
Student Teaching Handbook

Teacher Preparation Program





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A Few Words about Student Teaching

Candidates -

Student teaching is the culminating experience in your preparation as a professional in the field of Education. It is an application and integration of all content and pedagogy courses, as well as all prior field experiences. This will be an intense experience, so it is important that you devote all your time and energy to this endeavor with minimal distractions. You will have an opportunity to develop professional relationships with your MT and building principal; their recommendations will provide important information to prospective employers. This experience will also provide an opportunity to grow professionally by re-assessing your commitment to teaching, your knowledge, skills, values, attitudes, and practicing continuous reflection. On behalf of the faculty and staff of the College of Education, Health, and Human Studies and the Office of Field Experiences, we wish you a successful student teaching experience. Have a rewarding career!

Daryl Fridley, Ph.D., Associate Dean

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Conceptual Framework for Student Teaching

The conceptual framework for student teaching at Southeast Missouri State University is based upon the Missouri Standards for the Preparation of Educators (MoSPE). Student teaching serves as the capstone of the Teacher Preparation Program. The MoSPE standards can be viewed online at <http://coe.umsl.edu/scope/mission/mospe/standards.html>.

The Teacher Preparation Program strives to prepare teachers to be competent professional



educators. Future teachers acquire knowledge of the human condition, world, and subject matter he or she teaches. Other courses enable students to acquire skills in the art and science of teaching and encourage them to continue as active learners. The preparation of teachers at Southeast Missouri State University is field-based with a minimum of 225 hours of pre-student teaching experience in a school classroom with a properly certified and experienced teacher. Student teaching consists of a total of 70 days in the appropriate content area. When teacher candidates complete the education program, they have had ample time and experiences to become competent professional educators.

Student Learning Objectives

Student Learning Objectives are based on sixteen of the thirty-six indicators on the Missouri Educator Evaluation System (MEES) as mandated by the Missouri Department of Elementary and Secondary Education.

1. Standard 1: Content knowledge aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.
2. Standard 2: Student Learning, Growth and Development. The teacher candidate understands how students learn, develop and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.
3. Standard 3: Curriculum Implementation. The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards.
4. Standard 4: Critical Thinking. The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

5. Standard 5: Positive Classroom Environment. The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.
6. Standard 6: Effective Communication. The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Standard 7: Student Assessment and Data Analysis. The teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction.
8. Standard 8: Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.
9. Standard 9: Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members.

Preparing to Student Teach

How to Apply for Student Teaching

Refer to the following website for the Student Teaching Application Process:

<http://www.semo.edu/studentteach/apply.html>

Triad Seminar

Prior to the beginning of the semester, teacher candidates are required to attend a Triad Seminar. It is ideal to have the Mentor Teacher (MT) and supervisor (the triad) in attendance as well, but not required. In the seminar, each member of the triad will be updated on the co-teaching method of student teaching as well as interrater reliability training with the Missouri Educator Evaluation System (MEES). Here, you will meet your student teaching "team" and begin your professional relationships that will last for the entirety of the upcoming

semester. Please see “Suggested Schedule” on this page <https://semo.edu/studentteach/index.html> for a guide to the 16-week semester. Here you will find a detailed list of your expectations and due dates. Keep this guide handy as it will assist you in keeping on track for the duration of the semester.

International Student Teaching

If you are traveling abroad for student teaching, your calendar for student teaching may differ from those solely in Missouri. You should be conversing regularly with the Director of Field Experiences pertaining to dates and expectations. More information concerning international student teaching, including required paperwork, can be found at <https://semo.edu/archive/education/clinical-experiences/eagles-college.html>.

The Role of the Teacher Candidate

- Teacher candidates should utilize course work knowledge, the expertise of the MT, and classroom experience 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 MT.
- Teacher candidates are expected to be present during **all duties** such as playground observation, lunch supervision, study hall supervision, teachers' meetings, etc.
- Teacher candidates should exercise complete professionalism regarding any personal relationships with students, staff, and parents at all times, including after school hours.

What to Do Before Reporting

First impressions are important. Many school administrators hire teacher candidates in their building. Having a teacher candidate in the classroom provides the administrator an opportunity to observe 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 oral or written documents.

