

STUDENT TEACHING HANDBOOK



SAINT LOUIS UNIVERSITY

SCHOOL OF EDUCATION

Fitzgerald Hall

3500 Lindell Blvd.

St. Louis, MO 63103

"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

"Life as a teacher begins the day you realize that you are always a learner."

-Robert John Meehan

As you begin to embark upon your student teaching journey, please know that I am here to support you along the way. The Student Teaching Handbook serves as a guide to the nuts and bolts of this pivotal semester. I encourage you to become familiar with it as it can save you some sleepless nights and unnecessary anxiety. The Student Teaching Handbook is intended to benefit teacher candidates, cooperating teachers, and university supervisors. It will serve as a useful reference for administrators of cooperating schools and other individuals directly or indirectly involved with the Saint Louis University student teaching experience. The handbook 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 teacher education program at Saint Louis University. The purpose of the student teaching experience is to provide teacher candidates with extensive opportunities 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. I 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 (CAEP). 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 twelve to fifteen consecutive weeks.

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

University Supervisor (US) or Educator Preparation Program (EPP) 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 (CT) - 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 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.

Missouri Standards for Preparation of Educators (MoSPE) - The [Missouri Educator Evaluation System](#) contains [thirty-six Quality Indicators across nine standards](#). The Teacher Candidate is assessed on each of the nine standards by the University Supervisor and the Cooperating Teacher during the student teaching semester. [MEES Assessment Rubric from DESE](#)

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Email Address:

Cooperating Teacher:

Phone #:

Email Address:

Cooperating Teacher:

School/Grade Level:

Phone #:

Email Address

SCHOOL OF EDUCATION SHARED VISION: SHAPE MINDS, HEARTS AND SPIRITS

At the School of Education, we believe a student's education is more than filling heads with facts, but caring for the whole person – intellectually, emotionally and spiritually.

All of our programs share a commitment to intellectual rigor and the use of knowledge for the betterment of our local, national and international communities.

The Bachelor of Arts in Education program at Saint Louis University aims to develop reflective individuals educated in the liberal tradition and committed to service, inquiry and value-centered learning. It also seeks to prepare students who want an education background and have leadership qualities including risk-taking, civic responsibility and ethical character. An education degree is a valuable asset for a number of careers related to education and schooling.

The main objective of all of SLU's education programs is to prepare dedicated, reflective scholar-practitioners who exhibit the knowledge, skills and dispositions embedded in the conceptual framework of the school. As reflective scholar-practitioners, the shared values that guide the School of Education include social justice, cura personalis (care for the whole person), excellence, integrity and trust, and respect. Students are prepared to be reflective educators who can implement educational programs consistent with their areas of expertise.

The School of Education provides a well-rounded liberal arts background to enhance students' educational experience.

- Students enter into a tight-knit community of faculty and peers committed to innovative learning, diversity and the intellectual ideas of the Jesuit tradition.
- Students are prepared to practice "Cura Personalis" — care for the whole person — and work for social justice in their communities.
- Students will graduate prepared to collaborate with families, build classroom communities, have high expectations for all students and advocate for social change.



Saint Louis University
Clock Tower

SCHOOL OF EDUCATION MISSION

The mission of the School of Education is the preparation of undergraduate and graduate students for professions to serve 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 commitment 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.

Saint Louis University undergraduate teacher education program prepares teachers who are ethical, caring and knowledgeable professionals, who uphold the rights of others, advocate for diversity, are dedicated to service and are committed to the success of each student. Our graduates are collaborative, creative problem solvers who are reflective, responsible, resourceful scholar practitioners who have a passion for teaching and learning.

SCHOOL OF EDUCATION VALUES

The following six core values of the School of Education at Saint Louis University serve as our basic fundamental beliefs in which our attitudes and actions are rooted.

Social Justice – We are committed to prepare practitioners who think on systems levels about inequality – who bring critical consciousness to their work each day and actively work for greater justice. We believe that education is a human right. We hold a preferential option for the poor. We work toward building cultural competence in ourselves and our students. Words to consider: embracing diversity, learning to serve and contributing to change

Reflective Scholar-Practitioners – We honor the whole person in pursuit of the truth. We value the process of learning, recognizing that all practitioners must be scholars in order to be effective educators and leaders. Reflection is a valued tool in our work as scholars, educators and leaders. We hold ourselves and our students to high academic standards. Words and phrases to consider: Life-long learner, critical thinking, responsive to change, growth, pursuit of truth, seeking knowledge, collaborative,

innovative, doing our best, sustainable use of resources, environmental consciousness, self-aware, improvement, creativity

Cura Personalis - We care for each person and appreciate each person's unique gifts. Students receive individual attention from their advisors and mentors. Students are valued and have a sense of belonging in our positive learning community. Words to consider: Compassion, student centered, inclusion, self-awareness, inclusive, humility, compassion, kindness, sensitive to other's needs, encouragement

Excellence - We strive for excellence in education and as global citizens. Striving for excellence is key to growth. Words and phrases to consider: Opportunities to grow, innovation, critical thinking, effort (doing our best), high expectations, commitment, global, rigor, academic rigor

Integrity and Trust - We have strong moral principles and serve as positive role models. We acknowledge that all persons work best when trust is cultivated, and thus present. We search for truth, provide honest results, earn trust, and develop empathy. Words to consider: Truth, honesty, trust, empathy

Respect - Everyone deserves to be treated with respect and dignity. We acknowledge, respect, and embrace diversity. Words to consider: Culture, positive intent, inclusion, open, receptive, openness, humility, conflict resolution, seek to understand multiple perspectives, receptive

IGNATIAN PEDAGOGY

Every faculty member at a Jesuit institution finds her own way to connect to her university's particular mission. Whether or not this connection is rooted in shared religious belief, it is at least minimally connected to the Jesuit commitment to the *transformational power of education*. This commitment manifests itself in various ways, from community-based service learning to addressing social justice issues in the classroom to *cura personalis* (Latin for "care of the whole person") in our dealings with students.

One way faculty can connect to the larger mission of Jesuit education is to be intentional about using the Ignatian Pedagogy Paradigm to shape students' learning experiences. The five elements of Ignatian pedagogy - context, experience, reflection, action, and evaluation - derive from the underlying principles, values, and actions in St. Ignatius' Spiritual Exercises. They can inform a course implicitly (e.g., in the instructor's orientation toward his students) or be used explicitly to frame the course (e.g., in the

course syllabus). Whether we call them "Ignatian" or not, research on learning confirms that these are the conditions for learning.

Ultimately, the elements of Ignatian pedagogy offer a way of understanding how deep, transformative learning occurs. The figure below offers a snapshot of how the process works:



All learning is . . .

- Situated in a specific context.
- Rooted in previous experience and the result of new *learning experiences*.
- Dependent upon - and deepened by - reflection about those experiences.
- Made meaningful when new knowledge is put into some kind of action.
- Reinforced by explicit evaluation (and ultimately, *self-evaluation*) of those actions and the degree to which learning has occurred.

Ultimately, these elements should be understood as representing a *process*, not a *prescription*, for teaching. They function not as discrete segments or stages of a linear process, but as interdependent facets of any deep learning experience.



OATH OF INCLUSION

Saint Louis University's Oath of Inclusion is a student-led initiative that sets the expectation for all Billikens to promote inclusion on campus. Though it may seem like a lofty feat to accomplish, the Oath serves as an inspiration of what we can accomplish together.

The Oath

We, as students, form a diverse and vibrant university community.

We do not enter into this community by proximity, but by virtue of a shared Jesuit vision — to pursue higher truths, obtain greater knowledge and strive for a better world. In this endeavor, we do not succeed by our individual ambitions, but by our discovery of each other.

We find higher truths when we seek to understand the complexity of our neighbors' identities, we obtain greater knowledge when we consider the perspectives of our fellow students and we begin to strive for a better world when we build a stronger community.

As a student and a member of the SLU community, I will live by this oath.

