



# Southeast Missouri State University

College of Education, Health and Human Studies

# Student Teaching Handbook

University Supervisor Edition

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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 education program. The MoSPE standards can be viewed online at <http://coe.umsl.edu/scope/mission/mospe/standards.html>

The Educator Preparation Program strives to prepare teachers to be competent professional educators. Through a variety of field experiences, future teachers acquire knowledge of the human condition, the world, and the subject matter he or she teaches. Teacher preparation coursework enables 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. This program is field rich with a minimum of 225 hours of pre-student teaching experience in a P-12 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.

## 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 and cooperating PreK-12 schools. The supervisor acts as a guide 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 coursework beyond the masters' level and at least five years of experience teaching in public schools and experience as a school administrator. All supervisors participate in designated professional development as determined by the Field Director, not more than three times per semester. Workshops and conferences are conducted as mandated by the Missouri Department of Elementary and Secondary Education (DESE). The Director of Field Experiences coordinates the training programs.

## Professional Development

University supervisors will attend professional development provided by the Director of Field Experiences 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 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 and Clinical 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.

Supervisor Mentors are expected to:

- Have at least three successful years of experience as a university supervisor.
- Sit and work with the new supervisor during each professional development meeting.
- Contact the first time supervisor bi-weekly to discuss placements, questions, and 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.

## Triad Seminar

Prior to the beginning of the semester, supervisors are expected to attend and assist a Triad Seminar with the teacher candidates and mentor teachers (the triad). In the seminar, each member of the triad will be updated on the co-teaching method of student teaching as well as informed on the Missouri Educator Evaluation System (MEES) in an effort to keep all participants current in the expectations of student teaching. Here, supervisors will meet the student teaching “team” and begin building the professional relationships that will last for the entirety of the student teaching semester. Supervisors will also assist in presenting the materials and

expectations for the semester to the group. Time will be spent with the Mentor Teachers (MT) in working on inter-rater reliability and familiarizing the teacher candidates with the MEES expectations. University supervisors are expected to individually train those MTs who were not available to attend the Triad Seminar. Materials for this training will be provided by the Director of Field Experiences

### Co-Teaching

Co-teaching includes certain teaching strategies which allow the MT and teacher candidate to work together as a team for the student. If done properly, toward the middle of the co-teaching experience, the two teachers are seen as one by the students. Some co-teaching strategies are:

- One Teach, One Observe
- One Teach, One Assist
- Station Teaching
- Parallel Teaching
- Supplemental Teaching
- Alternative Teaching (Differentiated)
- Team Teaching

More information, including several useful handouts, will be given at the Triad Seminar prior to the beginning of the semester.

### Topics for Discussion with Candidates

- *All* absences must be reported. Teacher candidates are expected to notify their MT and supervisor if they are going to be absent. Candidates must provide official documentation (a doctor's note, for example) for absences.

- Written lesson plans and classroom management procedures should be addressed during each visit. Stress to candidates they must prepare a written lesson plan for each lesson they present, not just those formally observed by the University Supervisor or MT.
- Teacher candidates are expected to follow policies of the assigned school district related to dress and grooming.
- Emphasize that an “A” grade is not automatic, and that candidates will receive the grade that they *earn* during their student teaching experience. Refer to the “Grading” section for more details.
- Remind teacher candidates that they are *guests* in their buildings. They need to familiarize themselves with the policies of the districts and adhere strictly to those policies.
- Inform candidates it is critical they maintain *professional* relationships at all times. Any concerns regarding abuse and harassment should be discussed immediately with their Mentor teacher, their university supervisor, **and** the Office of Field Experiences.
- Candidates should expect to receive constructive criticism, support, and guidance. Discuss how you will provide this feedback.
- Remind candidates about the importance of confidentiality with regard to their students, the mentor teacher, and generally all school- and district-related business.
- Review the Missouri Education Evaluation System (MEES) with the teacher candidate.

## 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.
- Supervisors will contact the teacher candidates each week to provide constructive discussion and feedback.
- At least seven (7) visits and four (4) MEES evaluations will be conducted.

- 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.
- 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:

- Early in the semester, 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 the 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 the semester with the mentor teacher and teacher candidate to review the expectations and requirements that facilitate an effective working relationship.

