

Student Teaching Policy Manual



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July 2009

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William Jewell College Department of Education – Student Teaching Philosophy

The design of student teaching at William Jewell reflects the belief that the student teaching experience is a critical part of teacher education. It is the intent of the William Jewell College Department of Education to carefully screen applicants and to accept for student teaching only those students who have demonstrated competence in content area knowledge, the use of basic teaching strategies and have the potential to function as professionals. Student teaching provides prospective teachers with the opportunity to implement all they have learned throughout their teacher education program. The support students receive during this period is essential to their success. They are supported by both their college supervisor and their classroom cooperating teacher. They are greatly influenced by the practices and personality of the teacher whom they have been assigned. Therefore, it is imperative that they be placed with outstanding teachers.

An outstanding teacher assesses the needs and interest of students, prepares a developmentally appropriate environment, and teaches such that students are engaged in learning activities that stimulate their thinking. These are skills that the exemplary cooperating teacher helps the student teacher to acquire. This student teaching manual outlines the process by which that mentoring can take place.

GOALS OF STUDENT TEACHING:

1. To provide opportunities for the student teacher to observe the application of instructional and management techniques as modeled by a master teacher.
2. To assist the student teacher in making the transition from the role of student to that of a professional educator by assuming all of the daily responsibilities of classroom teacher.
3. To assist the student teacher in understanding the organizational structure and the respective roles of the administrative, faculty, and staff personnel of an elementary, middle and/or secondary school.
4. To provide the student teacher with opportunities to participate in the application and evaluation of specific theories and techniques studied previously in campus-based professional education courses under the supervision of a cooperating teacher who is knowledgeable and experienced in those particular theories and techniques.
5. To provide observation, guidance, and evaluation for students from both the cooperating teacher and college supervisor.
6. To provide student teachers with the opportunity to demonstrate subject matter competence by planning and presenting lessons and assessing student learning using a variety of strategies and tools (including technology).
7. To enable student teachers to participate fully in the life of the school to which they have been assigned.
8. To provide opportunities for the student teacher to plan, organize, manage, and evaluate the complete daily schedule of a classroom for a specified period of at least three weeks of consecutive class days.
9. To provide an opportunity for student teachers to reflect upon their entire professional preparation including their daily student teaching experiences by preparing a portfolio to demonstrate their achievement and the achievement of their students.

STUDENT TEACHING PLACEMENT AND PROCEDURES:

Once a student has been accepted for student teaching (see Teacher Education Handbook for student teaching applications policies, procedures, and timelines), the Department of Education's Director of Student Teaching will seek a school placement for the prospective student teacher. Student teaching sites are limited to the following:

1. Accredited schools
2. Within a 30 miles radius of William Jewell College
3. Cooperating teachers who are familiar with and willing to support the William Jewell College teacher education model

Note: student teachers will not be placed at a school that he/she has attended.

COLLEGE DIRECTOR OF STUDENT TEACHING:

The Education Department Chair will serve as Director of Student Teaching or will appoint a faculty member to fill the position. The director shall initiate all requests to school districts for placement of student teachers. Applications received by the director will be presented to the Education Department Faculty who shall be responsible for determining each applicant's readiness for admission to student teaching. The grade level placement, school, and district for each student will be decided by the elementary or secondary placement coordinator. The Director of Student Teaching will send a letter requesting placement to the selected school districts' Coordinator of Clinical Experiences. Upon confirmation of placement, a letter will notify the student teacher. The Director of Student Teaching will forward a copy of the student teacher's professional resume to the designated cooperating teacher.

DISTRICT COORDINATOR OF CLINICAL EXPERIENCES:

Requests for clinical and student teaching placements by the college will be forwarded to the school district's Coordinator of Clinical Experiences. The coordinator will assign student teachers and will notify the College Director of Student Teaching by mail or fax upon confirmation of a placement.

COOPERATING PRINCIPAL:

As the educational leader of the school in which the student teacher is placed, the principal's role in the program is essential to its success. He/she, or an administrative representative, is expected to take a direct and active part in facilitating the experience.

The expectations of the Cooperating Principal shall be as follows:

1. Cooperate with the district's Director of Clinical Experiences and the college's Director of Student Teaching in securing the most appropriate appointment of a willing and competent Cooperating Teacher
2. Oversee the student teacher's orientation to the organizational structure, physical facilities, and instructional equipment, and established procedure of the school
3. Arrange appropriate access to the school and classroom for the supervisor and other appropriate college personnel
4. Provide support and advice to the cooperating teacher and student teacher in the solution of any unanticipated problems that may arise that are pertinent to the student teaching experience
5. Conduct on or more formal class observations of the student teacher's teaching as time allows, and provide feedback after that session

COOPERATING TEACHER:

The cooperating teacher shall supervise the routine daily activities of the student teacher and provide the student teacher with access to teaching resources.

The cooperating teacher shall be paid an honorarium according to the student teaching fee structure developed by the Education Department faculty and the Board of Trustees.