I will embrace people for the diversity of their identities, creating a community inclusive of race, ethnicity, sex, age, ability, faith, orientation, gender, class and ideology.

I will challenge my worldview through education inside and outside the classroom.

I will show that I am proud to be a Billiken by enriching the culture of our University.

I will foster a community that welcomes all by recognizing the inherent dignity of each person.

I will work for social justice in the Saint Louis community and beyond.

This is the SLU I believe in.

This is the community I am building.

This is our SLU.

SAINT LOUIS UNIVERSITY 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 on the Five Dimensions of the Saint Louis University experience: scholarship and knowledge leadership and service, community building, spirituality and values, and intellectual inquiry and communication. In addition, the aim of St. Louis University's Educator Preparation Program is to produce teacher candidates who demonstrate

the proficiencies delineated by the Missouri Standards for Preparation of Educators (MoSPE) and the Missouri Teacher Standards.

School of Education Motto

Reflective practitioners dedicated to the service of others

Five Dimensions of the Saint Louis University

SCHOLARSHIP & KNOWLEDGE - Developing a well-rounded education foundation that incorporates learning through experience and scholarship and is dedicated to the advancement of knowledge.

LEADERSHIP & SERVICE - Serving others and promoting social justice.

COMMUNITY BUILDING - Welcoming and working with others regardless of race, ethnicity, religion, or gender.

SPIRITUALITY & VALUES - Developing spirituality, values, and openness to the transcendent that guide all actions and relationships.

INTELLECTUAL INQUIRY & COMMUNICATION - Developing the abilities of intellectual inquiry and communication, and application of resultant knowledge to new situations.

DISPOSITIONS

SLU Dimension	School of Education Dispositions	Teacher Candidate Dispositions
	<i>All candidates will display commitment to:</i>	<i>All teacher candidates will:</i>
Scholarship & Knowledge	Continuous Learning	1. Develop positive expectations for learning and achievement.
		2. Seek opportunities to enhance knowledge and pedagogical skills.
Intellectual Inquiry & Communication	Reflective practice	1. Persist in seeking approaches for students who need accommodations. 2. Reflect in a thoughtful and accurate manner on lesson effectiveness.

Saint Louis University School of Education

		3. Demonstrate the ability to use reflection to shape future teaching.
Community Building	Collaboration	1. Seek opportunities to build supportive and cooperative relationships with colleagues. 2. Participate in team/school decision making.
Leadership & Service	Advocacy	1. Proactively participate in service to students. 2. Demonstrate advocacy skills (particularly for those traditionally underserved)
Spirituality & Values	A. Ethical Practice	1. Demonstrate ethical behavior.
	B. Dignity of Others	1. Select appropriate instructional goals suitable for students from diverse backgrounds. 2. Create an environment in which the teacher's interactions with students demonstrates care and respect of others. 3. Create 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 the 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 a comprehension of diversity: ethnic, gender, social class, race, religion, region, disability, and its implications.
- 15) Demonstrate an understanding of family and community relations, including communication with and involvement of Parents.
- 16) Demonstrate knowledge of the Missouri Learning Standards and curriculum frameworks as applicable to the area/grade level(s) to be taught.

Eligibility to Student Teach

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

- Passes 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 with passing 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 4380, 4810, 4820, 4830, 4840, or 4850; **3 credit hours** of EDI 4860/EDI 4870 Professional Development Seminar; **1 credit hour** of EDI 4940 Portfolio Development III; and **1 credit hour** of EDR 4970 Action Research for Educators
- Valid [SOE Clearance Documents](#) including a current TB test with results, FBI Background Check (valid one calendar year), and verification of Protecting God's Children (for all Parochial Saint Louis University School of Education placements) on file.
- Suggestion: Passing the [Missouri Content Test](#) before the semester begins; otherwise as soon as possible.

The School of Education 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)

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 that involves a Title IX matter, **that faculty member must notify SLU's Title IX coordinator (or that person's equivalent on your campus) and share the basic facts of your experience.** This is true even if you ask the faculty member not to disclose the incident. The Title IX contact 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.

For most students on the St. Louis campus, the appropriate contact is Anna R. Kratky (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). 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: <https://www.slu.edu/here4you> and <https://www.slu.edu/general-counsel>.

Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit <https://www.slu.edu/life-at-slu/student-success-center/> to learn more about tutoring services, university writing services, disability services, and academic coaching.

University Writing Services

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral

presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit

<https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php> or call the Student Success Center at 314-977-3484.

Basic Needs Security

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support.

Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact [Disability Services](#) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at Disability_services@slu.edu or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from Disability Services and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact Disability Services. Confidentiality will be observed in all inquiries.

St. Louis University Academic Integrity Statement

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:

https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf

School of Education Honesty Policy

Students are expected to be honest in their academic work. The University reserves the right to penalize any student whose academic conduct at any time is, in its judgment, detrimental to the University. Such conduct shall include cases of plagiarism, collusion, cheating, giving or receiving or offering or soliciting information in examinations, or the use of previously prepared material in examinations or quizzes. Violations should be reported to your course instructor, who will investigate and adjudicate them according to the *Policy on Academic Honesty* of the School of Education. If the charges are found to be true, the student may be liable for academic or disciplinary probation, suspension, or expulsion from the University. Students are also expected to adhere fully to the Saint Louis University School of Education Code of Ethics (see below).

"Reflective practitioners dedicated to the service of others."

Objectives of Student Teaching

Missouri Standards, Quality Indicators and Assessment Rubric - The [Missouri Educator Evaluation System](#) contains [thirty-six Quality Indicators across nine standards](#). The Teacher Candidate is assessed on each of the nine standards by the University Supervisor and the Cooperating Teacher during the student teaching semester. [MEES Assessment Rubric from DESE](#)

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 Assessments Student Teaching Evaluation Forms**.

Major objectives are based on the Missouri Standards for Teachers
<https://dese.mo.gov/sites/default/files/TeacherStandards.pdf>

Standard 1: Content knowledge aligned with appropriate instruction

1.1 Content knowledge and academic language

1C1) The preservice teacher demonstrates knowledge of accurate content and academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri, as well as an awareness of and efforts to use possible strategies to allow students to process content and increase academic language.

1.2 Student engagement in subject matter

1C2) The preservice teacher demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes in order to engage students in content.

Standard 2: Student Learning, Growth and Development

2.4 Differentiated Lesson Design

2C4) The preservice teacher recognizes diversity and the impact it has on education, and is able to describe and attempt possible ways to adjust instruction and differentiate based on student needs.

Standard 3: Curriculum Implementation

3.1 Implementation of curriculum standards

3C1) The preservice teacher understands the components and organization of an effective curriculum; is able to plan, create and attempt to implement learning experiences that are aligned to local, state, and/or national standards/learning outcomes; posts the learning objective in student friendly language.

Standard 4: Critical Thinking

4.1 Student engagement in critical thinking

4C1) The preservice teacher can demonstrate knowledge of researched-based models of critical thinking and problem-solving. This includes explaining and attempting strategies to engage students 1) to self-monitor and/or self-reflect, 2) to analyze and discuss problems, 3) to share ideas and possible solutions with one another, 4) by including questions that promote critical thinking in lesson plans, and 5) by incorporating rigor and relevance.

Standard 5: Positive Classroom Environment

5.1 Classroom management techniques

5C1) The preservice teacher knows how classroom management, motivation, and engagement relate to one another. He or she explains and attempts strategies and techniques for monitoring student behavior and communicating expectations in order to promote student interest and learning.

5.2 Management of time, space, transitions, and activities

5C2) The preservice teacher describes and tries different strategies to minimize disruptions and to manage time, space, transitions, and activities to create an

effective learning environment which is aligned with the school's behavior system.

Standard 6: Effective Communication

6.1 Verbal, non-verbal communication

6C1) The preservice teacher understands the importance of and develops the ability to use effective verbal, non-verbal, and media communication techniques, with attempts to provide clear instructions, model desired outcomes, and exhibit suitable oral and written communication.

