Program Handbook

Teacher Education Program

Division of Education

2800 Palmyra Road • Hannibal, MO • 63401

573-629-3110 • www.hlg.edu

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Welcome to the Hannibal-LaGrange University Education Division. We are proud of the level of training we provide and believe that you will have a great experience with us. This handbook will serve as your guide for the HLGU Education Program.

Perhaps no other field has the potential to make such a lasting, positive change on the world than does teaching. It is our goal to ensure that program graduates have a broad general education and a firm grounding in professional education. We strive to assist all teacher candidates to become reflective decision-makers and to use knowledge for service.

Hannibal-LaGrange Teacher Education candidates are taught and supervised by highly-qualified faculty who have had substantial teaching experience in public or private schools. Graduates of Hannibal-LaGrange University's Teacher Education Program have received local, state, and national recognition for their contributions to the teaching profession.

We welcome you and look forward to working with you in the field of education!

Sincerely,

The Teacher Education Faculty

INTRODUCTION

This handbook contains the specific details of the Teacher Education Program and is extremely important. Please read it carefully and review it frequently.

This handbook is designed...

1. as a description of the Hannibal-LaGrange University Teacher Education Program goals, purposes, and administrative procedures,
2. as a guide for teacher candidates regarding completion of Hannibal-LaGrange University requirements and Missouri Certification requirements, and
3. to serve as a Memorandum of Understanding with PK-12 partnership districts.

The regulations and procedures stated in this document (along with the University catalog) may be changed to comply with institutional and Missouri certification standards. When such changes occur prior to a teacher candidate's acceptance into the program, the new requirements must be followed. Admission to the University is not synonymous with admission into the Teacher Education Program.

Teacher Education candidates are responsible for their programs of study. They are encouraged to obtain Four-Year Plans and Graduate Checklists ("Majors" on HLGU Education Division website) for the program they are pursuing and to work closely with their advisors.

STATEMENT OF MISSION OF
HANNIBAL-LAGRANGE UNIVERSITY

With the motto "Knowledge for Service," the mission of Hannibal-LaGrange University is to provide an excellent education in both liberal arts and professional disciplines in a distinctively Christian environment that integrates Christian faith and learning in preparing graduates for personal and career effectiveness.

Statement of Purposes

In accordance with the above-mentioned mission, Hannibal-LaGrange University is a coeducational, biblically-based Christian institution affiliated with the Missouri Baptist Convention. Hannibal-LaGrange University, seeking at every point to give Christ the preeminence, is guided by the following statements of its vision and purposes:

(1)

To exercise a stewardship of learning that embraces all of its constituents, including students, prospective students and their families, faculty, staff, administrators, trustees, alumni, donors, churches, and the local community.

(2)

To provide a strong educational experience, built upon a core of general education courses, offering graduate, baccalaureate, and associate degrees in liberal arts and professional areas, for both traditional and nontraditional students.

(3)

To maintain high standards of academic and personal excellence in a biblically-based Christian environment, thus encouraging the highest development of the total person—intellectually, physically, socially, and spiritually.

(4)

To regard all persons as beings created in God's image and therefore equal in value and worthy of respect.

(5)

To promote the life of service in keeping with the example of Jesus Christ and with the University motto *Scientia ad Serviendum* (Knowledge for Service) by challenging students to participate in service-learning and mission projects.

(6)

To serve additional needs of the community through continuing education, community education, cultural enrichment, activities for young learners, and participation in community endeavors.

TEACHER EDUCATION PROGRAM MISSION

The mission of the Education Division is to provide an excellent education in the professional fields of early childhood, elementary, middle school, and secondary content teaching in a distinctively Christian environment that integrates Christian faith and learning in preparing graduates for personal and career effectiveness. The Division of Education's motto is *Preparing future teachers to become reflective decision-makers and to use knowledge for service*.

TEACHER EDUCATION PROGRAM PHILOSOPHY

In accordance with Hannibal-LaGrange University's stated mission, purpose, and motto ("Knowledge for Service"), the Education Division sees its primary purpose as preparing future teachers to become reflective decision-makers and to use knowledge for service. This preparation takes place in a distinctly Christian environment, that recognizes and seeks to assist individuals in their personal spiritual growth as well as in their intellectual, professional, physical, and social development. To this end, the Hannibal-LaGrange University Teacher Education Program has developed the following philosophical statements around which curriculum is established.

We believe education program graduates should:

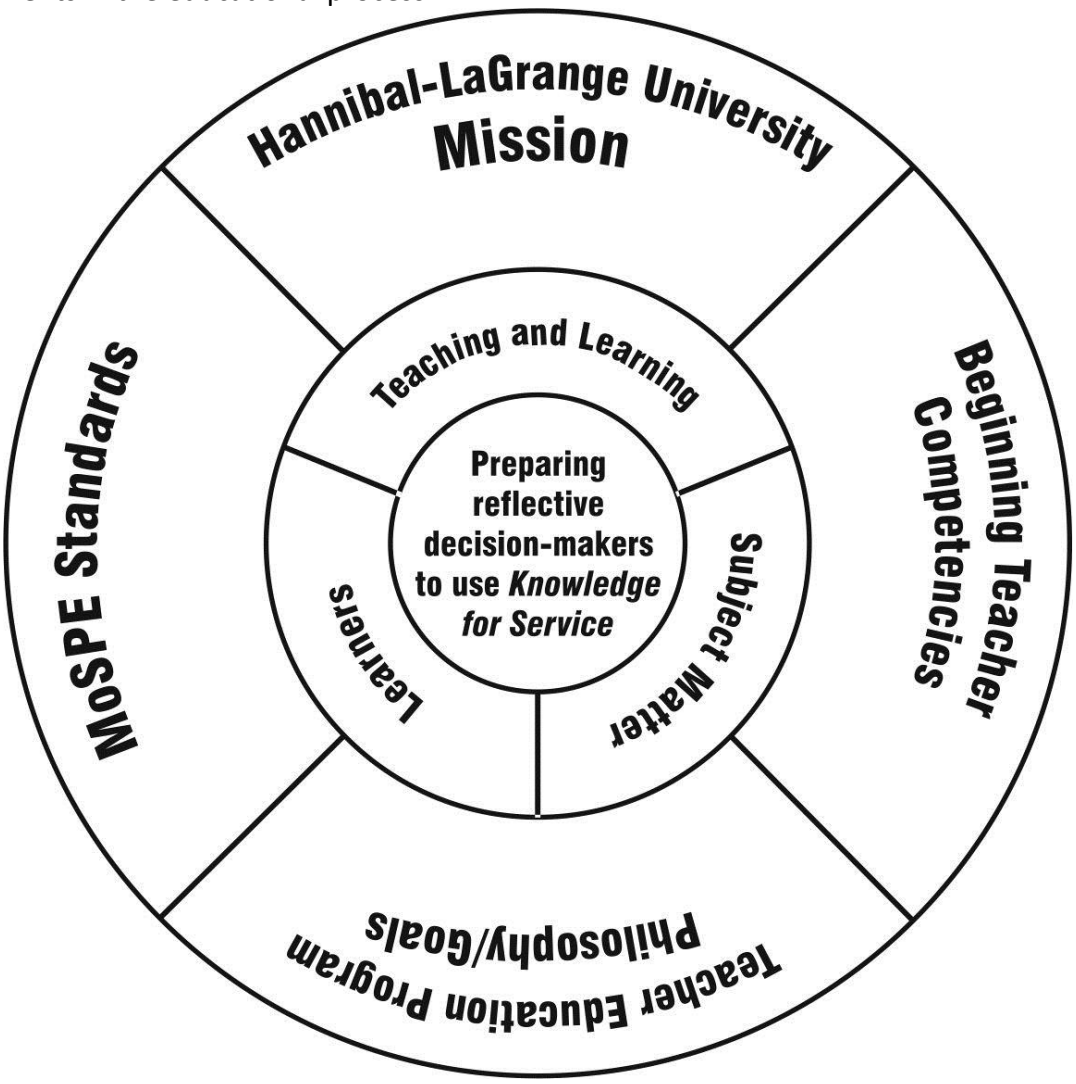
a. have a substantial, sound general education in liberal arts, humanities, and social, biological, and physical sciences.
b. be role models displaying personal, social, ethical, and spiritual qualities that reflect competence and deserve respect as adult citizens in a democracy.
c. have knowledge of the historical, social, and philosophical foundations of education.
d. have a superior understanding and current knowledge in their area(s) of subject matter concentration.
e. have a personal formal philosophy of education and a personal professional commitment to teaching and to the education of the citizenry.
f. possess professional skills required to teach. These skills are based on an understanding of the physical, psychological, and social needs of children, regardless of race, creed, gender, economic status, or ethnic origin.
g. have a variety of opportunities to observe, teach, and assess students in the public schools to directly apply the methods and skills learned in college coursework.
h. have best practices in education consistently taught and modeled for implementation in their teaching.
i. have varied and meaningful experiences with innovative educational technology and a practical knowledge of its curricular implementation.

