Education Division Program Handbook

Education Division

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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 in 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,

Hannibal-LaGrange University 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 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 Hannibal-LaGrange University transforms lives and communities through relevant education anchored in a Biblical worldview.

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, secondary and K-12 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, 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.

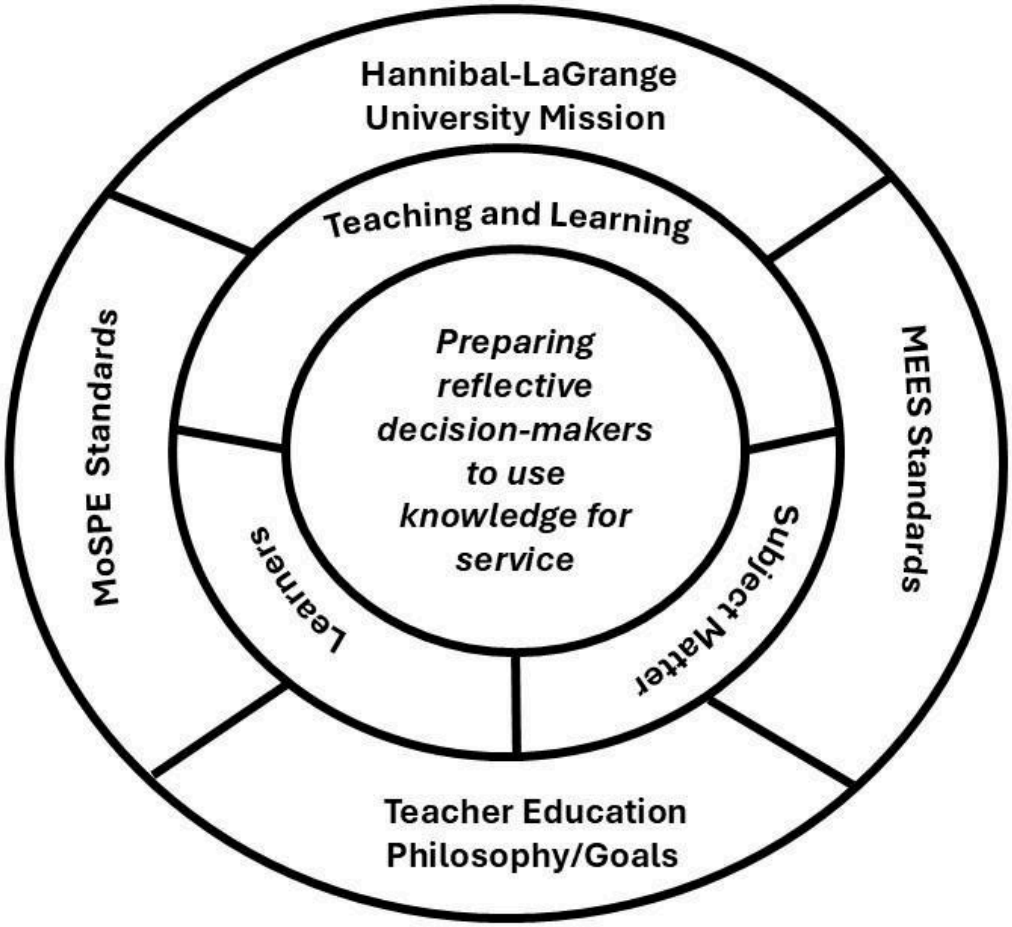
We believe education program graduates should:

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, learners,** and **subject matter**, 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 view 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, Bandura, Culham, Dewey, Dweck, Ehri, Fisher and Frey, Gardner, Glasser, Holdaway, Hunter, Kohlberg, Marzano, Moats, Montessori, Piaget, Rosenblatt, 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).

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 TEACHER STANDARDS

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

APPROVED PROGRAMS IN TEACHER EDUCATION

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

In-seat Instruction	Online Instruction
Early Childhood Education (Birth – Grade 3)	Early Childhood Education (Birth – Grade 3)
Elementary Education (Grades 1 – 6)	Elementary Education (Grades 1 – 6)
Secondary Education (9-12)	K-12 Certification
Biology Education	Special Education
English Education	Special Education Director
Mathematics Education	School Leader K-12
Social Science Education	**Alternative Certification**
K-12 Certification	Middle School Education (5-9)
Music Education—Instrumental	Language Arts
Music Education—Vocal	Mathematics
Physical Education	Science
Art Education	Secondary Education (9-12)
Special Education	Biology
	English
	Mathematics
	Social Science
	Business
	Chemistry
	Earth Science
	Journalism
	Marketing
	Physics
	Speech and Theatre
	Technology and Engineering
	K-12 Certification (K-12)
	Music Education—Instrumental
	Music Education—Vocal
	Physical Education
	Art Education
	Chinese
	Family and Consumer Science
	French
	German
	Health
	Spanish
	Special Reading

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.

