



William Jewell College
Full-Year Student Teaching
Policy Manual
2024-2025

William Jewell College
Department of Education
110 Marston Hall
Liberty, MO 64068
816-415-7627

Table of Contents

Full-Year Student Teaching..... 3
Student Teaching Philosophy 4
Application for Student Teaching 6
Student Teaching Placement..... 8
Student Teaching Schedule..... 9
Description of Roles..... 10
Gradual Assumption of Teaching Responsibilities 19
Assessment of the Student Teaching Experience 24
Student Teaching Evaluation and Grading..... 29
Attendance 32
Professionalism..... 35
Cancellations & Terminations 37
504/ADA Accommodations 38
Background Checks & Fingerprints..... 40
Liability Insurance..... 43
Alternatives to Traditional Student Teaching..... 44



Full-Year Student Teaching

The William Jewell College Department of Education utilizes a full-year student teaching to provide Student Teachers with a more comprehensive, in-depth, and richer student teaching experience that better prepares pre-service teachers for their first year of teaching. Full-year Student Teachers experience everything a teacher does throughout the school year. Student Teachers learn to:

- Set up and manage classroom from the beginning of the year.
- Plan instruction based on Knowledge of students.
- Execute planning, preparing and teaching while managing time;
- Prepare and implement short- and long-term curriculum;
- Analyze assessment data and adjust instruction;
- Manage an array of unexpected challenges;
- Collaborate with colleagues;
- Establish professional knowledge and skills

Student teaching is a full year (two semesters) experience. Completion of one semester does not constitute finishing student teaching, nor the major, program, or degree in education. William Jewell cannot recommend you for certification without two semesters of student teaching because this is part of our state-approved teacher education program.

Student Teaching Credit Hours. All Student Teachers must be enrolled in a student teaching course in both the Fall and Spring semesters to fulfill the requirements of the student teaching experience. In order to meet individual needs of students, Fall student teaching will consist of a choice between a full-time (6 credit) experience and a half-time (4 credit) experience. If a student elects for half day experience in the Fall, the Student Teacher will be required to be in attendance for 4 consecutive hours each morning beginning with the start time as indicated on the Cooperating Teacher's contract. Students who elect a full-time experience in the Fall semester must attend their student teaching placement each day for the entire contract day. Spring student teaching must be full-time in order to earn 8 credits. Both Fall and Spring student teaching semesters are required, in that order.

The Education faculty advises teacher education students so that almost all degree requirements are completed prior to student teaching. However, most Student Teachers still take one or two courses at Jewell during student teaching and many have scholarship commitments (athletics, music/theatre performances, debate) to fulfill. This is addressed by the Student Teacher creating a calendar of the times during which they will be in the K-12 classroom that accounts for their Jewell classes and scholarship commitments. This calendar is clearly communicated to the Cooperating Teacher each semester. Student Teachers are advised to complete as many of those commitments in the fall as can be done.



Student Teaching Philosophy

Graduates of the Teacher Education Program at William Jewell must be able to function as professionals, and the student teaching experience provides the opportunity to implement what they have learned during their program. Acceptance into student teaching is for those students who have demonstrated competence in content area and pedagogical knowledge including the basic use of instructional and assessment strategies. Student Teachers are supported by both their College Supervisor and their classroom Cooperating Teacher, and both are essential to their success. Therefore, it is imperative that they be placed with outstanding teachers and supervisors.

Co-Teaching Model. An outstanding teacher assesses the needs and interest of students, prepares a developmentally appropriate environment, and teaches such that students are engaged in learning activities that stimulate their thinking. These are skills that the exemplary Cooperating Teacher helps the Student Teacher to acquire through the Co-teaching Model.

“Co-Teaching is two teachers working together with groups of students; sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space.” (Bacharach, Heck & Dank, 2004)”

Co-teaching requires respectful collaboration. Co-teachers share common goals and instructional decision-making. The Cooperating Teacher is still the teacher of record and the Student Teacher still defers to the Cooperating Teacher’s judgment but discussions around instruction are a two-way street with both the Cooperating Teacher and Student Teacher listening respectfully. The effective, clear communication daily between the two teachers in the classroom and shared vision about instruction/assessment as well as shared management practices create an effective co-teaching model. **The model also assumes that BOTH teachers are always teaching.**

| What Co-Teaching is NOT: | What Co-Teaching IS: |
|--|--|
| <ul style="list-style-type: none">• Apprentice model• Student Teacher ‘observes’ what the Mentor teacher does & then tries it.• Mentor teacher gradually releases ‘control’ to the Student Teacher.• Student Teacher ‘in charge’ for a designated period of time. | <ul style="list-style-type: none">• Collaborative professional development model• Student and Mentor teachers plan & implement instruction together throughout.• Lead teacher coordinates instructional activities for the lesson/unit; day/week.• Lead teacher varies over time & content but for a significant time the Student Teacher is the lead, directing the learning activities, including the mentor teacher’s role in instruction. |



STUDENT TEACHING GOALS:

- Provide opportunities for the Student Teacher to observe and practice the application of instructional and management techniques as modeled by a master teacher.
- Assist the Student Teacher in making the transition from the role of student to that of a professional educator by assuming all of the daily responsibilities of a classroom teacher.
- Assist the Student Teacher in understanding the organizational structure and the respective roles of the administrative, faculty, and staff personnel of an elementary, middle and/or secondary school.
- Provide the Student Teacher with opportunities to apply and evaluate specific theories and techniques (studied previously in campus-based professional education courses) under the supervision of a Cooperating Teacher who is knowledgeable and experienced.
- Provide observation, guidance, and evaluation for Student Teachers from both the Cooperating Teacher and College Supervisor.
- Provide Student Teachers with the opportunity to demonstrate subject matter and pedagogical competence by planning and implementing lessons and assessing student learning using a variety of strategies and tools (including technology).
- Enable Student Teachers to participate fully in the life of the school to which they have been assigned.
- Provide opportunities for the Student Teacher to plan, organize, manage, and evaluate the complete daily schedule of a classroom. This is accomplished through co-teaching wherein the Cooperating Teacher and the Student Teacher collaboratively plan and implement instruction throughout the year.
- Provide an opportunity for Student Teachers to reflect upon their entire professional practice including their daily student teaching experiences so that they can continuously improve their practice and organize evidence of their achievement and the achievement of their students.



Application for Student Teaching

Application for student teaching occurs in the year prior to the intended student teaching experience. Students must apply for student teaching by submitting the required documents in advance of the deadlines established by the Education Department. The following criteria must be met by the application deadline for a student to be considered for admission to student teaching.

- I. Meet with the Assessment & Clinical Coordinator and Teacher Certification Officer, to discuss drafts of resume, cover letter and placement district requests.
- II. Submit the following documentation online to the Assessment & Clinical Coordinator and Teacher Certification Officer (via email or as otherwise directed):
 - Completed Application for Student Teaching form (Available online in Etrieve). The application should be completed neatly, carefully, and accurately as it may be sent to school districts for placement consideration.
 - One electronic copy of an edited, accurate, and professional resume and cover letter.
 - One copy of your most recent transcript sent after Fall semester grades are stored (printed from Self-Service).
- III. This documentation plus the record in your student file must demonstrate that you have:
 1. Been admitted to the teacher education program at William Jewell [see program admission requirements in student handbook]
 2. Maintained a 3.0 GPA in your content area courses and in Education courses. The only exception is pursuant to Missouri Department of Elementary & Secondary Education's (DESE) alternate content GPA policy that teacher education students can have a content GPA no lower than 2.75 if the person passes the Missouri Content Assessment (MoCA) or Praxis Exam at 1 SEM (Standard Error of Measurement) above the qualifying score.
 3. Favorable written evaluations from all fieldwork (in student's permanent file).
 4. Demonstrated the personal responsibility, health, emotional stability and interpersonal skills needed to direct the learning of students. This will be evidenced by student performance and absence of unresolved Care Team issues.
 5. A plan for taking and passing the relevant Praxis exam before graduation. The Department of Education strongly suggests that students sign up and take the appropriate Praxis before beginning student teaching. However, it is not a graduation requirement, but is a certification requirement.

Note on Content Exam: Candidates cannot be recommended for certification without a passing MoCA or Praxis content exam score in the area of intended certification. As of July 2024, the State of Missouri will no longer offer the MoCA Exam. Students who earned a passing score on the appropriate MoCA exam prior to July 2024 do not need to take the Praxis Exam.



Once the documentation above has been received, the Education Department faculty will review each student's credentials and give approval for student teaching placement if the above criteria are met. The student will be notified of the department's decision by letter.



Student Teaching Placement

Once a student has been approved for a student teaching placement, the Education Department will seek a school placement for the prospective Student Teacher with a school district in the region. Student teaching placements will adhere to the criteria established in the Missouri Standards for the Preparation of Educators (MoSPE) and the Education Department at William Jewell, including:

- Student teaching experience must take place in an accredited school within a 30 miles radius of William Jewell College
- Cooperating Teachers must meet DESE requirements (including advanced degree, appropriate certification, and documented years of experience in public schools) and be familiar with and willing to support the William Jewell College teacher education model
- Student Teachers will be given a chance to indicate preferences for student teaching placement, but these placements cannot be guaranteed. In particular, Student Teachers who have participated in a “Grow Your Own” program should make the Education Department aware of this at time of placement.

Cooperating Teachers will meet the following minimum criteria as set forth by the Missouri Standards for the Preparation of Educators (MoSPE):

- Minimum of three years of PK-12 teaching experience in the certification area
- Bachelor’s degree
- State approved certification in the content area and grade range
- Recommendation of Cooperating Teacher’s building administrator
- Successful completion of training on the current performance assessment through a Regional Professional Development Center (RPDC) or Educator Preparation Program (EPP) trainer, either on site or in an electronic format.

Student teaching applicants will submit a resume and unofficial transcript and any other requested professional documents to be sent to prospective school districts for consideration. School districts have varying requirements for student teaching placement. The student teaching applicant should watch their email closely and respond to school district or Jewell Assessment & Clinical Coordinator requests for information, request to submit an application and/or to set up an interview or do an inventory. The school district has final say over prospective student teaching placements and Cooperating Teacher assignments.

Students are prohibited from attempting to arrange their own placements. Doing so may result in the student being withdrawn from student teaching.