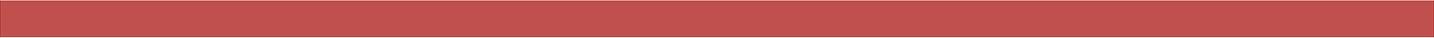
General Suggestions for Success

Student teaching is the equivalent of a full-time job and should be treated as a professional work experience. The MT will expect full commitment. Outside employment may be difficult during this time. To maximize your experience as a teacher candidate:

- Develop a receptive attitude toward feedback from your MT and university supervisor.
This feedback is essential for your growth as a professional.
- Keep communication lines open. Your MT and university supervisor are there to help you. Ask for their advice and suggestions.
- Most teacher candidate-MT relationships are warm and supportive. But if communication problems develop with your MT, talk to your supervisor immediately. Remember that supervisors view themselves as advocates for their teacher candidates.
- Take time to discuss performance expectations with your MT and university supervisor, especially at the start of the experience.
- Follow your MT's lead in the daily hours spent at school.
- Get to know support staff, including administrative assistants, custodians, and resource people such as school counselors and instructional media center directors.
- Ask your principal to observe you and/or to conduct a mock interview.
- Give yourself some quiet time at the end of each day after the students go home to reflect on the day's activities.

Your First Week

Be prompt and go immediately to your classroom duties daily. Your MT has been encouraged to help you get acquainted and oriented. They have been requested to provide a table or desk and a shelf or file drawer for you to use. If there is minimal physical space, make adaptations. Some classrooms or buildings will have ample accommodations, and some will have less. MTs have been asked to let you observe for a day or two.



Observation does not mean that you do not interact. It may mean you listen, observe, and make notes of students who have special needs, learn names of students, check spelling, math, or some formative assessments, review text books, etc. Your MT will indicate their expectations of your responsibilities on a weekly or daily basis in the classroom. Take the time to study the curriculum, plan, and gradually team teach, or assist, before you assume responsibility for a small part of the day. Your university supervisor will visit during the first week. He or she will visit with you and the MT to get acquainted and answer any questions you or the teacher may have.

Policies

Substituting

Due to liability issues, teacher candidates **may not be hired** as substitute teachers by the district where they are placed for student teaching during the duration of their placement. Teacher candidates are students of the university, and not employees of the district. Should a district wish to hire a candidate for an after-school position (e.g., coaching), the district should issue a contract to the candidate outlining the terms of that employment, designating that it will take place outside the parameters of the student teaching experience.

When the MT is scheduled to be out of the building, a paid substitute should be in the classroom with the candidate, or a certified staff member should be designated by the principal to lend assistance. Of course, in any extended absence (e.g., maternity or other long-term leave of the MT), it will be necessary for other arrangements to be made (e.g., placement of the candidate with a different teacher in the building or district, or change of placement for the candidate) through the Field Experiences Office.

Dress and Appearance

Southeast Missouri State University expects candidates to be in compliance with the policies in the assigned school system. Their expectations primarily indicate the exercise of good taste and common sense. Teacher Candidates are expected to dress as professionals.

Confidentiality

Teacher candidates and university field supervisors are cautioned about the confidential nature of student records and the need to avoid public criticism of students, teachers, or other school personnel. Administrators may want to consider putting "teacher candidates" on their student record access list since it may be necessary for the teacher candidate to view records in order to plan instruction. Teacher candidates hold substitute teaching certificates and have more than the 60 hours which are required of substitutes which makes it reasonable to allow them access.

Social Media

Teacher candidates are encouraged to exercise caution when sharing information, both pictorial and verbal, in social media of all kinds. Setting security to private is suggested. Hiring agencies review perspective employees' social media presence. It is recommended teacher candidates make their public image as professional as possible in all settings.

Teacher Candidates should be aware of the Amy Hestir Student Protection Act, a state law that limits teacher-student interactions. **Teacher candidates are not to post pictures or video of their students on social media and are not to embark in communications with students via social media.** Teacher candidates should also be mindful of the written commentary they make public in social media concerning their student teaching placement.

Teacher candidates should remember they are professionals who are guests in the school and are to be respectful of their host. If you have concerns, they should be made to the supervisor and/or Director of Field Experiences, not publicly in social media.