BACHELOR OF SCIENCE IN EDUCATION (BSE) 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 and have fulfilled all requirements for the BSE degree plan. 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 undergraduate 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 in Teacher Education (Dispositions Assessment: University Classroom form), and
    d. A 2.5 or higher Content GPA for 5-9, 9-12, and K-12 teacher certification (not including Special Education, includes all transfer credit), and a
    e. A professional GPA of 2.75 or higher on a 4.0 scale (some of which may overlap with General Education courses).

2. Verification of one of the following in four attempts or less.:
    - A composite score of 20 on the ACT
    - A composite score of 458 on the Educational Testing Service (ETS) ParaPro, Test Code 1755
    - A ParaPathways score of 324 on Reading and Writing and 325 on Math, Test Code 5757 for both, 5758 for Reading and Writing, 5759 for Math

    Graduate students seeking certification are not required to take the ACT, ETS ParaPro, or ParaPathways.

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: Elementary Statistics, Introduction to Contemporary Mathematics, College Algebra, Pre-Calculus, or Analytic Geometry and Calculus 1; English Composition I; English Composition II; and Introduction to Public Speaking.

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 ACT/ParaPro/ParaPathways 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 GPA requirements:
   a. A Professional GPA (Course prefix of EDU, ECE, EED, SED) of 3.00 or above on a 4.0 scale.
   b. A Content Area GPA of 2.5 for SED and K-12 (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 (Praxis) in the appropriate certification area within the first semester of coursework at HLGU. Passage of the Missouri Content Assessment (Praxis) 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 Division Chair. The chair checks the following criteria:

Accurate GPA's:

Professional GPA at least 2.75	YES or NO
Content Area GPA at least 2.50	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, or a subcommittee that includes the student's advisor and at least two additional members of the 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

Probationary Semester 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 with more than 45 undergraduate credit hours who have not yet met the GPA or ACT/ParaPro/ParaPathways 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.
HLGU students who experience extenuating circumstances (or unforeseen situations) may also apply for a probationary semester following the steps previously described.

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.

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. Education methods courses can be no more than five years old to count towards certification.

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.

REQUIREMENTS FOR EXIT/PROGRAM COMPLETION

Requirements for Degree Plan in BSE

1. Complete the Graduation Requirements (see Academic Policies).
2. Complete the General Education requirements that are listed under their respective major with the required grade of C- or higher in the following courses: Elementary Statistics, Introduction to Contemporary Mathematics, College Algebra, Pre-Calculus, or Analytic Geometry and Calculus 1; English Composition I; English Composition II; and Introduction to Public Speaking or have general education requirements met through the university's transfer policies.
3. Complete Professional Education Requirements and the Content Area Certification Requirements for the chosen major with the required 2.0 GPA and a grade of C- or higher for each course.

Requirements for Missouri Teaching Certification

In addition to earning a BSE degree, teacher candidates must complete the following requirements to be recommended by HLGU to DESE for a Missouri Teaching Certificate.

1. Earn a GPA of 3.0 in professional education and 2.5 in content area coursework.
2. Verification of qualifying score on the Missouri Content Assessment (Praxis) and a passing score on the Missouri Educator Evaluation System (MEES).
3. A completed initial application certification form via the DESE Web System.

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.

Policy Regarding Undergraduate Students Taking Graduate-level Courses

University policy states that eligible junior and senior undergraduate students at HLGU may take up to six (6) credits of graduate work at Hannibal-LaGrange University if they meet the following criteria.

Students are eligible to take 5000-level courses if they:

1. Have successfully completed 90 hours of undergraduate credits
2. Have successfully completed at least 12 undergraduate credits at Hannibal-LaGrange University
3. Have a cumulative GPA of at least 3.00
4. Obtain permission from their undergraduate program advisor.

Up to six (6) graduate hours may double count in both the bachelor's and master's degrees.

The student may apply the graduate credit to a graduate program at Hannibal-LaGrange University if the student begins a master's program at the university within five (5) years from the course end date. However, in order for the course to count toward a degree at the graduate level, the student must earn at least a B- in the graduate course.

