

**Saint Louis University School of Education**

**"Reflective practitioners dedicated to excellence in service to others."**

# General Guidelines for Teacher Candidate

1. Prior to the first day of student teaching you should contact the school. Introduce yourself to the principal and arrange to meet with your Cooperating Teacher. The Cooperating Teacher and principal should provide you with an orientation to the expectations and guidelines in place at the school. If there is a student handbook and/or a teacher handbook you should become familiar with the content. You are expected to follow all guidelines established by the school. (See school/school district website) Teacher candidates are to sign and adhere to the *School of Education Code of Ethics and Conduct* provided in this packet.
2. We have provided an *Academic Course Calendar* for observations and assessment. These dates may guide making decisions about your responsibilities under the Cooperating Teacher's guidance. We leave these final decisions to you, your needs, your Cooperating Teacher, and his/her needs.
3. Teacher candidates are expected to maintain the same daily schedule as their Cooperating Teachers with the exception of Monday afternoons when they attend classes on campus. Teacher candidates will not take the fall or spring break scheduled by Saint Louis University, but rather those scheduled holidays of the school and school district. Attendance of Monday afternoon classes is MANDATORY, regardless of whether your school or district has a scheduled "day off."
4. If possible, during the first week, discuss the arrangement of a desk or table in the classroom for you to use as a "home base" for organizing and keeping materials. An *Orientation Checklist* has been provided for reference (see the Appendices).
5. **Co-Teaching Experience:** We encourage you to become involved in the classroom immediately. Lessons are planned and taught by both teachers, resulting in you being seen by students as a "real teacher" from the beginning of the experience. The co-planning process is designed for you to hear and discuss the thoughts and strategies that are used in lesson planning by their cooperating teacher. As the experience continues, a shift in the roles happens slowly, with you taking more responsibility for the planning and teaching lessons. There is still time to "solo" (be in the classroom by yourself for a minimum of two weeks) and be fully in charge. The co-teaching strategies do not need to be used on every lesson. *The Planning Schedule for Teacher Candidates* form is included in this packet (see the Appendices). It is hoped that you will have the opportunity to experience as realistic a situation as possible by engaging in as many activities in which teachers normally engage as is consistent with the amount of time available, school policy, and his/her own individual needs, interests, and state of development. Please refer to the *Co-Teaching: Collaboration That Makes a Difference* for guidance (see the Appendices).

**World Language 1<sup>st</sup> placement (12 weeks) / 2<sup>nd</sup> placement (3 weeks):** From day one, we encourage open communication between *all* cooperating teachers and teacher candidates. We understand the difficulty of this process, due to different settings, but we see all cooperating teachers as mentors who model effective teaching practice for you. With the guidance of the cooperating teacher, the teacher candidate should develop a plan for assuming classroom responsibilities in both placements. This plan should allow the teacher candidate to **incrementally** increase responsibilities, knowledge, skills, and dispositions in the classroom. There is still time to "solo" (be in the classroom by yourself for a minimum of one weeks) and be fully in charge. This presumes, of course, that the teacher candidate is judged capable of doing this by the Cooperating Teacher and the university supervisor. The co-teaching strategies do not need to be used on every

lesson. *The Planning Schedule for Teacher Candidates* form is included in this packet (see the Appendices). It is hoped that you will have the opportunity to experience as realistic a situation as possible by engaging in as many activities in which teachers normally engage as is consistent with the amount of time available, school policy, and his/her own individual needs, interests, and state of development. **Please refer to the *Co-Teaching: Collaboration That Makes a Difference for guidance* (see the Appendices).**

***Inclusive Special Education 1st Placement (12 weeks)/2<sup>nd</sup> placement (3 weeks):*** From day one, we encourage open communication between the teacher candidate and *all* Cooperating Teachers. Being at the same setting, the teacher candidate and *all* Cooperating Teachers should develop a plan for you to assume classroom responsibilities in both placements. This plan should allow the teacher candidate to **incrementally** increase responsibilities, knowledge, skills, and dispositions in the classroom. *The Planning Schedule for Teacher Candidates* form is included in this packet (see the Appendices). It is hoped that you will have the opportunity to experience as realistic a situation as possible by engaging in as many activities in which teachers normally engage as is consistent with the amount of time available, school policy, and his/her own individual needs, interests, and state of development. Please refer to the *Co-Teaching: Collaboration That Makes a Difference for guidance* (see the Appendices). One week of “solo” teaching is required. This presumes, of course, that the teacher candidate is judged capable of doing this by the Cooperating Teacher and the university supervisor.