K-12 STUDENT TEACHING PLACEMENTS

In order to meet MoSPE guidelines for teacher certification, Student Teachers enrolled in the following K-12 certification areas will have a split placement wherein one part of the Student Teaching experience will take place in at the elementary level and another part will be at the secondary level, for a minimum of 5 weeks in each placement. The preference of Student Teachers will be taken into account when scheduling the split placement, but the exact nature of the split will be determined by the Clinical Coordinator in consultation with the Education Department Faculty. All efforts will be made to have both placements within the same school district.

Split placements will be required for: Art, Chinese, Family & Consumer Sciences, French, German, Health, Instrumental Music, Physical Education, Spanish, Vocal Music.

Student Teaching Schedule

STUDENT TEACHING SCHEDULE & CAMPUS ARRANGEMENTS

Student teaching is a full academic year experience.

Students are required to adhere to the placement school's schedule during student teaching, from the start of the 2024-2025 school year until the Student Teacher's completion of the Spring experience in May. Required attendance includes:

- Mandatory DESE training on the Missouri Educator Evaluation System and Student Teaching Orientation on August 10, 2024.
- Any beginning teacher workshops with their Cooperating Teacher in August before the start of the school year. These meetings will likely be all day meetings, so the Student Teacher needs to plan accordingly.
- The full daily calendar for the school district, from August 12 until the last day of Spring semester classes at William Jewell (May 9, 2025) with the following exception: Students may take the William Jewell College winter break (December 14-January 19), but this may impact the timing of their required "full control" experience in Spring semester.
- Jewell Student Teachers are permitted to return to their student teaching classroom over Winter Break voluntarily but they should not be pressured to do so by the Cooperating Teacher, College Supervisor, or Building Principal. If a Student Teacher decides to return to the student teaching classroom prior to the start of Jewell's Spring semester it is the Student Teacher's responsibility to confirm this arrangement with the School Cooperating Teacher, Building Principal and Jewell College Supervisor, Clinical Coordinator, and Director of Student Teaching. Student Teachers who return to their placements before the start of Spring courses at Jewell (January 20) cannot end their student teaching experience early. All Student Teachers must finish on May 9.



- Students must follow the school district calendar for all other breaks, including Spring Break. If schools are in session on Jewell holidays (including Spring Break and Fall Break), Student Teachers will be expected to attend their placement as usual.

Housing and Meal Plans. Early arrival for student teaching may necessitate making alternative room and board arrangements for periods when dormitories are closed. Students should communicate any change in address as soon as possible to the Clinical Placement Coordinator to be sure they have lodging in place if early arrival is required in August to attend all district meetings. (The College meal plan does not cover the time when dormitories are closed). Request to stay in the dorms before the Jewell semester starts or during breaks must be made directly to Student Life **by the student**. Student Life has a form to complete for housing requests which they make available to all students.

Students with a Jewell meal plan may request a sack lunch. Sack lunches can be picked up during breakfast hours. Arrangements to receive sack lunches are made by contacting the cafeteria manager (Extension 7543).

Description of Roles

COLLEGE DIRECTOR OF STUDENT TEACHING

The Education Department Chair will serve as Director of Student Teaching or will appoint a faculty or staff member to fill the position. The Director of Student Teaching has final authority over admission, placements, and any disciplinary actions that occur during a student's student teaching experience.

CLINICAL COORDINATOR AND TEACHER CERTIFICATION OFFICER

The Clinical Coordinator will present all applications received to the Education Department Faculty who shall be responsible for determining each applicant's readiness for a student teaching placement according to the standards listed in the Teacher Education Student Handbook and the Policies and Procedures Manual. The grade level, school, and district placement request for each student will be decided by the Education faculty and facilitated by the Clinical Coordinator in consultation with local school districts. The Clinical Coordinator will initiate all requests to school districts for placement of Student Teachers. The Clinical Coordinator will send a letter requesting placement to the selected school districts' Coordinator of Clinical Experiences. Upon confirmation of placement, a letter will notify the Student Teacher.

DISTRICT COORDINATOR OF CLINICAL EXPERIENCES

Requests for clinical and student teaching placements by the college will be forwarded to the school district's Coordinator of Clinical Experiences. The coordinator will assign Student



Teachers and will notify the College Clinical Coordinator by email upon confirmation of a placement.

COOPERATING PRINCIPAL

As the educational leader of the school in which the Student Teacher is placed, the principal's role in the program is essential to its success. He/she, or an administrative representative, is expected to take a direct and active part in facilitating the experience. The expectations of the Cooperating Principal shall be as follows:

1. Cooperate with the district's Director of Clinical Experiences and the Clinical Coordinator in securing the most appropriate appointment of a willing and competent Cooperating Teacher.
2. Oversee the Student Teacher's orientation to the organizational structure, physical facilities, and instructional equipment, and established procedure of the school.
3. Arrange appropriate access to the school and classroom for the supervisor and other appropriate college personnel.
4. Provide support and advice to the Cooperating Teacher and Student Teacher in the solution of any unanticipated problems that may arise that are pertinent to the student teaching experience.
5. Provide a common prep time (at least once per week) for Student Teacher and Cooperating Teacher to be used exclusively for Student Teacher development and verify that mentoring sessions are being conducted regularly.
6. Ensure that the Student Teacher has a certified teacher assigned to the classroom at all times. (i.e. if a Cooperating Teacher is absent, a certified substitute must be assigned to the classroom for the day.)
7. Conduct one or more formal class observations of the Student Teacher's teaching as time allows, and provide feedback after that session.

COOPERATING TEACHER

The Cooperating Teacher shall mentor (as described below) and supervise the routine daily activities of the Student Teacher and provide the Student Teacher with access to teaching resources.

William Jewell College will pay either the Cooperating Teacher or school district, in accordance with the school district's policy, an honorarium according to the student teaching fee structure developed by the Education Department faculty and the Board of Trustees. See page 9 for qualifications.

The expectations of the Cooperating Teacher shall be as follows:

1. Attend the Missouri Educator Evaluation System (MEES) training and William Jewell Cooperating Teacher Training Session on August 10.
2. Conduct an orientation visit with the Student Teacher including the following information:



- a. School district and school policies and procedures manual including routing and emergency and FERPA/records
 - b. School map
 - c. List of essential school personnel and contact information
 - d. A copy of teacher's daily schedule and an explanation of the school's schedule/routine/calendar
 - e. A copy of the teacher's handbook/manual, lesson plan format, curriculum guidelines and any other materials the Student Teacher needs to lesson plan
 - f. Instructions about grade books and assessment (Student Teachers should not be given Cooperating Teacher's actual gradebook)
 - g. Direction to the parent's handbook detailing the school's disciplinary and other policies. Cooperating Teacher will also discuss personal disciplinary approach and expectations for classroom environment and management.
 - h. Information about faculty meetings/in-services
 - i. Location of school records and policies for access, including IEP's
 - j. Texts, seating charts, ID for Student Teacher
 - k. Logistics for Student Teacher storage of materials, library use, computer use
 - l. Access any technology needs. Including but not limited to: district login information, access to certain applications for programs used by the Cooperating Teacher or teaching team. (i.e. Google Drive, Dojo, teacher's website).
3. Schedule at least weekly one on one consultation with the Student Teacher to discuss instructional goals, plan for instruction and evaluation of students, refine classroom management skills, and evaluate instructional skill development. Note: this time should not be used for common planning, grading, or assessment work; instead, the focus of this time should be the growth and development of the Student Teacher.
 4. Set aside at least 30 minutes each day for discussions with the Student Teacher regarding instructional planning, grading, and/or class preparation.
 5. Provide a file-sharing platform for daily lesson plans and course materials, to be accessible for the College Supervisor, Cooperating Teacher, and Student Teacher
 6. Assign instructional tasks on a graduated basis according to the Student Teacher's development and the goals of the program and plan collaboratively and co-teach with the Student Teacher.
 7. Support the Student Teacher's efforts to implement specific theories, instructional models, and teaching techniques emphasized in the college's professional education courses.
 8. Provide for the Student Teacher's participation in all professional activities in which the Cooperating Teacher is engaged during the period of the student teaching assignment.
 9. Make the Student Teacher and the College Supervisor aware of any problem(s) that may become apparent as soon as possible after their first appearance.
 10. Immediately report a Student Teacher's absences or tardiness to both the College Supervisor and Director of Student Teaching.



11. Mentor for growth and provide ongoing feedback daily and growth feedback at mid-term and end of semester.
12. Complete all required DESE MEES evaluation forms as sent through Jewell's Department of Education. Forms will be emailed to the Cooperating Teacher's school email. A minimum of 12 official MEES evaluations (6 per semester) must be done over the course of the year-long student teaching experience.
13. Contact the William Jewell College Clinical Coordinator if the Student Teacher requests or suggests that they need a 504/ADA accommodation. It is not the responsibility of the teacher or the district to make such an accommodation since the Student Teacher is not an employee of the district. The Clinical Coordinator will refer the Student Teacher to Jewell's Director of Accessibility Services.

COLLEGE SUPERVISOR

The College Supervisor is the representative of the college who facilitates communication between the college and district personnel in all matters relating to the Student Teacher under his/her supervision during the student teaching experience. All Jewell College Supervisors are experienced educators who taught in K-12 schools for more three or more years.

The expectations of the College Supervisor shall be as follows:

1. Attend the student teaching training each year (for 2024-2025, this will take place on August 10). This meeting will also serve as a required annual training session on the Missouri Educator Evaluation System (MEES).
2. Provide a general orientation to the student teaching experience for the Student Teacher, including a review of relevant policies and confirmation of daily, weekly, monthly schedules.
3. Clarify the policies, schedule, and procedures of the student teaching program to the Cooperating Teacher and principal as necessary
4. Facilitate, analyze, and respond to Student Teacher and Cooperating Teacher communications to determine if problems are developing
5. Verify completion of daily lesson plans via Brightspace LMS. Evaluate lesson plans to assist the student in developing instructional planning and implementation skills.
6. Regularly observe, at least six documented times each semester, the Student Teacher actively teaching to evaluate and encourage the development of the Student Teacher's professional skills. During each observation, the College Supervisor will evaluate appropriate MEES Standards and provide Student Teacher with written feedback
7. Complete the MEES TCAR required by DESE. 12 TCAR evaluations (6 per semester) must be done over the course of the student teaching experience. This will be done digitally through OneDrive/SharePoint.
8. Maintain weekly contact with the Cooperating Teacher to discuss specific strengths and weaknesses of the Student Teacher and set goals for coaching.



