

# STUDENT TEACHING HANDBOOK



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Guidelines for:

Students - University Supervisors - Cooperating Teachers - Cooperating Administrators

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EDUCATION DEPARTMENT  
EVANGEL UNIVERSITY

Springfield, Missouri

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# Foreword

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Dear Colleague:

This handbook has been developed as a tool for the use of the student teacher, the cooperating teacher, and the university supervisor. Contained in it are the expectations, procedures, policies, and various forms which will assist you in better understanding the student teaching phase of the Teacher Education Program.

To you who are cooperating teachers, we owe a debt of gratitude. It takes diligence and patience to properly supervise the development of a young professional. The faculty of the Education Department recognizes you as a vital element in the effort to prepare quality teachers for the youth of our nation.

To you who are university supervisors and faculty in the Education Department, a sincere thank you is extended. You spend countless hours advising and working with students outside the classroom. Your devotion, dedication, and willingness to go beyond the expected level of performance does not go unnoticed. Thank you for being a vital element in the preparation of quality teachers.

To those of you who are student teachers, this handbook is designed to be your guide through the professional semester. It is your rule book, advising manual and counselor. Use it wisely and your performance will be enhanced.

Sincerely,

Education Department

# Knowledge Base of the Teacher Education Programs

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1. **Academic Preparation:** A teacher must be academically prepared in the following areas:
  - A. **General Education:** The prospective teacher will explore new areas of interest, broaden his/her intellectual background, and integrate areas of knowledge through the understanding of similarities and differences in various fields of study.
  - B. **Pedagogy:** An effective teacher must demonstrate appropriate pedagogical competencies involved in planning, using resources, utilizing time, maintaining a behavior management plan, providing a safe and positive learning environment, demonstrating sensitivity to differences, communicating effectively, using effective teaching strategies, and using appropriate assessment techniques.
  - C. **Content Area:** An effective teacher will be one who has expertise in (a) specific content area(s).
2. **Human Relations/Personality:** A teacher must be able to communicate with others effectively, understand and appreciate the differences of others, and develop a social awareness and compassion for human need. A teacher must be able to convey an enthusiasm for the subject content and learning in a warm, caring, and understanding way.
3. **Value System/Professionalism:** A teacher must be a positive role model, will act in ways that respect the values of the subject matter and students he/she teaches, and will demonstrate high ethical standards as a professional.
4. **Wellness:** A teacher will demonstrate a lifestyle that evidences physical, emotional, intellectual, and spiritual wellness.
5. **Multicultural Awareness:** A teacher will exhibit an appreciation and tolerance for cultural diversity and possess a social awareness and compassion for human need.

## Definition of Terms

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1. **UNIVERSITY SUPERVISOR** - Evangel University faculty members who supervise university students placed in the public schools for clinical experiences. They share supervisory responsibilities with cooperating teachers.
2. **COOPERATING ADMINISTRATOR** - The building administrator responsible for the supervision of the cooperating teacher to whom the student teacher is assigned. This person will often be the school principal.
3. **COOPERATING SCHOOL** - A public or private school which provides facilities for professional laboratory experiences for Evangel University students.
4. **COOPERATING TEACHER** - Teachers employed by the local cooperating school district for the primary purpose of teaching *students* in that district. This teacher has agreed to accept an assigned student for the purpose of providing that student the requisite student teaching experiences.
5. **DIRECTOR OF CLINICAL EXPERIENCES** - A faculty member from the Education Department who directs and supervises the student teaching program and all other departmental clinical experiences.
6. **PRACTICUM** - A clinical experience of at least 3 hours per week for the semester in a specialized area.
7. **PROFESSIONAL SEMESTER** - The semester during which the university student enrolls in student teaching.
8. **STUDENT TEACHER** - University student enrolled in student teaching.
9. **STUDENT TEACHING** - A clinical portion of the Teacher Education Program. Under the observation and guidance of experienced teachers and supervisors, the student is given the opportunity to observe, participate, and teach in a classroom situation.