Attendance

Daily attendance at school, barring emergencies, is required. Report absence(s) to the school, the MT, and the university supervisor. If the teacher candidate starts their placement early, they are still expected to be in the classroom for the entire 70-day semester **according to the university calendar.** University supervisors



will not begin supervising until the official start of the semester, therefore a teacher candidate's time will officially start at that time.

Teacher candidates are expected to report regularly and on time every day for the entire assignment. The calendar of the host district will be followed, with the exception of university orientation, work days, and required seminars of EF400. Failure to meet your daily obligations will adversely affect the final grade. Only in cases of serious illness or professional obligations, such as job interviews or professional development, are teacher candidates to be absent from their placements.

Candidates missing more than 2 total days are required to make up additional absences at the end of the semester. Students will be provided an incomplete until all required days are made up.

Professional Development: All professional development pertaining to education is considered as an **excused absence** from field placements. The Regional Professional Development Center (RPDC) at Southeast Missouri State University offers professional development for teacher candidates **FREE OF CHARGE**. If teacher candidates choose to take advantage of this opportunity and attend one or more of these "classes." Teacher candidates would, however, have to follow protocol by informing their MT and university supervisor *at least a week in advance* for each class and provide documentation as proof of attendance. Teacher candidates are encouraged to attend these with their MTs.

There are no vacation or personal days during the student teaching semester other than those holidays recognized by the host district. Your attendance is required when host district is in session.

School Closings: It is important to contact the university supervisor as soon as you are aware of this type of situation.

Snow Days: If the school is closed for snow or other minor issues, students are reminded they are to follow the school's calendar. Students will not be penalized or expected to make up these days unless the number of days exceeds the minimum time required by DESE for student teaching.

Candidate Competencies in Technology Use

Through the EDvolution® initiative, Southeast Missouri State University has created a technology rich learning and teaching environment for education majors. Students have had access to technology as well as curricular expectations throughout their coursework centered on the latest technology innovations. The infusion of effective educational technology is encouraged and expected during student teaching.

Assignments

Teacher Candidate Lesson Planning Expectations

A teacher candidate should present the MT with all lesson plans for the forthcoming week each **Wednesday prior to the week the plans will be implemented** for approval. This will allow for review and approval by the mentor teacher. This is for *all* lessons, not just those being officially observed. Once the plans are approved by the MT, the teacher candidate will then send an electronic copy of the lesson plans to the university supervisor no later than the Friday prior to the implementation of the plans at 11:59 p.m. This practice will continue until the MT and university supervisor agree the teacher candidate has demonstrated a level of competence without a negative impact on the quality of instruction in the classroom. At this point in time, a short daily lesson planning template, located at <https://semo.edu/studentteach/lesson.html>, can be utilized. The shorter daily lesson plan will also be turned in **each Wednesday prior** to the week the plans will be implemented for approval by the MT and to the university supervisor the Friday before implementation by 11:59 p.m. Failure to comply with lesson plan expectations will negatively impact your student teaching grade.

Reflective Journal

Teacher candidates will keep a reflective journal with entries **at least once a week**. Journal topics will be prompted by the supervisors each week. Supervisors will read and respond to these weekly. Items in the journal may include lessons which went especially well and what you think made the lesson a positive experience for the students; lessons which did not go well, and how you can improve them; how discipline

problems were handled; and other items of reflection on your experience. If a specific prompt is provided by the Director of Field Experiences or the university supervisor, please address that prompt as directed. Failure to comply with reflective journal expectations will negatively impact your student teaching grade.

Grades

The basis for evaluation is quality and consistency of demonstration of the teaching competencies as reflected in the 9 indicators identified on the Missouri Educator Evaluation System (MEES). The following grading system will be used as a guideline:

