is suggested. Revealing or tight clothing, shorts (unless required by the field experience) or beachwear are not permitted.
4. The teacher candidate shall display responsible behavior throughout the field experience. Attendance and punctuality are vital to all field experiences. If the teacher candidate cannot attend on a scheduled day, he/she must notify the Cooperating Teacher and the university supervisor prior to the start of the day. Contact information should be exchanged prior to the start of the field experience.
5. The teacher candidate shall recognize and respect diversities that exist in the classroom and plan accordingly.
6. The teacher candidate shall create and maintain a safe physical and emotional learning environment.
7. The teacher candidate shall collaborate with others in a positive, cooperative and courteous manner. He/she will avoid making negative remarks about the university program, the cooperating school, the teachers or the community. Constructive criticism should be shared with the appropriate person in a responsible position.
8. The teacher candidate shall not falsify or misrepresent any facts, documents, student work, reports or information given to faculty, staff, supervising teachers, university supervisors, Cooperating Teachers, students, colleagues or others.
9. The teacher candidate will maintain the highest level of confidentiality when discussing students, their academic achievement, and personal conduct. He/she will discuss students only with university faculty, Cooperating Teachers, and school supervisory staff. Communications with students and the parents of students must be conducted under the supervision of the Cooperating Teacher.
10. The teacher candidate shall develop and adhere to appropriate professional relationships. Developing a friendship that conflicts with professional roles or developing a romantic and/or sexual relationship with a student of the school or local agency is unacceptable. All forms of communications with students shall be conducted at the school or local agency and with the supervision of the Cooperating Teacher.
11. The teacher candidate shall not use any form of harassment such as phone calls, email or any other forms of written communication toward a student of the school or local agency, faculty, staff or colleagues.

I have read, understand and accept the provisions of the School of Education Field Experience Code of Ethics and Conduct at Saint Louis University. A breach of this document may result in the removal from the site and/or hearing procedures to determine individual consequences.

Agreed and accepted by: _____ Date: _____

Printed name: _____

GENERAL GUIDELINES FOR THE COOPERATING TEACHER AND ADMINISTRATOR

1. The School has adopted "the reflective practitioner dedicated to excellence in service to others" as a theme. As you read the guidelines and evaluation forms you will find reflective practice emphasized. Our goal is to encourage our teacher candidates to become more reflective about their teaching and the professional expectations of teaching. In addition to the School mission statement and outcomes, a copy of the [School of Education Code of Ethics and Conduct](#) is available on the website.
2. The *Academic Course Calendar* is available for observations and assessment of the teacher candidate. These dates may guide making decisions about the responsibilities of the teacher candidate under your guidance. We leave these final decisions to you, your needs, your teacher candidate, and his/her needs.
3. If possible, during the first week, arrange a desk or table in the classroom for the teacher candidate to use as a "home base" for organizing and keeping materials. The *Orientation Checklist* is available for reference.
4. The cooperating teacher and administrator should provide the teacher candidate with an orientation to the expectations and guidelines in place at the school. If there is a student handbook and/or a teacher handbook the teacher candidate should become familiar with the content. The teacher candidate is expected to follow all guidelines established by the school.
5. **Co-Teaching Experience:** We encourage our teacher candidates to become involved in the classroom immediately. Lessons are planned and taught by both teachers, resulting in the teaching candidate being seen by students as a "real teacher" from the beginning of the experience. The co-planning process is designed for the teacher candidate to hear and discuss the thoughts and strategies that are used in lesson planning by their cooperating teacher. As the experience continues, a shift in the roles happens slowly, with the teacher candidate taking more responsibility for the planning and teaching lessons. There is still time to "solo" and be in the classroom with the cooperating teacher and be fully in charge. The co-teaching strategies do not need to be used on every lesson. [The Planning Schedule for Teacher Candidates](#) form is available on the website.

It is hoped that the teacher candidate will have the opportunity to experience as realistic a situation as possible by engaging in as many activities in which teachers normally engage as is consistent with the amount of time available, school policy, and his/her own individual needs, interests, and state of development. Please refer to the [Co-Teaching: Collaboration That Makes a Difference](#) for guidance (see the website).

6. The skills and qualities listed on the summative evaluation form serve as course objectives for student teaching. They should be addressed throughout the semester.
7. Become familiar with the **Missouri Pre-Service Teacher Assessment (MoPTA)**. The MoPTA is a performance-based assessment created by the Missouri Department of Elementary and Secondary Education (DESE) and Educational Testing Services (ETS). The purpose of MoPTA is to assess the instructional capability of teacher candidates prior to licensure. The MoPTA consists of four tasks that require the teacher candidate to demonstrate their knowledge, skills, and abilities in the classroom setting. Please refer to the *Missouri Pre-Service Teacher Assessment Overview* in the Appendices for guidance.
8. Written lesson plans are required of teacher candidates upon each formal observation by the university supervisor, cooperating teacher, or administrator. The MOPTA lesson plan format should be utilized as a starting point. Additions to the MOPTA lesson plan should be agreed upon by the cooperating teacher, university supervisor, and the teacher candidate. A suggested format is provided in the [MoPTA Ancillary Materials website](#). All formal observation lesson plans are due to all team member 48 hours prior to implementation.
9. All activities must be planned cooperatively by the teacher candidate and cooperating teacher with the university supervisor available for consultation. The teacher candidate should receive approval from the cooperating teacher for lessons prior to their presentation. It is anticipated the cooperating teacher will encourage the teacher candidate to apply a variety of teaching styles and techniques during the student teaching semester.
10. Self-evaluation is viewed as an important aspect of reflective practice and professional development. The teacher candidate should set goals to assist in the process of self-evaluation (see [Teacher Candidate Goals and Self Evaluation](#) form on the website). For the midterm point and summative evaluation, the teacher candidate should review his/her goals with the cooperating teacher and university supervisor. During the final evaluation, the teacher candidate should also identify goals which are appropriate for the first year of teaching.
11. The teacher candidate should maintain the same daily schedule required of the cooperating teacher, except for Monday afternoon when they attend classes on campus. Teacher candidates should not take the spring or fall break scheduled by the university, but rather those scheduled holidays of the school and school district.
12. Throughout the semester or as the teacher candidate transitions the class back to the cooperating teacher, the teacher candidate should spend some time observing other classes and school specialists. This allows the teacher candidate to broaden his/her experience.
13. At the end of the student teaching period, the cooperating teacher will complete an evaluation of the student teaching experience. The evaluation tool will be sent

through email. This information is used to help the university improve the Teacher Education Program at Saint Louis University.