The minimum qualification of the cooperating teacher shall be as follows:

1. A record of at least three years of successful teaching
2. At least one year in the present teaching position
3. Full state certification for the teaching assignment
4. Willingness to support the student teachers efforts to apply the theories and instructional methods emphasized in the college's professional education courses

The expectations of the cooperating teacher shall be as follows:

1. Conduct an orientation visit with the student teacher including the following information:
 - a. School district and school policies and procedures including routing and emergency
 - b. School map

- c. List of essential school personnel and contact information
 - d. A copy of your daily schedule and an explanation of the school's schedule/routine/calendar
 - e. A copy of the teacher's handbook/manual, lesson plan format, curriculum guidelines and any other materials the student teacher needs to lesson plan
 - f. Instructions about grade books and assessment (student teachers should not be given your actual gradebook)
 - g. A copy of the parent's handbook detailing the school's disciplinary policy (please discuss your own disciplinary approach)
 - h. Information about faculty meetings/in-services
 - i. Location of school records and policies for access, including IEP's
 - j. Texts, seating charts, ID for student teacher
 - k. Logistics for student teacher storage of materials, library use, computer use
2. Schedule weekly consultations with the student teacher to discuss instructional goals, plan for instruction and evaluation of students, refine classroom management skills, and evaluate instructional skill development
 3. Assign instructional tasks on a graduated basis according to the student teacher's development and the goals of the program
 4. Support the student teacher's efforts to implement specific theories, instructional models, and teaching techniques emphasized in the college's professional education courses
 5. Provide for the student teacher's participation in all professional activities in which the cooperating teacher is engaged during the period of the student teaching assignment
 6. Make the student teacher and the college supervisor aware of any problem(s) that may become apparent as soon as possible after their first appearance
 7. Provide ongoing feedback and complete a mid-term and final evaluation via a Zoomerang survey sent by the Education Department.

COLLEGE SUPERVISOR:

The college supervisor is the representative of the college who facilitates communication between the college and district personnel in all matters relating to the student teacher under his/her supervision.

The expectations of the college supervisor shall be as follows:

1. Provide a general orientation to the student teaching experience for the student teacher
2. Clarify the goals and procedures of the student teaching program to the cooperating teacher and principal as necessary
3. Analyze and respond to the daily student teaching logs to determine if problems are developing
4. Evaluate lesson plans weekly to assist the student in developing planning and presentation skills

5. Regularly observe, at least four times, the student teacher actively teaching to evaluate and encourage the development of the student teacher's professional skills
6. Maintain contact with the cooperating teacher to discuss specific strengths and weaknesses of the student teacher and set goals for coaching
7. Confer with the student teacher after the observation to help the student deal with specific issues and continue their progress
8. Assign the course grade for the student teaching experience on the basis of personal observation of the student teachers' classroom instructional behavior upon the recommendation of the cooperating teacher and in consultation with the building principal and/or other professional educational personnel as deemed appropriate by the college supervisor

CONTENT FIELD FACULTY:

Secondary and All-Level (K-12) Programs only

After placements have been announced the college coordinator of Secondary Education shall notify the chairs of college departments of secondary student teachers' majors. Those department chairs, or an appointed faculty member, participate in the supervisory process.

The expectations of the content field faculty member shall be as follows:

1. To make a minimum of one formal classroom observation of the student teachers performance
2. To consult with the student teacher, the cooperating teacher, and the college supervisor on the classroom observations, especially on matters of content competency and pedagogical technicalities that may be unique to the discipline or teaching field

STUDENT TEACHER:

The student teacher is a senior with a major in elementary or secondary education. The student has demonstrated in classes and clinical field experiences the abilities and skills that suggest he/she will become a successful teacher.

Once the student teaching period has begun, the student teacher shall participate in all professional activities that are expected of the cooperating teacher, including (but not limited to) faculty meetings, special duty assignments, parent-teacher conferences, in-service workshops, and IEP meetings

The student teacher shall abide by all rules and regulations established by the district for its student teachers, any specific requirements or assignments as may be made by the cooperating teacher, cooperating principal, college supervisor, or content field faculty member, and the policies and procedures established for the student teaching program of the college.

For the college, the student teacher must:

1. Submit eight teacher practice reflections
2. Attend a weekly student teaching seminar
3. Develop a classroom management plan
4. Complete the portfolio and teacher work sample unit
5. E-mail the college supervisor a weekly schedule with the times you will teach
6. Present the college supervisor a lesson plan prior to each lesson to be observed
7. Interview the school nurse, counselor, special education/resource teacher and assistant principal in charge of discipline regarding special services and individual needs (one of eight reflections).

For the cooperating school, the student teacher must:

1. Schedule an orientation visit. The orientation conference provides for sharing of information and the start of a professional relationship with the cooperating teacher. The following should be discussed at the orientation visit:
 - a. Materials sent by William Jewell College to the cooperating teacher
 - b. Material given to the student teacher by the cooperating teacher
 - c. Curriculum taught before, during, and after the student teaching semester
 - d. At least one unit for which the student teacher will be responsible
 - e. Texts, materials, district curriculum guidelines
 - f. General classroom management
 - g. Philosophies of teaching
 - h. Expectations of the roles and responsibilities of the student teacher (please consult this guide and discuss explicitly for shared understanding)
 - i. Flexible proposed outline for student teaching experience
 - j. Initial involvement activities for student teacher/preparation prior to the start of student teaching
2. Consult with the cooperating teacher and prepare teaching materials appropriate to every day's activities
3. Effectively prepare and implement instructional activities on a daily basis (as phased in over time – see calendar later in this document)
4. Participate fully in the life of the school as a professional including:
 - a. **ATTENDANCE** – Students are expected to be punctual and have perfect attendance in student teaching.
 - i. Arrive at school no later than the time determined by the school policy manual. It is wise to arrive the same time as the cooperating teacher
 - ii. The student teacher should never miss school unless there are dire circumstances that prevent attendance. In that event, the student teacher needs to notify the cooperating teacher, the appropriate assistant principal or principal (ask your cooperating teacher about this when discussing policies), and the college supervisor. Failure to notify all three persons in a timely fashion may result in the student being withdrawn from student teaching.
 - iii. Absences will be made up. Excessive absences may result in the student being withdrawn from the student teaching experience.