Midterm Grade

- An "A" indicates demonstration of a superior level of competence. In the “midterm” column, a teacher candidate must earn a score of 3 or above on 7 of the 9 indicators AND earn no ratings lower than 2.
- A "B" indicates demonstration of a strong level of competence. In the “midterm” column, a teacher candidate must earn a score of 3 or above on 5 of the 9 indicators AND earn no ratings lower than 2.
- A "C" indicates that the teacher candidate has met the minimum criteria for passing the course and has met the basic expectations of the Teacher Preparation Program. In the “midterm” column, a teacher candidate must earn a score of 3 or above on 3 of the 9 indicators AND earn no more than two scores lower than 2.
- A “D” indicates that the teacher candidate has met the University’s minimum criteria for passing the course but has NOT met the minimum standard for progressing in the Teacher Preparation Program. In the “midterm” column, a teacher candidate must earn a score of 3 or above on 2 of the 9 indicators AND earn no more than three scores lower than 2.
- An “F” indicates that the teacher candidate has not met the University’s minimum criteria for passing the course AND has not met the minimum standard for progressing in the Teacher Preparation Program. An “F” will be assigned if, in the “midterm” column, a teacher candidate fails to earn a score of 3 or above on 1 of the 9 indicators OR earns more than three scores lower than 2.

Final Course Grade

- An "A" indicates demonstration of a superior level of competence. In the “summative” column, a teacher candidate must earn a score of 3 or above on all 9 indicators.
- A "B" indicates demonstration of a strong level of competence. In the “summative” column, a teacher candidate must earn a score of 3 or above on 8 of the 9 indicators AND earn no ratings lower than 2.
- A "C" indicates that the teacher candidate has met the minimum criteria for passing the course and has met the basic expectations of the Teacher Preparation Program. In the “summative” column, a teacher candidate must earn a score of 3 or above on 7 of the 9 indicators AND earn no more than a single score lower than 2.
- A “D” indicates that the teacher candidate has met the University’s minimum criteria for passing the course but has NOT met the minimum standard for progressing in the Teacher Preparation Program. In the “summative” column, a teacher candidate must earn a score of 3 or above on 6 of the 9 indicators AND earn no more than two scores lower than 2.
- An “F” indicates that the teacher candidate has not met the University’s minimum criteria for passing the course AND has not met the minimum standard for progressing in the Teacher Preparation Program. An “F” will be assigned if, in the “summative” column, a teacher candidate fails to earn a score of 3 or above on 5 of the 9 indicators OR earns more than two scores lower than 2.

Definition of Rating Descriptors

- N/A - Not Attempted: The teacher candidate did not attempt the standard.
- N/K: The teacher candidate does not possess the necessary knowledge and cannot apply or demonstrate the performance.
- 0: The teacher candidate possesses the necessary knowledge but cannot apply or demonstrate the performance.

- 1: The teacher candidate possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the emerging teacher level.
- 2: The teacher candidate possesses the necessary knowledge and consistently and effectively demonstrates the performance at the emerging teacher level.
- 3: The teacher candidate demonstrates consistently at the (2) Level and is beginning to demonstrate consistency at the (3) Level.

Other Policies and Procedures

Courtesy Placements

In general, all students will be expected to do student teaching in Southeast Missouri or in sites within reasonable driving distances for university supervisors. However, in hardship situations, candidates may be considered for an out-of-region placement.

Students who wish to be considered for placement outside the area must fill out a request form provided by the Field Experiences Office in Scully 304 within two (2) weeks of the beginning of the semester immediately *preceding* the student teaching semester.

Students will be considered for teaching outside the university service area if:

- a. The candidate is married before the student teaching semester begins and the spouse is required to live outside the area for employment, or military commitment.
- b. A hardship exists due to a serious, long-term illness of a member of the immediate family which would require the candidate to relocate immediately.
- c. Another documented hardship exists as determined by the Director of Field Experiences.

If a candidate is deemed to qualify under the above terms, the Office of Field Experiences must have assurance that another university in the requested area will be willing to place and supervise the student in a



manner which meets Southeast Missouri State University's requirements. If the university that is to provide the supervision is not accredited, the placement may be denied.

The Director of Field Experiences will determine if a candidate meets the requirements for student teaching outside the region. Exceptions or appeals can be made to a committee made up of the Director of Field Experiences and the Chairs of the Department of Leadership, Middle and Secondary Education, and the Department of Elementary, Early, and Special Education. Students must be able to assure that the need is valid and that all requirements are met. The committee will not rule on other issues of placement not covered under those regulations.