Standard 7: Student Assessment and Data Analysis

7.1 Effective use of assessments

7C1) The preservice teacher has knowledge of the development, use, and analysis of formative and summative assessment strategies and collects data to monitor the progress of students.

7.2 Assessment data to improve learning

7C2) The preservice teacher understands how data can be accessed, analyzed, and appropriately used, and attempts to use formative assessment strategies to guide/plan future instruction and improve learning activities.

7.5 Communication of student progress and maintaining records

7C5) The preservice teacher can explain the ethical and legal implications of confidentiality of student records and also can describe and analyze strategies for communicating student progress to students, families, colleagues, and administrators, using these strategies if given an opportunity to do so.

Standard 8: Professionalism

8.1 Self-assessment and improvement

8C1) The preservice teacher understands strategies for reflecting on teaching practices to refine their own instructional process in order to promote the growth and learning of students. He or she reflects on the lesson and/or practice, accepts feedback, and monitors/adjusts through prompting or self-assessment for continuous improvement and attainment of goals. The preservice teacher also attends and participates in school or district professional development as appropriate.

Standard 9: Professional Collaboration

9.3 Cooperative partnerships in support of student learning

9C3) The preservice teacher recognizes the importance of developing relationships and cooperative partnerships with students, families, and community members to support students' learning and well-being. He or she seeks to communicate and build appropriate relationships with students, staff and families and participates in collaborative meetings and schoolwide functions as appropriate.

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 soefieldoffice@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 with joy.voss@slu.edu in 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 under the following conditions & limits:

1. The student teacher is making satisfactory progress towards completion of the program and recommendation for certification.

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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 Preservice Teacher, Teacher Candidate, Graduate Students engaged in field work associated with School of Education (SOE) 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 Preservice Teacher, Teacher Candidate, Interns, and Fellows, 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 SOE undergraduate and graduate student 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 (ie. including social network policies).
2. The SOE undergraduate and graduate student will not upload or share photos or videos of the school or students to social media or email.
3. The SOE undergraduate and graduate student 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 SOE undergraduate and graduate student shall display responsible behavior throughout the field experience. Attendance and punctuality are vital to all field experiences. If the SOE student cannot attend on a scheduled day, he/she must notify the Cooperating Teacher/Mentor 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 SOE undergraduate and graduate student shall recognize and respect the diversities that exist in the classroom and plan accordingly.
6. The SOE undergraduate and graduate student shall create and maintain a safe physical and emotional learning environment.
7. The SOE undergraduate and graduate student 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 SOE undergraduate and graduate student shall not falsify or misrepresent any facts, documents, student work, reports or information given to faculty, staff, supervising teachers, university supervisors, cooperating teachers, mentor, students, colleagues or others.
9. The SOE undergraduate and graduate students 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 parents of students must be conducted under the supervision of the cooperating teacher/mentor.
10. The SOE undergraduate and graduate student 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/mentor.
11. The SOE undergraduate and graduate student 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 as Saint Louis University. A breach of this document may result in the removal from the site and/or hearing procedures to determine consequences.

Agreed and accepted by: _____ Date: _____

Printed name: _____

General Guidelines for the Cooperating Teacher and PK-12 Administrator

1. The School of Education has adopted "the reflective practitioner dedicated to excellence in service to others." As you read the guidelines and evaluation forms, you will find reflective practice emphasized throughout the semester. Our goal is for our teacher candidates to become more thoughtful about their teaching and their professional expectations of education. Reflective individuals think about what they have seen and done. They gather information and analyze it. Most often, writing down what they have observed, or participated in – as a way of processing their thoughts. With your support, a reflection becomes a tool for professional growth and change. Additional questions which may foster reflective practice may include: :
 - In general, how successful was the lesson?
 - Did students learn what you intended them to learn?
 - Were the lesson goals and objectives appropriate for the students?
 - Were your assessment strategies effective?
 - Would you make changes? Classroom procedures – physical space, student conduct. What modifications or adjustments were necessary?
 - Was your feedback accurate, substantive, constructive, specific, and/or timely? How might you respond differently?
2. The *Academic Course Calendar*, in the student teaching folder, provides suggested dates 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. Schedule time to provide the teacher candidate with an orientation to the expectations and guidelines in place at the school. If there is a student handbook and a teacher handbook, the teacher candidate should become familiar with the content. Sharing a brief history and description of the school will only strengthen the student teaching experience. The teacher candidate is expected to follow all guidelines established by the school.
4. During the first week, please arrange a desk or table in the classroom for the teacher candidate to use as a "home base" for organizing and keeping materials. Use the *Orientation Checklist*, found in this handbook, for guidance.
5. Full day attendance is expected at the field site every day. Teacher candidates should not be absent, other than for reason of illness or a death of an immediate family member. Please discuss a method of communicating absences. 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. Excessive absences and tardiness will result in termination of the student teaching experience. If an extenuating circumstance should occur that would impact attendance, the university supervisor should be contacted immediately. The university supervisor will consult with the cooperating teacher, building principal, and the SOE Field Office coordinator about ramifications.

6. The teacher candidate is expected to maintain the same daily schedule as the cooperating teacher(s) except **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.
7. From day one, promote open communication between the **Student Teacher Team**. The Student Teaching Team consists of the cooperating teacher(s), university supervisor, and teacher candidate. Cooperating teachers are viewed as a mentor who models effective teaching practice for the teacher candidate. The first week, the Student Teaching Team should develop a plan for the teacher candidate to assume classroom responsibilities in all placements. The 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 handbook. Seeking support from additional PK-12 personnel and university support can be vital to the Student Teaching Team, too.
8. Encourage the teacher candidates to become involved in the classroom immediately. Take the time to discuss your style of teaching and classroom organization and management with the Student Teaching Team. Discuss methods of documenting student learning profiles. Acquiring a learning profile on each student will assist the teacher candidate in building relationships and designing learning environments and opportunities that build on student interests and experiences, thus, maximizing engagement. Our goal is for the teacher candidate to have the opportunity to experience a “realistic” teaching experience by engaging him/her in as many activities as possible, 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, found on the SOE Field Office website.
9. **Co-planning/Co-teaching process:** We all know lesson planning takes time and a lot of effort. Co-planning for co-teaching requires dedicated time and collaborative effort by all. Not only must co-teaching strategies be agreed upon, but also the roles and responsibilities must be discussed and defined. Initially, co-planning often takes place as you create and build professional relationships with one another. Considerations include:
 - Setting a regular time for planning where both or all participants can comfortably attend on time and give full attention.

- Selecting a time and place where interruptions will be minimized.
- Review the teacher candidates “Teacher Plans” weekly. Are the roles and responsibilities of each lesson clearly defined? Does the teacher candidate have a clear picture of the curriculum, modifications, accommodations, and a method to share these plans with the Student Teaching Team?

As a result, you will build and continue to develop a mutually satisfying relationship in which each person involved in the lesson is supported.

10. **Co-Teaching Experience:** Encourage the teacher candidates to become involved in the classroom immediately, resulting in the teaching candidate being seen by students as a “real teacher” from the beginning of the experience. Co-teaching provides a comprehensive and rigorous experience for the teacher candidate, allows cooperating teachers the ability to remain actively involved, and enhances the quality of learning for Pk-12 students. The co-teaching partnership enables cooperating teachers to provide consistent mentoring, giving teachers candidates the time and support necessary to gain the skills and confidence required to teach successfully. As the experience continues, a shift in the roles happens slowly, with the teacher candidate taking more responsibility for the planning and teaching lessons. “Solo” Teaching is when the teacher candidate is fully in charge. “Solo” Teaching is a minimum of two weeks and a maximum of four weeks. [The Planning Schedule for Teacher Candidates](#) form is available on the SOE Field Office website.