CONCEPTUAL FRAMEWORK AND KNOWLEDGE BASE

FOR PROFESSIONAL EDUCATION

Preparing Future Teachers to Become Reflective Decision-Makers and to Use Knowledge for Service

The Hannibal-LaGrange University Teacher Education Program ensures that its graduates have a broad general education, a firm grounding in professional education, and a strong competency in the student's area of specialization. "Preparing future teachers to become reflective decision-makers and to use knowledge for service" is the motto of the Teacher Education Program. Based on the reflective teaching model, the program embraces teaching as a complex task that requires the capacity to reflect on and revise decisions on the basis of one's observations, knowledge, and insights. Teachers must have comprehensive understandings of **teaching and learning, subject matter,** and **learners**, as well as the interrelationship of these components in the educational process.



Purpose of the Hannibal-LaGrange Teacher Education Program

Teacher quality is the most important variable in helping students make gains in achievement (Darling-Hammond, 2000). The purpose of the Teacher Education Program is to ensure that its graduates have a broad general education, a firm grounding in professional education, and a strong competency in the student's area of specialization. Furthermore, the program will prepare teachers who apply knowledge of subject matter, teaching and learning, and the learner to make appropriate decisions regarding students, curriculum, and instructional strategies. The program will encourage the development of educational practitioners who engage in reflection leading to life-long professional growth and commitment to their schools and communities.

Hannibal-LaGrange University Knowledge Base

One express purpose of education is to improve the quality of life in the community. The Knowledge Base of the Hannibal-LaGrange University Teacher Education Program reflects knowledge and skills that have been gathered from research of learned societies and from reported effective practices. The faculty is committed to assisting teacher candidates to acquire the knowledge and skills necessary to develop the potential of their future students to the fullest.

Students in the Teacher Education Program at Hannibal-LaGrange University are given many opportunities to study current educational philosophies, observe and utilize a variety of teaching methods and classroom management strategies, and participate in authentic learning. Graduates of the Teacher Education Program are well prepared as novice teachers with the ability to further their knowledge and use it creatively in building a nucleus of resources to increase their effectiveness in all aspects of teaching.

University students have observed teaching for years as pupils in elementary and secondary schools and often see teaching as a matter of telling. We are preparing teachers, however, for classrooms that are quite different from the ones in which they were educated (McEwen, 2008). At Hannibal-LaGrange University, this simplistic notion is replaced with grounded understanding of **subject matter, teaching and learning**, and **learners** which will inform their teaching judgments and actions. Students in the Teacher Education Program at Hannibal-LaGrange University will not only have deep understandings of these three areas, but will also understand the interrelationship of these factors in the teaching-learning process. Such understanding will help students develop frameworks for thinking about the cognitive, social, and emotional demands of teaching which are essential for **reflective decision-makers who use knowledge for service.**

The Hannibal-LaGrange University Teacher Education Program utilizes the Knowledge Base to design, assess, and continually improve the program. All course syllabi and assessment tools reflect the three knowledge domains to ensure that all students in the program are well prepared.

The discussions in the previous sections provide the foundation for the knowledge bases in the curriculum model. Our motto "Preparing future teachers to become reflective decision-makers and to use knowledge for service" is defined and discussed below. Additionally, each of the knowledge domains is discussed briefly and reference is made to the literature that is representative of knowledge that is included in the domain.

The Reflective Decision Maker

Teachers make hundreds of decisions each day (Danielson, 2007). Thus, training in the analysis of teaching situations and making appropriate decisions that affect student learning and achievement is a vital part of the Hannibal-LaGrange Teacher Education Program. How a teacher reflects on student learning and makes plans to improve that learning contributes significantly to a teacher's success with students (Danielson, 2007). Therefore, our training additionally involves reflection on both theoretical and practical knowledge.

Teacher educators must model the practice of collaborative curriculum design and implementation in teacher education coursework (Kahne & Westheimer, 2000). Thus, the Hannibal-LaGrange Teacher Education Program utilizes the following techniques and strategies to help educate our students to make informed decisions:

- Modeling decision-making behaviors,
- Reflection on consequences of decisions, and
- Clinical experiences that allow students to make and implement instructional decisions.

According to Dewey (1933), reflection proceeds from a "real-life situation in which there is experienced obscurity, doubt, conflict…into a situation that is clear, coherent, settled, harmonious" (pp. 100-101). Reflective practitioners are empowered to think beyond what is, to what might be. Thinking about practices that worked and didn't work helps one understand situations which, when encountered again, can elicit intentionally automatic actions (Salmon, et. al., 2008). Reflection is critical to effective teaching.

Knowledge for Service

The foundation of all future learning is our existing knowledge (Lambert & McCombs, 1998). Griffin (1995) suggests three conceptions of knowledge in teacher education: theoretical knowledge (developed out of practical philosophical understandings), propositional knowledge (ideas put forth as proposals), and craft knowledge (the accumulation of practices, methods, and materials that have been effective time and time again). Teachers using such knowledge serve the community by helping its future leaders reach their fullest potential through education. Embracing the motto of Hannibal-LaGrange University "Knowledge for Service," graduates of the Hannibal-LaGrange College Teacher Education Program are committed to providing service to their community and profession.

Knowledge Domains

Knowledge of Subject Matter (Content Knowledge)

In this domain, teacher candidates are expected to develop a strong background in their specific subject matter, which will serve as a foundation for further subject matter competence (Grossman, Wilson, & Shulman, 1989). Knowledge of content and ways to organize that knowledge greatly impacts a teacher's success with students (Danielson, 2007).

Teacher candidates are exposed to foundations of education theory and are expected to have knowledge of a body of work representative of their chosen content and specialty areas.

Hannibal-LaGrange University teacher candidates must demonstrate knowledge of, and/or competence in:

- their discipline, based on national and state standards,
- designing curriculum lessons aligned with the current state standards,
- organizing and structuring subject matter in multiple ways utilizing students' prior knowledge,
- engaging students in methods of inquiry within the discipline,
- creating interdisciplinary learning experiences,
- utilizing appropriate technology within the discipline, and
- recognizing the importance of life-long learning.

Knowledge of Teaching and Learning (Pedagogical Knowledge)

In this domain, teacher candidates are expected to develop knowledge and understanding of a range of approaches to analyzing teaching and learning in the classroom. Teaching is no longer seen as a linear process of transmitting knowledge from teachers or educational materials to students. Skilled teaching involves structuring the learners' environment so that change will occur thus enabling learners to do what they could not do before (Stones, 1994). Teachers must learn to choose among various learning materials and instructional methods, to plan lessons and methods of assessment, and to determine the pace and order of the lesson—all based on student needs (Karmon, 2007). Teacher education candidates are expected to develop an understanding of best practices for interacting with learners to plan instruction and create optimal learning opportunities.

Learning involves understanding information so that it may be used for future problem solving (Cooper, 2005). Moreover, teachers must be provided with many opportunities to engage in teaching and reflection on their experiences if they are to become reflective practitioners (Bendixen-Noe & Naizer, 2000). Field experiences provide additional opportunities for learning (Giebelhaus, 1994). Providing teacher candidates with a variety of classroom teaching experiences broadens their knowledge of theory in practice. The Hannibal-LaGrange University Education Division believes the best teachers thoughtfully use education theory and research to inform their practice (Kahne & Westheimer, 2000).

Education candidates are expected to have knowledge of a body of research represented by, but not limited to: Bloom, Bruner, Clay, Dewey, Gardner, Glasser, Goodlad, Holdaway, Hunter, Kohlberg, Marzano, Maslov, Montessori, Piaget, Vygotsky, and Webb.

Hannibal-LaGrange University teacher candidates will demonstrate knowledge of and/or competence in:

- foundations of education and theories of learning,
- legal and ethical aspects of education,
- communication and problem-solving skills,
- instructional strategies and technological applications,
- the effects of teacher decisions and actions on others,
- resources available for professional development,
- the teacher's role in long-range planning and development, implementation, and evaluation of curriculum based upon student, district, and state standards,
- the importance of life-long learning,
- the teacher's role in promoting education reform and change relating to public/private schools and state/federal legislation,
- the importance of providing service to the community and profession,
- Missouri and federal educational policies,
- effective schools research,
- performance-based teacher evaluation,
- working effectively with parents, colleagues, and other school community members,
- cultural implications of learning,
- differentiated instruction,
- classroom management and motivation theories, and
- formal and informal assessment strategies.