- b. **DRESS** – professional attire should be worn. No jeans, sweatpants, pajama apparel or other unsuitable (tight or revealing, etc.) clothes should be worn to school.
- c. **SCHEDULE OF HOLIDAYS** – student teachers are required to adhere to the schedule of the school where they are student teaching. Student teachers typically do not have the same holidays or breaks as the William Jewell campus and may not leave their teaching assignment to participate in William Jewell holidays.
- d. **HOUSING ARRANGEMENTS** – student teachers begin their student teaching assignment in the fall and spring semesters when certified teachers are scheduled to report, before the William Jewell semester begins. Student teachers follow the district calendar, often requiring them to be at their student teaching assignment during William Jewell holidays. William Jewell dormitories may be closed when the college is not in session. Student teachers living in William Jewell dormitories, fraternity/sorority houses, or honors houses must contact the Office of Student Affairs to make arrangements for housing and meals for these additional days.
- e. **COMPENSATION** – the student teacher, not participating in an internship, shall receive no monetary compensation for work done in connection with the student teaching experience during the period of the assignment.
- f. **SUBSTITUTE TEACHING** – the student teacher may be placed in charge of the assigned classroom on the recommendation of the cooperating teacher or principal if the cooperating teacher is absent from school for less than three days during the period in which has assumed full classroom responsibility. If the student teacher has not assumed full classroom responsibility a substitute teacher must be in the classroom.

ASSESSMENT OF THE STUDENT TEACHING EXPERIENCE:

The student will receive ongoing feedback and multiple evaluations as outlined below:

1. **Cooperating Teacher Evaluation** – from the cooperating teacher the student will receive daily informal formative evaluations (see conference and evaluation guidelines which follow), a formal mid-term evaluation, and a formal summative evaluation at the end of the student teaching experience. The mid-term and final evaluation forms are identical and can be viewed in the appendix.
2. **College Supervisor Evaluations** – from the supervising college professors the student will receive periodic formative evaluations and specific feedback after each observation (see conference and evaluation guidelines which follow). The college supervisor will also provide feedback at the mid-term evaluation and will complete a final summative evaluation at the end of the student teaching experience. The college supervisor designates the final grade for student teaching.

3. **Additional Feedback** – the student teacher should request that a school administrator (principal, department chair, other) observe one class toward the end of their full class control period and provide feedback, if possible. In addition, a content college professor may also observe and provide feedback.
4. **Self-assessment** – the student teacher will monitor his/her own growth through the required reflections and teacher work sample unit.

CONFERENCES AND EVALUATIONS:

Conferences between the cooperating teacher and the student teacher should be conducted in an atmosphere of mutual trust, they should be problem-centered rather than personality centered and should be conducted in private.

The cooperating teacher, college supervisor or other evaluator, should be aware of the importance of human relations to the success of such meetings, and should strive to listen, be empathetic, and remain objective. Be sure to commend the student teacher for all personal strengths. Provide necessary feedback to the student teacher and serve as a resource person as well. React honestly, yet keep criticism constructive and positive; provide specific, direct information about how the student teacher can improve his/her performance.

- Cooperating teachers should hold formal conferences weekly at a regularly scheduled time and the college supervisor should provide formal feedback after a bi-weekly observation. The categories and prompts on the formative observation form (see appendix I) can be used as an objective guide to provide specific feedback about what you are or are not seeing the student teacher do. The formative observation form is tied to the final expectations of what the student is expected to know and be able to do at the conclusion of student teaching. (The college supervisor may be invited for a three-way conversation if the cooperating teacher and/or principal or content professor need support in working toward goals.) In addition, we have provided some prompt questions that may be used to guide discussion of individual lessons in appendix III.
- Build on the student teacher's strengths.
- Engage the student teacher in self-evaluation and goal setting and encourage the student teacher to reflect on his/her performance and how they can improve that performance – to reflect on the teaching/learning process and generate solutions themselves (if they are unable to accurately assess what is occurring in the classroom do not hesitate to offer suggestions, techniques, models that they should try).
- Complete the mid-term evaluation and review it with the student teacher (see appendix II). Mail it to William Jewell College.
- At the end of the student teacher's unassisted teaching, the cooperating teacher and the college supervisor should complete a final evaluation form (see appendix II). The cooperating teacher may review it with the student teacher if you wish or keep it confidential and mail it to William Jewell College or give it to the college supervisor. The

college supervisor should review his/her own evaluation with the student teacher, keeping confidential the cooperating teacher's final evaluation if he/she so desires.

The student teacher needs to realize the importance of the coaching that the cooperating teacher is giving you to assist you in your professional growth. Appreciate constructive criticism, don't be defensive. Don't take feedback personally. Seek suggestions for improvement and use them to change your teaching practice. Be kind and gracious. Keep the meetings positive. If you are unable to do this for any reason, consult your college supervisor immediately.