11. Become familiar with the **Missouri Educator Evaluation System to Assess the Performance of Teacher Candidates during the Clinical Experience**. The MEES is a performance-based assessment created by the Missouri Department of Elementary and Secondary Education (DESE) and educators throughout Missouri. The purpose of the MEES is to assess the instructional capability of teacher candidates before licensure.

MEES Tools: Throughout the experience, the teacher candidate will be evaluated utilizing the **Teacher Candidate Assessment Rubric (TCAR)** [MEES Assessment Rubric from DESE](#). TCAR has been provided for each of the nine standards with representative indicators for each standard. The rubric highlights the transition explicitly from “knowing to doing” that occurs during the clinical experience. TCAR is offered for informational purposes for the teacher candidate, university supervisor, and cooperating teacher. The overall goal of the rubric is to create a common language around the expected performance of the teacher candidate in the clinical experience. The TCAR with supporting tools can be found in the Student Teacher Team’s Google Folder.

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

From day one, encourage open communication between the Student Teaching Team: teacher candidate, university supervisor, and *all* cooperating teachers. The

cooperating teacher is the primary source of feedback for the teacher candidate. You are requested to critique and evaluate the teacher candidate both formally (formative evaluation and summative evaluation) and informally throughout the student teaching experience. The TCAR evaluation form 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. Before each observation, review the lesson plan and share ideas of growth and success during a pre-conference. After the lesson, discuss your notes and evaluation form during a post-conference session with the teacher candidate. Share all forms with the Student Teaching Team via the shared Google Folder.

For each observation, you will be given access to a shared Google folder for you to enter the formative evaluation for all members of the Student Teaching Team to view. The university supervisor should plan an initial short visit and a minimum of **four** formal written observations.

Two Placements: ***World Languages (K-12)***

From day one, encourage open communication between the Student Teaching Team: teacher candidate, university supervisor, 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.

In addition to your informal discussions, you are asked to complete a minimum of three written observations during the 1st placement and discuss them with the teacher candidate and university supervisor. Before each observation, review the lesson plan and share ideas of growth and success during a pre-conference. After the lesson, discuss your notes and evaluation form during a post-conference session with the teacher candidate. Share all forms with the Student Teaching Team via the shared Google Folder.

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. For each observation, you will be given access to a shared Google folder for you to enter the formative evaluation for all members of the Student Teaching Team to view.

Two Placements: ***Inclusive Elementary or Inclusive Early Childhood Education***

From day one, encourage open communication between the Student Teaching Team: teacher candidate, university supervisor, 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. Consider a blended plan which will allow the Teacher Candidate to naturally experience both settings.

The cooperating teacher is the primary source of feedback for the teacher candidate.

You are requested to critique and evaluate the teacher candidate both formally (formative evaluation and summative evaluation) and informally throughout the student teaching experience. The TCAR evaluation form should be used for all teacher candidates.

In addition to your informal discussions, you are asked to complete a minimum of three written observations during the 1st placement and discuss them with the teacher candidate and university supervisor. Before each observation, review the lesson plan and share ideas of growth and success during a pre-conference. After the lesson, discuss your notes and evaluation form during a post-conference session with the teacher candidate. Share all forms with the Student Teaching Team via the shared Google Folder.

For each observation, you will be given access to a shared Google folder for you to enter the formative evaluation for all members of the Student Teaching Team to view. The university supervisor should plan an initial short visit and a minimum of **three** formal written observations.

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.

12. Written lesson plans are required of teacher candidates upon each formal observation by the university supervisor, cooperating teacher, or administrator. Additional lesson planning should be agreed upon by the cooperating teacher and the teacher candidate. We encourage the Teacher Candidate to share a tentative plan **48 hours** before implementation. The lesson plan format can be found in the appendices.
13. 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 before their presentation. It is anticipated the cooperating teacher will encourage the teacher candidate to apply a variety of teaching styles, techniques, and tools during the student teaching semester.

14. Evaluation should be shared with the teacher candidate and with the university supervisor in the Student Teaching Team Google Folder. [Forms for observations are available on the website](#). Any concerns about the performance of the teacher candidate should be discussed with the teacher candidate and the university supervisor.

The following suggestions may be useful when writing comments on evaluation tools:

- Describe briefly any other unusual facts which greatly affected the work of the teacher candidate.
 - Give both strengths and areas of need, being careful not to overdo either.
 - Be careful to avoid blunt statements in presenting the areas of need of the teacher candidate.
 - Identify the type of situation in which the teacher candidate is most likely to succeed.
 - Recall the teacher candidate's most outstanding achievement and try to make a brief reference to it.
 - Align comments to the MEES framework.
15. Self-evaluation is viewed as an essential 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 summative evaluation, the teacher candidate should also identify goals which are appropriate for the first year of teaching.
16. 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. The observations allow the teacher candidate to broaden his/her experience.
17. 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 or accessible through a shared Google folder. This information is used to help the university improve the Teacher Education Program at Saint Louis University.
18. 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, and a voided check if you would like your honorarium direct deposit) at the orientation, please send the forms via email to soefieldoffice@slu.edu or mail to Vasilika Tsuchlis 3500 Lindell Blvd. Room 124 /

Saint Louis, Missouri/ 63103. Due to confidentiality, we suggest not giving the form to the teacher candidate to submit.

19. Thank you for sharing your knowledge! Student teaching is viewed as a job; therefore, teacher candidates, university supervisors, and administrators are depending on your daily contribution. We are glad you are a part of the team!

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.

General Guidelines for the University Supervisor

1. The School of Education has adopted the motto, "the reflective practitioner dedicated to excellence in service to others." As you read the guidelines and evaluation forms, you will find reflective practice emphasized throughout the semester. Our goal is to encourage our teacher candidates to become more thoughtful about their teaching and the professional expectations of education. Reflective individuals think about what they have seen and done. They gather information and analyze it. Most often, writing down what they have observed, or participated in – as a way of processing their thoughts. With your support, a reflection becomes is a tool for professional growth and change. Additional questions which may foster reflective practice may include:
 - In general, how successful was the lesson?
 - Did students learn what you intended them to learn?
 - Were the lesson goals and objectives appropriate for the students?
 - Were your assessment strategies effective?
 - Would you make changes? Classroom procedures – physical space, student conduct. What modifications or adjustments were necessary (if any)?
 - Was your feedback accurate, substantive, constructive, specific, and/or timely? How might you respond differently?
2. Follow the Academic Course Calendar, found in the student teaching folder, for suggested dates 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. Encourage the cooperating teacher and administrator to 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, have the teacher candidate become familiar with the content. The teacher candidate is expected to follow all guidelines established by the school. Knowing a brief history and description of the school will only strengthen the student teaching experience.
4. Document the teacher candidate's attendance. Frequently seek input from the cooperating teachers concerning the about teacher candidate's professionalism. Full day attendance is expected at the field site every day. Teacher candidates should not be absent, other than for reason of illness or a death of an immediate family member. Please discuss a method of communicating absences. 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 contribution. Excessive absences and tardiness will result in

termination of the student teaching experience. If an extenuating circumstance should occur that would impact attendance, the university supervisor should be contacted immediately. The university supervisor will consult with the cooperating teacher, building principal, and the SOE Field Office coordinator about ramifications.

5. The teacher candidate is expected to maintain the same daily schedule as the cooperating teacher(s) except **Monday afternoons** when they attend classes on campus. Teacher candidates will not take the fall or spring breaks scheduled by Saint Louis University, but rather those scheduled holidays of the school.

6. From day one, promote open communication between the **Student Teacher Team**. The Student Teaching Team consists of the cooperating teacher(s), university supervisor, and teacher candidate. The university supervisor works closely with the cooperating teacher in sharing effective teaching practice for the teacher candidate. 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. The first week, the Student Teaching Team should develop a plan for the teacher candidate to assume classroom responsibilities in all placements. The 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 handbook. Seeking support from additional PK-12 personnel and university support can be vital to the Student Teaching Team, too.