9. Confer with the Student Teacher weekly and after each observation to help the student deal with specific issues and continue their progress
10. Supply updates to the Director of Teacher Education about Student Teacher performance, attendance, professionalism, or preparation.
11. Assign the course grade for the student teaching experience on the basis of personal observation of the Student Teachers' classroom instructional behavior as measured against the performance standards in the student teaching rubric and considering the recommendation of the Cooperating Teacher and in consultation with the building principal and/or other professional educational personnel as deemed appropriate by the College Supervisor.



CONTENT FIELD FACULTY

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

After placements have been announced, the Clinical Coordinator shall notify the chairs of college departments of secondary Student Teachers' majors. Those department chairs, or an appointed faculty member, may participate in the supervisory process. The expectations of the content field faculty member shall be as follows:

1. To make a minimum of one formal classroom observation of the Student Teachers performance and complete a MEES Teacher Candidate Assessment Rubric (TCAR) on the form provided by the William Jewell Department of Education.
2. To consult with the Student Teacher, the Cooperating Teacher, and the College Supervisor on the classroom observations, especially on matter of content competency and pedagogical technicalities that may be unique to the discipline or teaching field.

STUDENT TEACHER

The undergraduate Student Teacher is an elementary or secondary education student who has completed all education program course work except EDU 401 and EDU 501 (and potentially, EDU 305) as an undergraduate. Graduate (MAT) Student Teachers take teaching methodology coursework simultaneously with fall student teaching. An approved (admitted) Student Teacher has demonstrated in classes and clinical field experiences the abilities and skills that suggest he/she will become a successful teacher.

Once the student teaching period has begun, the Student Teacher shall participate in all professional activities that are expected of the Cooperating Teacher, including (but not limited to) daily instructional preparation and implementation, faculty meetings, special duty assignments, parent-teacher conferences, and in-service workshops. Student Teachers may attend IEP Conferences but if they are called upon to comment in these meetings they should clearly state that they are Student Teachers and name their Cooperating Teacher as the teacher of record (also the Cooperating Teacher should be present at the IEP Meeting.).

The Student Teacher shall clearly understand and abide by all rules, regulations, policies and procedures established by the district for the safe operation of its schools. In addition Student Teachers shall comply with any specific requirements or assignments as may be made by the Cooperating Teacher, cooperating principal, College Supervisor, or content field faculty member, and the policies and procedures established for the student teaching program of the college.

For the College, the Student Teacher must:

1. Prepare detailed lesson plans for every lesson taught and keep them in an online student teaching portfolio to be shared with and reviewed by the



Cooperating Teacher and College Supervisor on a regular basis. **Lesson plans must also be submitted weekly to the Jewell Brightspace LMS as part of the student teaching grade.**

2. Provide the Jewell Clinical Program Coordinator, the Cooperating Teacher, and the College Supervisor with an accurate student teaching monthly calendar, including all William Jewell responsibilities, duties assigned, and scheduled student teaching days and times.
3. Aid in the development and use of a classroom management plan and communicate this plan to the College Supervisor.
4. Demonstrate accurate knowledge and effective teaching strategy use.
5. Provide evidence of meeting Missouri Teaching Standards as outlined in the Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Rubric (TCAR).
6. Present the College Supervisor a lesson plan prior to each lesson to be observed.
7. Attend and complete all assignments for concurrent William Jewell courses by deadlines provided.

For the cooperating school, the Student Teacher must:

1. Schedule an orientation visit. The orientation conference provides for sharing of information and the start of a professional relationship with the Cooperating Teacher. The following should be discussed at the orientation visit:
 - a. Materials sent by William Jewell College to the Cooperating Teacher
 - b. Material given to the Student Teacher by the Cooperating Teacher
 - c. Curriculum taught in the grade(s), subject areas assigned to the Student Teacher.
 - d. School policies and procedures.
 - e. The curriculum map for the year – what essential KUD’s will be taught throughout the year (the big picture).
 - f. Texts, materials, district curriculum guidelines
 - g. A general, flexible plan for how co-teaching will occur in the assigned classroom(s). In particular, who will take the lead for planning when; how assessment and feedback to students will be provided and by whom when; how the Cooperating Teacher and the Student Teacher will enact co-teaching on a daily basis.
 - h. General classroom management and the Cooperating Teacher’s management style/preferences and routines and procedures.
 - i. Philosophies of teaching
 - j. Expectations of the roles and responsibilities of the Student Teacher (please consult this guide and discuss explicitly for shared understanding)
 - k. Initial involvement activities for Student Teacher/preparation prior to the start of student teaching
2. Consult with the Cooperating Teacher and prepare teaching materials appropriate to every day’s activities.



3. Effectively prepare and implement instructional activities on a daily basis (the Student Teacher's level of responsibility builds over time but the co-teaching model is used throughout the experience).
4. Participate fully in the life of the school as a professional.
5. Never be alone on the playground without additional school assigned personnel.
6. May be placed in charge of the assigned classroom on the recommendation of the Cooperating Teacher or principal if the Cooperating Teacher is absent from school for less than three days during the period in which Student Teacher has assumed full classroom responsibility. However, another teacher employed by the district (substitute or otherwise) must be in the classroom except under the circumstances described in the section "Substitute Teaching" below.
7. Student Teachers should not be involved with any part of the administration of the MAP Test. William Jewell Students can observe MAP testing, with permission from your school administration, but they cannot help in any way. Even Student Teachers who can substitute in the district are not the teacher of record while the Cooperating Teacher is present; therefore, they are not considered an employee of the district. **Student Teachers should NOT help administer the MAP Test** as this would be a breach of DESE regulation with problematic implications for the district.

STUDENT TEACHER AS SUBSTITUTE TEACHER

On a temporary and emergency basis, William Jewell College will permit Student Teachers to be hired and used as a 'Daily' Substitute **only in the grade level/content field and building of their student teaching placement. A Student Teacher may be allowed to serve as a substitute teacher in their building if:**

- The Student Teacher has already acquired a Substitute Teaching Certificate through DESE and has completed the required paperwork for working as a substitute in the school district.
- The Student Teacher is acting as a substitute teacher for a Cooperating Teacher or other teacher in their grade level/content field.
- The substitute assignment is temporary (no more than 3 consecutive days or 10 days total across an entire semester)
- The Student Teacher is receiving compensation as a substitute teacher for the days in question

In this scenario, the Student Teacher is not a traditional employee of the district and must be asked and agree to be used as a Substitute Teacher on any given day under the specific circumstances. The Student Teacher should not be pressured to substitute and always has the option to decline the substituting opportunity.

If a situation arises wherein the district would like the Student Teacher to substitute for a longer period of time, the District should consult with the Director of Student Teaching at



Jewell. In this event, the Student Teacher must meet Jewell conditions for an Internship before such an arrangement will be considered (see below).



Gradual Assumption of Teaching Responsibilities

In a co-teaching model the Cooperating Teacher and the Student Teacher plan and implement instruction together but the Student Teacher still has a learning curve that must be considered by the Cooperating Teacher. Therefore, these guidelines are offered to suggest how teaching responsibilities should be gradually assumed by the Student Teacher.

Cooperating Teachers and Student Teachers should work together to maximize the effect on the teaching experience for all. The Student Teacher begins the year with the Cooperating Teacher, following the district's school calendar and then remains in the school until the last day of classes in the Jewell Spring Semester (except for Jewell's Winter Break).

The Cooperating Teacher should introduce the Student Teacher to the class as a professional colleague and should incorporate the Student Teacher as a fellow teacher in instructional activities from day one. Teaching responsibilities should be increased incrementally in developmentally appropriate stages. Each Student Teacher will move through the stages at different paces.

Initial teaching activities should be activities that help the Student Teacher gain confidence, get better acquainted with the students, and develop rapport. This should contribute to the development of classroom management and familiarity with classroom schedules and routines.

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

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



PART-TIME TO FULL-TIME STUDENT TEACHING

Most Student Teachers will attend their placements part-time (4 hours/week) during the Fall Semester and full-time (full day) during the Spring Semester. This structure allows student teachers to attend teacher professional development and preparation activities at the beginning of the school year and gradually increase responsibility throughout the Fall semester while preparing take over “full responsibility” by the start of the Spring semester.

FULL RESPONSIBILITY

Because co-teaching is being practiced, each Student Teacher’s responsibility for instruction at any given time during the school year will vary. However, near mid-year the Student Teacher should begin to take full responsibility for planning instruction and collaborating with the Cooperating Teacher to ensure that learning objectives are met. ***In other words, near mid-year the Student Teacher should function as the lead teacher, not the only teacher, for a period of ten (10) weeks.*** The timing of this ‘major responsibility’ is negotiable given the circumstances of the classroom. However, the intent is that the Student Teacher demonstrates the ability to plan and implement instruction by him/herself, planning effective instruction and assessment while considering student needs in the classroom.

GENERAL OUTLINE OF THE STUDENT TEACHING EXPERIENCE

Prior to the start of school:

- Study and master the school and district policies, procedures, and regulations.
- Practice emergency routines.
- Introduce yourself to and familiarize yourself with the school facility and personnel.
- Under the Cooperating Teacher’s direction help him/her to set up the classroom – physically, electronically, and with material preparation.
- Attend all teacher meetings and professional development opportunities.
- Establish a professional presence in the school and the district.
- Discuss with Cooperating Teacher how co-teaching will operate in the shared classroom. The Cooperating Teacher has the final say on the process.
- Collaborate with the Cooperating Teacher to create a plan for the Student Teacher to gain more responsibility for leading the instructional process. Identify a targeted 8-9 week period of ‘full instructional leadership’ responsibility near mid-year that makes sense given the curriculum map for the subject/class and holiday schedule of the school. Make a tentative plan for return of ‘full instructional leadership’ to the Cooperating Teacher to occur near the end of March/beginning of April in the spring semester.