By earning credit at the master's level, the student is not guaranteed future admittance to any graduate program at Hannibal-LaGrange University.

COURSE EVALUATIONS

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

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. refrain from phone usage,
7. notify the cooperating teacher and university supervisor if unable to attend school for any reason,
8. enter into the life of the school community where they are placed, and
9. take advantage of any professional meetings that are offered.

FIELD EXPERIENCES AND PRACTICA

1. Teacher candidates must complete the Field Experience/Practicum Request form found on the HLGU Education Division website, and are NOT to make individual arrangements regarding their field experience school or cooperating teacher, unless specified by your instructor in your course syllabi.

2. Teacher candidates must acquire liability insurance (free S-MSTA membership is available and preferred) before their first 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, unless specified by your instructor in your course syllabi.

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

5. Attendance for all field experience days is mandatory. Teacher candidates are expected to treat field work with the same level of professionalism as a contracted teaching position. If an absence is absolutely necessary due to illness or emergency, the teacher candidate must:
    a. Notify both the cooperating teacher and the course instructor by email at least one hour before the scheduled visit. The message should include the reason for the absence and plans to make up the missed time.
    b. Call the school office to notify the school secretary of the absence and request that the message be relayed to the cooperating teacher.

    All absences must be made up and documented in order to fulfill the required number of field experience hours. Failure to communicate in a timely and professional manner may result in removal from the field placement and/or a reduction in course grade. Cooperating teachers and schools depend on teacher candidates to be present, prepared, and professional each day.

6. A one-time fingerprint background check is required before participating in field experiences or practicum at HLGU. Required forms and instructions are available in the Education Division Office and on the HLGU website.

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.

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.

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 be on their cell phones into the field experience or practicum classroom. If a teacher candidate believes they need their phone, an agreement must be made with the cooperating teacher.

12. 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 (e.g., do not “friend” students or parents of students on social media, connect with students via online gaming). 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).

13. Teacher candidates should not be in a building where a family member is attending or working (teacher, office staff, children, etc.). Not complying with this guideline could cause the teacher candidate to be pulled from the placement, and the course would have to be repeated during another semester.

14. During the second field placement, teacher candidates must complete the steps for admittance into the Teacher Education Program.

PATHWAYS TO PROFICIENCY

Overview

Pathways to Proficiency is designed to help paraprofessionals, teaching assistants, and teachers of record obtain Missouri Teacher Certification while applying their work experience toward their degree. This pathway allows candidates to apply two years of relevant work experience toward up to 30 credit hours, expediting program completion.

Employment Requirements

1. Candidates must remain employed in an appropriate classroom setting during the evaluation process to maintain eligibility for portfolio credit.
2. To be eligible for the Pathways route, the candidate's school administrator must assign a qualified mentor teacher. This mentor teacher will be responsible for completing dispositions assessments throughout the candidate's time in the teacher education program. In the candidate's final student teaching semester, the mentor teacher will also complete two Missouri Educator Evaluation System (MEES) evaluations. Additionally, either the assigned mentor teacher or the school administrator must complete accompanying evaluations as required by the program.
3. Any changes in employment status (such as switching grade levels or schools) must be reported immediately, as these changes may affect eligibility for credit.

Academic Expectations

1. Utilizing the Pathways to Proficiency expedites candidate's program completion. Therefore, candidates approved for Pathways to Proficiency must maintain a Professional GPA of 2.75 or higher. Utilizing the Pathways to Proficiency expedites candidate's program completion. Therefore, it is critical to maintain an A or B in all education courses.
    a. Teacher Candidates may not enroll in a portfolio course if the GPA requirement is not maintained.
2. While candidates are receiving credit for their work experience, credit will appear as a "CR" on their transcript, which will not improve their GPA.
3. Candidates must work closely with their advisor to ensure that the pace at which they are completing their coursework is suitable for their family, work, and school dynamics.
4. When applying for student teaching (EDU 404/5907 Portfolio III), the teacher candidate must meet the following GPA requirements:
5. 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).
6. Graduate students must pass the Missouri Content Assessment (Praxis) in their certification area before enrolling in Student Teaching Portfolio III, except for Early Childhood, Elementary, and Special Education certification areas, which follow a traditional certification path rather than an alternative route.