STUDENT TEACHING GRADE:

The following rubric will be used to determine the student teacher's final grade for the student teaching experience:

William Jewell College – Student Teaching Rubric – 2009/2010

	A	B	C	D/F
Understanding of Curriculum (Standards 4 & 8)	Has a lesson plan for every lesson. Lessons and assessment always tied to learning goal. Lessons and assessment have variety of teaching modalities and activities. Strong formative assessments are in the lessons. Aligned with guides/GLE's.	Has a lesson plan for every lesson. Minor inconsistencies between assessments and lesson. Some variety in modalities and activities. Aligned with district/state guidelines/GLE's.	Has lesson plans for most lessons, but plans may not be thorough or complete. Little variety in assessment and modality of teaching. Possibly no or mis-alignment with district/state guidelines.	Does not have a lesson plan for every lesson. No variety in teaching/no activity based learning.
Understanding of Learners (Standards 2 & 3)	Instruction allows for developmental learning. New ideas are connected to prior knowledge. Student teacher understands class, group(s), and individual acquisition of knowledge/skills in relation to instructional goals and modifies instruction accordingly. Information/knowledge does not always come from instructor. Understanding of how students learn evident in instruction.	Instruction is usually developmental. New ideas are usually connected to prior knowledge. Student teacher recognizes and responds to class, group, and individual learning levels. Information/knowledge does not always come from instructor. Can usually adapt instruction for most individual learners needs.	Instruction is sometimes developmental. New ideas are not always connected to prior knowledge. Does not show a strong ability to adapt instruction for groups or individual learners. Most of the information comes from instructor and does not encourage critical thinking.	Instruction is not developmental. Student teacher shows no understanding of differences between learners in plan or practice. Does not make adaptations for the class/groups or individual learners. All information comes from instructor.
Classroom Management (Standard 6)	Manages time and transitions effectively. Consistent with behavior expectations and consequences. Is professional with students. Applies motivation and behavior management strategies. Adopts classroom practices designed to foster personal responsibility in students.	Mostly manages time and transitions effectively. Usually consistent with behavior expectations and consequences. Is professional with students. Applies motivation and behavior management strategies. Usually tries to foster personal responsibility in students.	Some time wasted in start and transitions. Inconsistent with behavior expectations and consequences. Is professional with students. Applies motivation and behavior management strategies. Usually tries to foster personal responsibility in students but may have done so after management difficulties early in the experience.	Unprofessional with students – (i.e. gossips with them, uses sarcasm, becomes one of them, shares inappropriately, etc.). Wastes a lot of time at beginning or end of class. Poor transitions. Inconsistent expectations; absence of consequences or classroom out of control.
Instruction (Standards 1, 5, 7 & 11)	Understands the subject matter. Uses a variety of teaching strategies, and available technology. Engages students in learning and critical thinking. Sensitive to diversity, including race, gender, intellectual, and physical abilities in the classroom. Uses a variety of ways to communicate effectively, and is clear in instructions. Uses a variety of assessment strategies. Instruction is always tied to objectives and assessment.	Understands the subject matter. Uses some variety of teaching strategies, assessment and available technology. Sometimes engages students in critical thinking. Usually sensitive to diversity, including race, gender, intellectual, and physical abilities in the classroom. Uses some variety to communicate effectively, and is mostly clear in instructions. Instruction tied to objectives and assessment.	Sometimes presents incorrect information. Uses little variety in teaching strategies (such as 95% lecture) or assessment, and little use of available technology. Rarely engages students in critical thinking. Usually sensitive to diversity, including race, gender, intellectual, and physical abilities in the classroom. Uses some variety to communicate effectively, and is mostly clear in instructions. Instruction not always tied to objectives and/or assessment.	Does not have a strong grasp of the content nor effective variety in instruction. Does not engage students in higher order thinking. Not sensitive to diversity. Unclear in communication. Instruction not tied to objectives and/or assessment. No variety of assessment.
Self Awareness (Standards 9, 10 & 12)	Examines own practices and learns from mistakes. Deals with all relationships appropriately (students, colleagues, parents, and administrators). Does not exhibit frustration, and is always ethical. Reacts appropriately and efficiently to unexpected events in classroom. Dressed appropriately; professional demeanor.	Examines own practices and usually modifies to correct mistakes. Deals with all relationships appropriately (students, colleagues, parents, and administrators). Does not exhibit frustration, and is always ethical. Reacts appropriately to unexpected events in classroom. Occasionally not dressed appropriately.	Does not seem to improve much over time. May not be able to diagnose cause of problems. Dressed inappropriately more than 2-3 times. Sometimes reacts poorly to an unexpected situation. Does not always deal with relationships appropriately or professionally. Only does some modification to correct mistakes.	Does not exhibit understanding of the teaching/learning process; cannot diagnose cause of instruction or classroom problems. Shows frustration with students. Is inappropriate with students (anything remotely sexual is inappropriate).

CANCELLATION OF A STUDENT TEACHING PLACEMENT BY THE STUDENT:

In the event that circumstances unforeseen at the time of application cause a student to be unable to begin a student teaching assignment after placement has been made, the student teacher must inform the William Jewell College Director of Student Teaching. The director will inform the district's Coordinator of Clinical Experiences. If the student wishes to reapply at a later date, the student must reapply and show cause that the circumstances causing the prior cancellation are not likely to be repeated.