SUMMARY OF FOR GRADUAL ASSUMPTION OF TEACHING RESPONSIBILITIES (NOTE: FOR EVERY STUDENT THIS TIMELINE WILL LOOK SLIGHTLY DIFFERENT)

| | | |
|-----------|--|---|
| Phase I | August - September | Weeks 1-4 teach lessons as appropriate and assist teacher with planning Weeks 5-6 Assume Lead teaching/planning for one subject/class |
| Phase II | October-December | Transition to Lead/Planner on all subjects/classes. Approximately every 2 weeks assume lead for a new subject or class. Student Teacher should take lead in planning for all subjects/classes |
| Phase III | January – April (must be at least 10 weeks per DESE rule) | Provide full instructional leadership: responsibility for planning, preparation, organization, co-teaching implementation, assessment, and evaluation for all classes in schedule. |
| Phase IV | Early April – First Week of May | Student Teacher hands back full teaching planning and co-teaching implementation responsibility gradually to the Cooperating Teacher, preferably one subject/grade level at a time. |

PHASE I: EARLY IN THE STUDENT TEACHING EXPERIENCE

The Student Teacher needs to consider the needs of the students in his/her classroom in the context of establishing effective management and planning differentiated instruction. This will involve observing the Cooperating Teacher and discussing *the topics below* with him/her while the Student Teacher also provides some early instruction. Early instruction should include several lessons in weeks 1-4 and then the assumption of responsibility for planning and deciding on the implementation of the co-teaching of one subject in week 5 or 6.

| |
|---|
| <p>Students: Attention spans Interests Readiness levels Learning mode preferences/strengths (i.e., auditory, visual, kinesthetic) Specific needs including but not limited to disabilities; medications Areas of strength and challenge Personalities</p> |
|---|



Grouping - Variety of grouping strategies and when to use them (i.e., sometimes for interest/motivation; sometimes mixed ability; sometimes by readiness level with differentiated instruction)
Students who work together well and ones who don't

Teacher – Students

Establishing an authoritative but not authoritarian presence in the classroom
Communicating warmly but demanding high performance from each student in their Zone of Proximal Development
How to delegate responsibility to promote student self-direction and responsibility

Learning

Planning for developmental and readiness levels
Considering student learning rates, modes, interests, abilities, and skills, preparation, experience, and background
Considering circumstances when facilitate learning
Environment: accessible materials, anchor charts, other cues (i.e., management keys, word walls, etc.), physical flow for disabled and/or other student needs

Instructional Methodologies

Planning backward from the desired results for alignment between assessment and instruction
Using a range of instructional strategies and under what circumstances
Use of questioning
Instructional media available
Instructional materials and resources available
Motivational techniques to be used
Mechanisms for integrating content across disciplines

In addition to the above, early in student teaching, the Student Teacher should:

1. Submit a monthly schedule of classes and your responsibilities to your College Supervisor.
2. Learn the students' names. Visit with students before and after class to develop rapport. Take attendance daily.
3. At lunch, learn cafeteria procedures and assist with any lunch duties.
4. Meet with the Cooperating Teacher daily to plan, debriefing the day's activities and planning for the following day and/or the remainder of the week.
5. Accept constructive feedback and direction from the Cooperating Teacher and ask questions to improve his/her skills.
6. Learn to use the computer in the classroom and any special software available.
7. Learn to use the office machines in the building. Take responsibility for material preparation.
8. Work with individuals and small groups for enrichment, remediation, and on special projects or assignments.
9. Grade papers using rubrics while following the Cooperating Teacher's guidelines for assessment and evaluation.
10. Attend all professional development/workshops/faculty meetings or other professional requirements for the school/district



PHASE II: TRANSITION TO “FULL INSTRUCTIONAL LEADERSHIP”

1. Gradually assume responsibilities for instructional leadership for additional classes by adding one subject/class at a time over a period of roughly 2 weeks for each additional subject/class as it makes sense in the classroom.
2. The Student Teacher is given the responsibility for planning, preparation, organization, implementation coordination, and assessment/evaluation of the classes she/he is teaching until she/he is responsible for planning and an implementation plan (co-teaching) for every class in the assignment.
3. The Cooperating Teacher and College Supervisor receive the lesson plans or unit one week in advance to provide feedback and suggestions for improvement.
4. The Student Teacher suggests ways for co-teaching to proceed but accedes to the Cooperating Teacher’s feedback.
5. Organize and keep student performance data for instructional planning use; organize information for and participate in parent-teacher conferences.
6. Attend all professional development/workshops/faculty meetings or other professional requirements for the school/district

PHASE III: MID-STUDENT TEACHING EXPERIENCE

1. Provide full instructional leadership: responsibility for planning, preparation, organization, co-teaching implementation, and assessment/evaluation for teaching all classes.

In order to satisfy MoSPE requirement, this “full instructional leadership” must encompass at least 10 full weeks (400 hours) of instructional time. During this time, the Student Teacher must be in attendance every day for the full day and take on all the responsibilities of the Cooperating Teacher.

2. Collects, analyzes and utilizes assessment data results to inform instructional planning and implementation.
3. Communicate with parents; organize student performance for and participate in parent-teacher conferences (leadership of such is at discretion of Cooperating Teacher).
4. Manage administrative requirements of the classroom.
5. Attend all professional development/workshops/faculty meetings or other professional requirements for the school/district.
6. Toward the end of this phase, ask a member of administration to assess your teaching skills. This evaluation should be included as an artifact in your teaching portfolio.



PHASE IV: STUDENT TEACHING CONCLUSION

1. Student Teacher hands back full teaching planning and co-teaching implementation responsibility gradually to the Cooperating Teacher, preferably one subject/class level at a time.
2. Student Teacher finishes grading all projects, papers, and tests as negotiated with the Cooperating Teacher during the hand back of responsibility. The Student Teacher will continue to grade and instruct as assigned by the Cooperating Teacher as he/she assumes the full instructional leadership role again.
3. Assist with instructional activity elsewhere in the building during MAP or EOC testing (see earlier note in this handbook about DESE prohibition of Student Teacher participation in Missouri testing).
4. As arranged with and by the Cooperating Teacher, observe other master teachers in the building or district. Schedule and observe a variety of excellent teachers.
5. Split assignments – Persons with K-12 assignments will complete their alternate level experience during this phase moving to work with a new teacher in the grades not represented in their original student teaching assignment (for instance if an elementary placement was the ‘main’ placement then the teacher will move to work in a high school placement).
6. Cooperating Teacher is asked to complete a final evaluation for the Student Teacher.
7. Attend all professional development/workshops/faculty meetings or other professional requirements for the school/district.

Assessment of the Student Teaching Experience

MISSOURI EDUCATOR EVALUATION SYSTEM (MEES)

Missouri Educator Evaluation System (MEES) will be used to evaluate the Student Teacher.

The MEES Teacher Candidate Assessment Rubric (TCAR – 2024-25 version) will be used to determine if Student Teachers should be recommended for certification. At the end of the student teaching experience the College Supervisor and Cooperating Teacher’s summative scores will be added together. To be certified in Missouri during the 2024-2025 academic year the Student Teacher must achieve a score of 42 (combined final score of both the Cooperating Teacher and the College Supervisor).

The MEES Teacher Candidate Assessment Rubric (TCAR) will be used each time a College Supervisor observes. Cooperating Teachers will fill out the MEES Assessment Tool at least twelve (12) times during the experience, 6 times per semester. The first MEES TCAR of each semester will be used as a formative assessment and the final MEES TCAR of each semester will be used as a summative assessment. The spring summative assessment MEES TCAR will be generate the final score and used for certification purposes. Growth is expected between each MEES evaluation.



There is no cost for MEES. MEES scores will be a part of a student’s permanent record and will be reported to DESE as part of the application for teacher certification.

Additional information on the MEES can be found at:

[Missouri DESE MEES Protocol and Forms](#)

Information on the grading scale and how the final student teaching grade is computed and assigned can be found at:

[MEES Teacher Candidate Scoring Protocol](#)

| Scoring Rubric: |
|--|
| 0 – Not Evident: The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance. |
| 1 – Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance. |
| 2 – Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success. |
| 3 – Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. [<i>Expected level of performance by the end of the student teaching experience.</i>] |
| 4 – Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) and at least one descriptor on the exceeding (4) column must be present during the evaluation. |

College Supervisor and Cooperating Teacher will assign the appropriate score based on if the majority of the listed descriptors are met. If half of the descriptors fall in one level and the other half fall in a different level, the lower score will be given. To achieve a 4, Student Teachers must demonstrate all descriptors in the skilled candidate (3) column and a least one descriptor from the exceeding candidate (4).

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

1. **Cooperating Teacher Evaluation** – from the Cooperating Teacher the student will receive daily informal formative evaluations (see conference and evaluation guidelines which follow), a formal mid-term MEES evaluation, and a formal summative MEES evaluation at the end of each semester. The mid-term and final evaluation forms are identical and will be provided by the William Jewell Clinical Coordinator.
2. **College Supervisor Evaluations** – from the College Supervisor the student will receive periodic evaluations and specific feedback after each observation (see conference and evaluation guidelines which follow). The College Supervisor will complete a final MEES summative evaluation at the end of the student teaching semester. The evaluation



forms will be provided by the William Jewell Clinical Coordinator. ***The College Supervisor designates the final grade for student teaching.***

3. **Building Administrator Evaluation** –if possible , a school administrator (principal, department chair, other) should observe one class toward the end of their full class control period and provide feedback using the Building Administrator Assessment which will be provided to the Building Administrator by the William Jewell Clinical Coordinator.
4. **Other** - In addition, a content college professor may also observe and provide feedback.
5. **Self-assessment** – the Student Teacher will monitor his/her own growth through reflections, conferencing, and MEES evaluations.

CONFERENCES & EVALUATION GUIDELINES

Conferences between the Cooperating Teacher and the Student Teacher should be conducted in an atmosphere of mutual trust, they should be growth-centered rather than personality centered and should be conducted in private. If a challenge or problem is emerging a conference should be scheduled immediately to identify the source of the problem and correct it quickly so that the experience can continue unimpeded.

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

- Cooperating Teachers should confer with the Student Teacher daily regarding instructional planning and delivery.
- Cooperating Teachers should hold formal conferences **weekly** at a regularly scheduled time and the College Supervisor should provide formal feedback after each observation. The categories and prompts on the formative observation form can be used as an objective guide to provide specific feedback about what you are or are not seeing the Student Teacher do. The formative observation form is tied to the final expectations of what the student is expected to know and be able to do at the conclusion of student teaching.
- The College Supervisor should be invited for a three-way conversation if the Cooperating Teacher and/or principal or content professor need support in working toward goals.
- Build on the Student Teacher’s strengths while targeting means for improving areas of weakness.
- Engage the Student Teacher in self-evaluation and goal setting and encourage the Student Teacher to reflect on his/her performance and how they can improve that



performance – to reflect on the teaching/learning process and generate solutions themselves (if they are unable to accurately assess what is occurring in the classroom do not hesitate to offer suggestions, techniques, models that they should try).