Student Teaching and MEES Evaluation

1. Even if a candidate is currently employed in a classroom, they must apply for student teaching through the portfolio evaluation process.
2. The Education Division recommends students enrolled in the Pathways to Proficiency route may register for no more than 13 total credit hours during the semester in which they complete EDU 404/5907. In addition, all professional education and content-area coursework must be completed prior to or during the semester of EDU 404/5907. Candidates may not enroll in professional or content courses after the completion of student teaching. (Approved 10-27-2025)
3. The MEES evaluation includes five (5) observations by the HLGU Supervisor and three (3) by the cooperating (mentor) teacher.
4. A mandatory orientation is held before the semester in which MEES evaluations take place (August for Fall completers, January for Spring completers).

Certification Process

1. Candidates must complete the required portfolio courses, which involve demonstrating proficiency in meeting course objectives through their work experience.
2. All students must pass the Missouri Content Assessment (Praxis) before certification.
3. The Missouri Educator Evaluation System (MEES) is required for candidates in their final semester.

Cost and Fees

1. A transcription fee will be applied for each credit awarded through the portfolio evaluation process. Transcription fees and tuition rates can be found in the Hannibal-LaGrange University Course Catalog.
2. Financial aid may be available, but teacher candidates should consult with an HLGU Financial Aid Counselor to determine eligibility based on their enrollment status.

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 and candidates approved for the Pathways to Proficiency Program.

   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. Complete a background check if necessary (see number 3 below).
   b. Prepare a professional résumé.
   c. Obtain liability insurance.
   d. Apply for graduation with the Registrar's Office to receive a "Statement of Graduation Requirements" via email.
   e. Calculate and report Cumulative, Professional, and Content Area GPAs.
   f. 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. In most cases, teacher candidates have previously obtained a fingerprint background check for HLGU. If one is required, the teacher candidate will be notified. Required forms and instructions are available in the Education Division Office and on the HLGU website. Note: An HLGU background check does not fulfill the Missouri Department of Elementary and Secondary Education (DESE) background check requirement for teacher certification in the state of Missouri.

4. All HLGU teacher candidates are required to student teach for a full semester. Typically, ECE, EED, Middle School, and 9-12 SED majors are given one placement. Special Education and K-12 majors (Art, Music, & PE) are given two placements in varying grade levels. HLGU Special Education and K-12 majors who are employed as "teachers of record" are not required to complete two placements in varying grade levels.

5. Early childhood majors will student teach in kindergarten, first, second, or third grade unless they qualify for an exception based on their employment in a preschool classroom as a teaching assistant (see Appendix A) or as the teacher of record.

6. 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.

7. 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. This allows students to broaden their horizons by familiarizing themselves with other schools, teachers, administrators, and teaching methods during their student teaching experience.

8. Teacher candidates will not be permitted to teach in schools where relatives attend or are employed. This allows the candidates to receive objective feedback, support, and evaluations.

   Candidates seeking an exception to this policy must submit a request letter to the Teacher Education Committee prior to applying for student teaching. The letter should request permission for a policy exemption and should be supported with strong rationale.

   NOTE: The Teacher Education Committee may also require the candidate to initiate a request for a letter of recommendation from the building administrator. This recommendation letter must be submitted directly to the Director of Student Teaching by the building administrator.

9. Student teaching placement requests should be within a 50-mile radius of HLGU's in-seat campus locations. Candidates seeking an exception to this policy must (see Appendix B):
   a) Possess satisfactory upper level field experience/practicum dispositions (no score of less than 3 on any disposition).
   b) Complete an application and submit it to the Teacher Education Committee including the reason for requesting an out-of-bounds placement and the proposed site for student teaching. The application must be submitted at least two weeks before completing the student teaching application.

c) Submit two letters of recommendation to teach out-of-bounds—one from his/her advisor and one from an education faculty member. If requesting an overseas placement, three letters of recommendation are required—one from his/her advisor and two from HLGU faculty members.
d) 1) Submit the name and contact information of a potential university supervisor near desired placement (criteria: has earned at least a masters' degree, is certified in the same area of teaching, has taught at least 3 years in this certification area and level, is not a relative or close friend, and is preferably a Christian). HLGU will verify credentials and make final arrangements.
2) In addition, submit the name and contact information of an accredited college or university near desired placement, preferably with an Education department.

Candidates who are granted permission to student teach outside the 50-mile radius will be assessed a $500 fee to cover travel and supervision expenses.

Placements are contingent on locating a student teaching placement and a qualified supervisor. Request may be denied if either is not available. All policies in the HLGU Teacher Education Handbook also pertain to the placement.