6. The skills and qualities listed on the summative evaluation form serve as course objectives for student teaching. They should be addressed throughout the semester. Additional guidelines specific to the certification area are found in the *Supplemental Content Addendum Packet*.
7. As a teacher candidate, you should expect to assume all the duties of your cooperating teacher. This may include record keeping, hall duty, bus duty, attendance at faculty meetings, in-service workshops, and any other school related duties.
8. All activities must be planned cooperatively by you and your cooperating teacher with the university supervisor available for consultation. You should receive approval from the cooperating teacher for lessons prior to their presentation. Remember to apply a variety of teaching styles and techniques during the student teaching semester.
9. Become familiar with the **Missouri Pre-Service Teacher Assessment (MoPTA)**. The MoPTA is a performance-based assessment created by the Missouri Department of Elementary and Secondary Education (DESE) and Educational Testing Services (ETS). The purpose of MoPTA is to assess the instructional capability of teacher candidates prior to licensure. The MoPTA consists of four tasks that require the teacher candidate to demonstrate their knowledge, skills, and abilities in the classroom setting. Please refer to the *Missouri Pre-Service Teacher Assessment Overview* for guidance (see Appendices).
10. Teacher candidate should consult with the cooperating teacher and the university supervisor concerning written lesson plans. Written lesson plans should be available when the university supervisor observes and/or when required from the cooperating teacher. Additional lesson planning should be agreed upon by the cooperating teacher and you. A suggested format is provided in the MoPTA Handbook.
11. Teacher candidates should review your cooperating school/cooperating school district’s health policies for illness. *For example: Fever – Students with 100 degrees Fahrenheit or above should not attend school. Students must be fever free for 24 hours without the aid of medication before they may return to school.*

12. Teacher candidates should not be absent (other than for reason of illness) unless given permission by the cooperating teacher **and** the university supervisor. The teacher candidate is responsible for notifying **both** the Cooperating Teacher and the university supervisor in case of absence. If a teacher candidate misses more than **two days** due to illness, the teacher candidate will be required to “make up” the days at the end of the semester. Lack of notification to both parties may result in a lower grade. Student teaching is viewed as a job; therefore, students, cooperating teachers and administrators are depending on your daily contribution.
13. Teacher candidates are expected to participate in self-evaluation. A form, *Teacher Candidate Goals and Self Evaluation*, is included which is designed to reflect the goals you set at the beginning of the semester and your self-evaluation of progress toward these goals at midterm and final evaluation. During the final evaluation, you should also determine goals to be continued during your first year of teaching.
14. During your time in the school, you should arrange to observe other classes with varied age groups and subject matter. You might also observe any specialists available at the school. Your cooperating teacher may suggest observations.
15. Your cooperating teacher and the university supervisor will be the major source of feedback on your progress throughout student teaching. Take time to ask questions and discuss concerns about students or about your teaching. The **university supervisor** should plan an initial short visit and a minimum of **four** scheduled formal observations. The **cooperating teacher** should plan for a minimum of **three** scheduled formal observations. The *Academic Course Calendar* provided in this packet should be utilized as a guide. Lesson Plans should be provided to the university supervisor and the cooperating teacher at least 48 hours prior; therefore, allowing time for discussion and preparation. The lesson plan is your guide. Changes can be made in the lesson plan prior to implementation. A suggested format is provided in the MoPTA Handbook.

For each observation, the university supervisor will be given access to enter the Formative Evaluation into Foliotek. The cooperating teacher will be given access during each observation to enter the Formative Evaluation into Foliotek. Specific dates regarding completion and time-frame can be found on the *Academic Course Calendar* (see pages 1-2). The last observation the university supervisor and the cooperating teacher will be given access to enter the Summative Evaluation into Foliotek. Feel free to view the evaluation tools in your Foliotek account. Discuss any concerns with your university supervisor and cooperating teacher as soon as they arise.

***World Language 2<sup>nd</sup> placement/ Special Education Placements (3 weeks):*** The university supervisor should plan an initial short visit and a minimum of **one** scheduled formal written observations. The cooperating teacher should plan for a minimum of **one** scheduled formal written observation. Please use the *Academic Course Calendar* provided in this packet as a guide. Lesson Plans should be provided to the university supervisor and the cooperating teacher at least 48 hours prior; therefore, allowing time for discussion and preparation. The lesson plan is your guide. Changes can be made in the lesson plan prior to implementation. A suggested format is provided in the MoPTA Handbook. The university supervisor and the cooperating teacher will be given access to enter the Formative Evaluation into Foliotek. Feel free to view the evaluation tools in your Foliotek account. Discuss any concerns with your university supervisor and cooperating teacher as soon as they arise.

16. All teacher candidate duties must be completed prior to the last day of their student teaching. These duties may include: grading papers, notes to parents, data collection, and completion of evaluation forms. Lack of completion may result in a reduction of final grade.