- Complete six (6) formal evaluations each semester and review each with the Student Teacher.
- Near the end of the student teaching experience, the Cooperating Teacher and the College Supervisor will complete a final MEES TCAR that conveys the final performance level of the Student Teacher on each standard. The Cooperating Teacher may review it with the student or keep it confidential. The College Supervisor should review his/her own evaluation with the Student Teacher, keeping confidential the Cooperating Teacher’s final evaluation if he/she so desires.

The Student Teacher needs to realize the importance of the coaching that the Cooperating Teacher is giving to assist in your professional growth. Appreciate constructive criticism, don’t be defensive. Don’t take feedback personally. Seek suggestions for improvement and use them to change teaching practices. Be kind and gracious. Keep the meetings positive. If any participant is unable to do this for any reason, consult the College Supervisor immediately.

MISSOURI STANDARDS FOR THE PREPARATION OF EDUCATORS (MOSPE)

William Jewell’s Education Program is designed to meet the Missouri Standards for the Preparation of Educators (MoSPE) developed by the Missouri Department of Elementary and Secondary Education (DESE).

The Missouri Teacher Standards

1. Content Knowledge aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.
2. Student Learning, Growth, and Development. The teacher candidate understands how students learn, develop and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.
3. Curriculum Implementation. The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district, and state standards.
4. Critical Thinking. The teacher candidate uses a variety of instructional strategies and resources to encourage students’ critical thinking, problem solving, and performance skills.
5. Positive Classroom Environment. The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.



6. **Effective Communication.** The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues, and families to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. **Student Assessment and Data Analysis.** The teacher candidate understands and uses formative and summative assessment strategies to assess the learner’s progress and uses both classroom and standardized assessment data to plan ongoing instruction.
8. **Professionalism.** The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.
9. **Professional Collaboration.** The teacher candidate has effective working relationships with students, families, school colleagues, and community members.



Student Teaching Evaluation and Grading

The William Jewell College Student Teaching Rubric for 2024-2025 will be used to determine the Student Teacher's grade for each semester of the student teaching experience. The Rubric is based on the Missouri Teacher Standards provided by DESE and the evidence in the Student Teaching Portfolio and weekly lesson plan submissions. A student's grade in student teaching is determined as follows:

- 60% MEES TCAR Final Evaluation, conducted at the end of each student teaching semester
- 20% Lesson Plans, evaluated weekly and averaged at the end of each semester
- 20% Student Teaching Portfolios, submitted once in the Fall semester, and twice in Spring semester

Fall Semester – Student Teaching I (EDU 410, EDU 420, EDU 425, EDU 510)

The Fall Semester student teaching grade is given by the College Supervisor based on the final fall score for all 9 Standards on the MEES TCAR – which considers the current level of student teaching performance and an overall impression of the evaluations from the Cooperating Teacher. In addition, the student teaching grade will include an average score on submitted weekly lesson plans as well as the Student Teaching Portfolio. Because student teaching is viewed as a developmental, year-long process, the expectations for the Fall Semester represent a mid-point in the student teaching preparation process. The summative total score will decide the letter grade assigned. See below for grade guidelines:

| | |
|----------|--|
| A | Receiving an average score of 2.4 or higher across evaluative criteria. This roughly equates to an aggregate score of 2+ on all 9 standards on the MEES TCAR, an average score of 3.0+ on weekly lesson plans, and a score of 2.5+ on the Student Teaching Portfolio. |
| B | Receiving an average score of 2.0 or higher across evaluation criteria. This roughly equates to an aggregate score of 1.75+ on all 9 standards on the MEES TCAR, an average score of 2.5 on weekly lesson plans, and a score of 2+ on the Student Teaching Portfolio. |
| C | Receiving an average score of 1.5 or higher across evaluation criteria. This roughly equates to an aggregate score of 1.5+ on all 9 standards on the MEES TCAR, an average score of 2 on weekly lesson plans, and a score of 1.5+ on the Student Teaching Portfolio. |
| F | Receiving an average score below 1.5 across all evaluation criteria. This roughly equates to an aggregate score below 1.5 on all 9 standards on the MEES TCAR, an average score below 2 on weekly lesson plans, and a score below 1.5 on the Student Teaching Portfolio. |

Spring Semester – Student Teaching II (EDU 411, EDU 421, EDU 426, EDU 511)



Significant growth is expected during the spring semester as the Student Teacher prepares to be a professional teacher in the following academic year. The Second Semester student teaching grade is given by the College Supervisor based on the final spring score for all 9 Standards on the MEES TCAR – which considers the current level of student teaching performance and an overall impression of the evaluations from the Cooperating Teacher. In addition, the Student Teacher is expected to continue submitting weekly lesson plans as well as exemplary artifacts for the Student Teaching Portfolio. The expectations for all three of these evaluative criteria (MEES TCAR, Lesson plans, and Student Teaching Portfolio) are increased for the Spring Semester. The summative total score will decide the letter grade assigned. See below for grade guidelines:

| | |
|-----------|---|
| A+ | Receiving an average score of 3.3 or higher across evaluative criteria. This roughly equates to an aggregate score of 3.5+ on all 9 standards on the MEES TCAR, an average score of 3.5+ on weekly lesson plans, and a score of 3.5+ on the Student Teaching Portfolio. |
| A | Receiving an average score of 3.0 or higher across evaluative criteria. This roughly equates to an aggregate score of 3.0+ on all 9 standards on the MEES TCAR, an average score of 3.0+ on weekly lesson plans, and a score of 3.5+ on the Student Teaching Portfolio. |
| A- | Receiving an average score of 2.7 or higher across evaluative criteria. This roughly equates to an aggregate score of 2.67+ on all 9 standards on the MEES TCAR, an average score of 3+ on weekly lesson plans, and a score of 3+ on the Student Teaching Portfolio. |
| B | Receiving an average score of 2.4 or higher across evaluative criteria. This roughly equates to an aggregate score of 2+ on all 9 standards on the MEES TCAR, an average score of 3.0+ on weekly lesson plans, and a score of 2.5+ on the Student Teaching Portfolio. |
| C | Receiving an average score of 2.0 or higher across evaluation criteria. This roughly equates to an aggregate score of 1.75+ on all 9 standards on the MEES TCAR, an average score of 2.5 on weekly lesson plans, and a score of 2+ on the Student Teaching Portfolio. |
| F | Receiving an average score below 2.0 across evaluation criteria. This roughly equates to an aggregate score below 1.75 on all 9 standards on the MEES TCAR, an average score below 2.5 on weekly lesson plans, and a score below 2 on the Student Teaching Portfolio. |

STUDENT TEACHING PORTFOLIO (STP) EXPECTATIONS

The Student Teaching Portfolio is a collection of evidence demonstrating performance of the 9 Standards that are outlined in the MEES. These artifacts provide documentary evidence for the performance scored on the MEES TCAR.



Evidence will be collected through the William Jewell Brightspace LMS. It is the Student Teacher's responsibility to upload appropriate documents that demonstrate each standard by due dates. Evidence will be submitted three times each student teaching year, once in the Fall and twice in the Spring. (See Brightspace for exact dates.)

Each document should contain a cover sheet containing the following information:

1. Standard being addressed
2. Student Teacher's Name
3. Description of what is being uploaded
4. Statement of why this artifact shows demonstration of the standard
5. If needed either describe where to find this evidence in the document or be sure to highlight.

Student Teachers will receive a grade on each artifact/standard using the corresponding MEES TCAR scoring rubric. All nine scores will be averaged to generate a Student Teaching Portfolio score.

LESSON PLANNING

Student Teachers are expected to keep daily lesson plans for all lessons they teach. These lesson plans should follow the William Jewell Lesson Plan Template and should be shared digitally with Cooperating Teacher and College Supervisor on a daily basis. In addition, the Student Teacher should maintain a shared online drive of teaching resources, curriculum guides, calendars, and other teaching materials so they may be reviewed and evaluated at any time. **Each week, the Student Teacher will be required to submit lesson plans to the Jewell Brightspace LMS for evaluation by the College Supervisor.**

Lesson plans will be evaluated weekly using a holistic 4-point scale:

0 = Lesson plans are not submitted

1 = Does not meet expectations. Lesson plans are submitted late (after instruction has already occurred or after prompting by College Supervisor) or are only partially completed

2 = Partially meets expectations. Lesson plans are complete and submitted on time, but are lacking in detail or do not adhere to William Jewell lesson planning guidelines

3 = Meets expectations. Lesson plans are submitted on time and provide plans for all instruction within a given week; Lesson plans adhere to William Jewell lesson planning guidelines

4 = Exceeds expectations. Lesson plans meet all expectations at the score of 3, as well as represent exemplary instruction for the grade level/discipline, demonstrate creative lesson design, and/or provide evidence of thoughtful differentiation



Because it is not always possible for a College Supervisor to observe every Missouri Teaching Standard in detail on a given visit, lesson plans and shared online drives will be an important determinant of a student's MEES TCAR score. College Supervisors should review these resources before determining a Student Teacher's score.

Lesson planning and preparation are also key markers of student engagement in the experience. Student Teachers who, in the view of the Cooperating Teacher or College Supervisor, are not completing daily lessons or adequately preparing for instruction on a daily basis will be referred to the Director of Student Teaching and may be removed from student teaching if a pattern of insufficient preparation develops.

Attendance

Students are expected to be punctual and have perfect attendance in student teaching.