14. The School of Education will, at the end of the semester, award to the cooperating teacher an honorarium in appreciation for professional service. If you were not able to complete the required paperwork (Honorarium form, Cooperating Teacher Profile, Vendor Direct Deposit Form, W9) at the orientation please send the forms via email to joy.voss@slu.edu or mail to Dr. Joy Voss/3500 Lindell Blvd./ Saint Louis/ Missouri/ 63103. Due to confidentiality, we suggest not giving the form to the teacher candidate to submit.
15. Formative Evaluation should be shared with the teacher candidate and with the university supervisor. Forms for observations are available on the website. The university supervisor will also provide feedback after classroom observations. Any concerns about the performance of the teacher candidate should be discussed with the teacher candidate and the university supervisor.

One Placement

Early Childhood, Elementary, Mid/Sec English, Mid/Sec Math, Mid/Sec Social Studies, Mid/Sec Biology:

The cooperating teacher is the major source of feedback for the teacher candidate. You are requested to critique and evaluate the teacher candidate both formally (formative evaluation, summative evaluation, and content addendum forms) and informally throughout the student teaching experience. The formative evaluation, content addendum, and summative evaluation forms should be used for all teacher candidates.

In addition to your informal discussions, you are asked to complete three written observations during the semester and discuss them with the teacher candidate and university supervisor.

For each observation, you will be given access to enter the formative evaluation into Foliotek. Foliotek is a web-based tool with which education majors, seeking certification in MO., construct their portfolios. You will be notified regularly when the evaluations are available for completion. The university supervisor should plan an initial short visit and a minimum of **four** formal written observations. The cooperating teacher should plan a minimum of **three** formal written observations.

Two Placements

World Languages

1st placement (12 weeks) / 2nd placement (3 weeks):

From day one, we encourage open communication between the teacher candidate and *all* cooperating teachers. We understand the difficulty of this process, due to different settings, but we see all cooperating teachers as mentors who model effective teaching practice for the teacher candidate.

The teacher candidate and cooperating teachers should develop a plan for the teacher candidate to assume classroom responsibilities in both placements. This plan should allow the teacher candidate to **incrementally** increase responsibilities, knowledge, skills, and dispositions in the classroom. [*The Planning Schedule for*](#)

[Teacher Candidates](#) form is available on the website. It is hoped that the teacher candidate will have the opportunity to experience as realistic a situation as possible by engaging in as many activities in which teachers normally engage as is consistent with the amount of time available, school policy and his/her own individual needs, interests, and state of development.

Please refer to the [Co-Teaching: Collaboration That Makes a Difference](#) for guidance. One week of “solo” teaching is required. This presumes, of course, that the teacher candidate is judged capable of doing this by the cooperating teacher and the university supervisor.

Expectations for 2nd placement (3 weeks): The university supervisor should plan an initial short visit and a minimum of **one** scheduled formal written observation. The cooperating teacher should plan a minimum of **one** formal written observation.

The Cooperating Teacher is the major source of feedback for the teacher candidate. You are requested to critique and evaluate the teacher candidate both formally (formative evaluation, summative evaluation) and informally throughout the student teaching experience. The formative evaluation, content addendum, and summative evaluation forms should be used for all teacher candidates at both settings. **In addition to your informal discussions, you are asked to complete one written observation and discuss it with the teacher candidate and the university supervisor.** You will be given access to enter the Formative Evaluation into Foliotek. Foliotek is a web-based tool with which education majors, seeking certification in MO, construct their portfolios. You will be notified regularly when the evaluations are available for completion. Specific dates regarding completion and time-frame can be found on the *Semester Overview Calendar*. The last observation you will be given access to enter the Summative Evaluation into Foliotek.

Formative Evaluations should be shared with the teacher candidate and with the university supervisor. Forms for observations are included in this packet and on the website. The university supervisor will also provide feedback after classroom observations. Any concerns about the performance of the teacher candidate should be discussed with the teacher candidate and the university supervisor. Teacher candidates should not be absent (other than for reason of illness) unless given permission by the cooperating teacher **and** the university supervisor. The teacher candidate is responsible for notifying **both** the cooperating teacher and the university supervisor in case of absence. If a teacher candidate misses more than **two days** due to illness, the teacher candidate will be required to “make up” the days at the end of the semester. Lack of notification to both parties may result in a lower grade. Student teaching is viewed as a job; therefore, students, cooperating teachers and administrators are depending on your daily contribution.

Inclusive Elementary or Inclusive Early Childhood Education
1st Placement (12 weeks)/ 2nd placement (3 weeks):

From day one, we encourage open communication between the teacher candidate and *all* cooperating teachers. We understand the difficulty of this process, due to

different settings, but we see all cooperating teachers as mentors who model effective teaching practice for the teacher candidate.

The teacher candidate and *all* cooperating teachers should develop a plan for the teacher candidate to assume classroom responsibilities in both placements. This plan should allow the teacher candidate to **incrementally** increase responsibilities, knowledge, skills, and dispositions in the classroom. [The Planning Schedule for Teacher Candidates](#) form is included on the website. It is hoped that the teacher candidate will have the opportunity to experience as realistic a situation as possible by engaging in as many activities in which teachers normally engage as is consistent with the amount of time available, school policy, and his/her own individual needs, interests, and state of development.

Please refer to the [Co-Teaching: Collaboration That Makes a Difference](#) for guidance. One week of “solo” teaching is required. This presumes, of course, that the teacher candidate is judged capable of doing this by the cooperating teacher and the university supervisor.

Expectations for 2nd placement (3 weeks): The university supervisor should plan an initial short visit and a minimum of **one** scheduled formal written observation. The cooperating teacher should plan a minimum of **one** formal written observation.

The Cooperating Teacher is the major source of feedback for the teacher candidate. You are requested to critique and evaluate the teacher candidate both formally (formative evaluation, summative evaluation) and informally throughout the student teaching experience. The formative evaluation, content addendum, and summative evaluation forms should be used for all teacher candidates at both settings. **In addition to your informal discussions, you are asked to complete one written observation and discuss it with the teacher candidate and the university supervisor.** You will be given access to enter the Formative Evaluation into Foliotek. Foliotek is a web-based tool with which education majors, seeking certification in MO, construct their portfolios. You will be notified regularly when the evaluations are available for completion. Specific dates regarding completion and time-frame can be found on the *Semester Overview Calendar*. The last observation you will be given access to enter the Summative Evaluation into Foliotek.