At this initial meeting or before, 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. At least 1 visit will 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 repeated unprofessionalism, report these **immediately** to the Office of Field Experiences.
- One candidate lesson may be videoed to provide 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 foremost responsibility of the university supervisor is communicating frequently and candidly with the teacher candidate, mentor teacher, and the Director for Field Experiences, and reporting any concerns related to candidate placements.

## 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

This form is located in a folder that the Technical Assistant provides all supervisors. This form must be completed monthly and submitted to the Office of Field Experiences no later than the last Wednesday of each month. All information at the top of the report should be current. Trips need to be reported in chronological order, and should include the purpose and date of the visit, the destination to and from, and the school and teacher name.

## Teacher Candidate Planning Expectations

The teacher candidate should present the MT with all lesson plans (MoPTA model or the equivalent of) 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 <http://semo.edu/pdf/stuteach><http://semo.edu/pdf/stuteach-lessonplans.pdf>, 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.

## 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.

## The Missouri Educator Evaluation System (MEES)

The university supervisor will complete the first performance observation using the Clinical Observation Tool (COT). The university supervisor will discuss the scores and feedback with the teacher candidate and mentor teacher after the lesson. For lessons 2-6, the mentor teacher and university supervisor will each score the candidate on the COT. They will then discuss the lesson and collectively complete the overall performance of the candidate and fill out the MEES form.

These forms, the COT and MEES, will be discussed and given to the mentor teachers at the Triad Seminar prior to the beginning of the semester. A guide and rubric to the forms is located at <http://www.semo.edu/studentteach/>. “Look-fors” are also available on the electronic forms. They are based on the following indicators:

Missouri

1. Demonstrate knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri
2. Demonstrate content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.
3. Recognize diversity and the impact it has on education (i.e. student learning, research, etc.)
4. Recognize the components and organization of an effective curriculum, create aligned learning experiences, locate national and state standards, and align them to learning outcomes.
5. Demonstrate how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives.
6. Demonstrate knowledge of research-based models of critical thinking and problem-solving, including various types of instructional strategies, to support student engagement in higher-level thinking skills.
7. Use classroom management, motivation, engagement strategies and techniques to promote student interest and learning.
8. Demonstrate competence in managing time, space, transitions, and activities to create and effective learning environment.
9. Recognize and identify the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.
10. Describe the importance of and use effective verbal and non verbal communication techniques.
11. Use a variety of formal and informal methods of assessments.
12. Design, and utilize pre and post-tests to identify prior knowledge and chart progress.

13. Can explain ethical and legal implications of confidentiality of student records; can describe and analyze strategies to communicate student progress to students, families, colleagues, and administrators
14. Reflect on teaching practices to refine their own instructional process, in order to promote the growth and learning of students.
15. Participate in collaborative curriculum and staff development meetings and demonstrate the ability to collaborate with her/his mentor teacher and supervisor to establish relationships in the school, district, and community.
16. Work with the mentor teacher/supervisor to engage with the larger professional community across the system to identify and provide needed services to support individual learners.

#### Midterm Performance Alert

**If the candidate has earned a “C” according to the grading policy, the supervisor will contact the Office of Field Experiences to set up a meeting for the Director to come to the school, observe a lesson, discuss the situation with the Triad, and assist in creating a plan of improvement or removal.**

#### Professional Development Plan

Before mid-term, the triad will discuss progress and set at least four goals for improvement in the Professional Development Plan. These goals will be accompanied with how the candidate will obtain the goals and what resources/support they may need. This chart is considered to be the candidate’s Professional Development Plan. This chart will be uploaded to Chalk and Wire by mid-term and again at the end of the semester with the results added.

## Tips on Pre/Post Conferencing

- Allow the teacher candidate to take the lead in the pre/post conferences. Allow them time to synthesize/reflect on the experience and come up with their own plan of improvement.
- The university supervisor should be concise and emphatic with her/his suggestions. Teacher candidates must be very clear about what improvement is needed.
- The university supervisor should share with the teacher candidate practical instructional strategies and relate them to research and theory. It is important to model how theory and current research can be applied in the classroom.