Knowledge of the Learner (Professional Knowledge)

In this domain, teacher candidates are expected to understand students' cognitive characteristics in order to plan instruction to compensate for, or enhance, those characteristics (Anderson, 1989). The experiences learners bring with them to their learning tasks influence what and how they learn. Because of diverse backgrounds, learners interact differently with the organization of the classroom and the subject matter itself to substantially affect their learning process (Barnes, 1989). Individual differences, developmental level, motivation, and self-concept must be taken into consideration in designing instruction (Gredler, 1992). Successful learners are active learners who assume responsibility for contributing to their own learning (Lambert & McCombs, 1998).

Education candidates are expected to have knowledge of a body of research represented by, but not limited to: Bloom, Brune, DeVries, Dewey, Fosnot, Gardner, Kamii, Katz, Kounin, Payne, Piaget, and Slavin.

Hannibal-LaGrange University teacher candidates will demonstrate knowledge of and/or competence in:

- approaches to learning,
- learning styles and multiple intelligences research,
- creating differentiated instructional opportunities to meet the needs of diverse learners,
- theories of development,
- enhancing critical thinking, problem solving abilities, and performance skills,
- accessing specialized services to meet the diverse needs of the learner, including an understanding of Response to Intervention (RTI),
- connecting prior experiences of learners with their family, culture, and community through appropriate curriculum selection,
- classroom management strategies, motivational theories, and behavioral management techniques that encourage positive social interaction, and
- group dynamics processes and learning strategies as they relate to overall effectiveness in self-motivation of the learner.

The Teacher Education Program at Hannibal-LaGrange University prepares candidates to work successfully with culturally diverse students in the school environment by using models that reflect equity and an understanding of historical, philosophical, national, and global perspectives. Thus, teacher candidates will be characterized by:

- skill in realizing educational equity for all learners,
- sensitivity toward, and effectiveness with, people from diverse backgrounds,
- appropriate and creative use of independent and collaborative experiential learning, and
- multicultural and global perspectives in thinking and practice.

MISSOURI STANDARDS FOR PROFESSIONAL EDUCATORS (MoSPE)

In accordance with Missouri's Department of Elementary and Secondary Education's (DESE) approval, Hannibal-LaGrange University's Education Program is designed to meet Missouri Standards for the Preparation of Educators (MoSPE). Each teacher candidate will provide evidence of the knowledge, dispositions, and skills contained in the following MoSPE Standards:

Standard 1 - Content knowledge aligned with appropriate instruction: The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make aspects of subject matter meaningful and engaging for students.

Standard 2 - Student, Learning Growth and Development: The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and that support the intellectual, social, and personal development of all students.

Standard 3 - Curriculum Implementation: The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Standard 4 - Critical Thinking: The teacher uses a variety of instructional strategies and resources to encourage students' development and critical thinking, problem solving, and performance skills.

Standard 5 - Positive Classroom Environment: The teacher 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.

Standard 6 - Effective Communication: The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7 – Student Assessment and Data Analysis: The teacher 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. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Standard 8 - Professionalism: The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Standard 9 – Professional Collaboration: The teacher has effective working relationships with students, families, school colleagues and community members.

TEACHER EDUCATION COMMITTEE

The Teacher Education Committee serves as a policy-making and an advisory group for the Hannibal-LaGrange University Teacher Education Program. The Committee approves or denies admission to the Teacher Education Program based on the program requirements. The Teacher Education Committee is comprised of the members of the Education Division faculty and a faculty member from each content area in which certification is offered.

PROFESSIONAL STUDENT ORGANIZATIONS

In addition to our academic program, Hannibal-LaGrange University offers education majors an opportunity to participate in a state-affiliated professional organization, Student-Missouri State Teachers Association (S-MSTA). As described in the HLGU Catalog, "S-MSTA is for all education majors and other students enrolled in education classes at HLGU. The purpose of the organization is to promote professional ideals and provide opportunities for personal growth." Sponsored by the Missouri State Teachers Association, this local chapter reflects MSTA's purposes of "personal and professional growth; development of leadership skills; understanding the history, ethics and program of the teaching profession; and participating in professional activities at the local and state levels." Teacher candidates are also encouraged to join professional organizations in their major fields as an opportunity for networking and professional growth.

Membership in Pi Lambda Theta, an international honor society in education, is extended only to candidates who have been admitted to the Hannibal-LaGrange University Teacher Education Program and who satisfy cumulative grade point average eligibility requirements. Members are entitled to wear gold honor cords at graduation.

HANNIBAL-LAGRANGE UNIVERSITY
APPROVED PROGRAMS IN TEACHER EDUCATION

The HLGU Teacher Education Program offers state approved programs leading to Missouri certification in the following areas:

Early Childhood Education (Birth – Grade 3)

Elementary Education (Grades 1 – 6)

Middle School Education
English Education (5-9)
Mathematics Education (5-9)
Social Science Education (5-9)

Secondary Education
Art Education (K – 12)
Biology Education (9 – 12)
Business Education (9 – 12)
English Education (9 – 12)
Mathematics Education (9 – 12)
Music Education—Instrumental (K – 12)
Music Education—Vocal (K – 12)
Physical Education (K – 12)
Social Science Education (9 – 12)
Speech and Theatre (9 – 12)
Unified Science (9 – 12) with Biology endorsement

Alternative Certification—M.S.E. plus certification
(Available in any of the certification areas listed above except Early Childhood Education and Unified Science)

NOTE: These programs have been approved by the Missouri State Board of Education and Department of Elementary and Secondary Education for Missouri certification. Certification requirements vary by state. Therefore, anyone seeking certification in another state should contact that state's Department of Education, or similar entity, for certification requirements.

HANNIBAL-LAGRANGE UNIVERSITY
BACHELOR OF SCIENCE IN EDUCATION
PROGRAM

Admission to Hannibal-LaGrange University does not guarantee admission to the Teacher Education Program (see “Admission to Majors and Professional Programs” in the Admissions section of the university catalog).

The Bachelor of Science in Education (BSE) degree is awarded to teacher candidates who have met all admission and exit requirements for the Teacher Education Program, have fulfilled the State of Missouri history requirement, and have fulfilled all requirements for the BSE degree plan. In compliance with Missouri Department of Elementary and Secondary Education (DESE) policy, the Teacher Education Program does not accept any coursework in general education, professional education, or in areas of specialization completed through prior learning experience programs. Eligibility for current certification and timely program completion are requirements for graduation.

Timely completion is dependent on the following:

1. semester of admittance to the Teacher Education program,
2. courses accepted in transfer/dual credit,
3. prerequisites and schedule of course offerings, and
4. number of hours successfully completed each semester.

Due to these factors and specific courses required by the Missouri Department of Elementary and Secondary Education (DESE), transferring multiple courses into HLGU's Teacher Education program may not reduce the number of semesters needed to complete the course of study.

Upon receiving the BSE degree from Hannibal-LaGrange University, the candidate may apply for an Initial Professional Certificate (IPC) with the Missouri Department of Elementary and Secondary Education (DESE). (CAUTION: Teacher candidates must comply with DESE certification requirements in effect at the time of program entrance/completion, not necessarily with the requirements as printed in the catalog at the time of initial university enrollment. Candidates must work closely with their Teacher Education Program advisor to ensure that all university and state requirements have been met prior to their application for teacher certification.)

TEACHER EDUCATION PROGRAM REQUIREMENTS FOR ADMISSION

Upon successful completion of 45 hours of credit, teacher candidates should begin the process of gaining admission to the Teacher Education program. To gain admittance, the following requirements must be met/fulfilled:

1. Completion of the HLGU Teacher Education Program online-application form (located on the HLGU Education Department webpage), including agreement with the provided confidentiality statement. The online application requires submission of the following:
    a. A recent photograph for identification purposes only (the photo will not be used in the evaluation process for admission),
    b. A typed letter, demonstrating professional writing skills, to the Teacher Education Committee requesting admittance into the Teacher Education Program. This letter should include a brief autobiographical sketch, and an explanation of your desire to become a teacher,
    c. Favorable recommendation from faculty member outside teacher education (Dispositions Assessment: University Classroom form),
    d. Favorable recommendation from faculty member in Teacher Education (Dispositions Assessment: University Classroom form), and
    e. Current Cumulative, Professional Education, and Content Area Grade Point Averages (GPAs)
    • A CGPA of 2.50 or higher on a 4.0 scale (includes all transfer credit)
    • A CGPA of 2.75 or higher on a 4.0 scale in all Professional Education Requirements and Content Area Certification Requirements (some of which may overlap with General Education courses).

2. Verification that all portions of the Missouri General Education Assessment (MoGEA) have been passed in three attempts or less. Teacher candidates must seek written permission from the Teacher Education Committee prior to registering for a fourth attempt. The HLGU Education Division has established a limit of five attempts.