# **I. Introduction to Student Teaching**

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## **A. To the Student**

This handbook is your guide to student teaching. Since this handbook is continually updated, it is to be considered the most accurate and current statement of requirements, policies and procedures. Please refer to it for all questions relating to your student teaching.

The handbook presents the student teacher with the major policies and responsibilities that are of genuine concern during student teaching. It is very important for the student teacher to be thoroughly familiar with the policies contained in the handbook-and to follow them.

Student teaching is the culminating experience of the Teacher Education Program. For questions concerning the Teacher Education Program as a whole, you should refer to Handbook for Education Majors on the student portal.

## **B. To the University Supervisor**

This handbook reflects the current policy of the University Education Department concerning student teaching and should be used as the basis for advisement of students. Every effort has been made to create a document which is consistent with the philosophy of Evangel University as a whole and the Education Department in particular, while adhering to all requirements of the State of Missouri and meeting the guidelines of Council for the Accreditation of Educator Preparation (CAEP).

This handbook is subject to frequent review and will be revised when necessary. Please be certain that you are using the most current edition of the handbook and that you note any amendments or corrections which may have been issued between major revisions.

## **C. To the Cooperating Teacher and School Administrator**

At the outset, the Education Department wishes to thank you for your participation in this aspect of the Teacher Education Program. Through your involvement in student teaching, you will have a profound influence on the future educators you encounter. Your example and expertise will to a large extent shape the attitudes and actions of these teachers-in-training.

This handbook has been prepared as an overall guide to student teaching through the Education Department. It reflects the current policies and procedures at Evangel University as well as the requirements of the Missouri Department of Elementary and Secondary Education (DESE) and Council for the Accreditation of Educator Preparation (CAEP). The handbook is intended to be a guide to everyone involved in the student teaching experience the student, the university supervisor, the cooperating teacher, and the school administrator. (See sections XI and XII herein for details on the role of cooperating teacher and school administrator). We welcome your comments and suggestions not only on this handbook, but on the student teaching program as a whole.

## **II. Overview of the Student Teaching Program**

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Student teaching is that part of the pre-service education program in which the prospective teacher works full-time in a school under the supervision of a cooperating teacher as well as members of the university faculty. Student teaching is considered one of the most vital phases of the student's professional preparation. Beginning with a period of observation the student assumes increasing responsibility for working with a group or several groups of students. This experience provides the prospective teacher with multiple opportunities to combine educational theory with classroom practice.

Student teaching is based on instruction in teaching methods and subject matter content under the direction of the cooperating teacher and the university supervisor. The high school student teacher works in the major teaching field or fields; the elementary major at a particular grade level with a diversity of content areas available and the special education majors at both the elementary and secondary level in special education classes that complement the student teacher's concentration area.

A master teacher possesses not only knowledge of subject matter, educational psychology and human development, but also specific organizational, interpersonal, and communication skills. These skills are not easily learned from books and lectures. They are transmitted person to person by example and illustration. It is during the student teaching experience that these skills are acquired and refined as the student interns with a master teacher. Most students find student teaching to be both the most demanding and the most rewarding educational experience.

## **III. Student Teaching Expectations**

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The Evangel student teacher will be one who:

1. Has enthusiasm for the discipline.
2. Is a life-long learner, committed to continuous learning.
3. Appreciates multiple perspectives.
4. Appreciates and respects diversity and individuality and believes all students can learn.
5. Is a thoughtful and responsive listener.
6. Makes students feel valued.
7. Respects privacy and confidentiality.
8. Encourages student self-expression and open discussion in a culturally-sensitive setting.
9. Is committed to student learning.
10. Is concerned for the whole child.
11. Recognizes the value of intrinsic motivation to students' life-long learning.
12. Values development of students' critical thinking and independent problem solving.
13. Values planning for instruction and appropriate revision of plans as needed.
14. Engages in appropriate practices.
15. Establishes a positive classroom climate.
16. Values and is committed to ongoing assessment that is aligned with instruction and student learning.
17. Recognizes professional responsibility to engage in appropriate professional practices and development.
18. Is willing to give and receive help.
19. Encourages and supports colleagues.
20. Is sensitive to community.