Formative Evaluation should be shared with the teacher candidate and with the university supervisor. Forms for observations are included in this packet (see the website). The university supervisor will also provide feedback after classroom observations. Any concerns about the performance of the teacher candidate should be discussed with the teacher candidate and the university supervisor. Teacher candidates should not be absent (other than for reason of illness) unless given permission by the cooperating teacher **and** the university supervisor. The teacher candidate is responsible for notifying **both** the Cooperating Teacher and the university supervisor in case of absence. If a teacher candidate misses more than **two days** due to illness, the teacher candidate will be required to “make up” the days at the end of the semester. Lack of notification to both parties may result in a lower grade. Student teaching is

viewed as a job; therefore, students, Cooperating Teachers and administrators are depending on your daily contribution.

If you have concerns or questions throughout the experience, please contact the university supervisor first. We would, again, like to thank you for your assistance with our Teacher Candidate Program.

THE ROLE OF THE UNIVERSITY SUPERVISOR

1. The School has adopted "*the reflective practitioner dedicated to excellence in service to others*" as a theme. As you read the guidelines and evaluation forms you will find reflective practice emphasized. Our goal is to encourage our teacher candidates to become more reflective about their teaching and the professional expectations of teaching. In addition to the School mission statement and outcomes, a copy of the [School of Education Code of Ethics and Conduct](#) has also been provided in this packet.
2. We have provided an Academic Course Calendar for observations and assessment of the teacher candidate. These dates may guide making decisions about the responsibilities of the teacher candidate under the cooperating teacher and your guidance. We leave these final decisions to you, the cooperating teacher, and your teacher candidate.
3. The cooperating teacher and administrator should provide the teacher candidate with an orientation to the expectations and guidelines in place at the school. If there is a student handbook and/or a teacher handbook the teacher candidate should become familiar with the content. The teacher candidate is expected to follow all guidelines established by the school.
4. Teacher candidates are expected to maintain the same daily schedule as their cooperating teachers with the **exception of Monday afternoons** when they attend classes on campus. Teacher candidates will not take the fall or spring break scheduled by Saint Louis University, but rather those scheduled holidays of the school and school district.
5. From day one, we encourage open communication between the teacher candidate and *all* cooperating teachers. We understand the difficulty in facilitating this process, due to different settings or multiple cooperating teachers, but we see all cooperating teachers as mentors who model effective teaching practice for the teacher candidate. The teacher candidate and cooperating teachers should develop a plan for the teacher candidate to assume classroom responsibilities in all placements. This plan should allow the teacher candidate to **incrementally** increase responsibilities, knowledge, skills, and dispositions in the classroom. [The Planning Schedule for Teacher Candidates](#) form is included in this packet (see the Appendices).
6. We encourage our teacher candidates to become involved in the classroom immediately. Lessons are planned and taught by both teachers, resulting in the teaching candidate being seen by students as a "real teacher" from the beginning of the experience. The **co-planning process** is designed for the teacher candidate to hear and discuss the thoughts and strategies that are used in lesson planning by their cooperating teacher. As the experience continues, a shift in the roles happens slowly, with the teacher candidate taking more responsibility for the planning and teaching lessons. There is still time to "solo" (minimum of 2 weeks) and be in the classroom by him/her self and be fully in charge. The **co-teaching** strategies do not

need to be used on every lesson. [The Planning Schedule for Teacher Candidates](#) form is included in this packet (see the Appendices). It is hoped that the teacher candidate will have the opportunity to experience as realistic a situation as possible by engaging in as many activities in which teachers normally engage as is consistent with the amount of time available, school policy, and his/her own individual needs, interests, and state of development. Please refer to the [Co-Teaching: Collaboration That Makes a Difference](#) for guidance (see the Appendices).

7. Become familiar with the **Missouri Pre-Service Teacher Assessment (MoPTA)**. The MoPTA is a performance-based assessment created by the Missouri Department of Elementary and Secondary Education (DESE) and Educational Testing Services (ETS). The purpose of MoPTA is to assess the instructional capability of teacher candidates prior to licensure. The MoPTA consists of four tasks that require the teacher candidate to demonstrate their knowledge, skills, and abilities in the classroom setting. Please refer to the *Missouri Pre-Service Teacher Assessment Overview* for guidance (see Appendices).
8. MoPTA Task 1 will be graded by the university supervisor. MoPTA Task 2-4 will be graded by outside sources hired by DESE. Please refer to the *Academic Course Calendar* for the due date and “Grading Day Workshop”. Even though the workshop is option, we encourage you to attend and reap the benefits of talking through the grading process with colleagues.
9. Written lesson plans are required of teacher candidates upon each formal observation by the university supervisor, cooperating teacher, or administrator. The MOPTA lesson plan format should be utilized as a starting point. Additions to the MOPTA lesson plan should be agreed upon by the cooperating teacher, university supervisor, and the teacher candidate. A suggested format is provided in the [MoPTA Handbook](#).
10. The skills and qualities listed on the summative evaluation form serve as course objectives for student teaching. They should be addressed throughout the semester.
11. All activities must be planned cooperatively by the teacher candidate and cooperating teacher with the university supervisor available for consultation. The teacher candidate should receive approval from the cooperating teacher for lessons prior to their presentation. It is anticipated the cooperating teacher will encourage the teacher candidate to apply a variety of teaching styles and techniques during the student teaching semester.
12. Self-evaluation is viewed as an important aspect of reflective practice and professional development. The teacher candidate should set goals to assist in the process of self-evaluation (see [Teacher Candidate Goals and Self Evaluation](#) form in the Appendices) For the midterm point and final evaluations, the teacher candidate should review his/her goals with the cooperating teacher and university supervisor. During the final evaluation, the teacher candidate should also identify goals which are appropriate for the first year of teaching.

13. Being the major source of feedback for the teacher candidate, request to critique and evaluate the teacher candidate both formally (formative evaluation and summative evaluation forms) and informally throughout the student teaching experience. The formative evaluation, evaluation rubric, and summative evaluation forms should be used for all teacher candidates.
14. For each site plan an initial informal short visit will set the stage for the semester. Stop by the office and introduce yourself to the administration and/or department directors. A minimum of **four** formal observations should be scheduled throughout the semester. Make sure the **cooperating teacher(s)** schedules a minimum of **three** formal observations. (**World Language and Special Education Cooperating Teachers please see additional guidance below.*) The *Academic Course Calendar* provided in this packet should be utilized as a guide. Lesson plans should be provided by the teacher candidate **at least 48 hours** prior to implementation; thus, allowing time for discussion and refiguring. A suggested format is provided in the [MoPTA Handbook](#).