7. Encourage the teacher candidates to become involved in the classroom immediately. Make sure the teacher candidate has a clear understanding of the cooperating teacher's teaching style, classroom organization and management systems, and a method of documenting each student's learning profile. Gathering a learning profile on each student will assist the teacher candidate in building relationships and designing learning environments and opportunities that build on student interests and experiences; thus, maximizing engagement. Our goal is for the teacher candidate to have the opportunity to experience a "realistic" teaching experience. By engaging the cooperating teacher in as many activities as possible, 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, found on the SOE Field Office website.

8. Co-planning/Co-teaching process: We all know lesson planning takes time and a lot of effort. Co-planning for co-teaching requires dedicated time and collaborative effort by all. Not only must co-teaching strategies be agreed upon, but also the roles and responsibilities must be discussed and defined. The role of the university supervisor is to assist the Student Teaching Team in building professional relationships with one another. Making sure they are setting a regular time for planning where both or all participants can comfortably attend on time and give full attention. Review the teacher candidates "Teacher Plans" at each visit and/or weekly online. Are the roles and responsibilities of each lesson clearly defined? Does the teacher candidate have a clear picture of the curriculum, modifications, accommodations, and a method to share these plans with the cooperating teacher(s)?

9. Co-Teaching Experience: Encourage the teacher candidates to become involved in the classroom immediately, resulting in the teaching candidate being seen by students as a “real teacher” from the beginning of the experience. The co-teaching provides a comprehensive and rigorous experience for the teacher candidate, allows cooperating teachers the ability to remain actively involved, and enhances the quality of learning for PK-12 students. The co-teaching partnership enables cooperating teachers to provide consistent mentoring, giving teacher candidates the time and support necessary to gain the skills and confidence required to teach successfully. The role of the university supervisor is to facilitate the shift in the roles and responsibilities between the cooperating teacher and the student teacher. Slowly, the teacher candidate takes on more responsibility for the planning and teaching lessons. “Solo” Teaching is when the teacher candidate is fully in charge. “Solo” Teaching is a minimum of two weeks and a maximum of four weeks. [The Planning Schedule for Teacher Candidates](#) form is available on the SOE Field Office website.

10. Within the first two weeks, schedule an initial informal short visit (in each setting). The informal visit will set the stage for the semester. Stop by the office and introduce yourself to the administration and/or department directors. Be informed of the professional expectations of individual schools and agencies and act accordingly during school visits and professional interactions.

Additional tasks to complete during the informal visit:

- Make sure the teacher candidate has a desk/table in the classroom for a “home base” for organizing and keeping materials. Use the *Orientation Checklist*, found in this handbook, for guidance.
- Review and discuss the teacher candidates Goal and Planning Schedule
- Review and discuss their method of documenting each student’s learning profile and other documentation tools (i.e. IEP goals)
- Review and discuss the teacher candidates teacher planner.
- Schedule the first formative evaluation and pre-conference.
- Discuss how the teacher candidate will communicate with the Student Teaching Team each week. (i.e. electronic journal, phone conference)

11. Become familiar with the **Missouri Educator Evaluation System to Assess the Performance of Teacher Candidates during the Clinical Experience**. The MEES is a performance-based assessment created by the Missouri Department of Elementary and Secondary Education (DESE) and educators throughout Missouri. The purpose of the MEES is to assess the instructional capability of teacher candidates before licensure.

MEES Tools: Throughout the experience, the teacher candidate will be evaluated utilizing the **Teacher Candidate Assessment Rubric (TCAR)** [MEES Assessment Rubric from DESE](#). TCAR has been provided for each of the nine standards with representative indicators for each standard. The rubric highlights the transition explicitly from “knowing to doing” that occurs during the clinical experience. TCAR is offered for informational purposes for the teacher candidate, university supervisor, and cooperating teacher. The overall goal of the

rubric is to create a common language around the expected performance of the teacher candidate in the clinical experience. The TCAR with supporting tools can be found in the Student Teacher Team's Google Folder.

12. Written lesson plans are required of teacher candidates upon each formal observation by the university supervisor, cooperating teacher, or administrator. Additional lesson planning should be agreed upon by the cooperating teacher and the teacher candidate. Encourage the teacher candidate to submit lesson plans **48 hours prior** to implementation. A suggested format is provided in the student teaching and on the [SOE Webpage](#).

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

From day one, encourage open communication between the Student Teaching Team: teacher candidate, university supervisor, and *all* cooperating teachers. Even though the cooperating teacher is the primary source of feedback for the teacher candidate, feedback is critical. Provide feedback by relating teaching theories and philosophies to the actual teaching in the classroom. Be explicit in explaining the rationale for selecting particular materials/methods in the classroom, maintaining records/assessments, and how to support with various classroom management techniques.

You are requested to critique and evaluate the teacher candidate both formally (formative evaluation and summative evaluation) and informally throughout the student teaching experience. TCAR evaluation form should be used for all teacher candidates.

In addition to your informal discussions, you are asked to complete three formatives and one summative during the semester. Before each observation, review the lesson plan and share ideas of growth and success during a scheduled pre-conference. After the lesson, discuss your notes and evaluation form during a post-conference session. Share all forms with the Student Teaching Team via the shared Google Folder.

For each observation, you will be given access to a shared Google folder for you to enter the formative evaluation for all members of the Student Teaching Team to view. The cooperating teacher should plan a minimum of **three** formal written observations. An electronic tabulation sheet for the summative scores will be emailed during the last month of student teaching from the SOE Field Office.

Two Placements: *World Languages (K-12)*

From day one, encourage open communication between the Student Teaching Team: teacher candidate, university supervisor, 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.

Even though the cooperating teacher is the primary source of feedback for the teacher candidate, feedback is critical. Provide feedback by relating teaching theories and philosophies to the actual teaching in the classroom. Be explicit in explaining the rationale for selecting particular materials/methods in the classroom, maintaining records/assessments, and how to support with various classroom management techniques.

In addition to your informal discussions, you are asked to complete a minimum of three written observations during the 1st placement and discuss them with the teacher candidate and university supervisor. Before each observation, review the lesson plan and share ideas of growth and success during a pre-conference. After the lesson, discuss your notes and evaluation form during a post-conference session with the teacher candidate. Share all forms with the Student Teaching Team via the shared Google Folder.

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.

For each observation, you will be given access to a shared Google folder for you to enter the formative evaluation for all members of the Student Teaching Team to view. The university supervisor should plan an initial short visit and a minimum of **four** formal written observations.

Two Placements: *Inclusive Elementary or Inclusive Early Childhood Education*

From day one, encourage open communication between the Student Teaching Team: teacher candidate, university supervisor, 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. The 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. Consider a blended plan will allow the Teacher Candidate to natural experience both settings.

The cooperating teacher is the primary source of feedback for the teacher candidate. You are requested to critique and evaluate the teacher candidate both formally (formative evaluation and summative evaluation) and informally throughout the student teaching experience. The TCAR evaluation forms should be used for all teacher candidates. Feedback is critical. Provide feedback by relating teaching theories and philosophies to the actual teaching in the classroom. Be explicit in explaining the rationale for selecting particular materials/methods in the classroom, maintaining records/assessments, and how to support with various classroom management techniques.

In addition to your informal discussions, you are asked to complete a minimum of three written observations during the 1st placement and discuss them with the teacher candidate and university supervisor. Before each observation, review the lesson plan and share ideas of growth and success during a pre-conference. After the lesson, discuss your notes and evaluations forms during a post-conference session with the teacher candidate. Share all forms with the Student Teaching Team via the shared Google Folder.

For each observation, you will be given access to a shared Google folder for you to enter the formative evaluation for all members of the Student Teaching Team to view. The university supervisor should plan an initial short visit and a minimum of **three** formal written observations.

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.

13. Offer consultation and support for all activities. Guide the teacher candidate and the cooperating teacher to plan cooperatively. The teacher candidate should receive approval from the cooperating teacher for lessons before 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. Help the teacher candidate to develop consistent classroom management techniques that support learning, self-control, differentiation of instruction, and respect for others. Foster the habit of continual self-assessment through reflection. Encourage a supportive, healthy rapport between the Student Teaching Team and the classroom students by cultivating a collegial, professional, working relationship.