21. Is willing to work with others.

## **The Teacher Education Program Encompasses the Following Missouri Standards for Professional Educators (Mo SPE)**

**Standard #1: Content Knowledge and Perspectives Aligned with Appropriate Instruction.** The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.

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

**Standard #3: Implementing the Curriculum.** The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.

**Standard #4: Teaching for Critical Thinking.** The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including instructional resources.

**Standard #5: Creating a Positive Classroom Learning Environment.** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

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

**Standard #7: Use of Student Achievement Data to Analyze and Modify Instruction.** The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable students to grow and develop.

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

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



## Structure of the Student Teaching Program

The student teaching program at Evangel University requires a clinical experience in an accredited cooperating school during the professional semester. Students majoring in elementary, secondary, or early childhood education are required to enroll in and attend a student teaching seminar and classroom management course during the initial of the semester that are designed to enhance the student teaching experience. Upon completion of the seminar period, the student teaching experience commences. During student teaching, the student teachers continue to attend Monday afternoon seminars that complement experience gained through student teaching. The seminars are grouped to emphasize elementary or secondary issues and topics separately and also to combine both groups for mutual benefit. For the duration of the clinical experience the student is assigned to a cooperating teacher who is skilled, experienced and certified in the specified concentration area. All cooperating teachers must have at least three (3) years teaching experience in his/her area of certification. Student teaching takes place over a 12-week period (see section VI,B). During the twelve weeks in the cooperating school, the student devotes the full day, five days a week to student teaching responsibilities. The placement is made to enhance the opportunity for the student teacher to be exposed to a full range of students of varied ages found in the student teacher's certification area of concentration with attention to providing a diversity of cultural, linguistic and exceptional student backgrounds and capabilities.

A successful student teaching experience involves teamwork and close coordination between the student, the student's advisor, the university supervisor, the Director of Clinical Experiences within the Education Department, the cooperating teacher, and the building administrator. The role of each of these persons is detailed in sections IX-XII.

Placement of the student teachers for the clinical experience utilizes accredited schools located in the Greater Springfield geographical area. Placement outside of a 50 mile radius of Evangel University is not permitted unless significant extenuating circumstances exist that meet the established criteria for exemption. Students who believe a significant extenuating circumstance exists should contact their academic advisor to review the process necessary to request an exception.

## V. Eligibility for Student Teaching

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### A. Admission to Student Teaching Program

Admission to student teaching is dependent upon completing the following minimal requirements:

1. Prior admission to the Teacher Education Program (see Handbook for Education Majors for admission standards) and removal of all deficiencies.
2. Have a 2.75 cumulative grade point average (GPA) by the end of the semester prior to application.
3. Have a 3.0 GPA in the content area and a 3.0 grade point average in the professional education courses (No professional education course grade lower than a "C" for all students making application for teacher certification after September 1, 1995).
4. Have completed a total of 92 semester credits.
5. Have completed professional education courses required of the major prior to student teaching.
6. Have a minimum grade of "C-" in RHET 205 Composition or an equivalent course.
7. Have a minimum grade of "C-" in MATH 121 (Elementary Education and Early Childhood Majors) or EDUC 434 for Secondary Majors.
8. Have the recommendation of the chairperson of the department of major.
9. Be in good standing with the university.
10. Have maintained good character.
11. Have shown evidence of professional growth.  
(Per Practicum evaluations - Portfolio Checks - Disposition Checklists)

### B. Procedure for Application to Student Teaching Program

1. The student must complete the application form. These forms must be turned in the last Friday in February. Forms may be obtained from the student portal under "Academics", in the "Departments" tab.
2. After completion the application form must be copied and three copies submitted to the Education Department Office. The application form includes (1) a short

autobiography (typed), (2) the appropriate degree program sheet, which must be signed by the chairperson of the department of major and the student's advisor, (3) a personal data sheet, and (4) one recent picture of good quality.