TERMINATION OF STUDENT TEACHING BY FACULTY:

Removal from a student teaching assignment – In the event that the cooperating teacher and the college supervisor determine that a student teacher's performance is so unsatisfactory that continuing the student teaching experience is not in the best interests of either the students in the class or the student teacher, the student teacher will be removed from the assignment. The college supervisor will confer with the Education Department Chair and the College Director of Student Teaching to initiate action for termination of the student teaching experience. As soon as such determination has been made, the William Jewell Director of Student Teaching shall notify the District's Coordinator of Clinical Experiences in writing. The student shall receive a grade of "F" under these circumstances. Alternatively, the student MAY be allowed to drop student teaching and complete alternative course work toward graduation. IN EITHER CASE THE STUDENT MAY NOT COMPLETE CERTIFICATION REQUIREMENTS AT WILLIAM JEWELL COLLEGE.

Incompatible working environment – If, in the judgment of the college supervisor, the environment in which the student teacher is working proves to constitute a significant hindrance to the student teacher's success, the assignment shall be terminated. If possible, and if time permits, the student will be placed in a classroom in a different school. If a second placement is impossible, the student shall receive a grade of "W" and be allowed to repeat student teaching.

Withdrawal Policy – Students may not withdraw from student teaching without permission. If a student teacher wants to withdraw from the student teaching assignment for personal reasons, the college supervisor will confer with the Education Department Chair, the cooperating teacher, and the College Director of Student Teaching. If it is decided that the student should be allowed to withdraw from student teaching, the Student Teacher and Cooperating Teacher will be notified of the decision. The William Jewell College Director of Student Teaching shall notify the District's Coordinator of Clinical Experiences. This may prevent the student from completing certification requirements at William Jewell College.

Repeating Student Teaching due to extraneous conditions – The student teaching experience may be repeated in the rare event that extraneous conditions or events that could not be anticipated or prevented significantly hindered the student’s teaching. In consultation with the Education Department Chair and the advisor and/or supervisor the student may make application for another student teaching placement through the application procedure. The Education Department faculty must make the determination that conditions or events that could not be anticipated or prevented did, in fact, hinder the student’s performance before the new application can be processed.

CALENDAR FOR STUDENT TEACHING:

The calendar for student teaching serves as a guideline only. Cooperating teachers and student teachers should work together to maximize the effect on the teaching experience for all. The student teacher begins the semester with the cooperating teacher, following the school calendar and then remains in the school until one week prior to the end of the William Jewell College semester. Time in school will vary from 15-20 weeks but the following calendar assumes a 15 week model. Should the experience be longer, the participants will adjust as their situation and common sense dictates.

The cooperating teacher should introduce the student teacher to the class as a professional colleague and should incorporate the student teacher as a fellow teacher in instructional activities from day one. Teaching responsibilities should be increased incrementally in developmentally appropriate stages. Each student teacher may move through the stages at different paces. Initial teaching activities should be activities that help the student teacher gain confidence, get better acquainted with the students, and develop rapport. This should contribute to the development of classroom management and familiarity with classroom schedules and routines. The student teacher will assume responsibility of the cooperating teacher’s classes, beginning with one class and gradually adding classes until the full schedule is taught for a minimum of four consecutive weeks.

Students will prepare lessons that are age appropriate, engage the learner, and develop cognitive, affective, and psychomotor skills as necessary to the subject area.

- Lessons will be structured using the model that the cooperating teacher or school district requires.
- In the case that a specific model is not required, the student teacher will use the William Jewell College lesson plan template.
- Student teachers will submit lesson plans to the cooperating teacher at least one week prior to teaching the lesson so that he/she can provide constructive feedback before implementation.
- Additionally, provide the college supervisor a lesson plan to follow/assess during visits.
- Student teachers should plan, implement, and evaluate original lessons and activities.
- Student teachers should integrate content and reading/writing across the curriculum.
- Student teachers should incorporate a variety of teaching and learning activities.
- Student teachers must reflect on their own practice to improve student achievement.

WEEK ONE:

Initial Observations – Observations in the classroom provide the opportunity for student teachers to acquire insight for working with students. The first week in the classroom should include significant observation opportunities, paying particular attention to the following:

Students <ol style="list-style-type: none">1. Attention spans2. Temperaments and personalities
Grouping <ol style="list-style-type: none">1. Students who work together well and ones who don't2. Types of group arrangements
Teacher – Students <ol style="list-style-type: none">1. Nature of teacher-pupil relationships2. How the teacher delegate responsibility
Learning <ol style="list-style-type: none">1. Learning rates2. Interests, abilities, and skills3. Preparation and experience4. Circumstances that facilitate learning5. Environment: bulletin boards, displays, general arrangement
Instructional Methodologies <ol style="list-style-type: none">1. Planning used in the classroom2. Variety of instruction strategies used3. Use of questioning4. Instructional media used5. Instructional materials and resources used6. Motivational techniques used7. Discussion techniques8. Integration of content areas

In addition to observation during Week One, the student teacher should:

1. Submit a weekly schedule of your cooperating teacher(s) to your college supervisor.
2. Study the seating charts to learn the students' names. Visit with students before and after class to develop rapport. Take attendance daily.
3. Between lessons, as time permits, briefly review class activities and procedures.
4. At lunch, learn cafeteria procedures and assist with any lunch duties.
5. At the end of the day, clarify the day's activities and plan for the following day.
6. Learn to use the computer in the classroom and any special software used by the teacher. Assist the teacher by doing computer classes.