Approved students must pay a non-refundable fee of \$200.00 to the Office of Field Experiences to cover costs related to the additional time related to coordinating out-of-area placements. The Field Experiences Office will begin the placement process on the candidate's behalf once this fee is received.

Additionally, any fees over and above the normal amounts that would be paid on the candidate's behalf for an in-area placement for MT stipends, field supervisor salaries, and mileage reimbursement for these personnel will be the responsibility of the teacher candidate. Any additional fees related to the placement will follow the cooperating district's refund policy if the placement is cancelled.

All formative, summative and disposition MEES forms used by the College of Education, Health, and Human Studies must be used by the MT and courtesy supervisor. In addition, the same criteria to serve as MTs and supervisors that are required by Southeast Missouri State University will be met.

Termination

Suspension/Termination of Students from Clinical Settings

The Director of Field Experiences is given the authority to suspend students from the clinical setting for the causes set out herein. Actions shall be taken when, in the judgment of the Director, the

best interests of the university and the cooperating clinical site will be served by immediate suspension of the student from the clinical experience.

Steps for Removal

1. Meeting with district personnel regarding request for termination of placement.
2. Meeting with Director, Supervisor, and department chair regarding university support of termination at the site, if yes, then appeal notice provide, if no- Director will work to secure a new site.
3. Appeal to Associate Dean. A meeting with the Associate Dean, Director, Supervisor, and student to share the reasons for termination and allow the student to contest permanent removal from the Teacher Preparation Program. Students may be provided an opportunity to request to repeat student teaching in a future semester. If the appeal is granted a plan of correction may also be expected. If the appeal is denied the student will be terminated from the Teacher Preparation Program. Students in a clinical setting may be suspended from a placement in a private or public setting for one or more of the following causes:
 - Violation of state laws.
 - Violation of University policies, regulations or directives.
 - Violation of policies, regulations, or directives of the party providing the clinical experience.
 - Physical or mental conditions making the teacher candidate unfit to instruct or associate with clients, patients, children, or youth.
 - Immoral conduct or unethical behavior.
 - Incompetence, inefficiency, insubordination, or other performance deficiencies while assuming the duties involved in the clinical experience.
 - Excessive or unreasonable absence from attendance in the clinical setting.
 - Charges or conviction of a felony or crime involving moral turpitude.
 - Charges or conviction of child abuse or neglect.
 - Failure to maintain academic standards or progress required for graduation.

- Any cause which would prevent licensing (or suspension of license) in the profession for which the student is preparing.

Schools reserve the right to refuse assignment of any student and the right to terminate a teacher candidate's placement. An informal hearing including consultation with the Director of Field Experiences, the University supervisor, the teacher candidate, and a representative of the school will occur. Causes for termination may include consistent unprofessionalism, breaches of school district policy, illegal activity on the part of the teacher candidate, inability to perform duties required of a teacher candidate, escorting or being escorted by pupils from the schools in which they are student teaching, etc.

After termination, a hearing will be held, if requested in writing by the student, to determine the appropriateness of placement in another district the following semester. This appeal may be denied. A teacher candidate who leaves an assignment before the ending date without consultation and approval of the Director of Field Experiences will be dropped pending an appeal process. If grades must be posted prior to rendering a final decision, a grade of "Incomplete (I)" will be assigned until a final decision is made.

Further policies and procedures may be adopted by the university at any time that may impact the removal of teacher candidates from their assignments.

The Role of the Mentor Teacher

The Mentor Teacher

Mentor Teachers (MT's) play an integral role in the teacher candidate's student teaching experience. The MT is the guide, and support of the teacher candidate; the essential role model who has the potential to fully develop the teacher candidate into a competent, confident beginning teacher (Russell & Russell, 2011; Cavanagh & Prescott, 2011; Butler & Cuenca, 2012). Sixteen weeks is a substantial amount of time to spend with a candidate. It is within this time that the MT has the opportunity to share their teaching experience and expertise while fostering the novice teacher into teaching excellence (Tannebaum, 2015). MT's will mentor candidates throughout the duration of the student teaching experience in areas such as



lesson planning, assessment, classroom management, parental interaction, and professionalism. The MT could be considered the most critical person in the teacher candidate's experience as they will have daily interactions, providing encouragement, support, and redirection as needed.