3. Favorable recommendation from field experience cooperating teacher completed in HLGU's Field Experience I or II (Dispositions Assessment: Early Clinical Placement form). Students transferring credit for Field Experience I or II must supply a favorable recommendation from a cooperating teacher from a previous field experience to the Teacher Education Division.

Teacher candidates must be formally admitted into the Teacher Education Program prior to enrolling in 300-level or 400-level Professional Education courses.

NOTES:

1. The Teacher Education Program requires a grade of C or higher for all professional education and content area courses. Additionally, students must earn a grade of C or

higher for the following General Education courses: College Algebra, English Composition I, English Composition II, and Introduction to Speech Communication.

2. GPAs will be verified by checking the teacher candidate's official transcript.

3. Teacher candidates transferring from other institutions are responsible for providing the required MoGEA documentation.

4. Teacher candidates may be requested to appear personally before the Teacher Education Committee for any reason the Committee deems necessary.

5. Background checks will be required for field and student-teaching experiences and again for certification in the state of Missouri. Teacher candidates pay all fees incurred. Applicants who have been convicted of a felony must identify themselves on the HLGU application form and provide pertinent information to the Teacher Education Committee. Applicants who fail to disclose a personal felony conviction will be removed from the Teacher Education Program.

6. Upon committee recommendation, teacher candidates will be denied admission, granted probationary admission with suggested corrective measures, or be granted admission and allowed to continue in the program, provided they maintain the following:
   a. Minimum academic status required for admission, and
   b. Campus/community citizenship that reflects moral character and sincere interest in teaching.

7. When applying for student teaching, the teacher candidate must meet the following CGPA requirements:
   a. A CGPA of 2.75 on a 4.0 scale (includes all transfer credit)
   b. A CGPA of 3.00 on a 4.0 scale in all "Professional Education Requirements" and "Content Area Certification Requirements" (some of which may overlap with General Education courses)

8. Graduate-level candidates seeking certification should begin the process of gaining admission within the first semester of coursework at HLGU. Admission to the Teacher Education program is required before teacher candidates are allowed to enroll in a second semester of graduate coursework. Graduate-level candidates seeking certification are required to take the Missouri Content Assessment (MoCA) in the appropriate certification area within the first semester of coursework at HLGU. Passage of the MoCA is required prior to applying for student teaching.

Interview Procedures

The Teacher Education Committee does not interview all Teacher Candidates as part of the admission process. Each Candidate's application is reviewed by the Teacher Education Program Coordinator. The coordinator checks the following criteria:

Accurate GPA's:	
Cumulative GPA at least 2.75	YES or NO
Professional GPA at least 3.0	YES or NO
Content Area GPA at least 3.0	YES or NO
Autobiographical Letter:	
Professional Writing Skills	YES or NO
Disposition Assessments:	
All Areas Scored 3 or 4	YES or NO

If any "NO's" are identified, indicating an area of concern, the Teacher Candidate will be scheduled for an interview with the Teacher Education Committee to address these concerns. Candidates should approach this interview as they would an interview for a regular teaching position. Following the interview, the student will receive written notification of the Committee's recommendation concerning his/her application for initial admittance.

Once initial admittance has been granted, teacher candidates may be requested to appear personally before the Teacher Education Committee for any reason the Committee deems necessary. The Committee reserves the right to revoke admittance to the Teacher Education Program.

Additional Policies Regarding Admittance to the Teacher Education Program

Grace Period for Teacher Education Program Admittance

Teacher candidates may not enroll in 300- or 400-level professional education courses without being admitted to the Teacher Education Program. In the event a candidate is enrolled without authorization, s/he may be removed from the course at the end of the second week (published deadline to drop/add course) unless all admission paperwork is submitted. Dropping a course can affect full-time status and financial aid. *(adopted in February 2013)*

Transfer Student Grace Period for Teacher Education Program Admittance

Teacher candidates may not enroll in 300- or 400-level professional education courses without being admitted to the Teacher Education Program. Candidates transferring to Hannibal-LaGrange University with more than 45 credit hours who have not yet met the GPA or MoGEA requirements, are allowed to submit a written request to the Teacher Education Committee seeking probationary admittance. In most cases, candidates are given one semester of grace to complete all Teacher Education Program requirements while taking 300- or 400-level professional education courses. *(adopted in April 2015)*

Teacher Education Program Policy for Re-Admittance After Time-Lapse

Teacher candidates must comply with DESE certification requirements in effect at the time of program entrance/completion and must possess current knowledge of best practices in education. Re-applying to the Teacher Education Program is necessary following re-admission to HLGU. Transcripts will be evaluated and courses may need to be retaken if degree and certification requirements have not been completed within a reasonable period of time. *(adopted in May 2010)* Education methods courses can be no more than five years old to count towards certification. *(adopted in November 2014)*

Teacher Education Program Policy for Re-Admittance After Removal

Any teacher candidate who is removed from the Hannibal-LaGrange University Teacher Education Program by vote of the Teacher Education Committee due to concerns related to academic performance, personal responsibility, and/or commitment to the teaching profession will not be allowed to apply for re-admittance to the Teacher Education Program for a period of at least two (2) semesters. At that time, application materials must also include documented evidence of improvement in the areas addressed by the Teacher Education Committee in the removal process. Any subsequent vote for removal from the Hannibal-LaGrange University Teacher Education Program will result in permanent removal from Hannibal-LaGrange University's Teacher Education Program. *(adopted in May 2010)*

REQUIREMENTS FOR EXIT/PROGRAM COMPLETION

Upon receiving the following, the Teacher Education Committee will recommend teacher candidates for graduation:

1. Recommendation from student-teaching supervisor and cooperating teacher,
2. Verification from the Registrar's Office of coursework completion and CGPA requirements, and
3. Verification that all HLGU graduation requirements have been completed.

Upon receiving the following, teacher candidates will also be recommended for certification:

1. Verification of successful passage of the Missouri Content Assessment (MoCA) and a successful score on the Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment.
2. A completed initial application for certification form via the DESE Web System.

Missouri State History Requirement

Missouri State Statute 170.11 requires that all students graduating from any institution of learning in Missouri be knowledgeable about American history, the Constitution of the United States, and the Constitution of the State of Missouri. Hannibal-LaGrange University offers courses that help meet this requirement: HST 213, 223; PLS 113. NOTE: PLS 131 is required for non-Missouri high school graduates. For detailed information, consult with the faculty advisor.

Requirements for Degree Plan in BSE

1. Complete the Admission and Exit Requirements listed previously.
2. Complete the Graduation Requirements (see Academic Policies in the university catalog).
3. Complete the General Education requirements that are listed under the respective major with the required 2.75 CGPA, and a grade of C or higher in the following courses: College Algebra, English Composition I, English Composition II, and Introduction to Speech Communication.
4. Complete the Professional Education Requirements and the Content Area Certification Requirements for the chosen major with the required 3.0 CGPA and a grade of C or better in each course.

COURSE OFFERINGS

The HLGU Catalog gives specific details regarding the required courses for all BSE degrees.

Teacher Candidates must be formally admitted into the Teacher Education Program prior to enrolling in 300-level or 400-level Professional Education courses. Education methods courses at the 300- level or 400-level cannot be offered as independent study courses. *(adopted November 2014)*

COURSE EVALUATIONS

Candidates enrolled in required EDU, ECE, EED, and SED coursework have opportunities to regularly evaluate those courses on the standardized evaluation form developed by the Teacher Education Committee. Candidates are encouraged to make appropriate suggestions, since all evaluations and comments are given serious consideration by the Teacher Education faculty.

Candidates are also required to complete evaluation forms for all field experiences/practica. All comments and suggestions are considered by the Teacher Education faculty to help ensure appropriate classroom experiences for future teacher candidates.

PROFESSIONALISM AND THE STUDENT

Teacher Candidates enrolled in Hannibal-LaGrange University education courses often visit local public and private schools in conjunction with their academic program. University students in schools are guests. Certain patterns of conduct are expected to make experiences both more enjoyable and more professional. Teacher candidates are expected to:

1. adhere to the school dress code,
2. be professional in relationships with students,
3. maintain confidentiality with all student information,
4. cooperate/collaborate with all school personnel,
5. refrain from criticizing the school or school personnel,
6. notify the cooperating teacher and university supervisor if unable to attend school for any reason,
7. enter into the life of the school community where they are placed, and
8. take advantage of any professional meetings that are offered.

FIELD EXPERIENCES and PRACTICA

1. Teacher candidates must complete the Field Experience Request form found on the HLGU Education Division website, and are NOT to make individual arrangements regarding their field experience school or cooperating teacher.