For each observation, Foliotek access will be emailed to your SLU email account. Specific dates regarding completion and time-frame can be found on the *Academic Course Calendar*. During the last observation, a summative evaluation will be provided through Foliotek. The university supervisor and the cooperating teacher will be given access to enter the Summative Evaluation into Foliotek. Feel free to view the evaluation tools in your Foliotek account.

****World Language 2nd placement/ Special Education Placements (12/3 weeks):*** Since there is more than one cooperating teacher, we suggest all members involve determine an observational schedule that meets the needs of all settings. Please share the schedule with Dr. Joy Voss (joy.voss@slu.edu) so access to Foliotek may be provided. Only three formal observations, by a cooperating teacher, need to be completed on Foliotek, but additional may be requested. ***If the teacher candidate has two different placements, the university supervisor*** should plan an initial short visit at both settings.

One Placement:

In addition to your informal discussions and initial informal observation, you are asked to complete four written observations during the semester and discuss them with the teacher candidate and university supervisor. The cooperating teacher should plan a minimum of **three** formal written observations.

For each observation, you will be given access to enter the Formative Evaluation into Foliotek. Foliotek is a web-based tool with which education majors, seeking certification in MO., construct their portfolios. You will be notified regularly when the evaluations are available for completion. Specific dates regarding completion and time-frame can be found on the *Academic Course Calendar* (see pages 1-2). The last observation you will be given access to enter the Summative Evaluation into Foliotek.

Information on the Formative Evaluation should be shared with the teacher candidate and with the cooperating teacher. Forms for observations are included in this packet (see the Appendices). The cooperating teacher will also provide feedback after classroom observations. Any concerns about the performance of the teacher candidate should be discussed with the teacher candidate and the cooperating teacher.

Two Placements:

Inclusive Special Education & World Language 1st placement (12 weeks)

Inclusive Special Education & World Language 2nd placement (3 weeks)

In addition to your informal discussions and initial informal observation, you are asked to complete one written observation and discuss it with the teacher candidate and the cooperating teacher. The cooperating teacher should plan a minimum of one formal written observation.

You will be given access to enter the Formative Evaluation into Foliotek. Foliotek is a web-based tool with which education majors, seeking certification in MO., construct their portfolios. You will be notified regularly when the evaluations are available for completion. Specific dates regarding completion and time frame can be found on the *Academic Course Calendar* (see pages 1-2). Information on the Formative Evaluation should be shared with the teacher candidate and with the cooperating teacher. Forms for observations are included in this packet (see the Appendices). The cooperating teacher will also provide feedback after classroom observations. Any concerns about the performance of the teacher candidate should be discussed with the teacher candidate and the cooperating teacher.

15. Teacher candidates should not be absent (other than for reason of illness) unless given permission by the cooperating teacher ***and*** the university supervisor. The teacher candidate is responsible for notifying ***both*** the cooperating teacher and the university supervisor in case of absence. If a teacher candidate misses more than **two days** due to illness, the teacher candidate will be required to “make up” the days at the end of the semester. Lack of notification to both parties may result in a lower grade. Student teaching is viewed as a job; therefore, students, cooperating teachers and administrators are depending on your daily contribution.
16. The university supervisor should serve as a resource and support for the teacher candidate and the cooperating teacher. As such, the supervisor should be available by phone or in person to address questions and concerns. The supervisor should also serve as an advocate for the teacher candidate and assist in problem solving.
17. The university supervisor should discuss the student teaching guidelines with the teacher candidate and the Cooperating Teacher. The supervisor should describe

overall expectations for the teacher candidate as well as addressing specific requirements. Please address the *Orientation Checklist* provided in this packet.

18. Written lesson plans are required of teacher candidates upon each observation by the university supervisor. Additional lesson planning should be agreed upon by the cooperating teacher and the teacher candidate.
19. Throughout the semester or as the teacher candidate transitions the class back to the cooperating teacher, the teacher candidate should spend some time observing other classes and school specialists. This allows the teacher candidate to broaden his/her experience.
20. The grade for student teaching is determined by the university supervisor with input from the cooperating teacher. The university supervisor should discuss the final grade with the teacher candidate.
21. The university supervisor will inform him/herself of professional expectations of individual schools and agencies and act accordingly during school visits and professional interactions.
22. The university supervisor should report concerns or problems to Joy Voss, Clinical Coordinator, (314-977-1977, joy.voss@slu.edu) as soon as they arise.

THE ROLE OF THE TEACHER CANDIDATE

1. Prior to the first day of student teaching you should contact the school. Introduce yourself to the principal and arrange to meet with your cooperating teacher. The cooperating teacher and principal should provide you with an orientation to the expectations and guidelines in place at the school. If there is a student handbook and/or a teacher handbook you should become familiar with the content. You are expected to follow all guidelines established by the school. (See school/district website) Teacher candidates are to sign and adhere to the [School of Education Code of Ethics and Conduct](#) provided in this packet.
2. First impressions are important. Many school districts hire teacher candidates in their building or contact other school districts with a recommendation. Having a teacher candidate in the classroom provides the administrator an opportunity to observe that person and determine if the teacher candidate merits consideration for future employment. The first impression may solidify or eliminate you as a candidate for a position. All communication should demonstrate professionalism including writing abilities, correct grammar and spelling. **EVERYDAY IS AN INTERVIEW!**
3. We have provided an *Academic Course Calendar* for observations and assessment. These dates may guide making decisions about your responsibilities under the cooperating teacher's guidance. We leave these final decisions to you, your needs, your cooperating teacher, and his/her needs.
4. Student teaching is a full-time job and should be treated as a professional working experience. The cooperating teacher(s) will expect full commitment. Part-time jobs and social engagements should be reduced or avoided if possible.
5. Teacher candidates are expected to maintain the same daily schedule as their cooperating teachers with the exception of **Monday afternoons** when they attend classes on campus. Teacher candidates will not take the fall or spring break scheduled by Saint Louis University, but rather those scheduled holidays of the school and school district. Attendance of Monday afternoon classes is **MANDATORY**, regardless of whether your school or district has a scheduled "day off."
6. If possible, during the first week, discuss the arrangement of a desk or table in the classroom for you to use as a "home base" for organizing and keeping materials. An *Orientation Checklist* has been provided for reference (see the Appendices).
7. Be prompt and go immediately to your classroom duties daily. Your cooperating teacher has been encouraged to help you get acquainted and oriented.
8. Your cooperating teacher(s) have been asked to let you observe for a day or two. Observation does not mean that you do not interact. It may mean you listen, observe, and make notes of students (interest, ability, learning style, environmental needs), learn names of students, check spelling, math, or some formative assessments, review text books, etc.