10. 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.

11. Teacher candidates employed as the teacher of record can request a student teaching placement in the classroom where they are currently employed.

12. Teacher candidates seeking to be a teacher of record while completing his/her student teaching semester must:
    a) Possess satisfactory upper-level field experience/practicum dispositions (no score of less than 3 on any disposition).
    b) Complete an application, which is embedded within the Student Teaching Application, and submit it to the Teacher Education Committee for approval by a three-fourths vote.
    c) Ask your advisor and one education faculty member to submit the online form of recommendation to apply as a teacher of record. The form is part of the HLGU Student Teaching Application which will immediately be sent to the Director of Student Teaching to share with the Teacher Education Committee.

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 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. A copy of each evaluation will be given to the teacher candidate for his/her record. 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. Scan and email the checklist to the HLGU Education Office Manager.
- At least 5 MEES Teacher Candidate Assessment Rubrics completed by University Supervisor to be uploaded to the digital Student Teaching MEES Observations Form.

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 and a classification of Proficient or Distinguished on the Professional Continuum. It is also desired for the Cooperating Teacher to possess a Master's Degree. 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. Complete the Missouri Educator Evaluation System (MEES) Training.

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. Require teacher candidate to submit thorough written plans well in advance of teaching. Daily plans should be presented to the Cooperating Teacher in advance (at least twenty-four hours) so that they may be reviewed and feedback provided to the Teacher Candidate 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 Teacher 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 Teacher 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 on provided forms. Weekly, share the written feedback with the University Supervisor.
    b. Confer with the University Supervisor on the progress of the Candidate.
    c. Observe a lesson and complete the Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Rubric and discuss with Candidate.
    d. Hold a mid-term conference with the Candidate to evaluate progress, observe a lesson and complete the Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Rubric and compare to Candidate's self-evaluation to discuss strengths and growth areas.
    e. Observe a lesson and complete the Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Rubric at the end of the placement (around week 13) 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 another classroom, including a well-managed classroom, during the last day of the student teaching experience.

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. There are no "personal days" during student teaching other than attendance at a job fair or teaching interview. 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. 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.

3. 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 teacher 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.

4. 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.

5. 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 Teacher 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 (e.g., do not "friend" students or parents of students on social media, connect with students via online gaming). 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**. <u>Should any piece of a video show up in any media outlet, the Teacher Candidate will receive a failing grade in student teaching</u>.** Confidentiality is key!

6. 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 <u>personal</u> 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 purchase school lunches but they may not charge lunches. Dorm students may request a sack lunch from the university cafeteria for each day of student teaching.

   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.

7. 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 to the Cooperating Teacher 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 (exemption for Teachers of Record). These plans are to be dated, written plans that include clear objectives. Candidates should <u>KNOW the material and rehearse the lesson.</u>

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. Teachers of Record will write 3 full HLGU lesson plans — one for each of three different subjects/courses during the first 5 weeks of student teaching. 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 in a subject area, the University Supervisor or Cooperating Teacher may grant permission to use a shortened lesson plan format for that particular subject area 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 (including Teachers of Record) 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 notebook or folder 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 in a notebook or folder.

8. 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**.

9. 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 Teacher Candidates, for transportation.

10. 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.

If at any time an HLGU Teacher Candidate is not welcome to continue 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 Teacher 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.

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 distributed each semester by the Director of Student Teaching.

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 (Praxis)*
Before receiving a grade in student teaching, Candidates must take the appropriate Missouri Content Assessment(s) (Praxis) for his/her area of certification. Before receiving Missouri certification, the Candidate must pass the appropriate Content Assessment(s).

Undergraduate Teacher Candidates must take the appropriate Missouri Content Assessment(s) and have an official score on file before receiving a grade in student teaching. Graduate Teacher Candidates must pass the appropriate Missouri Content Assessment(s) prior to the student teaching application deadline to ensure a student teaching placement.

> *Exception to this policy: Graduate student enrolled in the MSE Teaching and Learning Initial Certification who are seeking certification in K-12 Special Education, Early Childhood Education, and/or Elementary Education. Before receiving a final grade in student teaching, the graduate student must take the appropriate Missouri Content Assessment(s) (Praxis) for his/her area of certification.

As required by DESE, all Teacher Candidates must pass the appropriate Missouri Content Assessment(s) prior to certification.

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:

Approximately 20%	Course Assignments
Approximately 40%	Cooperating Teacher Grade Recommendation
Approximately 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.