2. Teacher candidates must acquire liability insurance (free SMSTA membership is available and preferred) to cover their time in the classroom. Candidates must submit proof of liability insurance to education@hlg.edu.

3. Teacher candidates will be notified by the Field Experience Coordinator as soon as they have been placed. Please do not contact individual building principals or classroom teachers for information.

4. Teacher candidates are responsible for their own transportation to and from field experience/practica.

5. Attendance for field work is mandatory. If the teacher candidate must be absent from field experience, the teacher candidate must first contact the cooperating teacher and explain the situation, and then must personally notify the course instructor. All days missed must be made up.

6. A background check is required for each field experience and practicum. For a background check to be considered "current," it must be valid through the end of the field experience or practicum. The forms required to schedule an appointment and register for a background check are available in the Education Division Office.

7. If at any time an HLGU teacher candidate is not welcome to continue field experience or student teaching due to violating a school and/or district policy, the teacher candidate will be immediately removed from the assigned placement. An additional placement will not be made for that semester, and the candidate will either be administratively withdrawn from the course or receive a failing grade, depending upon university deadlines. The teacher candidate will also be removed from the Teacher Education Program. *(adopted February 2016)*

8. An HLGU teacher candidate employed as the "teacher of record" or "paraprofessional" is allowed to complete HLGU field experiences in the school where employed. Specifics regarding grade level (and hours required in content area) will depend upon an individual's employment duties and experience. HLGU teacher candidates not employed as "teachers of record" or "paraprofessionals" are expected to complete field experience placements in more than one school. *(adopted February 2016)*

9. Teacher candidates are expected to follow the “Dress Code/Appearance” guidelines listed for Student Teaching.

10. If a teacher or administrator contacts HLGU to report that a teacher candidate is “sleeping on the job” or neglecting to perform assigned duties, the candidate must withdraw from the field experience/practicum course and retake it during another semester. If the university deadlines have passed for withdrawing from a course, the candidate will receive a failing grade.

11. Teacher candidates are not allowed to bring cell phones into the field experience or practicum classroom.

12. During the “Field Experience II” course, teacher candidates must complete the steps for admittance into the Teacher Education Program.

PROFESSIONAL SEMESTER/STUDENT TEACHING

Applying for Student Teaching

1. Teacher Candidates are required to complete all coursework before the student teaching semester. Student teaching requires candidates to complete the same duties as a full-time employed teacher plus obtain a successful score on the Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment. For this reason, it is not advised for students to enroll in additional coursework. In rare circumstances, an exception to this policy may be granted for non-professional education coursework. *(adopted February 2017)*

   Candidates eligible for this exception include:
   a. Undergraduate students who have a cumulative GPA of 3.75 or higher, or
   b. Graduate students who have a cumulative GPA of 3.75 or higher in their graduate-level coursework.

   Eligible candidates must:
   a. Submit a request to the Teacher Education Committee prior to applying for student teaching, and
   b. Gain written approval from the Teacher Education Committee for additional coursework.

2. Teacher candidates must complete the following requirements in order to apply for student teaching. The deadlines to apply are February 15th (for Fall placement) and September 15th (for Spring placement).
   a. Set up a DESE profile.
   b. Complete an updated background check.
   c. Prepare a professional résumé.
   d. Join S-MSTA and pay local dues (On-line graduate students are exempt from local dues).
   e. Apply for graduation with the Registrar's Office to receive a "Statement of Graduation Requirements" via email.
   f. Calculate and report Cumulative, Professional, and Content Area GPAs.
   g. Agree to the Confidentiality Statement included in the on-line application.

   Submit all of the above documentation via the online "Application for Student Teaching."

3. A current background check is required for the professional semester. For a background check to be considered "current," it must be valid through the end of the semester. The forms required to schedule an appointment and register for a background check are available in the Education Division Office. This background check does <u>not</u> fulfill the

Missouri Department of Elementary and Secondary Education (DESE) background check requirement for teacher certification in the state of Missouri.

4. Teacher Candidates are NOT to make individual arrangements regarding their student teaching school placement or cooperating teacher assignment. Candidates will be notified by the Director of Student Teaching as soon as they have been placed.

5. Teacher Candidates applying for student teaching may request a placement in the school in which they attended as a student, but this request will not be approved unless the candidate has been gone from that school for 10 years. *(adopted in September 2015)* This allows students to broaden their horizons by familiarizing themselves with other schools, teachers, administrators, and teaching methods during their student teaching experience.

6. Teacher Candidates will not be permitted to teach in schools where relatives attend, teach, or are in administrative positions. This allows the Candidates to receive objective feedback, support, and evaluations.

7. Student teaching placement requests should be within a 50-mile radius of HLGU's in-seat campus locations. If the teacher candidate would like to student teach beyond this boundary, he or she must write a letter to the Teacher Education Committee explaining extenuating circumstances and requesting permission to teach beyond HLGU's boundary. The written request should be submitted before completing a student teaching application. Examples of an extenuating circumstance may include: relocation due to marriage or spouse's job, no qualified cooperating teacher available, and medical situation. Candidates who are permitted to student teach outside the 50-mile radius may be assessed additional fees for travel or supervision expenses.

8. Teacher Candidates employed as teaching assistants may request a student teaching placement in the classroom where they are currently employed if they meet the requirements and policies outlined in Appendix A.

9. Teacher Candidates employed as the teacher-of-record can request a student teaching placement in the classroom where they are currently employed if they submit the Academic Contract Agreement located in Appendix B.

Responsibilities for Student Teaching

Student teaching is a cooperative venture involving a number of people. A positive student teaching experience is invaluable to a future teacher and potential employer. The importance of open communication between the teacher candidate, cooperating teacher, school principal, and university supervisor is crucial in making the most of the classroom experience.

The University Supervisor

The major functions of the University Supervisor are:

1. to act as a liaison between the Cooperating Teacher, the Teacher Candidate, and other persons or agencies officially concerned with the program.
2. to communicate via email weekly with the Cooperating Teacher and Teacher Candidate.
3. to observe and consult with the Teacher Candidate regularly.
4. to confer with the Cooperating Teacher frequently on the progress and evaluation of the Teacher Candidate's performance.

Each Student Teacher is supervised by an HLGU Education Department faculty or adjunct faculty member, who is called the University Supervisor. The supervisor will make observation visits every two to three weeks. During each visit, the supervisor will complete a Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Rubric which will give feedback regarding the teaching performance. One copy of the evaluation will be given to the Teacher Candidate and one copy will be submitted in the Teacher Candidate's file in the Education Office at the end of the placement. At the end of student teaching, the Supervisor will complete and return:

- Completed Supervisor Checklist on top with dates of observations, grades from Cooperating Teacher and University Supervisor, coursework, and final grade in box.
- Completed blue Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool with signed Final Grade Explanation & Form (completed by University Supervisor)
- At least 5 signed original MEES Teacher Candidate Assessment Rubrics completed by University Supervisor
- Complete pink Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool with signed Final Grade Explanation & Form (completed by Cooperating Teacher)
- At least 3 signed original MEES Teacher Candidate Assessment Rubrics completed by Cooperating Teacher
- Dispositions Assessment: Student Teaching Placement (completed by Cooperating Teacher around mid-term)

The School Principal

The Principal works with the Cooperating Teacher to help provide a positive experience for the teacher candidate. The Principal can make significant contributions to the Candidate's development. Help may be given by discussing criteria used when hiring teachers or conducting a mock interview.
The Principal may:

1. encourage Teacher Candidates when they are fulfilling the teacher role in the classroom through appropriate feedback.
2. confer with the University Supervisor concerning the program of teacher education whenever the need arises.
3. Observe the Teacher Candidate if requested.

Cooperating Teacher Responsibilities

A Cooperating Teacher is a teacher to whom a Teacher Candidate is assigned. According to DESE's Missouri Standards for the Preparation of Educators, the Cooperating Teacher has at least three to five years of teaching experience, has completed a master's degree, and has a classification of Proficient or Distinguished on the Professional Continuum. The Cooperating Teacher has the dual role of being responsible for the instructional program for students while serving as mentor for the teacher candidate. While the role of mentor is of utmost importance, HLGU recognizes that the first responsibility of the cooperating teacher is to the students in the classroom. HLGU reserves the right to remove the Teacher Candidate if the situation does not seem to be serving the best interests of the students in the classroom and/or the student teacher.

Hannibal-LaGrange University is fully aware of the vital service each Cooperating Teacher is rendering to the student, to the profession, and to the university in fulfilling the role of Cooperating Teacher. Some of the specific responsibilities of the Cooperating Teacher follow:

1. **Watch the Missouri Educator Evaluation System (MEES) Presentation for Cooperating Teachers and University Supervisors** and complete the scoring forms.