9. Your university supervisor will visit during the first week. He or she will visit with you and the cooperating teacher to get acquainted and answer any questions you or the teacher may have acquired.
10. As a teacher candidate, you should expect to **assume all the duties** of your cooperating teacher. This may include record keeping, hall duty, bus duty, attendance at faculty meetings, in-service workshops, and any other school related duties.
11. To maximize your experience as a teacher candidate, develop a receptive attitude toward feedback from your cooperating teacher and university supervisor. This feedback is essential for your growth as a professional.
12. Teacher candidates should utilize course work knowledge, the expertise of the cooperating teacher, and classroom experiences to gain knowledge and skills needed to teach. Teacher candidates can experience and evaluate various values and beliefs about the profession when they assume the role of a co-teacher with the cooperating teacher.
13. **Co-Teaching Experience:** We encourage you to become involved in the classroom immediately. Lessons are planned and taught by both teachers, resulting in you being seen by students as a “real teacher” from the beginning of the experience. The co-planning process is designed for you to hear and discuss the thoughts and strategies that are used in lesson planning by their cooperating teacher. As the experience continues, a shift in the roles happens slowly, with you taking more responsibility for the planning and teaching lessons. There is still time to “solo” (be in the classroom by yourself for a minimum of two weeks) and be fully in charge. The co-teaching strategies do not need to be used on every lesson. [The Planning Schedule for Teacher Candidates](#) form is on the website. It is hoped that you will have the opportunity to experience as realistic a situation as possible by engaging in as many activities in which teachers normally engage as is consistent with the amount of time available, school policy, and his/her own individual needs, interests, and state of development. Please refer to the [Co-Teaching: Collaboration That Makes a Difference](#) for guidance (see the Appendices).
14. The skills and qualities listed on the summative evaluation form serve as course objectives for student teaching. They should be addressed throughout the semester.
15. All activities must be planned cooperatively by you and your cooperating teacher with the university supervisor available for consultation. You should receive approval from the cooperating teacher for lessons prior to their presentation. Remember to apply a variety of teaching styles and techniques during the student teaching semester.
16. Become familiar with the [Missouri Pre-Service Teacher Assessment \(MoPTA\)](#). The MoPTA is a performance-based assessment created by the Missouri

Department of Elementary and Secondary Education (DESE) and Educational Testing Services (ETS). The purpose of MoPTA is to assess the instructional capability of teacher candidates prior to licensure. The MoPTA consists of four tasks that require the teacher candidate to demonstrate their knowledge, skills, and abilities in the classroom setting. Please refer to the *Missouri Pre-Service Teacher Assessment Overview* for guidance (see Appendices).

17. Teacher candidate should consult with the cooperating teacher and the university supervisor concerning written lesson plans. Written lesson plans should be available when the university supervisor observes and/or when required from the cooperating teacher. The MOPTA lesson plan format should be utilized as a starting point. Addition to the MOPTA lesson plan should be agreed upon by the cooperating teacher, university supervisor, and the teacher candidate. A suggested format is provided in the [MoPTA Handbook](#).
18. MoPTA Task 1 will be graded internally by the university supervisors. Tasks 2, 3, and 4 will be graded externally by the testing company, ETS.
19. Teacher candidates should review your cooperating school/district's health policies for illness. *For example: Fever – Students with 100 degrees Fahrenheit or above should not attend school. Students must be fever free for 24 hours without the aid of medication before they may return to school.*
20. Teacher candidates should not be absent (other than for reason of illness) unless given permission by the cooperating teacher **and** the university supervisor. The teacher candidate is responsible for notifying **both** the Cooperating Teacher and the university supervisor in case of absence. If a teacher candidate misses more than **two days** due to illness, the teacher candidate will be required to “make up” the days at the end of the semester. Lack of notification to both parties may result in a lower grade. Student teaching is viewed as a job; therefore, students, cooperating teachers and administrators are depending on your daily contribution.
21. Teacher candidates are expected to participate in self-evaluation. A form, [Teacher Candidate Goals and Self Evaluation](#), is included which is designed to reflect the goals you set at the beginning of the semester and your self-evaluation of progress toward these goals at midterm and final evaluation. During the final evaluation, you should also determine goals to be continued during your first year of teaching.
22. During your time in the school, you should arrange to observe other classes with varied age groups and subject matter. You might also observe any specialists available at the school. Your cooperating teacher may suggest observations.
23. Your cooperating teacher and the university supervisor will be the major source of feedback on your progress throughout student teaching. Take time to ask questions and discuss concerns about students or about your teaching. The **university supervisor** should plan an initial short visit and a minimum of **four** scheduled formal observations. The **cooperating teacher** should plan for a minimum of **three** scheduled formal observations. (**World Language and Special Education*)

Cooperating Teachers please see additional guidance below.) The *Academic Course Calendar* provided in this packet should be utilized as a guide. Lesson plans should be provided to the university supervisor and the cooperating teacher **at least 48 hours** prior; therefore, allowing time for discussion and preparation. The lesson plan is your guide. Changes can be made in the lesson plan prior to implementation. A suggested format is provided in the [MoPTA Handbook](#).

For each observation, the university supervisor will be given access to enter the Formative Evaluation into Foliotek. Through email, the cooperating teacher will be given access during each observation to enter the Formative Evaluation into Foliotek. Specific dates regarding completion and time-frame can be found on the *Academic Course Calendar*. The last observation the university supervisor and the cooperating teacher will be given access to enter the Summative Evaluation into Foliotek. Feel free to view the evaluation tools in your Foliotek account. Discuss any concerns with your university supervisor and cooperating teacher as soon as they arise.

***World Language 2nd placement/ Special Education Placements (12/3 weeks):**

Since there is more than one cooperating teacher, we suggest all members involve determine an observational schedule that meets the needs of all settings. Please share the schedule with Dr. Joy Voss (joy.voss@slu.edu) so access to Foliotek may be provided. Only three formal observations, by a cooperating teacher, need to be completed on Foliotek, but additional may be requested. ***If the teacher candidate has two different placements, the university supervisor*** should plan an initial short visit at both settings.