## Grading

The basis for evaluation is quality and consistency of demonstration of the teaching competencies as reflected in the 16 indicators identified on the MEES. The following grading system will be used as a guideline:

### At Midterm:

1. An "A" grade represents a superior level of competence in all areas and is viewed as representing an exceptional student teaching performance. It should be supported by ratings and comments. A student need not be perfect to receive an "A," but an "A" should represent top performance and notable effectiveness. All areas should be rated in either a 2 or 3 in at least of 11 of the 16 MEES standards with no ratings in the "0", "N/K", or "N/A" categories.
2. In order to receive a "B", the teacher candidate must earn a rating of 2 or 3 in at least of 10 of the 16 MEES standards with no ratings in the "0", "N/K", or "N/A" categories. The "B" should be viewed as evidence of a strong level of competence.
3. In order to receive a "C", the teacher candidate must earn a rating of 2 or 3 in at least of 7 of the 16 MEES standards with no ratings in the "0", "N/K", or "N/A" categories. A grade of "C" means that the experience is acceptable. However, the Director of Field and Clinical

Experiences will come to the school to observe a lesson and assist in an improvement plan.

4. A teacher candidate will receive a “D” when they fail to meet the minimum standards for a “C”. The Director of Field and Clinical Experiences will come to the school to observe a lesson and assist in an improvement plan and/or removal from the placement as needed.

At Summative:

5. An "A" grade represents a superior level of competence in all areas and is viewed as representing an exceptional student teaching performance. It should be supported by ratings and comments. A student need not be perfect to receive an "A," but an "A" should represent top performance and notable effectiveness. All areas should be rated in either a 2 or 3 in all columns on the summative evaluation form (MEES).
6. In order to receive a “B”, the teacher candidate must earn a rating of 2 or 3 in at least of 14 of the 16 MEES standards with no ratings in the “0”, “N/K”, or “N/A” categories. The "B" should be viewed as evidence of a strong level of competence.
7. In order to receive a “C”, the teacher candidate must earn a rating of 2 or 3 in at least of 12 of the 16 MEES standards with no ratings in the “0”, “N/K”, or “N/A” categories. A grade of "C" means that the experience is acceptable and does not have to be repeated to get credit for student teaching.
8. A teacher candidate will receive a “D” when they fail to meet the minimum standards for a “C”. In order to complete the Teacher Education requirements, the experience must be repeated. Students who earn lower than a “C” in any professional education course in two attempts will not be permitted to continue in the Teacher Education Program.

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

## Issues

### Who to talk to

#### If problems arise:

- Mentor teachers and teacher candidates are encouraged initially to talk with each other concerning issues that may arise.
- If the problem persists, the mentor teachers and teacher candidates are encouraged to bring these issues to the university supervisor.
- The university supervisor should take the time to sit with each in the party and discuss the matter in an attempt to come to a workable agreement. The supervisor will follow up the conversation with each in the party to make sure this issue has truly been resolved.

- If the matter persists or the matter is of a serious nature that requires greater immediate attention, the university supervisor should contact the Director of Field Experiences. It will be necessary for the supervisor to put all information concerning the issue in detailed writing and email this to the Director. The phone number is 573-651-2125. Email: [sjokerst@semo.edu](mailto:sjokerst@semo.edu). The Director will set up a meeting with the mentor teacher, teacher candidate, university supervisor, and if needed, the building principal to discuss the matter and solutions.
- Should a candidate be asked to leave a placement, the Director must be notified **immediately**. The Director will work with the involved parties to resolve the situation.

### Rights of Host Schools

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 and Clinical Experiences, mentor teacher, university supervisor, and teacher candidate, termination of placement may be determined. Causes for termination may include repeated 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.

### Appeal

Students have the right to appeal their termination and/or final grade. To do this, they write a formal request for appeal to the Dean. A meeting will be set up to discuss the matter. All records of the field experience need to be detailed, descriptive, and complete to assist in the full understanding of the reasons for the termination/grade.

## Supervisor Evaluation

### Adjunct Faculty

Adjunct faculty who do not follow policy and procedures of Southeast Missouri State University and/or exhibit continuous poor evaluation results will be terminated from further supervisory duties as determined by the Director of Field Experiences.

### Full Time Faculty

Full time faculty who do not follow policy and procedures of Southeast Missouri State University and/or exhibit continuous poor evaluation results will meet with the Chair of their department, the Dean of the College of Education, and the Director of Field Experiences concerning the issues and will not be utilized to supervise future teacher candidates.