2. **Orient the Teacher Candidate:**
    a. Take time to get acquainted with the Teacher Candidate; think of him/her as a partner and of the ways partners can be most successful and, at the same time, professionally enriching to each other.
    b. Welcome the Teacher Candidate and provide personal space, such as a small desk or table in the classroom for the candidate. Orient the Teacher Candidate to the expectations. If students view the candidate as a teacher, the opportunity for success will be increased considerably.

3. **Induct the Teacher Candidate into teaching:**
    a. Observation (the first few days)
        i. Physical surroundings and personnel
        ii. Materials, library, records, media or learning center
        iii. The curriculum
        iv. The students—names, backgrounds, interests (seating charts are helpful)
        v. Classroom routines
    b. Provide for Initial Teaching Experiences
        i. As the Teacher Candidate becomes informed, acquainted with surroundings, and familiar with students and work routine, assign duties to perform that will allow the teacher candidate's active participation in the classroom situation.
        ii. Actual teaching is assigned as soon as the Teacher Candidate understands the responsibilities involved and demonstrates the ability to conduct them. Co-teaching may be advisable in beginning stages. It is desirable to let the Teacher Candidate start in an area where he/she feels most confident.
        iii. <u>Require Teacher Candidate to submit thorough written plans well in advance of teaching.</u> Daily plans should be presented to the Cooperating Teacher in advance <u>(at least twenty-four hours)</u> so that they may be reviewed and feedback provided to the Student Teacher in time for revision. Long-range plans (units) should be presented enough in advance to make necessary arrangements for media, trips, resource persons, etc. Check lesson plans carefully for features such as organization, instructional procedures, outline of subject material, richness of resources, provisions for individual differences, means of evaluation, clearly stated objectives for the lesson, and ideas for helping the students relate classroom experiences to their lives before the candidate teaches the class.
        iv. Encourage the Teacher Candidate's freedom to develop initiative and individuality of style in teaching.
    c. Ensure Success
        i. Help the Teacher Candidate feel that his/her teaching is important.
        ii. Provide weekly, written, constructive feedback concerning lessons and teaching on the provided forms. This will enable the Candidate to reflect on his/her teaching and student progress.
        iii. Help the Teacher Candidate accept the less successful teaching experiences as expected phases of development.
        iv. Do not allow the students to take advantage of the Teacher Candidate's inexperience.

4. **Serve as the "model"** for the Teacher Candidate and as a key figure in shaping the ideas and attitudes of the candidate. Help the Candidate acquire the necessary competencies for successful teaching.

5. **Supervise the Teacher Candidate:**
    a. Encourage the Teacher Candidate to develop an awareness of the different personality traits and characteristics of students, and to anticipate some of their typical behavior patterns.
    b. Assume ultimate responsibility for your class.
    c. Avoid criticism of the Teacher Candidate in front of the class. If it is necessary to take over in the middle of a lesson, have a pre-arranged plan so that the Candidate is not embarrassed by the change. Carefully prepared lesson plans should alert the Cooperating Teacher to any difficulties that might develop before the class is taught.

6. **Hold regular conferences with the Teacher Candidate:**
    a. Soon after each lesson is taught (or at least daily), discuss the following with the candidate in person or through a written response feedback sheet:
        i. the ability of the Teacher Candidate to plan adequately,
        ii. the objective of the lesson,
        iii. the instructional procedures (What were the possibilities? Were the best ones chosen? How do they relate to the objectives? Did the Candidate consider individual differences? Did the Candidate provide for a variety of student participation? Did the Candidate provide variety in instructional techniques?),
        iv. the success of the day's lesson or the success of the unit,
        v. appropriate follow-up activities, and
        vi. the progress and further needs of the Teacher Candidate.

7. **Evaluate the Teacher Candidate:**
    a. Give weekly written feedback.
    b. Confer with the University Supervisor on the progress of the candidate.
    c. Hold a mid-term conference with the candidate to evaluate progress. Complete the Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Rubric and compare to candidate's self-evaluation to discuss strengths and growth areas.
    d. Complete "Dispositions Assessment: Student Teaching Placement" form by the by mid-term week in the placement and discuss with the Teacher Candidate.
    e. Complete the Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Rubric at the end of the placement and discuss it with the Candidate. Make a copy of the evaluation for the Teacher Candidate after it is discussed and signed.

8. **Schedule the Teacher Candidate to observe other classes**, including special services, during the last two days of the student teaching experience.

9. If you have any questions or concerns, please contact the University Supervisor.

The Teacher Candidate

The student teaching semester is an important part of the Teacher Education Program. As a guest in the school and member of a team, the Teacher Candidate must assume responsibility for being professional in every way. There are several areas that require special attention.

1. **Attendance:** During the Professional Semester of student teaching, the Teacher Candidate is to report in the mornings at the time required for school district personnel and should not leave until the time designated for the staff. The Candidate is expected to arrive and leave school at approximately the same time as the Cooperating Teacher, including in-service days, parent-teacher conferences, professional meetings, etc. <u>There are no "personal days" during student teaching other than attendance at a job fair or teaching interview</u>. Candidates should leave for school early, allowing time for emergencies. In case of illness or emergency that necessitates tardiness or absence, the Candidate should notify the Cooperating Teacher, University Supervisor and Director of Student Teaching. Do not simply leave a message. If necessary, Candidates should call the office and talk with someone to assure that the Cooperating Teacher receives the message. The University Supervisor should be contacted regarding arrangements for making up the day(s) missed.

2. **Discipline/Classroom Management:** The Cooperating Teacher will establish a routine for classroom management and guidelines for discipline and control. The Teacher Candidate should be conscientious about following the procedures established by the Cooperating Teacher. Allowing more freedom than is customary can make it difficult for the Cooperating Teacher to regain control. The Candidate should use positive guidance, and deal with problems immediately. Candidates should not make promises or statements they cannot or will not keep. Candidates should begin with firm discipline. It is much easier to "lighten up" than to "tighten up." Candidates should expect students to try to see how much they can get away with. The Candidate is now responsible for student learning and discipline. Additional suggestions and prevention techniques include:
    - Treat causes, not symptoms,
    - Recognize each student as an individual,
    - Help each student to feel important,
    - Do not "talk down" to students or "over their heads,"
    - Try to provide for the basic needs of all students—physical and psychological,

- Accept responsibility for the growth of the student, even when making referral to specialists,
- Enlist the aid of parents and others, when necessary,
- Try to develop a positive atmosphere by giving students specific feedback for their accomplishments and good behavior,
- Always have lessons well-planned,
- Keep all students busy in interesting, purposeful and content-related activities,
- Plan discipline-related activities for early finishers,
- Look for strengths in students and encourage them,
- Provide adequate and varied materials for students,
- Make sure students understand classroom procedures and their justification,
- Set up only the routines that help the learning process; follow routines already established in the classroom,
- Move among students while teaching; use physical proximity,
- Avoid distracting or irritating mannerisms,
- Earn the confidence and respect of your students, their families, and school personnel,
- Be friendly, firm, democratic, enthusiastic, business-like, and well-prepared, and
- Be consistent.

3. **Dress Code/Appearance:** The Teacher Candidate is expected to follow the dress code set by the school district. As a model for young students, the Candidate should be neat and well-groomed. A professional appearance helps to establish the Teacher Candidate as the person who is in charge and will make a lasting impression on the administration and staff of your assigned school. Clothing should be professional, clean and in good repair. Refrain from wearing clothing that is short, tight, too casual or revealing. Avoid wearing jeans, flip flops, and revealing excessive piercings.

4. **School Policy:** Teacher Candidates are to follow all policies of the school where they are teaching. If, at any time, an HLGU Teacher Candidate is not welcome to continue field experience or student teaching due to violating a school and/or district policy, the Teacher Candidate will be immediately removed from the assigned placement. An additional placement will not be made for that semester, and the Candidate will either be administratively withdrawn from the course or receive a failing grade, depending upon university deadlines. The Teacher Candidate will also be removed from the Teacher Education Program. *(adopted February 2016)*

5. **English Usage:** Written work must be legible, neat and grammatically correct. Grammatical errors in oral or written communication, poor spelling, or sloppy work by a Teacher Candidate is not acceptable. The Cooperating Teacher is encouraged to

proofread any communication sent to parents or students. Candidates should use professional language at all times.

6. **Initiative:** Teacher Candidates should take initiative and do something constructive without being told. They should consult the Cooperating Teacher first, and if approved, take action. The Teacher Candidate should demonstrate initiative by:
    - making a point to visit with all school personnel,
    - developing creative lessons and activities,
    - completing copying and grading in a timely manner,
    - sharing new ideas and techniques,
    - putting away materials,
    - cleaning up any "messes," and
    - leaving all areas neat and orderly.