7. Learn to use the office machines in the building. Take responsibility for doing these tasks for the teacher.
8. Work with individuals and small groups for enrichment, remediation, and on special projects or assignments.
9. Grade papers using the cooperating teacher's rubrics. Compare your grading with the cooperating teacher's grading to develop analytical skills consistent with his/hers.

WEEKS TWO – FOUR:

1. Assume responsibility for planning, preparation, organization, implementation, and assessment/evaluation of one class, one period, or one grade level.
2. Collaborative planning between the cooperating teacher and the student teacher initially building to student teacher responsibility for planning.
3. The cooperating teacher coaches the student teacher to improve professional skills.

WEEKS FIVE – SEVEN:

1. Gradually assume responsibilities for additional classes. The student teacher should be teaching no more than half of the day.
2. The student teacher is given the responsibility for planning, preparation, organization, implementation, and assessment/evaluation of the classes she/he is teaching.
3. The cooperating teacher and college supervisor receive the lesson plans or unit one week in advance.
4. The cooperating teacher and college supervisor review the lesson plans to give positive reinforcement and suggestions for improvement.
5. Mid-term evaluation.

WEEKS EIGHT – TWELVE:

1. Assume responsibility for planning, preparation, organization, implementation, and assessment/evaluation for teaching all classes.
2. Teach TWS Unit.
3. Ask a member of administration to assess your teaching skills. This evaluation should be included as an artifact in your teaching portfolio.

WEEKS THIRTEEN – FOURTEEN:

1. Gradually reduce the student teachers' teaching responsibilities for a smooth transition back to the cooperating teacher.

2. Student teacher finishes grading all projects, papers, and tests.

FINAL WEEK:

The final week of student teaching is reserved for observation of additional master teachers. The cooperating teacher can assist in identifying and scheduling these visits. Schedule and observe a variety of teachers, grade levels, content (within field).

Split assignments – Persons with K-12 or middle school/secondary split assignments will have to compress this timeline to fit within the 7 week duration of each half of their assignment and do the whole sequence with the first seven weeks in one setting and the whole sequence within the second seven weeks in a second setting. The teacher work sample unit should be planned for implementation during the first seven weeks.

MISSOURI STANDARDS FOR TEACHER EDUCATION PROGRAMS
Missouri Department of Elementary and Secondary Education

Quality Indicator 1.2.1 Content

The preservice teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

Performance Indicators: The preservice teacher

- 1.2.1.1 knows the discipline applicable to the certification area(s);
- 1.2.1.2 presents the subject matter in multiple ways;
- 1.2.1.3 uses students’ prior knowledge;
- 1.2.1.4 engages students in the methods of inquiry used in the discipline;
- 1.2.1.5 creates interdisciplinary learning.

Meets the Standard	Not Yet Meeting the Standard
<p>The preservice teacher demonstrates strong knowledge of relevant central concepts, tools of inquiry and structures of the discipline(s) as evidenced by performance in college content course work as well as lesson preparation, instruction and ability to make connections among the content, other disciplines, and student background and life experiences.</p>	<p>The preservice teacher demonstrates a basic knowledge of the discipline(s), possibly only exhibiting the knowledge or skills of a discipline rather than the central concepts that unify the discipline or the tools of inquiry used in the discipline. The preservice teacher’s work, however, may demonstrate flaws or gaps in disciplinary understanding. There is little or no evidence of teaching content in a meaningful context that connects to students’ interests and lives or to connect subject matter within and across disciplines.</p>

Quality Indicator 1.2.2 Learners

The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

Performance Indicators: The preservice teacher

- 1.2.2.1 knows and identifies child/adolescent development;
- 1.2.2.2 strengthens prior knowledge with new ideas;
- 1.2.2.3 encourages student responsibility;
- 1.2.2.4 knows theories of learning.

Meets the Standard	Not Yet Meeting the Standard
The preservice teacher applies knowledge of how students learn and develop to create developmentally appropriate learning opportunities that not only strengthen prior knowledge and encourage student responsibility, but also support the intellectual, social, and personal development of all students.	The preservice teacher demonstrates a basic knowledge of theories and principles of human development and learning (e.g., paraphrases the most major developmental and learning theorists). However, there is little or superficial evidence of using this knowledge to create developmentally appropriate instruction.

Quality Indicator 1.2.3 Diversity

The preservice teacher understands how student differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Performance Indicators: The preservice teacher

- 1.2.3.1 identifies prior experience, learning styles, strengths, and needs;
- 1.2.3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs;
- 1.2.3.3 knows when and how to access specialized services to meet students’ needs;
- 1.2.3.4 connects instruction to students’ prior experiences and family, culture, and community.

Meets the Standard	Not Yet Meeting the Standard
The preservice teacher demonstrates the ability to adapt instruction and assessment to meet the diverse physical, intellectual, and cultural needs of individual students. Based in high expectations, activities connect with and build upon students’ individual strengths, prior experiences, family, cultures, and community heritages. The candidate demonstrates knowledge of when and how to access specialized services.	The preservice teacher demonstrates recognition that students differ in their approaches to learning but offers only occasional or narrow evidence of the ability to implement even the most basic adaptations to meet the needs of individual learners. Alternatively, the preservice teacher may assert a belief in the individuality of learners (possibly considering only ability differences), but instruction appears predominantly designed for the whole class. Overt knowledge of when and how to access is specialized services is superficial or absent.