The qualifying score on the Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment must be earned to receive a grade of “C” or higher.

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) 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. Information regarding applying for certification may be located within the HLGU Student Teaching Canvas Course.

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 and a qualifying score on the Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment.

DESE First Year Teacher Survey

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. This survey is distributed by DESE and the results are sent to the HLGU Education Division.

MASTER OF EDUCATION (MED)

The Hannibal-LaGrange University Master of Education in Administration (MEd) degree is designed to provide a program of professional growth in administration for elementary and secondary teachers holding current teacher certification.

Statement of Mission and Purpose for the Graduate Programs
The mission of the Graduate program is to provide an excellent education that is accessible, innovative, and offered in a distinctively Christian environment that integrates Biblical worldview and learning in preparing graduates for personal and career effectiveness.

Program Objectives for the MEd:
The effective educational leader will:

1. Develop and implement a vision for the school to guide the learning of all students to engage as a visionary leader.
2. Interact in a professional manner with students, staff, and community to connect with Christ-like attitude and values applied to all aspects of the learning environment as a relational leader.
3. Continue professional growth, actively engage in reflective practice and apply new knowledge and understanding to drive appropriate change to become an innovative leader.
4. Ensure a guaranteed and viable curriculum, guarantee effective instructional practice, coordinate the use of effective assessments and promote professional learning as an instructional leader.
5. Implement operational systems, oversee personnel and ensure the equitable and strategic use of resources as the managerial leader of the school.

These objectives will be met through the MPEA Performance Assessment. Graduates will demonstrate accomplishment of program outcomes through a score of 3 or higher on the domain scoring.

Missouri Leadership Domains for the Aspiring Principal

A. Visionary Leader at the aspiring level…

1. Knows the importance of a vision and how it relates to the core values and culture of the school community *(PSEL 1a, b, d, e; 5f; 7c; 10c)*
2. Understands the importance of all stakeholders knowing the collective mission, vision and core values *(PSEL 1c, d, f, g; 5f; 8c, h; 9l)*
3. Understands how multiple sources of data connected to a mission, vision and core values *(PSEL 1d, e; 4a; 6e; 9a; 10c, e, f)*
4. Understands the fundamental impact of equity on educational outcomes and what it means to be culturally proficient

B. Instructional Leader at the aspiring level…

1. Understands a variety of research-based instructional practices and how to appropriately match learning content *(PSEL 2b; 4b, c, d, e; 6d, e; 10a, f)*
2. Understands and engages in meaningful feedback related to effective teacher practice *(PSEL 2b; 4b, d; 6a, e, f; 10c, e, f)*
3. Understands that all students regardless of needs or identification should have access to effective teachers, learning opportunities, academic and social support and other resources necessary for success
4. Understands that all students, based on individual strengths and diversity, bring value into the the learning community and should be held to high academic expectations
5. Understands standards as they apply to horizontal and vertical alignment of local curricula and content areas *(PSEL 4a, b; 6d; 9i; 10a, e)*
6. Understands how to assess student learning using a variety of formal and informal assessments *(PSEL 4a, b, f; 6d)*
7. Knows, uses and understands multiple strategies for analyzing data to inform the instructional process *(PSEL 2c; 3a; 4b, g; 6e; 7g; 9g; 10a, c, e, g, h)*
8. Understands the principles of adult learning and how these help develop teacher capacity *(PSEL 6a, c, d, f, h; 7a, f, g, h; 10a, c, e, g, h)*
9. Understands that student identities, lived experiences, abilities and modes of learning should be incorporated into the learning plan to improve instruction

Managerial Leader at the aspiring level…

1. Knows how a safe and functional school facility and grounds support student learning (PSEL2a; 5a, c; 8g; 9e; 10h)
2. Understands the implications of culturally proficient routines, procedures and schedules for all students (PSEL 3d, e; 5a, c, e; 9a, e, f, h, j; 10a)
3. Understands the need for cultural proficiency and responsiveness in developing equitable policies and practices
4. Understands how explicit and implicit biases affect actions and reactions
5. Understands the benefit of recruiting diverse personnel and can identify tools used to determine key attributes of effective personnel (PSEL 6a, b; 9b; 10a)
6. Understands the necessity of establishing and communicating clear expectations, guidelines and procedures (PSEL 2a, d, f; 4a; 7a, c; 9b; 10a)
7. Understands the role of observation, feedback and intervention for improving or removing personnel (PSEL 6a, b, c, h; 9k; 10f)
8. Is knowledgeable of requirements regarding personnel records and reports (PSEL 9h)
9. Understands how a school budget works and the major sources of revenue available to support school goals and priorities (PSEL 2a; 5c; 8j; 9a, b, c, d, h)
10. Understands how non-fiscal resources support school goals and priorities (PSEL 2a; 5c; 8j; 9a, b, c, d, h)
11. Understands the concepts of social capital and institutional support and can identify these factors in a school