3. Student Teachers must be fingerprinted for a background check, complete the Family Care and Safety Registry (FCSR) registration form, and fill out a Student Teacher Info Sheet (district specific). For more information go to <http://springfieldpublicschoolsno.org/humanresources/studentteaching.htm>
4. Student teachers must renew Student Missouri State Teachers Association (SMSTA) membership in order to obtain insurance required for student teaching. Go to SMSTA website: <http://www.msta.org/join/>
5. Student teachers must apply for a substitute certificate through the Department of Elementary and Secondary Education (DESE) at [www.dese.mo.gov](http://www.dese.mo.gov)
  - Click on Educator Certificate in the middle of the page. It looks like the attached picture.
  - Scroll down the page to click on “DESE web applications portal”
  - <login to your account>
  - Under “Office of Educator Quality” on the left, click on “Educator Certification System”
  - Your name and information should appear on the screen.
  - Scroll down to check the following:
    1. Fingerprint information: It should say “CLEARED” and have a date.
    2. Praxis II Test: It should say “Yes” under Pass.
    3. Certification Status: Click on “Certification Status Page”: It should say 1 record and should list your sub certification, if it does. **YOU ARE READY TO STUDENT TEACH!! ☺ Congratulations!**
    4. If your certification status page says “0 records” look under application status: Click on substitute application: Scroll through to check to be sure everything is complete: Read the “memo” to see what else you still need to do. Complete those items. Call DESE if you need help 573-522-3207.
6. Each semester we need student teachers to turn in a paper copy to the education department of the following:
  1. Fingerprinting receipt or valid clearance letter
  2. FCSR Worker Registration Form
  3. Student Teacher Info Sheet (district specific)
  4. SMSTA Membership Renewal Receipt
  5. Substitute Certificate

7. Completion of a content appropriate Praxis II exam.
8. House Bill 1711. If you are a paraprofessional, please speak with the Education Department Chair or the Director of Clinical Experiences to discuss alternate student teaching options that may be available.

### C. Review by the Committee on Standards and Approval

1. Applicants for admission to student teaching are notified in writing as to the action of the Teacher Education Committee on Standards and Approval. The applicant is either approved or denied approval. In case of denial, reasons or deficiencies are specified. If these are remedied, the student may reapply.
2. If approval is given, placement is made by the Education Department. Once the assignments have been made, students are informed of their assignments. The cooperating teacher and the school administrator are given copies of the student's credentials. These materials include personal data sheets, record of credits, transcript and autobiography.
3. An applicant who wishes to appeal the decision of the Teacher Education Committee on Standards and Approval may do so in writing. Such an appeal shall be sent to the Teacher Education Committee on Standards and Approval and be filed with the Chairperson of the Education Department. If necessary, the appeal may then be forwarded to the Vice President for Academic Affairs. The Academic Council will act as the appeal committee.

## **VI. Student Responsibilities and Expectations**

### **A. Required Courses of Study**

The Education Department utilizes a student teaching seminar (EDUC 427) and a Classroom Management course (EDUC 476) format during the first two weeks of the student teaching semester. During this time, students will be involved in lecture, discussion, and observation. The student will engage in full-time student teaching for the remaining portion of the semester (at least 12 weeks).

Students are required to enroll in the following courses during the professional semester:

1. **EDUC 427 - Seminars in Student Teaching (1) or EDU 627 - Graduate Seminar in Student Teaching**

Seminars addressing current issues in education and conducted by the university supervisors for all student teachers. Must be taken concurrently with student teaching. The following sections are offered.