Quality Indicator 1.2.4 Curriculum

The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

Performance Indicators: The preservice teacher

- 1.2.4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired);
- 1.2.4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance;
- 1.2.4.3 evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning.

Meets the Standard	Not Yet Meeting the Standard
The preservice teacher is aware of state and district knowledge and performance standards and considers those, as well as student needs, when planning lessons. Instructional planning and implementation consider individual student learning styles and are constructed to build student skills in developmentally appropriate ways. During implementation, the preservice teacher demonstrates flexibility by evaluating and changing long and short-term goals and/or instruction to meet student needs.	The preservice teacher demonstrates the ability to create and implement short-term classroom curriculum without providing evidence of either the ability to set and/or to work toward long-term curricular goals or the ability to evaluate the impact of delivered curriculum. Although lesson plans may include references to state knowledge and performance standards, references tend not to be reflected in what K-12 students were actually asked to do. Lessons tend to focus on whole-class instruction.

Quality Indicator 1.2.5 Instruction

The preservice teacher uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Performance Indicators: The preservice teacher

1.2.5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs;

1.2.5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.

Meets the Standard	Not Yet Meeting the Standard
<p>The preservice teacher uses and subsequently evaluates the impact of a variety of instructional strategies, materials, and technologies to meet individual student needs and encourage students’ development of critical thinking, problem solving, and performance skills. Although artifacts reveal the use of a variety of strategies, reflections may not clearly establish the candidates’ ability to match specific strategies with the content and/or skills to be taught. The candidate uses student work in the evaluation of a strategy’s impact on student learning.</p>	<p>The preservice teacher uses a limited set of instructional strategies, materials, or technology to create lessons mostly at the recall/recognition level; the candidate may not distinguish multiple activities using the same strategy from using different strategies. There is little or no evidence of either the ability to create learning opportunities that encourage students’ development of critical thinking, problem solving, and performance skills or the ability to align instructional strategy with content and/or skills to be taught. The candidate reveals only limited evidence of the ability to engage each student in active learning; rather, instructional artifacts emphasize a frequently teacher-centered, whole-class approach to instruction. The candidate tends to assert the positive impact of a strategy rather than provide evidence via student work.</p>

Quality Indicator 1.2.6 Classroom Behavior Management

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

Performance Indicators: The preservice teacher

1.2.6.1 knows motivation theories and behavior management strategies and techniques;

1.2.6.2 manages time, space, transitions, and activities effectively;

1.2.6.3 engages students in decision making.

Meets the Standard	Not Yet Meeting the Standard
The preservice teacher provides evidence of not only knowing but also applying motivation theories and behavior management strategies and techniques to create a collaborative, participatory, and individualized learning environment that encourages positive social interaction, active engagement in learning and self-motivation. The preservice teacher demonstrates the capacity to actively engage students in their own learning and the effort to encourage all students to set, monitor, and adjust their learning goals and behavior.	The preservice teacher may recount the principles (or theorists) of individual and group motivation and behavior management but offer little or no evidence of the ability to design and implement a collaborative, participatory, or individualized learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. Maintaining control may be emphasized over student empowerment.

Quality Indicator 1.2.7 Communication

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

Performance Indicators: The preservice teacher

- 1.2.7.1 models effective verbal/non-verbal communication skills;
- 1.2.7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communications;
- 1.2.7.3 supports and expands learner expression in speaking, writing, listening, and other media;
- 1.2.7.4 uses a variety of media communication tools.

Meets the Standard	Not Yet Meeting the Standard
The preservice teacher uses clear and articulate verbal, non-verbal and media communication tools in all interactions with students, parents, colleagues and the community. The candidate uses these communication tools and techniques to support the learner's development of effective communication skills and to foster active inquiry, collaboration, and supportive interaction in the classroom. Use of communication/media technology is appropriate and varied.	The preservice teacher demonstrates effective personal oral and written communication skills and presentation techniques, including limited media communication, and may describe how these might be used to develop learners' skills or to foster active inquiry, collaboration, and supportive interaction in the classroom without actually demonstrating the ability. Interactions with students tend to treat students as all being the same.

Quality Indicator 1.2.8 Assessment

The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Performance Indicators: The preservice teacher

- 1.2.8.1 employs a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies;
- 1.2.8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning;
- 1.2.8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work;
- 1.2.8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues.

Meets the Standard	Not Yet Meeting the Standard
The preservice teacher understands and uses formal and informal traditional and performance-based assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner, including but not limited to understanding of state knowledge/performance standards and their assessment. This teacher maintains and uses data from his or her assessment activities to inform instruction and to provide constructive and specific feedback to students, parents, and colleagues. The candidate consciously encourages and supports students' self-assessment as a means to enhancing their own learning and achievement. Student work samples verify candidate's assessment knowledge and skills.	The preservice teacher demonstrates a basic knowledge of formal assessment strategies for a variety of purposes (i.e. intellectual, social, and physical assessment); alternatively, the candidate may reveal only a narrow range of even formal assessment strategies, tending to focus on whole-class knowledge testing. The candidate provides little or no evidence of knowledge of state knowledge/performance standards or their assessment. There is little or no evidence that the candidate uses information generated from assessment to inform instruction or to foster student self-assessment or growth. There is little or no evidence of the ability to maintain useful records of student performance and/or to communicate constructive and specific feedback to students, parents, or other colleagues. Knowledge and skills tend not to be supported by student work samples.