1. Arrive at school no later than the time determined by the school district policy manual and student teaching schedule as determined by the College Supervisor and Director of Student Teaching. It is a requirement to arrive at the same time as the Cooperating Teacher or earlier if you have access to the classroom and/or a place to prepare work.
2. Student Teachers are required to adhere to the schedule of the school where they are student teaching. Student Teachers will begin student teaching at the beginning of the District's school year with teacher's meetings in August. Student Teachers DO NOT have the same holidays or breaks as the William Jewell except in the case of Winter Break (see "Student Teaching Schedule", above)
3. Student Teachers will work with the Clinical Coordinator to provide an exact schedule for when they will need to leave the classroom/school for Jewell courses or athletics. That schedule will be provided to the Cooperating Teacher prior to the start of the fall and spring semesters. Once set that is the required schedule for student teaching attendance.
4. The Student Teacher **should never deviate from this the schedule** unless there are circumstances that prevent attendance (injury or illness that requires documented medical attention, death of an immediate family member, etc.). In that event, the Student Teacher needs to notify the Cooperating Teacher, the appropriate assistant principal or principal (ask your Cooperating Teacher about this when discussing policies), and the College Supervisor. Failure to notify all three persons in a timely fashion may result in the student being removed or withdrawn from student teaching. See below. **Vacation, even if pre-planned, IS NOT an explained, approved absence.**



FALL SEMESTER ATTENDANCE REQUIREMENTS

For most Student Teachers, the student teaching experience in the Fall Semester will be a 4-credit, half-day experience. This means that Student Teachers should be present in their placement school for at least 4 full, continuous hours each day, for a total of at least 20 hours per week. Typically, this 4 hour period begins with the start of the teacher contract day (not the start of school or the first period of instruction) and ends at a convenient time (lunch, passing period, natural break in instruction) at least 4 hours later. The exact student teaching schedule should be worked out with the Cooperating Teacher and College Supervisor and shared **in writing** with Director of Student Teaching. For both professional and liability reasons, Student Teachers should be expected to be in school every day at the same time. There should be no deviations from the student teaching schedule without advance approval from the College Supervisor or Director of Student Teaching.

Exceptions to the 4-hour rule: Students attending a placement in 4 day/week school district will need to spend 5 hours each day in order to maintain 20 hours total/week. In some rare cases, Student Teachers may need to break up their teaching day in order to attend classes at Jewell. In such cases, a regular plan for attendance should be worked out **in writing** with the College Supervisor and Director of Student Teaching, and the total number of weekly hours must remain at least 20.

Student Teachers enrolling in 6 credits for the Fall experience will be expected to attend for the entire teacher contract day. This option is not available for Student Teachers with other course requirements or athletic/activity commitments.

CONCURRENT FIELD EXPERIENCES IN FALL SEMESTER

Graduate Students in the One-Year MAT Program may complete their early- and mid-level fieldwork experiences (EDU 214 and EDU 311) immediately preceding and in the same locations as their student teaching placement. In this case, each 30-hour fieldwork experience will take place in the first 7 weeks of student teaching. During this time, Student Teachers completing fieldwork will be required to attend 5 hours per week (25 hours total) at their school as well as complete the required reflection and teaching assignments for the fieldwork experience. The College Supervisor will serve as the instructor for the Fieldwork courses.

SPRING SEMESTER ATTENDANCE REQUIREMENTS

For all Student Teachers, student teaching is a full-day experience for the entire semester. Students should expect to attend their placement school for the entire teacher contract day without exception. Any absences should be excused in advance using the absence policy below.



ABSENCES

An ABSENCE is defined as any day that deviates from the schedule provided to the Cooperating Teacher by Jewell's Clinical Coordinator. NOTIFICATION of absence is defined as communication with Cooperating Teacher and College Supervisor prior to absence.

Failure to notify: If a Student Teacher is absent and fails to notify the Cooperating Teacher, the appropriate school administrator, and the College Supervisor prior to the absence he/she may be withdrawn from student teaching.

Tardiness: If a Student Teacher arrives late (after the contract start time) or leaves early (before the end of the contract day) without prior approval, this will be treated as an absence. If a Student Teacher is late or leaves early three (3) or more times throughout the student teaching semester without prior approval, he/she may be withdrawn from student teaching.

Excused Absence (with notification): If a Student Teacher has one (1) to five (5) days of explained absences and has notified the Cooperating Teacher, the appropriate school administrator, and the College Supervisor prior to the absence the Student Teacher will make up the missing days at the end of the student teaching period even if that requirement extends beyond the end of Jewell's Fall or Spring semester. In that event an incomplete in student teaching will be given until the required experience is completed.

Excessive Absence (more than 6 days): If a Student Teacher has six (6) or more days of explained absences (regardless of notification of Cooperating Teacher and/or College Supervisor), the Student Teacher will be withdrawn from the student teaching experience.

Absence for College-Approved Activities: Student Teachers may attend College-sponsored activities or professional development meeting or workshops with prior approval and notification of the Cooperating Teacher, College Supervisor and school administration. Some examples are athletic competitions, music performances, theatre performances, debate tournaments, interviews, certification testing, and journey grants. Student Teachers must leave plans when they are absent from the classroom for College-sponsored activities. **If the activity requires more than two (2) days of absence from student teaching the time away from school must be made up as is consistent with the policies described above and below.**

Exceptions to Attendance Policy: Exceptions to this attendance policy may be requested by Student Teachers only with support of the College Supervisor. In such cases, the Director of Student Teaching will decide to grant an exception to the attendance policy and decide on appropriate make-up requirements. If a Student Teacher knows that there will be more than two (2) days of absence for College-sponsored activities, the Student Teacher is advised to develop a plan for making up these absences.



For additional information, see section titled Termination of Student Teaching by Faculty.

ILLNESS

Student Teachers who are ill and/or contagious should not attend their student teaching placement until they are well. Student Teachers who are ill should immediately contact their Cooperating Teacher, appropriate school district officials, and their College Supervisor. Student Teachers who are ill are expected to provide appropriate lesson plans and guidance for the classes they are missing. Absences of more than two (2) days may require a doctor's note or other documentation of illness. Extended absences due to chronic or acute illness should be reported to the Director of Student Teaching.

Professionalism

COMMUNICATION

Student Teachers are expected to remain in constant communication with others about their progress throughout the year. On a regular basis, Student Teachers should discuss their teaching plans and concerns with both their Cooperating Teacher (daily) and College Supervisor (at least weekly). Student Teachers should also follow appropriate district procedures for communicating with colleagues, students, administrators, and parents. Student Teachers who are not communicating regularly and effectively will be referred to the Director of Student Teaching.

PROFESSIONAL CONDUCT

Student Teachers are subject to the professional conduct policies of their placement schools and districts. Student Teachers whose conduct results in dismissal from the building/district will also have their student teaching placement terminated. In addition to specific rules for each school/district, Student Teachers should pay attention to appropriate professional conduct in the following areas:

- Professional dress (see note below)
- No mobile phone usage in the classroom when students are present. Student Teachers should not call, text or surf social media sites. Without meaning to, inappropriate things can appear on a feed, that you DO NOT want students to see.
- Provide family with Front Office number in case of emergency and ask others not to call/text you during the school day
- Professional language, Do NOT use expletives, make negative comments, or inappropriate suggestions.
- Remain calm, you are one of the adults in the classroom. You will model appropriate behavior.
- Do not post pictures of students on Social Media. Districts have rules/regulations for what can be posted and where. Be cognizant of FERPA at all times.



- Be careful of what you post on social media during off times. Future employers WILL look at your social media postings before making placement decisions.
- Use of alcohol, tobacco, and recreational drugs (illegal or legal)

PROFESSIONAL DRESS

The following policy is designed to promote a professional style of dress for all Student Teachers when visiting schools for clinical studies. Education is a profession, and Student Teachers must present a professional appearance.

The following guidelines should apply during any visit to schools in fulfilling education course requirements:

- Appropriate, modest business attire
- Clothing that is clean and neat in appearance
- Shells, sweaters, blouses, collared shirts, ‘suit’ jackets
- Pressed slacks, sport coats, dresses and modest skirts
- Dress or business shoes

Attire not deemed appropriate:

- Jeans
- Shorts
- Athletic clothing, ball caps or athletic shoes
- Casual or beach footwear
- Revealing clothing
- Soiled or frayed clothing
- T-shirts (especially not those with promotional lettering, slogans, or large images)
- Flip-flops

Periodically, cooperating schools may sponsor a special school spirit day or Chiefs or Royals Day. The School of Education faculty encourages participation in such events as a signal of the Jewell student’s desire to be involved in school celebrations; however, if “Jeans Day” is one of these sponsored events, the Faculty asks that Jewell students NOT wear jeans. Jeans are never allowed as an exception. The Faculty feels that Jewell students are not members of a school’s staff, but rather students from William Jewell College - teachers in training for a profession in which the best model makes a statement regarding utmost respect for the profession.

Some school districts have policies that require personal identity displays (e.g. tattoos, piercings, unconventional hair color or style) to be ‘covered’ therefore it is in the Student Teacher’s interest to anticipate those policies by taking the necessary precautions in advance. Student Teachers must adhere to the district’s policies.

Student Teachers should always consult with the principal or their Cooperating Teacher regarding the established dress code for their particular assigned school. Dress codes vary by



district and it is the responsibility of the student to ensure their dress falls within the guidelines established by their assigned school.

Cancellations & Terminations

CANCELLATION OF A STUDENT TEACHING PLACEMENT BY THE STUDENT

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

If a Student Teacher decides to terminate student teaching after student teaching has begun, the Student Teacher can do so and receive a W on their transcript for that semester. Student teaching is a two semester experience at William Jewell College and both semesters must be completed successfully in order to finish degree and teacher certification requirements. If a Student Teacher decides to drop student teaching in either semester he/she will need to drop the education program at Jewell and will NOT BE ELIGIBLE FOR TEACHER CERTIFICATION.

TERMINATION OF STUDENT TEACHING BY FACULTY

Removal from a student teaching assignment – In the event that the Cooperating Teacher, school district administration, and/or the College Supervisor determine that a Student Teacher's performance is unsatisfactory and that continuing the student teaching experience is not in the best interests of either the students in the K-12 class or the Student Teacher, the Student Teacher will be removed from the assignment. The College Supervisor will confer with the College Director of Student Teaching (currently the Department of Education Chair) to initiate action for termination of the student teaching experience. As soon as such determination has been made, the William Jewell Director of Student Teaching shall notify the District's Coordinator of Clinical Experiences in writing. The student shall receive a grade of "F" under these circumstances. Alternatively, the student MAY be allowed to drop student teaching and complete alternative course work toward graduation. IN EITHER CASE THE STUDENT MAY NOT COMPLETE CERTIFICATION REQUIREMENTS AT WILLIAM JEWELL COLLEGE.

Incompatible working environment – If, in the judgment of the College Supervisor, the environment in which the Student Teacher is working proves to constitute a significant hindrance to the Student Teacher's success, the assignment shall be terminated. If possible, and if time permits, the student will be placed in a classroom in a different school. If a second placement is impossible, the student shall receive a grade of "W" or Incomplete (depending upon the circumstances and the at the discretion of the College Supervisor in consultation with the Department Chair) and be allowed to repeat student teaching.