14. The following suggestions may be useful when writing comments on evaluation tools:

- Describe briefly any other unusual facts which greatly affected the work of the teacher candidate.
- Give both strengths and areas of need, being careful not to overdo either.
- Be careful to avoid blunt statements in presenting the areas of need of the teacher candidate.
- Identify the type of situation in which the teacher candidate is most likely to succeed.
- Recall the teacher candidate's most outstanding achievement and try to make a brief reference to it.
- Align comments to the MEES framework.

15. 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, review the teacher candidate's goals with the cooperating teacher. During the summative evaluation, the teacher candidate should also identify goals which are appropriate for the first year of teaching.

16. 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. 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.

18. The grade for student teaching is determined by the university supervisor with input from the cooperating teacher. Discuss the final grade with the teacher candidate and the cooperating teacher(s) during the summative evaluation conference.

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19. Report concerns or problems to Joy Voss, Clinical Coordinator, (314-977-1977, soefieldoffice@slu.edu) as soon as they arise.

20. At the end of the student teaching period, the university supervisor will complete an evaluation of the student teaching experience. The evaluation tool will be sent through email or accessible through a shared Google folder. This information is used to help the university improve the Teacher Education Program at Saint Louis University.

21. Thank you for sharing your knowledge! Student teaching is viewed as a job; therefore, teacher candidates, university supervisors, and administrators are depending on your daily contribution. We are glad you are a part of the team!

General Guidelines for the Teacher Candidate

1. The School of Education has adopted "the reflective practitioner dedicated to excellence in service to others". As you read the guidelines and evaluation forms you will find reflective practice emphasized throughout the semester. The goal is to be thoughtful about teaching and the professional expectations of teaching. Reflective individuals think about what they have seen and done. They gather information and analyze it. Most often, writing down what they have observed, or participated in – as a way of processing their thoughts. As you embark on your student teaching experience, you are encouraged to reflect on what happens throughout your experience. Of course, it will take time, practice and an environment supportive of the process.
Other questions or topics you may reflect on include:
 - In general, how successful was the lesson?
 - Did students learn what you intended them to learn?
 - Were the lesson goals and objectives appropriate for the students?
 - Were your assessment strategies effective? Would you make changes?
 - Classroom procedures – physical space, student conduct. What modifications or adjustments were necessary (if any)?
 - Was your feedback accurate, substantive, constructive, specific, and/or timely? How might you respond differently?
2. 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. Inquire about a possible orientation, discuss expectations, and guidelines in place at the school. If there is a student handbook and/or a teacher handbook 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 on the SOE website. Inquire about utilizing a desk/table in the classroom for a "home base" for organizing and keeping materials. Use the *Orientation Checklist*, found in this handbook, for guidance.
3. 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. **Think of everyday as an interview.**
4. Display a professional disposition and appearance. Your reputation as a viable teaching candidate rests in large part on the care you take in your personal appearance as well as your choice of language usage. Develop a business-like, yet affable, rapport with the adults and students you will come to know by displaying integrity and honesty, among other

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qualities. As a guest of the school, you must conduct yourself in ways that support the educational mission and culture of your field site school as well as Saint Louis University.

5. Follow the *Academic Course Calendar*, found in the student teaching folder, for suggested dates for observations and assessment. These dates may steer 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.
6. 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. Display initiative. You display initiative by quickly learning school procedures; by learning the names of people working in your assigned building; by volunteering for duties inside and outside your assigned classroom; and, by asking what more you can do to improve educational experiences for your students.
7. Maintain the same daily schedule as the cooperating teacher(s) with the exception of **Monday afternoons** when classes attendance is on campus. Saint Louis University fall or spring break is not an option, but rather follow the scheduled holidays of the school and school district. Attendance of Monday afternoon classes is **expected**, regardless of whether your school or district has a scheduled "day off."
8. Full day attendance is expected at the field site every day. Teacher candidates should not be absent, other than for reason of illness or a death of an immediate family member. Please discuss a method of communicating absences. The teacher candidate is responsible for notifying **both** the cooperating teacher and the university supervisor in case of absence. If you miss more than **two days** due to illness, you 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.

Excessive absences and tardiness will result in termination of the student teaching experience. If an extenuating circumstance should occur that would impact attendance, the university supervisor should be contacted immediately. The university supervisor will consult with the cooperating teacher, building principal, and the SOE Field Office coordinator about ramifications.

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.*

9. Maintaining open communication between the **Student Teacher Team** (cooperating teacher(s), university supervisor) is key to a successful experience. Be an active, honest, and tactful communicator—with your cooperating mentor teacher, your university supervisor, your fellow student teachers, and any others with whom you will work alongside. Clear communication is always the first step toward understanding, improvement, and growth. Many questions inevitably arise. Do not hesitate to ask them.

10. The first week, with the support of the Student Teaching Team, develop a plan to assume classroom responsibilities in all placements. The plan should allow for an **incremental** increase in responsibilities, knowledge, skills, and dispositions in the classroom. [The Planning Schedule for Teacher Candidates](#) form is included in this handbook. Feel free to seek support from additional PK-12 personnel and university faculty when creating the plan.
11. Within the first two weeks, schedule an initial informal short visit with the university supervisor (in each setting). The informal visit will set the stage for the semester.
Additional tasks to complete during the informal visit:
 - Review and discuss the Goal and Planning Schedule
 - Review and discuss the method of documenting each student's learning profile and other documentation tools (i.e. IEP goals)
 - Review and discuss your teacher planner.
 - Schedule the first formative evaluation and pre-conference.
 - Discuss the process of communicating with the Student Teaching Team each week. (i.e. electronic journal, phone conference).
12. Be reliable. You must fulfill the expectations of your cooperating mentor teacher and your supervisor, including, (a) arriving promptly at school each day, go immediately to your classroom duties daily, and remaining until the mentor teacher is scheduled to leave the school; (b) maintaining a comprehensive calendar of meetings and assignments; (c) keeping thorough records of your assignments and other expectations; and (d) responding quickly to emails and other correspondence.
13. The first few days, spend time observing. 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 the names of students, check spelling, math, or some formative assessments, review textbooks, etc. Become involved in the classroom immediately. Have a clear understanding of the cooperating teachers teaching style, classroom organization and management systems, and a method of documenting each student's learning profile. Documenting learning profiles on each student will assist in building relationships and designing learning environments to support student engagement. Our goal is for you to have the opportunity to experience a "realistic" teaching experience. Engage in as many activities as possible, 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, found on the SOE Field Office website.
14. 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. Athletic coaching duties are not required.
15. **Co-planning/Co-teaching process:** Lesson planning takes time and a lot of effort. Co-planning for co-teaching requires dedicated time and collaborative effort by all. Not only must co-teaching strategies be agreed upon, but also the roles and responsibilities must be discussed and defined. Set a regular time for planning where both or all participants can comfortably attend on time and give full attention. Share your "Teacher Plans" weekly with the Student Teaching Team.