**EDUC 427-1:** Elementary, Early Childhood and Special Education

**EDUC 427-2:** Secondary, all K-12 except Special Education

**EDU 627-1:** Graduate Students

2. **EDUC 437 - SUPERVISED STUDENT TEACHING (12)**

Students must be formally admitted by the Teacher Education Committee on Standards and Approval to enroll. The student observes, then teaches under the direction of the cooperating teacher and university supervisor. Under special conditions a second assignment may be given for additional credit (see EDUC 447). Students seeking K-12 certification will be placed in two (2) Six (6) week sessions in classrooms with cooperating teachers certified in the student's area of concentration. The following sections are offered 437-1 Elementary, 437-2 Secondary, 437-3 Special Education/LD, 437-4 Special Education/BD, EDU 637 Secondary Teaching.

3. **EDUC 476 - TECHNIQUES & STRATEGIES IN CLASSROOM MANAGEMENT (2)**

A general overview course in classroom management, offering practical ideas for creating a positive climate and dealing with classroom discipline problems. Attention will be given to learning how to cope with everyday crisis situations in the classroom. Current classroom and school-wide management programs are studied.

**B. Time in Assigned Classroom**

Student teaching takes place over a period of not less than twelve (12) weeks for undergraduate and eight (8) weeks for graduate students. Credit will be given for teacher seminars and in-service or professional days only if the student participates. Sick days, weekends or holidays will not be counted. The student will be allowed one (1) absence for personal business or illness. All other absences must be made up at the end of the student teaching period. All absences must be reported to the cooperating teacher and university supervisor no later than one-half (1/2) hour before the start of school. The student must complete and submit an absence form (see Appendix) to the university supervisor. The student must punctually arrive and remain during the school district's stated time for arrival and departure for the professional teaching staff. The student should attend all faculty meetings, P.T.A. meetings and any other scheduled activities. Schedules will adhere to the assigned school district's calendar. Permission to leave early will be granted by the university supervisor only for extreme emergencies.

**C. Policies of the Cooperating School**

The student teacher should become familiar with policies and procedures of the cooperating school such as:

1. Schedule pertaining to arrival time, departure time and extra duties.
2. Grades.
3. Management of students.
4. Attendance at faculty, PTA, in-service and professional meetings.
5. Public relations between school and community.
6. Use of phones by students and teachers.
7. Parent-teacher relations.
8. Extra class activities.
9. Use of school records, teaching materials, library books, reference books, machines and other equipment.
10. Emergencies that involve accidents, illness at school and health services.
11. Handling money collected from class funds, payments for lunches, materials, insurance, etc.
12. Dismissal of students during school hours.
13. Playground regulations.

14. Classroom visitation by parents, former students, and small children.
15. Parties sponsored by the school.
16. Giving and receiving gifts.
17. Use and care of restroom facilities.
18. Traffic in the halls.
19. School cafeteria and lunchroom procedures.
20. Transportation and parking of school buses and private cars of faculty members, students and parents.
21. Field and other types of school trip procedures and regulations.
22. Regulations concerning the teachers' workroom.
23. Preparation and presentation of lesson plans.
24. Instructions relating to emergency procedures.
25. Procedures for absence, illness or emergency notification.
26. Procedures and policies related to appropriate internet usage.

#### **D. Teaching Responsibilities and Clinical Experiences**

The student is required to demonstrate competence in a full-time teaching situation. After an initial time period for observation, the student is expected to conduct full time teaching activities. The cooperating teacher will ascertain the student's readiness to teach and gradually increase responsibilities according to the student's competency. Normal progress is expected to lead to at least two weeks of full-time teaching in which the student assumes full responsibility for all the duties of a teacher. The student should contact the university supervisor if he/she feels the cooperating teacher is requiring more teaching time than seems reasonable. Time to observe various teaching methods and situations should be balanced with full-time teaching. The student teacher will teach all of the subject area content that is included in his or her area of certification.