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

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

504/ADA Accommodations

William Jewell College pursues a non-discrimination policy with regards to all education programs and employment. William Jewell is committed to the full inclusion of students, faculty, and staff in the life of the Jewell Community in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and the Fair Housing Act. To prevent discrimination on the basis of disability, reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids and services are determined on a case-by-case basis for otherwise qualified individuals who have a demonstrated need for these services and can provide appropriate documentation. Information concerning eligibility for accommodations, required documentation, and the application process is set forth in William Jewell’s Policies and Guidelines for Individuals with Disabilities and can be found at www.jewell.edu/accessibilityservices.

Student teaching is a full year clinical experience that occurs in a K-12 public school setting appropriate to the certification grade level and area that each teacher education student pursues. Student teaching is an educational experience, but occurs in a place of work, where the student is still learning but is expected to achieve a professional standard by the conclusion of the educational experience. Student teaching is an applied learning experience that is, in effect, a practice job. However, the Student Teacher is NOT employed by the cooperating school district.

Student teaching is a performance-based experience and the Missouri Education Evaluation System (MEES) prescribes standards against which Student Teacher performance is assessed.

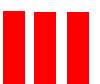


MEES utilizes 9 indicators when evaluating success in completing student teaching. This instrument will also be used to provide feedback and evaluate throughout student teaching so that the student has a clear picture of where their performance is in regard to the required standard throughout the experience. **MEES standards are professional standards, which must be met and will not be modified or lowered.**

Any Student Teacher who believes he/she has a disability that requires an accommodation to successfully complete the student teaching clinical experience to the MEES standards should apprise the Director of Accessibility Services of this need for accommodation either at the regularly scheduled semester meeting or as soon as the need is recognized. Accommodation requests are considered on a case-by-case basis by means of an interactive evaluative process. Typically, classroom accommodations such as time extensions, note taking, and separate testing space do not apply to the applied learning (practice job) setting (i.e., the Student Teacher must complete the work expected of a teacher on time – there are no time extensions in the daily work of a teacher so requests for extended time will, generally, not be applicable.) If it is determined by the faculty that the granting of an accommodation will result in the lowering of required standards or changes the essential nature of the applied learning experience, alternative accommodations may be considered or suggested if appropriate. Determinations on requested accommodations will be made by William Jewell College and not the receiving school district.

In order to protect student confidentiality, accommodation information is not typically shared with the receiving school district. Certain accommodations may require the assistance or cooperation of the receiving school district (such as a special piece of equipment, desk/chair modifications, or if an additional person needs to be present in the classroom, such as an interpreter). In these instances the school district may receive notification of the student's accommodation.

Jewell Education faculty will provide the same support as we do to all Student Teachers in addition to providing any accommodations granted under the William Jewell College's 504/ADA verification process. All Student Teachers will be evaluated by the same MEES standards regardless of whether a reasonable accommodation has been granted.



Background Checks & Fingerprints

For student teaching, local school districts require all Student Teachers to complete a background check prior to student teaching. **Students must make sure that they have a valid, non-expired background check** during the entire student teaching experience. Failure to complete the FBI background check well before the beginning of student teaching will result in delay or cancellation of the placement. Student Teachers should consult the Clinical Coordinator to determine if they have a valid background check prior to May 15 of the spring prior to the student teaching experience.

Students must complete and sign the *MoVECHS Waiver Agreement and Statement* form and the *Noncriminal Justice Applicant's Privacy Rights* and bring them to the Department of Education. Signed copies of both of these forms must be on-file in the Department of Education to be compliant with the state of Missouri. The *MoVECHS Waiver Agreement and Statement* form gives William Jewell the authorization to receive the student's criminal history. Without this form, students have not given permission for Jewell's Department of Education to receive criminal history. The *Noncriminal Justice Applicant's Privacy Rights* states the results of a criminal history record check will be used only for authorized purposes and will not be retained or disseminated. To do so would be in violation of federal statute, regulation or executive order, or rule, procedure or standard established by the National Crime Prevention and Privacy Compact Council.

Current instructions for completing fingerprints are as follows.

IDEMIA captures our students' fingerprints electronically and submits them to the Missouri State Highway patrol. All applicants needing to be fingerprinted with IDEMIA must first register with the Missouri Criminal History Site (MACHS) Fingerprint portal at www.machs.mo.gov. Those without access to the internet may contact them directly at 877-862-2425 to have a Fingerprint Services Representative conduct their registration.

1. Click on the icon to register with the MACHS Fingerprint Portal.
2. Click the icon to register with MACHS.
3. At the top of the registration page you should enter **William Jewell's unique registration number: 5509**. You will be prompted for this number and will not be able to schedule an appointment without it. Once you enter this number, MACHS will automatically populate your agency data thus ensuring that the background check is returned to the correct location.
4. Clicking "enter" will automatically return a message displaying the name and identifying information of the agency for which you are registering.
5. Once you have verified your agency information you may begin entering your personal demographic data into the spaces provided. When you are finished click "register".



6. At the top of the verification page an 8-digit Transaction Control Number (TCN). This number will be used to track your fingerprints through the background check process.
Write down this number.
7. Once you have verified that the information is correct, click “complete registration”.
8. Read the Noncriminal Justice Applicant’s Privacy Rights and click “complete registration”.
9. You will then be prompted to confirm the person being fingerprinted. If the information is correct, select “correct”; if the information is incorrect, select “incorrect”.
10. Select “register for digital fingerprinting services”.
11. Choose to find a fingerprint location near me.
12. The registration portion is now complete. Print or save the page for your records. Take the following with you to your fingerprint location:
 1. Payment of \$40.50. IDEMIA accepts check, money order or credit cards.
 2. A valid photo ID
 3. A copy of the registration confirmation either printed or saved to your mobile device.
13. Enter your postal code to find the fingerprint locations closest to you.
14. Select the location to see the address and location hours. Selecting the location will take you to Google maps.
15. Once registered you will receive an email confirmation to schedule your appointment.
16. Select “click here to schedule your appointment”.
17. Enter your date of birth, then select “next”.
18. Enter a postal code to find a location near you and select from the list to schedule an appointment.
19. Choose a date and time for your appointment or choose “walk in” then “submit”. Note: Scheduled appointments take priority over walk-ins. Appointments are highly recommended due to the possible wait times associated with walk-in processing.
20. Print your “service summary” for your records. Appear at the fingerprint location you chose at your designated time.
21. William Jewell will receive your fingerprint results within 48 hours and will notify you via email once we receive them.

Out of State Residents

While there is an option for you to have your prints taken and submitted if you reside outside of Missouri while not at Jewell, we do not recommend this option. Please have your prints taken before you leave campus for the summer if you need to do so.

STUDENTS WITH ISSUES ON THEIR BACKGROUND CHECKS

All Jewell teacher education students complete an FBI fingerprint background check through MOVECHS and a Missouri Division of Family Services, Family Care and Safety Registry check (FCSR) and have the results reported to the Jewell Department of Education before working in classrooms early in the program. Once a student has completed both background checks once,



any Record of Arrest or Prosecution (RAP) or FCSR report will be reported at any time that an incident occurs while the student is at Jewell.

When a records check comes back with a criminal record of any kind or an FCSR report indicates an issue, the WJC faculty will immediately call a Care Team meeting with that student to discuss the implications of the situation and next steps.

Pursuant to 5 CSR 20-400.290 Procedure for Potential Candidates for Missouri Certificate of License to Teach, a student who is in this situation must consider submitting a request for provisional clearance by the State Board of Education.

Depending upon what the FBI Fingerprint Check reveals about a student with a criminal report or a Department of Family Services (DFS) record, the student may have to submit a request for pre-approval for certification to the Missouri State Board of Education. The Missouri Department of Elementary and Secondary Education (DESE) Office of Conduct indicates that the following TWO situations do not merit review by the State Board:

- If a student has **one misdemeanor** DWI, it is unlikely that the Office of Conduct will act so no review is required; **UNLESS it is a felony DWI, then it MUST be reviewed by the Board.**
- If a student has a **misdemeanor** passing back check charge no review is needed, **BUT a review by the Board is ALWAYS REQUIRED FOR A FELONY count of passing bad checks.**

If anything other than the two situations described above show up on a Family Care Safety Registry OR a FBI Fingerprint Background Check, the student needs to be cleared by the State Board of Education before they continue in a teacher education program at Jewell. **Theft and any Division of Family Services (DFS) infraction or any criminal conduct involving a child MUST always be reviewed by the State Board of Education.**

If something shows up on an FBI Fingerprint Background Check and the Student Teacher needs to request preapproval by the state Board of Education, it MUST be complete before he/she can student teach. The Student and the Jewell Department of Education make a request for a provisional clearance, certifying that the student is a teacher education student and they want an early clearance before they continue on in the program. After we make the request the student provides a written explanation and request for clearance to the Board, providing certified court documents, explaining why they want to be a teacher in Missouri, etc. There is also an interview process with DESE. If, for some reason, the State Board of Education refuses the student's request for provisional clearance, there is doubt that the Board will issue the certificate. In this event, the student must decide whether to continue on in the teacher education program. If the student decides to continue on in teacher education he/she/they do so AT HIS/HER/THEIR OWN RISK.

William Jewell College cannot guarantee that a Missouri teaching certificate will be issued at the completion of the program. In fact, it is VERY UNLIKELY that a certificate will be issued if the State Board denies a request for provisional clearance.



Liability Insurance

The Department of Education requires all students to have current professional liability insurance during their student teaching experience. Students must provide verification of insurance to the Department of Education's Clinical Coordinator.

Students may choose to become a student member of the following educational organizations, which provides this insurance, or they can purchase coverage through an insurance agent.