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- Are the roles and responsibilities of each lesson clearly defined?
 - Do the plans illustrate a clear picture of the curriculum, modifications, and accommodations?
16. **Co-Teaching Experience:** Become involved in the classroom immediately, resulting in being seen by the students as a “real teacher” from the beginning of the experience. The co-teaching method provides a comprehensive and rigorous experience, allows cooperating teachers the ability to remain actively involved, and enhances the quality of learning for Pk-12 students. The co-teaching partnership enables cooperating teachers to provide consistent mentoring, giving you the time and support necessary to gain the skills and confidence required to teach successfully. Slowly take on more responsibility for the planning and teaching lessons. “Solo” Teaching is when the cooperating teacher and university supervisor agree you are ready to be fully in charge. “Solo” Teaching is a minimum of two weeks and a maximum of four weeks. [The Planning Schedule for Teacher Candidates](#) form is available on the SOE Field Office website.
 17. 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.
 18. 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.
 19. Throughout the experience, you will be evaluated utilizing the **Teacher Candidate Assessment Rubric (TCAR)**. TCAR has been provided for each of the nine standards with representative indicators for each standard. The rubric specifically highlights the transition from “knowing to doing” that occurs during the Clinical Experience. TCAR is offered for informational purposes for the teacher candidate, university supervisor, and cooperating teacher. The overall purpose of the rubric is to create a common language around the expected performance of the teacher candidate in the clinical experience. Both assessments can be found in the Student Teaching Team’s Google Folder.
 20. Written lesson plans are required of teacher candidates upon each formal observation by the university supervisor, cooperating teacher, or administrator. Additional lesson planning should be agreed upon by the cooperating teacher and the teacher candidate. Submit lesson plans **48 hours prior** to implementation. The lesson plan format can be found in the appendices.
 21. 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.

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

Both formally (formative evaluation and summative evaluation) and informally throughout the student teaching experience. The TCAR evaluation form should be used for all evaluations. Be prepared! Be familiar with the evaluation system by having artifacts for all standards and indicators. It is your job to “prove” your knowledge and performance!

In addition to your informal discussions, the university supervisor completes at least three formatives and one summative during the semester. The cooperating teacher will complete a minimum of three formal written observations. Before each observation, share the lesson plan with all Student Teaching Team Members. Discuss ideas of growth and success during a scheduled pre-conference. After the lesson, discuss your notes and the evaluation forms during a post-conference session. Share all artifacts in the Student Teaching Team shared Google Folder.

For each observation, you will be given access to a shared Google folder to view formative evaluation. An electronic tabulation sheet for the summative scores will be emailed, during the last month of student teaching, from the SOE Field Office to the cooperating teacher and university supervisor. Make sure they share the results with you!

Placements: ***World Languages (K-12)***

From day one, keep open communication between the Student Teaching Team: teacher candidate, university supervisor, 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.

Both formally (formative evaluation and summative evaluation) and informally throughout the student teaching experience. The TCAR evaluation form should be used for all evaluations. Be prepared! Be familiar with the evaluation system by having artifacts for all standards and indicators. It is your job to “prove” your knowledge!

In addition to your informal discussions, the university supervisor completes at least three formatives and one summative evaluation during the semester. The cooperating teacher will complete a minimum of three formal written observations during the 1st placement. Before each observation, share the lesson plan with all Student Teaching Team Members. Discuss ideas of growth and success during a scheduled pre-conference. After the lesson, discuss your notes and the evaluation forms during a post-conference session. Share all artifacts in the Student Teaching Team shared Google Folder.

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.

For each observation, you will be given access to a shared Google folder to view formative evaluation. An electronic tabulation sheet for the summative scores will be emailed, during the last month of student teaching, from the SOE Field Office to the cooperating teacher and university supervisor. Make sure they share the results with you!.

Two Placements: ***Inclusive Elementary or Inclusive Early Childhood Education***

From day one, keep open communication between the Student Teaching Team: teacher candidate, university supervisor, 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.

Develop a teaching plan with *all* cooperating teachers. Consider creating a blended plan that will allow you to naturally experience in both settings.

Both formally (formative evaluation and summative evaluation) and informally throughout the student teaching experience. The TCAR evaluation form should be used for all evaluations. Be prepared! Be familiar with the evaluation system by having artifacts for all standards and indicators. It is your job to “prove” your knowledge!

In addition to your informal discussions, the university supervisor completes at least three formatives and one summative evaluation during the semester. The cooperating teacher will complete a minimum of three formal written observations during the 1st placement. Before each observation, share the lesson plan with all Student Teaching Team Members. Discuss ideas of growth and success during a scheduled pre-conference. After the lesson, discuss your notes and the evaluation forms during a post-conference session. Share all artifacts in the Student Teaching Team shared Google Folder.

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.

For each observation, you will be given access to a shared Google folder to view the formative evaluation. An electronic tabulation sheet for the summative scores will be emailed, during the last month of student teaching, from the SOE Field Office to the cooperating teacher and university supervisor. Make sure they share the results with you!

22. 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.
23. Be responsible. There are many tasks, assignments, and types of paperwork associated with student teaching. You must familiarize yourself with these expectations and complete all tasks to the best of your ability. Maintaining a highly organized and accessible filing system to keep track of all paperwork and assignments will facilitate successful completion of assignments. Your university supervisor will help you create this.
24. During your time in 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.
25. Early in the semester, request your building principal or department chair to evaluate you utilizing the [Missouri Educator Evaluation System \(MEES\)](#) and /or conduct a mock interview.
26. 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.

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27. Take time to build a strong relationship with your university supervisor, but if a situation arises and your needs should be discussed, contact the coordinator of Field Office Educational Experiences (soefieldoffice@slu.edu).
28. 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 publicly or in social media.
29. 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 the final grade.
30. At the end of the student teaching period, you will complete an evaluation of the student teaching experience. The evaluation tool will be sent through email. The information is used to help the university improve the Teacher Education Program at Saint Louis University.
31. Thank you for your dedication! Student teaching is viewed as a job; therefore, PK-12 students and teachers, university supervisors, and administrators are depending on your daily contribution. We are glad you are a part of the team!

Unsuccessful Student Teaching Experiences

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

If the evaluations continue to be poor or if the student teacher cannot successfully complete his/her student teaching experience within the allotted time, the university supervisor will notify Dr. Joy Voss, Coordinator of Field Experiences. 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 meets the expectations in the plan and improves his/her 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 the student teaching placement if his/her level of performance is unsatisfactory, or if his/her conduct or behavior warrants such removal. When school officials, in consultation with the cooperating teacher, determine that a teacher candidate's performance is inadequate, s/he 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 the student teaching setting without further discipline.

The Office of Field Experience will respond in one of six 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 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" (incomplete) 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 student's best interest.

5. The teacher candidate may be dismissed from the program if they commit a transgression that violates university policies. 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.

6. 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.

Other Rules and Policies for Student Teaching

- Given the professional expectations, student teachers are required to be present and prepared every day; follow the schedule established for 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 absences, as deemed by the Coordinator of Field Experiences, may result in an extended student teaching experience. In some cases, excessive absences may contribute to an unsatisfactory performance and result in the teacher candidate's removal from a student teaching placement.

Appendix I

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 a copy of the Faculty Handbook</p> <p><input type="checkbox"/> Obtained a 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(s)</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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Additional Tasks to Complete:

Appendix II

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/herself 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 at some point during the student teaching experience for certification. The teacher candidate plans, teaches and assesses the whole experience for the students; the cooperating educator is encouraged to leave the room at this time. The timeline should be determined by the team.

Sample Teaching Schedule (15 week plan)

Week 1	cooperating educator plans
Week 2	cooperating educator plans
Week 3	cooperating educator plans
Week 4	both plan
Week 5	both plan
Week 6	both plan
Week 7	both plan
Week 8	**teacher candidate plans (midterm)
Week 9	**teacher candidate plans
Week 10	**teacher candidate plans
Week 11	**teacher candidate plans
Week 12	**teacher candidate plans
Week 13	both plan
Week 14	both plan
Week 15	cooperating educator plans (Teacher candidate observes 3 other classrooms)

Sample Teaching Schedule (2 Placements/ 12 weeks-3 weeks)

Week 1	cooperating educator plans
Week 2	cooperating educator plans
Week 3	cooperating educator plans
Week 4	both plan
Week 5	both plan
Week 6	both plan
Week 7	**teacher candidate plans
Week 8	**teacher candidate plans (midterm)
Week 9	**teacher candidate plans
Week 10	**teacher candidate plans
Week 11	both plan
Week 12	cooperating educator plans (Teacher candidate observes 3 other classrooms)
Week 13	both plan
Week 14	**teacher candidate plans a portion of the day
Week 15	both pla

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Planning Schedule for Teacher Candidates

*Responsibilities should gradually increase over the semester. The teacher candidate should assume Solo Teach (full responsibility) for the classroom for a **minimum of two weeks** and a **maximum of four weeks**. A planning schedule should be shared with all members of the student teaching team.*

Name:

Field Work Site:

Grade Level/ Content:

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

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Week	Date	Responsibilities/Content:
9		
10		
11		
12		
13		
14		
15		

Co-Teaching References

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Appendix III



The Lesson Plan Format has been adapted from the outline used in the MoPTA assessment. It is designed to help a teacher candidate develop well-planned and structured lessons. This suggested format also can help a teacher candidate better understand and design meaningful daily lessons that can positively enhance his or her instructional practice and students' learning. An agreed upon lesson plan format should be discussed early and often.