24. Early in the semester, request your building principal or department chair to evaluate you utilizing the [Missouri Educator Evaluation System \(MEES\) Administrator Form](#) and /or conduct a mock interview.
25. Most teacher candidate-cooperating teacher relationships are warm and supportive. But if communication problems develop with your cooperating teacher talk to your university supervisor immediately. Remember the university supervisor views themselves as advocates for teacher candidates.
26. Take time to build a strong relationship with your university supervisor, but if a situation arises and your needs should to be discussed, contact the coordinator of Field Office Educational Experiences (joy.voss@slu.edu).
27. Teacher candidates should remember they are professionals who are guests in the school and are to be respectful of their host. If complaints are to be made, they should be made to the university supervisor and/or Coordinator of Field Experiences, not the publicity in social media.
28. All teacher candidate duties must be completed prior to the last day of their student teaching. These duties may include: grading papers, notes to parents, data collection, and completion of evaluation forms. Lack of completion may result in a reduction of final grade.

UNSUCCESSFUL STUDENT TEACHING EXPERIENCES

If a teacher candidate receives an unsatisfactory evaluation, at any point during their placement, the university supervisor and the cooperating teacher(s) will work with them to identify the difficulties and propose strategies to strengthen their progress.

If the evaluations continue to be poor or if they cannot successfully complete their student teaching experience within the allotted time, the university supervisor will notify Dr. Joy Voss, Coordinator of Field Experience. The coordinator will meet with the university supervisor, cooperating teacher(s) and the teacher candidate to develop an improvement plan. This will be a written improvement plan that precisely describes expectations for improvement together with the time by which these improvements must be made. A teacher candidate who meet the expectations in their plan and improve their performance in student teaching will receive a grade for the experience.

A teacher candidate who does not meet the expectations in the plan will be removed from student teaching. The teacher candidate will be removed from their student teaching placement if their level of performance is unsatisfactory, or if their conduct or behavior warrants such removal. When school officials, in consultation with the cooperating teacher, determine that a teacher candidate's performance is inadequate, they can ask that the teacher candidate be removed. The Coordinator of Field Experiences will always remove a student teacher when school officials request that this be done. In some cases, school officials will make this request because the student teacher has violated important school policies. If this transgression also violates the policies of the School of Education the student teacher could also be subject to discipline by the university which could include dismissal from the program. If the request was prompted by an act or performance that does not violate university policies, the student will be removed from student teaching without further discipline.

The Office of Field Experience will respond in one of five ways when a teacher candidate is removed from student teaching after an unsatisfactory experience:

1. The teacher candidate may be given a grade of 'I' for 'incomplete' for the semester together with an individualized plan for growth that describes the activities that the teacher candidate must complete to prepare them for a second semester of student teaching. Teacher candidates who successfully complete all requirements of the plan will be allowed to enroll in student teaching for a second time during a subsequent semester. Teacher candidates are generally not permitted to enroll in student teaching for a third time when they have been unsuccessful in their first two experiences.
2. The teacher candidate who chooses not to take a grade of 'I' for the semester despite receiving very poor evaluations will be given a grade.
3. The teacher candidate has a right to appeal the semester grade. A grievance is available for review of alleged capricious grading, and not for review of the judgment of a university supervisor in assessing the quality of the student's work. The grade grievance policies and procedures can be found in the School of Education Handbook.
4. The teacher candidate may elect to graduate from the program without certification. Teacher candidates generally choose this option when they do not expect to be successful in satisfying the individualized plan for growth. In some cases, the university supervisor and the Coordinator of Field Experiences may counsel students to choose this option if they believe it is in the students' best interest.

5. The teacher candidate may be dismissed from the program if they commit a transgression that violates university policies. In some rare cases, a teacher candidate receives poor evaluations but the university supervisor understands that limitations in the placement contributed to the unsatisfactory progress. In this event, the Coordinator of Field Experiences, in consultation with the university supervisor, can elect to remove the student teacher from that setting and promptly assign him or her to a different cooperating teacher and/or another setting. The Coordinator of Field Experiences works in cooperation with the new school to ease the teacher candidate's transition into the new setting. If a teacher candidate is cited for an incident that could lead to a misdemeanor or felony conviction, the teacher candidate must report the incident immediately to the Coordinator of Field Experiences.

Other Rules and Policies for Student Teaching

Attendance

- Given the professional expectations, student teachers are required to be in attendance and prepared every day, following the schedule established for the school faculty.
- There are certain designated days when the student teacher is expected to participate in student teaching course activities at the university; these days are identified at the beginning of the student teaching experience.
- The student teacher must notify the cooperating teacher and university supervisor about an absence before the absence occurs. Student teachers are to act in a highly professional manner.
- If cooperating teachers have serious concerns about a student teacher's attendance or punctuality, they should immediately notify the university supervisor. The university supervisor may in turn notify the Coordinator of Field Experiences (joy.voss@slu.edu/314-977-1977).
- Excessive absence, as deemed by the Coordinator of Field Experiences, may result in an extended student teaching experience. In some cases, excessive absence may contribute to an unsatisfactory performance and result in the teacher candidate's removal from a student teaching placement.

ORIENTATION CHECKLIST

Do as many of these activities as possible during the first two weeks of student teaching. Complete a separate checklist for each student teaching placement. In the spaces provided, write the dates that you completed each activity. Ask your university supervisor if he/she wants to see this checklist during the first observation.