##### **1. Suggested experiences during the first day:**

- a. Become acquainted with personal center (own desk, personal storage, etc.)
- b. Become acquainted with students.
- c. Become acquainted with facilities within the room.
- d. Become acquainted with class schedule, seating arrangement, and classroom rules.
- e. Observe the cooperating teacher.
- f. Tour the school.
- g. Participate, if possible, in some class activity.

##### **2. Suggested experiences during the beginning part of student teaching:**

- a. Make meaningful observations.
- b. Work with individual students or small groups.
- c. Assist with planning and teaching situations.
- d. Supervise study groups.
- e. Grade written assignments.
- f. Prepare posters, charts, art work and bulletin boards.
- g. Assume responsibility for teaching materials.
- h. Assist with recess, hall duty, and lunch duty.

- i. Participate in library activities.
  - j. Assume responsibilities for beginning of school day.
  - k. Teach a part of a lesson by leading the discussion on a particular topic.
  - l. Plan and conduct demonstrations.
  - m. Visit guidance department, office, library, clinic, etc.
  - n. Participate in professional meetings.
  - o. Become familiar with record keeping system.
  - p. Become familiar with pupil records.
  - q. Develop readiness for full-time teaching.
  - r. Indicate willingness to begin to plan effectively, carry out plans and handle increased responsibility.
  - s. Become familiar with school policies and procedures.
  - t. Review appropriate student data related to instruction.
3. **Suggested activities during the period of full-time teaching:**
- a. Accept full responsibility in teaching, including curriculum and lesson planning, preparation of instructional materials, and use of multiple strategies.
  - b. Administer, grade, and record daily work, tests and test results.
  - c. Assess student progress.
  - d. Hold conferences with parents and/or students.
  - e. Plan and conduct field trips (if applicable).
  - f. Use appropriate technology.
  - g. Plan and execute projects and/or programs.
  - h. Supervise class on playground, in halls, and in lunchrooms.
4. **Suggested activities on a school-wide basis:**
- a. Attend PTA meetings.
  - b. Attend faculty and other professional meetings.
  - c. Participate in the extra-curricular activities of the school.
  - d. Attend curriculum study meetings and/or departmental meetings.
5. **Suggested activities in the community:**
- a. Volunteer tutoring or mentoring.
  - b. Participate in civic, religious, and cultural activities.
6. **Suggested co-curricular activities:**
- a. Student Council
  - b. Music production
  - c. Drama production
  - d. Debate or forensic tournament
  - e. Athletic event
  - f. Student club activity
  - g. Others

## E. Professional Conduct

1. As Christians entering the professional world, students are expected to adhere to the highest standards of personal and professional conduct. Not only do they represent Evangel University in the community, but it is vital that they uphold their own Christian testimony. Student teaching is an opportunity to exemplify to students and fellow teachers the character of Christ.
2. The student must follow both the university policies and those of the school where assigned. The student should follow all regulations that apply to the regular faculty members, including the unwritten rules on acceptable behavior and the operation of the school. In addition, the student is strongly urged to identify with the school, to attend sports events, and to evidence a loyalty and personal interest in the welfare of the school, the teachers, and the students.
3. The student teacher should be aware of the confidential nature of school records and that he/she may be privy to confidential information on students. Additionally, the school may have strict regulations that limit the student teacher's access to student files in accordance with state and federal laws regulating student's right to privacy.
4. During the course of the field experience, if the practicum student suspects that a student in the classroom is, or has been abused, the practicum student must report their specific concerns, what they have seen or heard, to the cooperating teacher. The practicum student must document in writing the date and content of the report that was given to the cooperating teacher.
5. The student is expected to follow the schedule of the school where assigned, regardless of Evangel University vacations.
6. The student teacher should realize that the cooperating teacher is a colleague who wishes to make an investment in the future of teaching. You are expected to develop a positive working relationship with your cooperating teacher, to seek his/her advice, and to respond to suggestions and constructive criticism.
7. The students you will teach are individuals and much of your success as a teacher will depend upon your ability to understand them and to plan your teaching for them, as they are, not as you think they should be. Instruction should reflect the diverse and unique nature of each individual student.
8. As problems arise or help is needed in making teaching plans, you are expected to do professional reading from the references you have with you and from sources available through the school. You will also want to become thoroughly familiar with the textbooks and other instructional materials which you will use in teaching.
9. Student teachers are expected to dress professionally. Follow the example of the teachers in your school and the school administrator's direction in regard to appropriate dress and