Quality Indicator 1.2.9 Reflection

The preservice teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

Performance Indicators: The preservice teacher

- 1.2.9.1 applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influences on students’ growth and learning, and the complex interactions between them;
- 1.2.9.2 uses resources available for professional development;
- 1.2.9.3 practices professional ethical standards.

Meets the Standard	Not Yet Meeting the Standard
The preservice teacher is a reflective practitioner who demonstrates the capacity and the inclination to examine and assess the effects of his/her choices and actions on self and others; candidate reflections analyze the impact of actions on student learning (vs. merely describing what transpired). The candidate offers evidence that he or she consciously applies professional ethical standards within this reflective process. This reflective practitioner seeks out opportunities to grow professionally.	The preservice teacher does not consistently exhibit the ability to think about and articulate the quality of his/her own learning, choices, and actions on student learning. There is evidence that this teacher can articulate and apply professional ethical standards to situations posed to him or her; alternatively, there may be no evidence that the individual has considered ethical standards. Candidate reflections are primarily descriptive of what occurred; if reflection is used at all, it yields at most only minor refinements in learning and practice.

Quality Indicator 1.2.10 Professionalism

The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well being.

Performance Indicators: The preservice teacher:

- 1.2.10.1 participates in collegial activities designed to make the entire school a productive learning environment;
- 1.2.10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students’ problems;
- 1.2.10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well being;
- 1.2.10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential.

Meets the Standard	Not Yet Meeting the Standard
The preservice teacher seeks opportunities to develop caring, professional, and productive relationships with school colleagues, parents and educational partners in the school and larger community to support student learning and well being. The candidate demonstrates knowledge of when and how to access specialized services.	The preservice teacher confines his/her activities to the classroom and to interactions with the cooperating teacher. The candidate shows no evidence of going beyond the classroom to connect with others to support student learning, including but not limited to knowledge of when and how to access specialized services.

Quality Indicator 1.2.11 Technology in Teaching and Learning

The preservice teacher understands the theory and application of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.

Performance Indicators: The preservice teacher

- 1.2.11.1 demonstrates and understanding of technology operations and concepts;
- 1.2.11.2 plans and designs effective learning environments and experiences supported by informal and instructional technology;
- 1.2.11.3 implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning;
- 1.2.11.4 applies technology to facilitate a variety of effective assessment and evaluation strategies;
- 1.2.11.5 uses technology to enhance personal productivity and professional practice;
- 1.2.11.6 demonstrates and understanding of the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice.

Meets the Standard	Not Yet Meeting the Standard
The preservice teacher: Demonstrates continual growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results.	The preservice teacher: Demonstrates at most a basic (or very limited) knowledge of computer technologies with little recognition of the need to stay abreast of evolving technologies.
Applies current research on teaching and learning with technology to plan and deliver developmentally appropriate learning opportunities that integrate a variety of software, applications, and learning tools (e.g. graphing calculators, language translators, scientific probe-ware, musical composition software, electronic maps, etc.) to support the diverse needs of learners.	Plans and delivers learning opportunities that integrate computers into the classroom, but these opportunities employ only a limited range of learning software and little beyond games, word-processing, presentation software, and computerized work sheets.
Identifies, locates, explores, and evaluates for accuracy and suitability, computer/technology resources including applications, tools, educational software, and associated documentation.	Designs and utilizes technology-enhanced, learner-centered classroom strategies and activities (including teaming and/or small group collaboration) to address the diverse needs of students.
Facilitates technology-enhanced learning experiences that develop students' higher-order thinking skills, creativity, and problem-solving skills; content standards; and student technology standards.	Identifies, locates, explores computer/technology resources including applications, tools, educational software, but does not evaluate these critically with regard to such issues as developmental appropriateness, accuracy, or suitability to support local, state, or national standards.

Designs and utilizes technology-based, teacher-centered classroom strategies and activities, with no differentiation of instruction.	Facilitates technology-enhanced learning experiences that are limited to knowledge or basic-skills acquisition and communication.
Uses technology resources in assessing student learning of subject matter using a variety of assessment techniques to collect and analyze data to interpret results, and to communicate finding to improve instructional practice and maximize student learning (including the use of technology).	Exhibits little or no use of technology resources in assessing and managing data on student learning of subject matter; alternatively, uses technology to assess only the recall/recognition of knowledge and basic skills, resources for learning, communication, and productivity.
Uses technology resources to engage in ongoing professional development and lifelong learning.	Reveals little or no evidence of the inclination or ability to use technology resources to enhance professional development learning.
Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning.	Rarely reflects on professional practice regarding the use of technology in support of student learning.
Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning and to conduct research and to solving problems.	May use technology to communicate with peers but not with parents and the larger community or to collaborate or conduct research.
Models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources.	Models legal and ethical practice related to technology, information, and software resources but does not demonstrate the inclination to teach this to students; alternatively, may disregard matters of copyright or fair acknowledgement of resources and materials taken from print or electronic sources; expresses some concern for the safe and healthy use of technology resources.
Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, including facilitating equitable access to technology resources for all students.	Does not use technology resources as a means to empowering learners with diverse backgrounds, characteristics, and abilities; does not overtly consider the issue of equitable access to technology resources for all students.