<p>I. Orientation with Building & Materials</p> <p><input type="checkbox"/> Toured building</p> <p><input type="checkbox"/> Observed lunchroom</p> <p><input type="checkbox"/> Observed hallways during passing time</p> <p><input type="checkbox"/> Toured media center</p> <p><input type="checkbox"/> Received orientation to A.V. & photocopying equipment & procedures</p> <p><input type="checkbox"/> Examined relevant curriculum materials: texts, trade books, maps, etc.</p> <p><input type="checkbox"/> Located copies of the relevant curriculum guides</p> <p><input type="checkbox"/> Obtained copy of the Faculty Handbook</p> <p><input type="checkbox"/> Obtained copy of the Student Handbook</p> <p><input type="checkbox"/> Cultural/linguistic environment</p> <p><input type="checkbox"/> Other:</p> <p>II. Discussion with Cooperating Teacher(s)</p> <p>A. School policies</p> <p><input type="checkbox"/> Discipline & management</p> <p><input type="checkbox"/> Absences</p> <p><input type="checkbox"/> Daily schedules</p> <p><input type="checkbox"/> Fire drill, tornado drill, etc.</p> <p><input type="checkbox"/> Injuries/illness reporting</p> <p><input type="checkbox"/> Weather/cancellation</p> <p><input type="checkbox"/> Cell Phone usage</p> <p><input type="checkbox"/> Other:</p> <p>B. Room policies</p> <p><input type="checkbox"/> Classroom rules</p> <p><input type="checkbox"/> Daily Schedule</p> <p><input type="checkbox"/> Record keeping procedures</p> <p><input type="checkbox"/> Student grouping</p> <p><input type="checkbox"/> Use of curricular materials</p> <p><input type="checkbox"/> Technology uses by students</p> <p><input type="checkbox"/> Accommodations and service procedures</p> <p><input type="checkbox"/> Other:</p>	<p>III. Orientation with other School Personnel</p> <p><input type="checkbox"/> Met & talked with principal</p> <p><input type="checkbox"/> Met & talked with counselor(s)</p> <p><input type="checkbox"/> Met & talked with team leader or director(s)</p> <p><input type="checkbox"/> Met & talked with grade level team or content team</p> <p><input type="checkbox"/> Met & talked with special education teachers</p> <p><input type="checkbox"/> Met & talked with librarian</p> <p><input type="checkbox"/> Met & talked with relevant paraprofessionals</p> <p><input type="checkbox"/> Met school nurse</p> <p><input type="checkbox"/> Met administrator assistant(s)</p> <p><input type="checkbox"/> Met custodians</p> <p><input type="checkbox"/> Met cafeteria staff</p> <p><input type="checkbox"/> Other:</p> <p>IV. Observation of Cooperating(s) Educator</p> <p><input type="checkbox"/> Lecture/discussion</p> <p><input type="checkbox"/> Projects</p> <p><input type="checkbox"/> Problem solving activities</p> <p><input type="checkbox"/> Experiments</p> <p><input type="checkbox"/> Demonstrations</p> <p><input type="checkbox"/> Questioning techniques</p> <p><input type="checkbox"/> Pacing of lessons</p> <p><input type="checkbox"/> Use of differentiated instruction</p> <p><input type="checkbox"/> Use of Technology Tools</p> <p><input type="checkbox"/> Use of A.V. equipment, e.g. video and overheads</p> <p><input type="checkbox"/> Use of supplemental materials</p> <p><input type="checkbox"/> Use of other displays: writing on board, audiotapes, etc.</p> <p><input type="checkbox"/> Other:</p> <p>V. Contact information</p> <p><input type="checkbox"/> Obtained Cooperating Teacher's contact information.</p> <p><input type="checkbox"/> Obtained the school's contact information</p> <p><input type="checkbox"/> Obtained the university supervisor's contact information.</p>
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CO-TEACHING: COLLABORATION THAT MAKES A DIFFERENCE

As there is a continued move toward accountability in education, it is critical that we prepare tomorrow's teachers with the best training for their increasingly diverse classrooms. Utilizing the co-teaching model during the student teaching semester provides a comprehensive and rigorous experience for our teacher candidates, allows the cooperating teachers the ability to remain actively involved through consistent mentoring, and enhances the quality of learning for P-12 students (Schwab Learning, 2003).

We are defining **co-teaching** as a teacher candidate and a Cooperating teacher working together with groups of students and sharing the delivery of instruction and physical space (Friend & Bursuck, 2011; Cook & Friend, 1995). Many elements influence the success of the process and the impact on student learning.

What does the Co-Teaching Model look like?

With co-teaching, the teacher candidates typically become involved in the classroom immediately. Lessons are planned and taught by both teachers, resulting in the teaching candidate being seen by students as a "real teacher" from the beginning of the experience. The co-planning process is designed for the teacher candidate to hear and discuss the thoughts and strategies that are used in lesson planning by their mentor teacher. As the experience continues, a shift in the roles happens slowly, with the teacher candidate taking more responsibility for the planning and teaching lessons. There is still time to "solo" and be in the classroom by him/her self and be fully in charge.

The most effective use of co-teaching comes when the teacher candidate and Cooperating Teacher determine which lessons lend themselves to this style of teaching, and plan accordingly. The co-teaching strategies do not need to be used on every lesson.

How to begin the process of Co-Teaching?

1. *Make communication a priority*
2. *Schedule time to plan together*
3. *Share and discuss planning and assessment*
4. *Establish clear expectations*
5. *Share leadership role in the classroom*
6. *Remain flexible*

Co-teaching conversations may include:

1. *What is most important to you?*
2. *How can we share the responsibility for maintaining the learning environment?*
3. *What techniques do you use to introduce new materials?*
4. *How will students be assessed on content?*
5. *How will paperwork be handled on a regular basis?*
6. *What classroom management process will we utilize?*

What are the seven approaches to co-teaching?

1. **One Teach, One Observe** – The key is to focus the observation. The co-teaching pair determines which specific behaviors to observe. It is important to remember that either the Cooperating Teacher or the teacher candidate could take either role.
2. **One Teach, One Supports** – This is an extension of one teach, one observe. One teacher has primary instructional responsibility, while the other assists students with their work, monitors behaviors, or corrects assignments.
3. **Station Teaching** – The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups; groups then rotate or spend a designated amount of time at each station.
4. **Parallel Teaching** – Each teacher instructs half the students. The two teachers are addressing the same instructional material, using the same teaching strategies.
5. **Supplemental Teaching** - This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.
6. **Alternative (differentiated) Teaching** - Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there is different.
7. **Team Teaching** – Well-planned team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson.

What is a suggested timeline for who initiates lesson plans?

Planning the experiences of a teacher candidate will be different at each setting. It is especially difficult for the Saint Louis University School of Education to suggest any set pattern because of the differences among teacher candidates, Cooperating Teachers, and classroom settings. Consequently, *Cooperating Teachers are in the best position to formulate a plan by which their teacher candidates will assume classroom responsibilities.*

Soloing – Two weeks of “*solo teaching*” is required some point during the student teaching experience for certification. The teacher candidate plans, teaches and assesses the whole experience for the students; the Cooperating Teacher is encouraged to leave the room at this time. Timeline should be determined by the team.