7. **Interest and Enthusiasm:** A Teacher Candidate may be judged by the interest and enthusiasm he/she projects. Teacher Candidates who are excited about student teaching tend to motivate those with whom they teach and work. Attendance at functions beyond the school day is often viewed as an indicator of interest in students as individuals. The Candidate who is perceived as a warm, caring person usually relates well to others. When possible, Teacher Candidates should get to know the families of the students. Because teaching is much more than lessons and grading papers, Candidates are expected to <u>keep outside, non-school related activities to a minimum.</u> Candidates need to use their energy for planning, lesson preparation, and teaching. Adequate sleep is vital to teaching success.

8. **Legal and Ethical Liability:** A Teacher Candidate, while in the performance of the duties and responsibilities as a Student Teacher, shall be legally liable for his/her own acts and conduct, and shall be afforded protection under the law, to the same extent as the Cooperating Teacher and other employees of the school district. In the temporary absence of the Cooperating Teacher from the classroom, and while the assigned Teacher Candidate is required to remain in the classroom, the students shall be under the direct supervision and disciplinary control of the Teacher Candidate. All Candidates are required to provide evidence of current professional liability insurance coverage prior to the starting date of student teaching. This is accomplished by becoming a member of SMSTA or another professional teacher organization.

    When possible, the Teacher Candidate should work to avoid any unnecessary risk in relationships. Candidates should check the school district's policy on the use of social media (i.e., do not "friend" students or parents of students on Facebook). When communicating one-on-one with a student or parent, the Candidate should be in view of another person (i.e., keep classroom door open).

Video recordings completed during student teaching are confidential pieces of information. Should any piece of a video show up in any media outlet, the Teacher Candidate will receive a failing grade in student teaching. Confidentiality is key!

9. **Professionalism:** Teaching is considered to be a profession. As a member of that profession, the Candidate is expected to maintain high ethical standards. S/he should be honest. School resources are not for personal use, but for student learning. If a Candidate is making something for the students in the classroom to use, s/he should check before using any materials. Candidates may choose to eat school lunches, however, lunches are not to be charged at the school. Dorm students may request a sack lunch from the university cafeteria.

   The school, its personnel, and students should not be discussed negatively or publicly. Statements made by school personnel, parents, or teachers should be kept confidential. All relationships with students should be conducted in such a way that there can be no criticism. The Candidate needs to be flexible and open to constructive suggestions. Candidates should admit when they need help or don't understand.

   Lesson Planning and Preparation: Careful planning and good organization are prerequisites for successful teaching. The Candidate can facilitate lesson presentation by spending much preparation time in advance of actual teaching. The Candidate should make very detailed lesson plans, so that, if necessary, someone else could teach from them. Daily and weekly plans must be available in advance for both the Cooperating Teacher and University Supervisor to discuss. Hannibal-LaGrange University Teacher Candidates are required to have lesson plans ready for approval by their Cooperating Teacher a minimum of 24 hours prior to use. These plans are to be dated, written plans that include clear objectives. Candidates should KNOW the material and rehearse the lesson. Presentations should be interesting and as lively as possible. Candidates should speak with authority. It is not enough to have a period full of activity—it must be purposeful activity related to the objective(s). Candidates will use the Lesson Plan Form (see HLGU website) to write at least three full HLGU lesson plans in each subject taught. In reading, whole class mini-lessons are different from guided reading lessons, so three full lesson plans for each are required. After writing three full lesson plans, the University Supervisor can grant permission to use a shortened lesson plan format if the teaching shows sufficient depth in thinking. **The shortened plan must include a clear, measurable objective, sequence of lesson steps, closure, and assessment.**

   For each observation by the University Supervisor, the candidate is required to write a full HLGU lesson plan for that lesson. This helps the Candidate mentally prepare for the lesson, and it also allows the university supervisor to see the whole planning process. Candidates are to keep all lesson plans in a student teaching binder in the classroom so the University Supervisor can look over them during the observation. Candidates should

include lesson plans, weekly feedback forms from the Cooperating Teacher, the lesson plan that is being taught that day, and all other required components.

10. **Substitute Teaching:** The primary purpose of student teaching is to provide Candidates with an opportunity to teach in a supervised classroom. On occasion, a school district may request that a Teacher Candidate serve as a substitute teacher in the "student teaching classroom" if the Candidate holds a state-approved substitute teaching certificate. Each school district has differing policies about utilizing Student Teacher Candidates in this manner and whether they are paid or unpaid while serving as a substitute.

    The Hannibal-LaGrange Education Department does permit candidates who hold a state-approved substitute teaching certificate to substitute during their student teaching experience on a limited basis. After the third occasion of substitute teaching, the University Supervisor must be notified to grant permission for any additional substitute teaching. *(adopted May 2016)*

11. **Transportation:** Teacher Candidates are responsible for their own transportation to and from the student teaching site. Teacher Candidates should not rely on the teachers of the district, or other Candidates, for transportation.

12. **Unsatisfactory Performance:** If, at any time, a Teacher Candidate displays inability to successfully complete his/her student teaching, the University Supervisor should be notified immediately. The best interests of the students, the school, and the Candidate must be considered, and every reasonable effort should be made to help the Candidate succeed. Discussions between the Candidate, Cooperating Teacher, Building Principal, and/or University Supervisor will determine what actions might be taken to help the Candidate. If all efforts fail to effect significant change, the Teacher Candidate may be withdrawn upon the recommendation of the Cooperating Teacher, Building Principal, and University Supervisor. *(adopted April 2015)*

    If at any time an HLGU Teacher Candidate is not welcome to continue field experience or student teaching due to violating a school and/or district policy, the Teacher Candidate will be immediately removed from his/her assigned placement. An additional placement will not be made for that semester, and the Candidate will either be administratively withdrawn from the course or receive a failing grade, depending upon university deadlines. The Teacher Candidate will also be removed from the Teacher Education Program. *(adopted February 2016)*

Missouri State Teacher Association's Code of Professional Ethics

In addition to HLGU policies, teacher candidates are expected to adhere to the following *Missouri State Teacher Association's Code of Professional Ethics.*

Student

- We believe our first obligation is to the students entrusted to our care.
- We believe the purpose of education is to develop each individual for his or her fullest participation in the American democratic society, to pursue truth, and to seek excellence. We will accept the responsibility of taking the initiative to eliminate all barriers that prevent full access to this unique education for all.

Profession

- We believe academic freedom is inherent in, and essential to, the teaching profession.
- We believe that, for students to learn, teachers must be free to teach.
- We believe every educator should have a broad general education, a depth of preparation in special areas, and a mastery of knowledge and skills.
- We believe an educator should be endowed with a thorough understanding of professional ethics, should possess a zeal for continuous self-improvement, and should be imbued with a sense of moral and professional responsibility.

Community

- We believe every educator has a right and a responsibility to be an informed and active citizen.
- We believe that, if school is to relate to the students, teachers must understand the community and the home environment of all students.
- We believe free public education is an integral part of the community it serves, and we shall encourage the development of educational opportunities for all.
- We believe the continuation of our free nation, and its strength and well-being is dependent on free public education.

The Teaching Experience

Candidates should have all plans ready for the university supervisor to view during each observation visit. Remember, thorough preparation prevents problems and embarrassment in the classroom.

Teacher Candidates and Cooperating Teachers should cooperatively determine a phase-in plan to teaching. A suggested plan is included below.

DAY ONE: Candidates should complete the "Student Teacher Data Sheet." This form is to be submitted to the University Supervisor.

FIRST WEEK: Part, or most, of the Candidate's time will be spent observing during this week. Candidates should go through the entire schedule with the students. Candidates should become involved and assist in some of the daily procedures of teaching—attendance, individual student assistance, and behavior management. Candidates should discuss with the Cooperating Teacher the classes/subjects they will be teaching first. The University Supervisor's introductory visit (if needed) should be scheduled.

FIRST EVALUATION VISIT: Candidates should schedule a first evaluation visit with the University Supervisor in week two or three. The University Supervisor will need access to:

1. weekly feedback forms from the Cooperating Teacher,
2. a written lesson plan for the lesson the Candidate is teaching, and
3. notebook or folder of lesson plans for all the lessons that have been taught.

FOURTH WEEK THROUGH COMPLETION OF PLACEMENT: The Candidate should schedule the second and subsequent evaluation visits with the University Supervisor. The Candidate should begin assuming more classroom control and teaching responsibilities until he/she is teaching full-time and handling all classroom behavior. It is suggested that the Candidate teach full-time for a minimum of seven weeks in a sixteen-week placement.

TOWARD THE COMPLETION OF THE PLACEMENT: The Candidate may phase out of teaching responsibilities as determined by the Cooperating Teacher and University Supervisor. During the last week, the Candidate will observe two full school days in other classrooms. The Student Teaching Candidate must shadow a special services teacher for one day of this observation period.