Requirements of Mentor Teachers

1. MT's must be a full-time staff member in a cooperating school with five years teaching experience in the candidate's content field; with at least one of those years in the current cooperating school.
2. MT's must have state-approved certifications in the content areas and grade range in which they will have a teacher candidate.
3. MT's should hold a master's degree. If the proposed cooperating teacher does not hold a master's degree, the principal of the cooperating school should discuss this with the Director of Field Experiences.
4. MT's must accept the students voluntarily and be willing to provide required supervision and evaluations.
5. MT's must be recommended and approved by the principal. This recommendation should be based on acceptable levels of performance according to the State of Missouri, personal characteristics which contribute to the establishment of a collegial relationship with teacher candidates, and acceptability as an ethical and professional model for candidates.
6. MT's are expected to mentor throughout the entire 70-day field experience.

Orienting the Teacher Candidate to the Classroom and School

Early in the experience, the MT should:

- Inform your class that they will have another teacher who will be working with you and them. Be sure the students know they are to respect and follow the instructions of the teacher candidate in the same way they respond to you, and that they will be held accountable.

- Introduce the teacher candidate to the principal and people who work in the school including administrative assistants, custodians, nurses, counselors, and cooks, and encourage the staff to make the candidate feel welcome. As time permits, orientation to the school's programs will be very important.
- Provide the teacher candidate your contact information.
- Establish a workstation for the teacher candidate in the room. This may be a desk or table *and* a shelf or file drawer.
- Provide the teacher candidate with the school's organizational structure; school policies, such as emergency procedures, harassment policies, and curriculum; Internet restrictions; and cell phone usage. Discuss regulations and expectations relative to dress, parking, smoking, coffee, workroom, etc.
- Prepare seating charts or other materials to help the teacher candidate learn the names of the students along with information on individual pupils, particularly those having educational accommodations.
- Plan to confer regularly with the teacher candidate about the duties, responsibilities, planning, and evaluation expected during the teacher candidate assignment.
- Provide the candidate with curriculum, content, and materials.
- Give the teacher candidate some classroom responsibilities *immediately*.
- Orient yourself with the co-teaching methodologies, the Missouri Educator Evaluation System, and the Missouri Pre-service Teacher Assessment (all covered in the Triad Seminar and available at <http://www.semo.edu/studentteach/>) to better understand the expectations of the teacher candidate.

It would be helpful if the MT would:

- Assist the teacher candidate to feel free and at ease in discussing problems.
- Assist the teacher candidate in realizing that you are concerned about their professional future.
- Develop a communication plan for regular discussion and how the teacher candidate may be involved in decision-making, as well as parental.

During the First Week

- Conference with the teacher candidate to determine what and when the teacher candidate will teach a lesson. The teacher candidate should be given access to materials for preparation. Explain how the lesson fits into the unit. A curriculum guide will be helpful at this point. The teacher candidate should submit lesson plans for the first lesson; conference with the teacher candidate in regard to the plans before the lesson is presented.
- The teacher candidate should examine examples of student work to become familiar with the achievement level of the class. Some correcting of formal evaluations may be helpful.
- Before the first lesson is taught by the teacher candidate, it is suggested that the teacher candidate work with individual students or small groups under your direction and participate in team or coteaching. The teacher candidate may be asked to present special information, demonstrate or illustrate a concept, give the introduction of a lesson, or provide closure for a lesson. Ample notice should be given.
- Provide some time for the teacher candidate to observe various kinds of strategies you use and point out things that have worked well for you.
- The university supervisor will conduct an informal visit during the first or second full week. The first visit is to get acquainted, give you an opportunity to ask questions, and suggest when the first of your formative evaluations will take place. They will also conference with you at each evaluation to discuss progress.
- Please discuss your methods and beliefs about classroom management with your teacher candidate if you didn't have the opportunity to do so at Triad Seminar prior to the start of the semester. Beginning teachers surveyed listed discipline as their most common weakness. Likewise, principals who were surveyed listed classroom management as the most common problem area for beginning teachers. The teacher candidate needs to know your expectations and school regulations in regard to discipline. It is

critical to help the teacher candidate develop proactive strategies to support students with behavior concerns.