Sample Schedule

Week	One Placement (15 weeks)	Two Placement (12 weeks/3 weeks)
1	Cooperating Teacher Plans	Cooperating Teacher Plans
2	Cooperating Teacher plans	Cooperating Teacher plans
3	Cooperating Teacher plans	Cooperating Teacher plans
4	Cooperating Teacher and Teacher Candidate plans	Cooperating Teacher and Teacher Candidate plans
5	Cooperating Teacher and Teacher Candidate plans	Cooperating Teacher and Teacher Candidate plans
6	Cooperating Teacher and Teacher Candidate plans	Cooperating Teacher and Teacher Candidate plans
7	Cooperating Teacher and Teacher Candidate plans	Teacher Candidate Plans
8	Teacher Candidate Plans -midterm	**Teacher Candidate Plans –midterm
9	**Teacher Candidate plans	**Teacher Candidate plans
10	**Teacher Candidate plans	**Teacher Candidate plans
11	**Teacher Candidate plans	Cooperating Teacher and Teacher Candidate plans
12	**Teacher Candidate plans	Cooperating Teacher and Teacher Candidate plans (Teacher candidate observes 3 other classrooms)
13	Cooperating Teacher and Teacher Candidate plans	Cooperating Teacher Plans
14	Cooperating Teacher and Teacher Candidate plans	**Teacher Candidate plans
15	Cooperating Teacher Plans (Teacher candidate observes 3 other classrooms)	Cooperating Teacher and Teacher Candidate plans

**** At least 2 of these weeks need to be solo teaching.**

PLANNING SCHEDULE FOR SEMESTER

Responsibilities should gradually increase over the semester. The teacher candidate should assume full responsibility (solo teaching) for the classroom for a **minimum of two weeks**. Please provide a copy of your schedule to your University Supervisor and Cooperating Teachers.

Name:

Field Work Site:

Grade Level/ Content:

Week	Date	Responsibilities/Content:
1		
2		
3		
4		
5		
6		
7		
8		
9		

Week	Date	Responsibilities/Content:
10		
11		
12		
13		
14		
15		

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- Friend, M. & Bursuck, W. M. (2011). *Including students with special needs: A practical guide for classroom teachers*. Boston: Pearson.
- Perez, K. (2012). *The co-teaching book of lists*. San Francisco: Jossey-Bass.
- Schwab Learning. (2003). Collaboratively speaking; A study on effective ways to teach children with learning differences in the general education classroom. *The Special Edge*, 1-4.

Teacher Candidate Goals and Self Evaluation

Name:

Placement:

Goals for student teaching: (Goals may focus on any area related to teaching such as: organization, management, instructional skills, curriculum or professional development.)

Midterm Self Evaluation:

Final Self Evaluation:

Goals for First Year of Teaching (to be developed for final evaluation):

The Missouri Pre-Service Teacher Assessment Overview (MoPTA)

The Missouri Pre-Service Teacher Assessment consists of four tasks:

Task & Type	Description
<p>Task 1: Knowledge of Students and the Learning Environment</p> <p>Type: Formative, scored by university supervisor</p>	<ul style="list-style-type: none"> • Requires candidates to demonstrate the knowledge and skills that pertain to their student-teaching assignment in regard to the students, the school and the community. These factors will help candidates understand the implications for instruction and student learning. • Focuses on the beginning steps of a teacher candidate's practice, including the ability to identify individual learning needs requiring differentiated instruction • Provides first steps for the creation of a portfolio • Includes feedback from the supervising instructor and the cooperating teacher • Requires a written commentary and artifacts to be Submitted
<p>Task 2: Assessment and Data Collection to Measure and Inform Student Learning</p> <p>Type: Summative, centrally scored anonymously by trained content-specific educators</p>	<ul style="list-style-type: none"> • Requires candidates to demonstrate their understanding, analysis and application of assessment and data collection to measure and inform student learning • Focuses on Missouri's Teacher Standards and Quality Indicators standards for using data both to inform instruction for the whole class and to meet individual learning needs • Requires a written commentary and artifacts to be Submitted
<p>Task 3: Designing Instruction for Student Learning</p> <p>Type: Summative, centrally scored anonymously by trained content-specific educators</p>	<ul style="list-style-type: none"> • Requires candidates to demonstrate their ability to develop instruction, including the use of technology, to facilitate student learning both for the whole class and for students with individual learning needs • Focuses on Missouri's Teacher Standards and Quality Indicators for classroom instruction, including the use of technology

	<ul style="list-style-type: none"> Requires a written commentary and artifacts to be Submitted
<p>Task 4: Implementing and Analyzing Instruction to Promote Student Learning</p> <p>Type: Summative, centrally scored anonymously by trained content-specific educators</p>	<p>In this summative task, you demonstrate your ability to plan and implement a lesson using research-based instruction. You also show how you are able to adjust instruction for the whole class as well as for individual students within the class. Finally, you demonstrate an understanding of reflective practice.</p> <p>Note: Because Task 4 differs between the MoPTA- Video and the MoPTA Non-Video, the task requirements and rubric document are different. Please make sure you download the correct file.</p>

FORMAL OBSERVATION PROCEDURE

The Teacher Candidate Evaluations are prescribed by the [Missouri Standards for the Preparation of Educators](#) (MoSPE). The Missouri Educator Evaluation System contains thirty-six Quality Indicators across nine standards. While all thirty-six Quality Indicators are important and addressed throughout the preparation process, sixteen will be evaluated during the student teaching semester.

We encourage the observer to utilize the [Teacher Candidate Performance Rubric](#), provided in your orientation folder, as a reference. The rubric specifically highlights the transitions from “knowing to doing” that occurs during student teaching.

Refer to the [Teacher Candidate in the Clinical Experience Protocols and Forms](#) handout for explicit information concerning all Teacher Candidate Evaluations.

Suggested Steps of Observation:

Step 1: Obtain a formal written lesson plan from the Teacher Candidate (prefer a rough draft 48 hours prior). A sample format is provided in the MoPTA handbook.

Step 2: Pre-conference to discuss the lesson, discuss any pertinent information that will support the lesson, reveal problem solve situations, determine 3-4 Quality Indicators that might be observed, and facilitate professional dialogue pertaining to the MoPTA task.

Step 3: Observe

Step 4: Reflective post conference. Please try and arrange the post conference within 24 hours of the lesson. Following the post-conference, schedule and discuss the next observation. Refer to MoPTA Handbook for next task guidelines. Continue to reinforce everyone’s efforts in support of the teacher candidate. Seek support for Joy Voss, Clinical Coordinator if needed.

TEACHER CANDIDATES ASSESSMENT

An evaluation form should be completed with each scheduled observation. A minimum of **four** observations must be completed by the **university supervisor**. A minimum of **three** observations must be completed by the **cooperating teacher**. Please utilize the [Rubric for the Teacher Candidate during Clinical Experience Form](#) found in orientation folder.

At midterm, it is strongly advised that a three-way conference between the teacher candidate, cooperating teacher(s), and the university supervisor to discuss the responses to the common evaluation form.

Definition of Rating Descriptors:

- Candidate – 0:** the teacher candidate is prepared and possesses the necessary knowledge but does not demonstrate the performance
- Emerging – 1:** the teacher candidate is prepared and possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level
- Emerging – 2:** the teacher candidate is prepared, possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level
- Developing – 3:** the teacher candidate is prepared, demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level