Required Assessments

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment
As determined by DESE, the Candidate must earn a qualifying score on the Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment.

Missouri Content Assessments (MoCA)
Before receiving a grade in student teaching, candidates must take the appropriate Missouri Content Assessment(s) (MoCA) for his/her area of certification. Before receiving Missouri certification, the candidate must pass the appropriate Content Assessment(s). Candidates can visit http://www.mo.nesinc.com/PageView.aspx?f=GEN_Tests.html to register for this assessment.

Teacher Candidates must complete the appropriate Missouri Content Assessment(s) before graduation and PASS the appropriate Missouri Content Assessment(s) prior to certification.
(adopted May 2012)

Grading Policies for Student Teaching

The grading of a Teacher Candidate is not a simple process. It represents the knowledge, insight, understanding, skills, attitudes, and ethics of the Candidate. The University Supervisor will complete at least five "Missouri Educator Evaluation System (MEES) Teacher Candidate Assessments," and the Cooperating Teacher will complete three "Missouri Educator Evaluation System (MEES) Teacher Candidate Assessments" with the third one serving as the summative evaluation.

A final grade is calculated based on the following:

20% Course Assignments
40% Cooperating Teacher Grade Recommendation
40% University Supervisor Grade Recommendation

A grade of "A" clearly reflects strong/high level performance. A person receiving this grade has performed at a high level for a Teacher Candidate with such promise that the University Supervisor could highly recommend them to prospective employers.

The grade of "B" reflects performance at an adequate level for a Teacher Candidate. It suggests a person will likely develop into a good teacher with more experience.

The grade of "C" reflects weak performance. Some mentoring will be needed.

A grade of "D" reflects very weak performance and much mentoring will be needed. A person receiving a "D" will not be recommended for a teaching certificate.

A grade of "F" clearly reflects unsatisfactory performance.

A grade of "I" will be given for an incomplete placement.

The satisfactory completion of the Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment and a score from the appropriate Missouri Content Assessment(s) (MoCA) are required before a grade for the student teaching semester is reported.

Procedures for Applying for Missouri Certification

Applying for certification in Missouri is completed via an online system with DESE at the end of the Professional Semester. Teacher Candidates will use the UserID and Password created for this DESE Profile when applying for student teaching. Information regarding applying for certification will be discussed at a student teacher meeting.

As part of the certification application process, Candidates are responsible for:

1. sending official transcripts to DESE showing degree completion, and
2. completing a new background check through the DESE system.

Candidates are recommended by the University Certification Officer for an initial teaching license only after the University receives verification of successful passage of the Missouri Content Assessment (MoCA) and a qualifying score on the Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment.

Alumni Surveys

The Hannibal-LaGrange University Teacher Education Division recognizes the valuable perspective of its graduates and their employers. Evaluations have been developed by both HLGU and DESE to secure opinions and suggestions regarding the various components of our coursework and program. Results of these surveys are recorded in composite form, reviewed by the Education Department Faculty and used in the continual improvement process.

Appendix A

Hannibal-LaGrange University

STUDENT TEACHING FOR CANDIDATES EMPLOYED AS TEACHING ASSISTANTS

(A) Programs having preservice teacher education students who have been employed in public or accredited nonpublic schools for at least two (2) years as teacher assistants shall accept such experiences in lieu of the conventional student teaching requirement if the following conditions are met:

1. The preservice student's experience as a teacher assistant was concurrent with the student's participation in the professional education program and in the same content area and grade range for which the student is seeking certification;

2. The teacher assistant shall have conducted teaching activities comparable to those required for other preservice education students in conventional student teaching placements and demonstrating similar competencies;

3. The teacher with whom the teacher assistant served meets the qualifications for a cooperating teacher, as defined in the "Clinical Experience Requirements for Candidates in Professional Education Programs" rule 5 CSR 20-400.330 and MoSPE Standards (https://dese.mo.gov/sites/default/files/MoSPE20-400440OrderChanges11-2012.pdf).

4. The teacher with whom the teacher assistant served has been provided training for observing and evaluating the assistant's teaching practice through the institution providing the assistant's professional education program or through the school or district's mentor training program; and

5. The teacher assistant has been working with permission and under the authority of the principal of the school or a designee.

The Missouri Department of Elementary and Secondary Education defines "Teacher Assistant" as an individual who has served as an assistant or aide with teaching responsibilities to a certificated teacher in a public school or accredited nonpublic school setting. (See page 29 here: http://www.sos.mo.gov/adrules/csr/current/5csr/5c20-400.pdf). A paraprofessional assigned to an individual student does not meet these requirements.

PROFESSIONAL SEMESTER COURSE REQUIREMENTS FOR TEACHING ASSISTANTS

A. Candidates who qualify according to the above criteria should indicate their status as a Teaching Assistant Student Teacher on the Student Teacher Application.

B. Candidates who indicate their status as a Teaching Assistant Student Teacher will be responsible to submit written verification by the superintendent/principal of the teaching assistant's job title, responsibilities including content area and grade level, and length of employment in that position to satisfactorily meet the DESE requirements as stated in Condition #1.

C. Candidates who indicate their status as a Teaching Assistant Student Teacher will be responsible to submit written verification by the superintendent/principal that the classroom teacher with whom the teaching assistant has been placed has at least three years experience in a public or accredited nonpublic school setting, has a professional certificate in the content area and grade range being taught, and has earned a Master's degree to satisfactorily meet the DESE requirements as stated in Condition #3.

D. If both Condition #1 and Condition #3 are met, the Teaching Assistant Student Teacher Candidate will be granted permission to complete 12 weeks of student teaching in their current Teaching Assistant placement. Teaching Assistant Student Teacher Candidates are expected to fulfill all of the same duties and complete all of the same assignments of traditional student teachers as stated in Condition #2. The expectations are outlined in the HLGU Teacher Education Program Handbook.

E. The regular classroom teacher will essentially switch roles with the Teaching Assistant during the course of the student teaching assignment. In addition, the regular classroom teacher will assume the responsibilities of the cooperating teacher as explained in the Cooperating Teacher Tutorials and HLGU Teacher Education Program Handbook to satisfactorily meet the DESE requirement as stated in Condition #4.

F. The Teaching Assistant Student Teacher Candidate may continue to receive compensation during the 12-week student teaching experience as long as he/she has the approval of the employing district as stated in Condition #5.

Student Teaching for Candidates Employed as Teaching Assistants Verification Form

Principal's Name: _____

School: _____

Address: _____

_____

_____

Phone Number: _____

Preservice Teacher Candidate/Teaching Assistant Name: _____

Check each box that is completed/fulfilled:

- ☐ I have read the criteria listed above on the Student Teaching for Candidates Employed as Teaching Assistants and the Professional Semester Course Requirements for Teaching Assistants.
- ☐ The named Preservice Teacher Candidate/Teaching Assistant has been employed in the above school for 2 years, beginning on _____ (please insert date).
- ☐ The named Teaching Assistant's experience was concurrent with his/her participation in the HLGU professional education program.
- ☐ The named Teaching Assistant's classroom experience is in _____ grade(s) and in the following content area(s): _____.
- ☐ The named Teaching Assistant's experience meets the definition required by DESE as "an assistant or aide with teaching responsibilities to a certified teacher." **A paraprofessional assigned to an individual student does not meet these requirements.**

  The teacher with whom the Teaching Assistant has been placed meets the following qualifications for a cooperating teacher:

- ☐ three years teaching experience in a public or accredited nonpublic school setting,
- ☐ a professional certificate in the content area and grade range being taught,
- ☐ and has earned a Master's degree from _____.

Principal's Signature: _____ Date: _____

Appendix B
Academic Contract Agreement

for _____ (candidate)

1. _____ (principal), for the _____ School District, must initiate an Academic Contract for _____ (candidate's name) on the DESE website.

2. _____ (candidate's first name) is required to attend all HLGU Student Teaching sessions during the semester. A substitute teacher must be provided for these meetings. All assignments and requirements for student teaching must also be completed.

3. The _____ School District needs to initiate a provisional certificate for _____ (candidate's first and last name).

4. Who will supervise (serve as a cooperating teacher) and mentor _____ (candidate) in the classroom? _____

   This person is required to complete all paperwork, including the weekly feedback forms, Dispositions Form, and The Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment.

5. How frequently will this person observe _____ (candidate) and provide written feedback with discussion?

6. Describe what will be accomplished during the supervision/mentoring process:

_____	_____
Principal	Date
_____	_____
Cooperating Teacher	Date
_____	_____
Teacher Candidate	Date
_____	_____
HLGU Student Teaching Director	Date