- **Missouri State Teachers Association (MSTA)** – Free student membership. Insurance is obtained by joining or renewing your membership at www.msta.org/join/. Select the STUDENT MSTA option. If you need assistance or have questions, contact Member Care Center (800-392-0532 or membercare@msta.org). When the transaction is complete, you will receive a “Do Not Reply” email containing an “Order Summary”. Please forward this confirmation email receipt to education@william.jewell.edu. This will serve as verification for your file.
- **Association of American Educators (AAE)** - \$25 student membership. Insurance is obtained by joining or renewing your membership at www.aaeteachers.org/index.php/secure-aae-membership-application. Select the STUDENT MEMBERSHIP option. When the transaction is complete, please forward the welcome letter email to education@william.jewell.edu. This will serve as verification for your file.
- **Missouri National Education Association (MNEA)** – \$17 student membership with a \$20 rebate on future teacher dues for every year you were a student member. Memberships run from September 1st thru August 31st. Insurance is obtained by joining or renewing your MNEA membership at www.mnea.org/Missouri/Join-Online.aspx. Select the STUDENT MEMBERSHIP option. If you need assistance or have questions, **contact 800-392-0236 and ask for Membership**. When the transaction is complete, you will receive a “verification/welcome letter” email. Please forward this welcome letter email to education@william.jewell.edu. This will serve as verification for your file.
- **Private Insurance:** Students may choose to purchase coverage through a private insurance agent. The policy must state that it includes **professional liability insurance for educators**. The policy must include your name, the company's name, and the expiration of coverage. Please scan and email to education@william.jewell.edu. This will serve at verification for your file.



Alternatives to Traditional Student Teaching

Student Teachers who are teacher assistants/para professionals pursuant to Mo. Code Regs. 5 CSR 20-400.330 OR MAT candidates teaching on a TAC or Provisional Certificate are employees of the district and so may participate in school activities as their district contract dictates. This may influence the student teaching experience, policies, and procedures discussed above.

STUDENT TEACHING INTERNSHIP

Definition: An Internship enables William Jewell College Student Teachers to be a teacher of record in the field and grade level for which they are becoming certified (usually on a Provisional, Temporary Authorization Certificate (TAC) or Permanent Substitute teaching certificate) while student teaching and to be paid for that position by the hiring school district. This does NOT include periodic daily substituting during student teaching but means assumption of professional responsibility for the classroom.

Eligibility: Graduate students in the M.A.T. Program and undergraduates in their final year at William Jewell are eligible for internships during their full-year student teaching experience. All daytime courses must be completed before a Student Teacher will be considered for an Internship. M.A.T. students may complete all day classes in their first year or undergraduate students may complete all day classes the spring before Student Teaching I begins in the Fall to be eligible for a full-year internship. Spring only internships may be possible if requested by a District.

Eligibility alone will not ensure an Internship. All internships MUST originate from the District in the form of a contract offer and must be approved by the William Jewell College Department of Education.

Placement: An Internship is still student teaching and requires a student teaching placement per the Jewell-District Memorandum of Understanding with the District. The Placement is requested by William Jewell College and granted by the School District. Student Teachers cannot set up their own student teaching placement nor initiate their own an Internship arrangement. All Jewell Student Teaching policies that are not directly influenced by the Internship Policy remain in effect whether the Student Teacher is doing an approved internship or not.

Placements must be in an accredited school position that offers a teaching role within the Student Teacher's certification area and grade level, according to DESE regulations. Location of the Internship should be within 30 miles of William Jewell College so the Department of Education can maintain adequate supervision of the Student Teacher.



Internship Duration: Internships are scheduled for the length of the student teaching experience, which at William Jewell includes a Fall Semester of Student Teaching I and a Spring Semester of Student Teaching II. Interns who are hired for a length of time beyond the William Jewell academic year are subject to the employment contract of the hiring District. Additional required activities of a full-time employee that are beyond Student Teaching may include the beginning of the year activities in August, all school holiday breaks and Professional Development days, and completion of the entire school year.

Application: If a graduate student in the M.A.T. program or an undergraduate student with one year remaining in their program is offered a teaching position to take place during their student teaching year, the Department of Education will consider arranging an internship under the following circumstances.

In a written petition to the Department of Education faculty the student will:

- Present official evidence in writing of *potential* employment offer from the district.
- Officially request an internship placement with the Director of Student Teaching/Education Department Chair.
- Offer evidence that the applicant is an exceptional teacher education student by providing the following data:
 - Successful completion of all Education and content-area coursework leading up to the Student Teaching Experience (as evidenced by a GPA of 3.0 or better in Education and content field)
 - Eligibility for a temporary or provisional certificate in the grade level and field to be taught.
 - Excellent evaluations from early field experiences.
 - No unresolved Care Team referrals from the Department of Education.
 - Plan for resolution of any co-curricular conflicts, including athletics and performing arts that may impact availability for full-time employment by a District

William Jewell College Department of Education Consideration: Upon receipt of written document from the student, the Department of Education faculty will consider the petition at the next regularly scheduled faculty meeting and notify the student in writing of the Department's decision about whether to sponsor the Internship or not. If the Internship is approved, the student is responsible for supplying the Department with the appropriate school district documentation to process the internship arrangements. In determining whether an Internship is appropriate for a Student Teacher, the Education Faculty will examine the following factors:



- Whether the Student Teacher meets the stated requirements for an Internship, described above.
- Evidence of Internship Agreement from the school district and contract offer for Student Teacher/intern.
- The appropriateness of the internship placement, in terms of content/grade level, quality of district/building supervision, and suitability of district-provided Cooperating Teacher II/mentor. [Content field and grade level must match the certification being sought.]
- Ability of the William Jewell College Department of Education to provide appropriate, regular student teaching supervision at the placement site.

Internship Roles and Requirements

Under an Internship agreement, the **School District must:**

- Hire, contract with, and pay the Student Teacher as the Teacher of Record or Long-Term Substitute. School District should submit a copy of the contract to the William Jewell Department of Education.
- Confirm the Internship request and parameters in writing with the William Jewell Department of Education and maintain all policies throughout the length of the Internship experience
- Designate and facilitate the required teaching certificate process (Provisional or Long-term Substitute or TAC only for MAT Student Teachers who already hold a baccalaureate degree).
- Adhere to the DESE regulations for student teaching experiences, including:
 - The Student Teacher must remain in the same building they have been placed for Student Teaching and teach in their intended area of certification.
 - Provide a Cooperating Teacher/Mentor who will advise and support the Student Teacher/Intern. Cooperating Teacher must meet DESE regulations for Cooperating Teachers, possess at least an M.A. and 3+ years of certificated teaching experience at the grade level/subject area.
 - Facilitate a schedule for the Cooperating Teacher to complete all required evaluations of the student teaching, including 6 observations per semester using the MEES Evaluation form and maintain weekly contact with the Student Teacher's College Supervisor. Cooperating Teacher/Mentor must also attend mandatory DESE/MEES training conducted by William Jewell College.
 - NOT change the initially agreed upon placement nor the Cooperating Teacher/Mentor without consultation of, and agreement by, William Jewell College Director of Student Teaching (currently the Education Chair).
- If the school receives Title I.A. funds, they must provide all parents with notice that their child has been assigned or taught (for more than 4 consecutive weeks) by a person who is not appropriately certified.



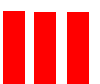
- Provide appropriate support to the Intern appropriate for an individual in a student teaching role. At a minimum, this includes a common preparation time each day to allow for daily meetings/check-ins between Student Teacher/Intern and Cooperating Teacher as well as weekly curricular and planning meetings.

Under an Internship agreement, **William Jewell College Department of Education** must:

- Decide on Internship application as quickly as is possible.
- Supervise the Student Teacher at least every other week (regular student teaching supervision).
- Provide a DESE-approved College Supervisor for the Student Teacher, who will evaluate the Student Teacher using the State-mandated teacher evaluation system at least every other week (equivalent to regular student teaching supervision) and maintain contact with the Cooperating Teacher and school administration. The College Supervisor must be an approved employee of the College and possess at least an M.A., have supervisory experience, and 3+ years of teaching experience at the grade level/subject area.
- Complete all required MEES evaluations and documentation of the Student Teaching experience.
- Advise, oversee, and facilitate Student Teacher required assignment and coursework completion.
- Share all relevant Education Department policies and procedures (including the Student Teaching Handbook) with the District administration and Cooperating Teacher.
- Draft a Memorandum of Understanding (MOU) between William Jewell College and the District to be signed by appropriate officials at both institutions.
- Facilitate a Provisional Teaching Certificate as requested by the District (if needed).

Under an Internship agreement, the **Student Teacher/Intern** must:

- Apply for an Internship and be approved for an Internship by William Jewell's Department of Education according to above policies.
- Apply for the designated teaching certificate in collaboration with the Department of Education and the School District (consult the Jewell Certification Officer for assistance with that process).
- Negotiate, carefully read and understand the terms of, and sign a contract for employment with the School District.
- NOTE: the Student Teacher should NOT sign contract with the District until after the Internship has been approved by the William Jewell College Department of Education Faculty.



- NOTE: the contract with the District is a legally binding document between the Student Teacher and the District; William Jewell College is NOT a party to the employment contract.
- Complete all obligations for student teaching and teacher education program completion through William Jewell College including completion of all assignments and coursework required for graduation from whichever program the Student Teacher is enrolled.
- Recognize that an Interns must satisfactorily complete both their job obligations to the District and their coursework obligations to William Jewell College. All College coursework, requirements, and policies still apply, including the Education Department Student Handbook and Student Teaching Handbook. All teacher education program, certification, and degree requirements must be completed and met prior to degree completion and teacher certification. If a Student Teacher fails a course due to the heavy workload of an internship, he/she will need to retake the course in accordance with the policies of the College.
- Complete all contractual obligations to the hiring School District. Any actions that result in termination of employment will also constitute a removal from Student Teaching and potential impacts on degree completion.

TEACHING ASSISTANTSHIP/PARA-PROFESSIONAL ALTERNATIVE TO STUDENT TEACHING

As required by Missouri law, Jewell will accept two (2) years' experience as a teacher assistant in lieu of the conventional student teaching requirement if the following conditions are met:

1. The preservice student's experience as a teacher assistant is concurrent with the student's participation in William Jewell's professional education program and in the same content area and grade range for which the student is seeking certification (cannot use other field experience or previous paraprofessional or substitute teaching);
2. The teacher assistant 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 Missouri regulation;
4. The teacher with whom the teacher assistant served has been provided training for observing and evaluating the assistant's teaching practice through Jewell or through the school or district's mentor training program; and
5. The teacher assistant has been working on certification with permission and under the authority of the principal of the school or a designee. (Mo. Code Regs. 5 CSR 20-400.330)
6. Must successfully complete all DESE required assessments for certification.
7. If all requirements are met, Jewell will initiate the Internship process as noted above.