Cooperating teachers may find the need to assist teacher candidates with concerns after they spend a few days in their assignment. Include the university supervisor if the nature of the concern has the potential to escalate or result in a possible termination of placement. Some of these topics might include: professional dress, classroom voice, handwriting, and the ability to accept feedback and make adjustments. Your mentorship in all areas is important and appreciated.

Handling Concerns

Who to Talk to:

If problems arise, first talk with your teacher candidate. Be candid. Teacher candidates are encouraged to accept professional criticism. If the problem persists, then:

- Talk with the university supervisor about the issue(s). If you feel the issue needs immediate attention, call or email the supervisor directly. The supervisor is there to not only support the teacher candidate, but the MT as well.
- Contact the Director of Field Experiences. While you may call the office to voice your concerns, it will be necessary for you to put them in detailed writing and email them as well. The phone number is 573-651-2125. Email: kmgriffin@semo.edu The Director will set up a meeting with the MT, teacher candidate, university supervisor, and if needed, the building principal to discuss the matter and solutions.

Terminating Assignment

Schools reserve the right to refuse assignment of any student and the right to terminate a teacher candidate's placement for cause. After the meeting with the Director of Field Experiences, MT, university supervisor, and teacher candidate, termination of placement may be determined. Causes for termination may



include consistent unprofessionalism, breaches of school district policy, illegal activity on the part of the teacher candidate, inability to perform duties required of a teacher candidate, escorting or being escorted by pupils from the schools in which they are student teaching, etc.

Honorariums

There is an honorarium paid the MT's who supervise teacher candidates each semester. This serves as a token of our appreciation for the valuable assistance cooperating teachers provide in helping prepare candidates for the profession. We believe that the satisfaction received from making a contribution to the profession far exceeds the value of the honorarium. Please watch your email for instructions on how to obtain this gift.

The Role of the University Supervisor

The field supervisor is an official representative of the university who assumes responsibility for directly supervising teacher candidates and serves as liaison between the College of Education, Health, and Human Studies and cooperating PreK-12 schools. The supervisor acts as a guiding mentor for teacher candidates for the duration of the field experience.

The university field supervisor may be a full-time faculty member whose only assignment is student teaching; a full-time university faculty member who teaches some courses at the university, but supervises teacher candidates part-time; or a part-time adjunct faculty member who is employed to supervise teacher candidates. All supervisors of student teaching have course work beyond the masters' level and at least five years' experience teaching in public schools. All supervisors participate in designated professional development at least three times each semester. Workshops and conferences are conducted as mandated by the Missouri Department of Elementary and Secondary Education (DESE). The Director of Field Experiences, in conjunction with the Regional Professional Development Center (RPDC), coordinate the training programs.

Professional Development

University supervisors will attend a full day of professional development provided by the Director of Field Experiences in conjunction with the Regional Professional Development Center (RPDC) prior to the Triad Seminar at the beginning of each student teaching semester. This training will cover topics such as:

- Missouri Educator Evaluation System (MEES) updates
- Inter-rater reliability: viewing, scoring, comparing, and discussing the performance of teaching videos in conjunction with the Missouri Educator Evaluation System (MEES)
- Technology updates
- Mentoring responsibilities
- Updated theory and practice methods

University supervisors are also expected to attend and participate in the Triad Seminar prior to the start of the semester as well as a full day of professional development mid-semester all covering topics deemed necessary by the supervisors and Director of Field Experiences. This training may be in conjunction with the RPDC.

First Time Supervisors

University supervisors new to the program will participate in an additional training with the Director of Field Experiences prior to the initial full-supervisor training at the beginning of the semester. In this training, supervisors will be familiarized with all supervisor expectations; in particular, the MEES.

Supervisor Mentorship

First time supervisors will be assigned a mentor supervisor to assist them for the duration of the semester.

Mentors are expected to:

- Have at least three years' experience as a university supervisor with superior evaluations.

- Sit and work with the new supervisor during each professional development meeting.
- Contact the first-time supervisor bi-weekly to discuss the placements, and questions and/or problems.
- Report the progress of the first-time supervisor to the Director of Field Experiences at midterm and the end of the semester.
- Report any substantial issues the first-time supervisor may be having to the Director of Field Experiences immediately.