Creator(s) of Lesson Plan	
GRADE/AGE of STUDENTS	
SUBJECT	
TOPIC within that Subject	
ESSENTIAL QUESTION(S)	
SUMMARY: What do you want your students to know and be able to do by the end of this lesson/experience?	
GUIDANCE NOTES <i>Information that will help build your lesson plan (e.g., the lesson is after lunch, a new student in the class, follow up from chapter test)</i>	

PRE-ASSESSMENT/ PRIOR LEARNING

What assessment tools are guiding this lesson? (e.g., observational notes, exit slips, checklist, student work sample)
What background knowledge /learning styles/interests/abilities/group dynamics/Individual needs are relevant for success?
How do I know they are ready for this lesson?
What questions are the students asking? (inquiry questions)?
What nonverbal cues did you observe the past lesson? (students' expressions, body language)

Differentiation/ Accommodations/ Modifications/ Increase in Rigor

*Reflecting on my previous lesson, what changes do I need to make to support each learner?
How do I set up a flexible and supportive learning environment that promotes success?
How do I plan lessons differentiated by readiness, interest, and learning profile?
How do I meet the needs of all learners, learning, cultural and language differences, etc.?
How do I differentiate content, process, and/or product?
How do I create an environment preparing students, parents, and myself for the challenges of differentiation?*

DESE: Accommodations, Modifications, and Interventions...What's the difference?

<https://dese.mo.gov/sites/default/files/se-accomodations-modifications-interventions.pdf>

<http://www.udlcenter.org/>

STANDARDS/QUALITY INDICATORS/SKILLS

*Which Missouri and/or national standards, quality indicators, and skills are addressed in this lesson?
What do I want my students to learn?
Why are these standards important?
What modifications might be considered? Am I differentiating content?*

Differentiation/ Accommodations/ Modifications/ Increase in Rigor

Is this standard meeting the needs of all students?

LEARNING OBJECTIVES/GOALS

This is where you identify the specific skill, insight, concept you want them to learn -- not what you want them to DO in the lesson.

What measurable objectives are you addressing in this lesson?

Are the intended learning outcomes appropriate for meeting curricular and student needs? ((e.g., S.M.A.R.T. goal))

Differentiation/ Accommodations/ Modifications/ Increase in Rigor

How do I meet the needs of all learners, learning, cultural and language differences, etc.?
Is the learning objective appropriate for all students?
Do I need to consider differentiating the content or process?

ASSESSMENT

How will I determine student learning in relation to the goal(s)/objective(s)? (e.g., frequency, duration, accuracy)
How can I share the knowledge and skills the students demonstrate? (e.g., graph, checklist, anecdotal notes, photos)
Does my assessment provide students with a meaningful opportunity to show what they know? Is your assessment tool allowing the students to self-monitor or self-reflect?
Does the assessment tool inform my objective(s)?

Differentiation/ Accommodations/ Modifications/ Increase in Rigor

Does the assessment tool(s) inform all objectives? How are you differentiating the assessment tools to illustrate student success? (e.g., social/emotional, task focus, engagement, organization, participation)

LESSON STRUCTURE AND PROCEDURES

Write this as a script -- using the words the teacher will use in leading the lesson. Include specific questions the teacher will pose; include the specific directions that the teacher will provide.

Include Instructional Strategies

What approach will I use to best meet the learning goal(s) and the needs of the students?
What academic or social emotional strategies should I consider when planning?
What strategies can help ensure student understanding?
e.g., Content or skill specific strategies may include: graphic organizer, chunking, SQ4, think aloud, KU sentence writing strategy, etc.) Padlet Resource: https://padlet.com/dorie_ranheim/9s0to7ekdnbh

Before the lesson: (guiding notes/pre-assessment driving the lesson/ What expectations need to be clearly defined? Do I need visuals? /What instructional activities will I use to help students meet the learning goals? / What opportunities will I create for my students to develop a deeper knowledge? How will I transition the students to the learning setting?)

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Opening: (How will I hook the student's interest/engagement? How will you begin the lesson? What will you do to communicate the purpose or goal?)

During the lesson: (How is the pace/time allotment of the lesson meets the needs of each student? /How do the instructional strategies link to what I know about each student? How are students fostering their own inquiries? / How can I gradually release more responsibility to students for their own learning? How are you promoting Critical Thinking? What posing will promote higher levels of thinking?) Include specific details about TEACHING important vocabulary related to the content of this lesson. Include specific details about how you will use READING to learn, and WRITING to learn the content of the lesson.

Closure: (What will happen at the end? How will you wrap up and debrief what students have learned in this lesson? Can the students illustrate what they learned? / Are the students applying their learning effectively in new situations (e.g., transfer?)

Differentiation/ Accommodations/ Modifications/ Increase in Rigor

How do I set up a flexible and supportive learning environment that promotes success? this might apply to one student or groups of students)

How do plan lessons differentiated by readiness, interest, and learning profile?

How do I meet the needs of all learners, learning, cultural and language differences, etc.?

How do I differentiate content, process, and/or product?

Resources and Materials

What tool(s) will foster learning? How can I embed technology into the lesson to enhance instruction?

How can students acquire authentic, reliable information from experts/community members? (e.g., firefighters, skype with an architect)

Differentiation/ Accommodations/ Modifications/ Increases in Rigor

What high or low assistive technology tools do I need to incorporate?

Classroom Climate/ Classroom Management

How am I establishing procedures and expectations for student behavior that encourage the development of positive interpersonal skills? Am I providing visual and auditory cues?

How am I creating a cooperative and respectful classroom climate in which students and teachers work through behavioral challenges together?

What are some strategies to develop a non-confrontational rapport with even the most challenging students?

How will I consider implementing conflict resolution strategies that prioritize relationship building and mutual understanding?

<http://schottfoundation.org/restorative-practices>

<https://casel.org/>

<https://www.leaderinme.org/>

<https://www.pbis.org/>

<https://www.character.org/>

Differentiation/ Accommodations/ Modifications/ Increases in Rigor

Do I need tools for individual students to support their learning? (e.g., behavior plan, individual goals, social story)

Extensions

What activities have I planned for early finishers that extend the students' understanding of and thinking about the learning objectives by applying their new knowledge in a different way?

<https://www.weareteachers.com/teaching-gifted-students/>

<p>Reflective Thinking (<i>To be completed within 24 hours after the lesson</i>)</p> <p>PK-12 Student Learning: <i>How well did my students progress toward the goal(s)? How do I know? Evidence? Artifacts? (academic, social/emotional, engagement) What follow up resources are needed to foster student learning?</i></p> <p>Teacher Candidate's Instruction: <i>If I taught this lesson again or extend the lesson, I would be sure to make the following changes or additions to meet the needs of each student.</i></p>	
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<p>Follow-Up to Today's Lesson/Start Again <i>Based on my analysis of student performance in this lesson, I will make the following change to deepen student understanding and interconnect concepts. The changes may be incorporated tomorrow or throughout the unit?</i></p>	
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<p>Additional Information <i>Is there any area or lesson component that may not have been covered by this format that you think is vital to include in this lesson?</i></p>	
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