Relational Leader at the aspiring level…

1. Knows how and why analysis of student demographics is used to determine the overall diversity of a school and its impact on the teaching and learning process *(PSEL 1c; 2d, e; 3a, b, c, e, f; 4a; 5b; 7b, d; 10a, c)*
2. Understands the legal implications of in-school and out-of-school strategies and resources available in supporting the well-being of each student *(PSEL 2c, e, f; 3a, b, c, d, f, h; 5b; 8e, g, l; 10a)*
3. Understands how to build positive and ethical relationships in support of student learning and well-being *(PSEL 2e; 3a, b, d; 5b, d, e)*
4. Understands and is aware of the importance and power of recognizing and valuing individual cultural backgrounds
5. Understands the importance of building effective, ethical relationships with staff by identifying opportunities for staff voice in all facets of the learning community *(PSEL 2a, e, f; 7e; 9j)*
6. Understands how to develop a culture of support and respect among staff *(PSEL 2b, d, e, f; 3g, h; 6h; 7a, b, c, d, e, g; 9k; 10a, d, f)*
7. Serves as a teacher leader and understands the importance of promoting teacher leadership *(PSEL 6g; 7b, d, h; 10a, e, j)*
8. Understands a variety of strategies for building relationships with diverse families *(PSEL 2d; 3a, h; 5d, f; 8a, b, c, d, g; 10a)*
9. Recognizes the importance of building positive relationships with diverse community stakeholders *(PSEL 3f; 5d, f; 8a, b, c, d, f, g, j; 10c)*

Innovative Leader at the aspiring level…

1. Recognizes knowledge, skills and best practices that support continuous professional growth *(PSEL 4c, e; 6f; 10a, c, f, i)*
2. Understands the need for diverse professional networks as a key element of professional growth *(PSEL 6i; 10g)*
3. Understands the importance of reflection and a commitment to ongoing learning *(PSEL 2b; 6i; 10c, g, h)*
4. Understands the importance of feedback for improving performance *(PSEL 6i; 10c, g, h)*
5. Understands how time management is a key factor in maintaining a focus on school priorities *(PSEL 6i)*
6. Recognizes that beliefs based on new knowledge, understandings and technology are used as a catalyst for change *(PSEL 2a; 3g, h; 7f; 8h; 9f; 10d, i)*
7. Is flexible and willing to vary an approach when circumstances change *(PSEL 2b; 3f; 7f; 8j; 9f; 10d, e, i)*
8. Understands the need to confront institutional biases of marginalized students, deficit-based schooling, and low expectations associated with race, culture, language, gender, sexual orientation, disability or special status

Requirements for Admission

1. Complete the HLGU Graduate Application form.
2. Students seeking admission to the graduate program in education must submit the following:
    a. Copy of current teaching certificate
    b. Official transcripts, mailed directly from each regionally accredited college or university attended, showing completion of a baccalaureate degree in education with a minimum cumulative grade point average of 2.75 on a 4.0 scale
    c. Official transcripts, mailed directly from each regionally accredited college or university attended, showing any previous graduate coursework (no grade lower than B accepted)
    d. Conditionally admitted students who do not have a 2.75 CGPA will be admitted according to the cumulative grade point average requirements applicable to the particular track in which the student desires admission.

Following a review of all application materials, the Office of Online and Graduate Studies will send a written notification of program status to the applicant. Program status falls under three categories: Admitted; Conditionally Admitted (the applicant is given a list of specific conditions with deadlines that must be met in order to receive Admitted status); and Not Admitted.
NOTE: Admission to Hannibal-LaGrange University does not guarantee admission to the MEd Program (see Admission to Majors and Professional Programs in the Admissions section).