Visitation Expectations

- Supervisors make their first visit within the first two weeks of the semester to get acquainted with the building principal, mentor teacher, and classroom students.
- Supervisors will contact the student candidates each week via electronic journal to provide constructive discussion and feedback.
- At least seven (7) visits, six (6) performance observations and four (4) MEES evaluations.
- Each observational visit will include a pre- and post-conference with the candidate *and* mentor teacher. Results of the visits will be shared with candidates immediately at the post-conference and uploaded to the teacher candidate webpage. In this way, the candidate, mentor teacher, and Director of Field Experiences all have access.
- Supervisors may make other visits/observations when required.

Visitation Procedures

Generally speaking, the university field supervisors are asked to abide by the following visitation procedures:

- Before the semester begins, touch base with the office. Supervisors will introduce themselves to the secretary and principal. Ask for access to the school's Wi-Fi for the purpose of utilizing the evaluation tool on the iPad. If denied, contact the Director of Field Experiences.
- Check in at principal's office upon arrival at each visit. Many schools require visitors to wear an identification badge recognizing them as visitors.
- Arrange an initial meeting within the first two weeks of semester with the mentor teacher and teacher candidate to review the expectations and requirements that facilitate an effective working relationship.

The supervisor should:

- Exchange contact information with the mentor teacher;
- Provide information regarding professional backgrounds;
- Clarify expectations regarding lesson plans and other teacher candidate responsibilities;
- Review procedures for the candidate's induction into teaching;
- Discuss observation procedures, such as feedback to the teacher candidate and conference times; develop a plan for future visits;
- Include a minimum of 45 minutes observation of teaching activities and about 20 minutes of conference time with the mentor teacher and teacher candidate during each visit. (In secondary classes, the observation should include a full period.)
- Conference either before or after the observation with the mentor teacher and hold a conference with the teacher candidate after the observation;
- A team emphasis should be stressed throughout the semester, with the mentor teacher, teacher candidate, and university supervisor maintaining a close working relationship. Guidelines for discussion may include what the teacher candidate has done, demonstrated strengths, lesson planning, identifying areas of concern, and developing an action plan, if warranted. Supervisors and mentor teachers are expected



to share formative evaluations with each other and the teacher candidate, as all have access to each of these on the student teacher webpage;

- Vary the time of day in which the teacher candidate is observed from visit to visit; do not come to observe them at the same time each visit;
- Serve as a personal resource to guide the teacher candidate in all aspects of the experience, including professional and interpersonal issues;
- Plan visits well in advance with the mentor teacher *and* teacher candidate. At least the first two visits should be announced to the teacher candidate well in advance. Some visits may be unannounced after the first two;
- Address problems or concerns immediately through open dialogue with the teacher candidate, mentor teacher, and/or Director of Field Experiences;
- Assist with the mentoring questions and responsibilities of the mentor teacher and teacher candidate;
- Should problems occur, such as personality conflicts or continuous unprofessionalism, report these **immediately** to the Office of Field Experiences;
- One candidate lesson will be videoed for use of candidate feedback. The video **must be destroyed prior to leaving the school building** unless a district representative, the mentor teacher, and teacher candidate sign the appropriate forms.

The responsibility to the university supervisor consists of communicating frequently and candidly with the teacher candidate, mentor teacher, and the Director of Field Experiences, and reporting any concerns related to candidate placements. Evaluations will be completed collaboratively to support the growth and development of each teacher candidate.

Travel Reimbursement Expectations

Field supervisors are expected to consolidate their travel for their group of candidates. For example, if a supervisor has three candidates in the same general location, they should schedule a time to see them all on the same day.

Expense Reports

Expense reports are completed online through Chrome River <http://cr.semo.edu/>. They need to be completed as soon as possible and no later than the 25th day in the month after the travel was completed. Trips should be reported in order, including the date of the visit, the destination to and from, and the school and teacher name. The expense reported should be submitted online to the Director of Field Experiences for approval. Once submitted, Chrome River will email you with any corrections that need to be made if necessary. For more information, visit this website <https://semo.edu/accountspayable/chromeriver.html> or contact the Director of Field Experiences at kmgriffin@semo.edu.

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