General Information

1. The MEd program is designed for those who hold early childhood, elementary, or secondary teacher certification and have at least three years of approved teaching experience. (Note: Students may begin the program before completing three years of teaching, but DESE certification requires at least three years of approved teaching experience.)
2. The program is designed for working adults. Courses are all online, except for practicums and field experiences.
3. A graduate student is considered full-time when enrolled in 9 hours per semester. The maximum load is 15 hours per semester.
4. The total number of transfer credits may not exceed 25% of the graduate program requirements. Credits will be accepted if they:
    a. have been completed within the past five years
    b. meet the core or program requirements

NOTE: Hannibal-LaGrange University reserves the right to cancel any course for which there is not sufficient enrollment.
Requirements for MEd in Education Administration

1. Earn a grade of B- or higher in all courses except one. Students are allowed to receive one C in their program of study. If a student receives more than one C in their program of study, the student must repeat the course to receive a B- or higher grade. If a student receives a D or an F, the student must retake the course.

2. Earn a passing score on all required Missouri Performance Assessments and Missouri Content Assessments and submit appropriate paperwork associated with this degree to obtain Initial Administrator Certification to the State of Missouri and HLGU. To obtain Missouri certification, teachers must have three (3) years of approved teaching experience from the Department of Elementary and Secondary Education (DESE).
3. Successfully complete all requirements within five years of admission to the graduate program, not counting transfer credit.
4. Students who have received a master's degree in educational administration/leadership, from HLGU or another regionally accredited institution, can obtain certification as a K-12 Principal or Special Education Director if they meet the following criteria:
    - Complete at least 9 credit hours of K-12 Principalship or Special Education Director courses at HLGU.
        - One of these courses must be EAD 5323 Educational Administration Practicum, contributing towards their major practicum hours.
        - If the master's degree was not completed in Missouri, one of these courses must be EAD 5333 Educational Administration Research School Improvement Plan, and students must successfully complete the MPEA Assessment.
    - Complete at least 300 practicum hours under a certified school administrator.
    - Complete at least 200 of these practicum hours in their declared certification area (elementary or secondary) and a minimum of 50 hours in the minor area (elementary or secondary). (Approved 12-11-2025)

Please note:

Effective September 2020, the Missouri Department of Elementary and Secondary Education (DESE) discontinued the Elementary and Secondary Principal certificates and transitioned to the School Leader K–12 certificate.

Individuals who completed an approved Elementary or Secondary Principalship preparation program prior to September 2020 but did not obtain administrator certification must complete the following additional coursework to meet the current School Leader K–12 program requirements:

- **EAD 5211:** K–12 School Administration for Principals
- **EAD 5111:** K–12 Curriculum, Instruction, & Implementation

The focus of the additional coursework must be on the grade levels not addressed in the individual's original administration preparation program. Individuals who previously completed an Elementary Principalship program must focus on middle and high school administration, while those who completed a Secondary Principalship program must focus on elementary school administration.

Upon successful completion of the required coursework, candidates must satisfy all remaining applicable DESE certification requirements. Previous coursework and program completion records will be reviewed by the HLGU Teacher Education Division to determine eligibility for recommendation for School Leader K–12 certification.

APPENDIX A

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

APPLICATION FOR OUT-OF-BOUNDS STUDENT TEACHING PLACEMENT

Student teaching placement requests should be within a 50-mile radius of HLGU's in-seat campus locations.

Candidates seeking an exception to this policy must:

1) Possess satisfactory upper-level field experience/practicum dispositions (no score of less than 3 on any disposition).
2) Complete an application and submit it to the Teacher Education Committee including the reason for requesting an out-of-bounds placement and the proposed site for student teaching. The application must be submitted at least two weeks before completing the student teaching application.
3) Submit two letters of recommendation to teach out-of-bounds—one from his/her advisor and one from an education faculty member. If requesting an overseas placement, three letters of recommendation are required—one from his/her advisor and two from HLGU faculty members.
4) a) Submit the name and contact information of a potential university supervisor near desired placement (Criteria: Has earned at least a master's degree, is certified in the same area of teaching, has taught at least 3 years in this certification area and level, is not a relative or close friend, and is preferably a Christian). HLGU will verify credentials and make final arrangements.
   b) In addition, submit the name and contact information of an accredited college or university near the desired placement, preferably with an education department.

Candidates who are granted permission to student teach outside the 50-mile radius will be assessed a $500 fee to cover travel and supervision expenses. Fee is payable to HLGU Education Department before the student teaching semester begins.

Placements are contingent on locating a student teaching placement and a qualified supervisor. Requests may be denied if either is not available. All policies in the HLGU Teacher Education Handbook also pertain to placement.