hair length. Your refusal to comply with the school standard for appearance may result in immediate suspension from student teaching. Jeans and sweatshirts may only be worn on a day approved by the school for such attire.

9. You are expected to attend all meetings with your cooperating teacher. These may include PTA meetings, faculty meetings, and other professional meetings. You are also expected to participate in extra-class and school-wide activities.
10. Your cooperating teacher will probably arrange regular conferences with you so that the two of you can discuss your work. If you need to talk with your cooperating teacher, do not hesitate to ask for a conference. Your cooperating teacher is interested in helping you do a good job.

## **F. Planning and Reporting**

### 1. Lesson Plans

Each student will be required to prepare lesson plans using a form that is acceptable to the university supervisor and cooperating teacher. You will prepare one detailed lesson plan for one subject taught per day when your cooperating teacher permits you to teach any subject. A shorter form will be used for all other daily lessons. Your university supervisor can provide assistance to you on the procedure to be used in preparing lesson plans.

### 2. Student Schedule

Fill out one class schedule for your university supervisor(s). This is a copy of your cooperating teacher's daily schedule for class instruction. It is necessary that you submit this immediately in order to schedule observations.

### 3. Time Record

You will submit a time record each week on ANGEL. This will be a detailed record (see #4) and include a journal entry.

### **Clarification of Terms on Time Record**

**Observation** - The time spent watching teachers at work.

**Teaching** - The time spent doing such things as giving individual help, giving instructions, working with small groups, guiding learning experiences, as well as having complete charge of a class.

**Preparation** - The time spent in preparation for classroom teaching.

**Related Activities** - The time spent in activities such as the following: assemblies, extracurricular activities (sports, open house, etc.), grading papers, homeroom duties, record keeping, staff meetings, putting up bulletin boards, and study hall supervision.

### 4. Journals

These are to be submitted each week on ANGEL. You will include reflections on your daily observations, activities, reactions, creative projects, questions you have, and other

points of interest. This journal will help determine the grade you will be given for your student teaching endeavors.

You may access an electronic form on ANGEL that will help you log your student teaching hours. Along with each week's journal entry you will post a record of your time in HOURS according to each of the following categories:

1. Teaching
2. Observation
3. Preparation
4. Related Activities

Each week your journal and time record entries must be submitted on ANGEL and will be checked by a seminar professor. Please be timely by completing this assignment each week on Friday (or the last school day of the week) before you leave the school.

5. Observations by University Supervisor

When your University Supervisor comes to observe you, you will need the following (see appendix for "Checklist for Evangel Supervisor Visits"):

1. Lesson Plans
2. Student Teacher Time Record/Journal
3. Lesson Materials

6. Program Portfolio

The program portfolio will be submitted to Foliotek on the assigned date during the student teaching semester. Submission and acceptance of the portfolio is required for program completion.

### **G. General Procedures and Regulations**

1. Substitute teaching should only be attempted at the request of the building administrator and approval of the university supervisor. Students should have a current substitute certificate before performing extended service to the school as a substitute.
2. In the event of a teacher strike or other catastrophic occurrences, the student should comply with the directions of the Education Department and university supervisor.
3. Each student is responsible for his/her transportation. Students riding with other student teachers are expected to pay an equitable share of the expense.
4. The student should review the policy of the cooperating school regarding corporal punishment. Student teachers should never administer corporal punishment.

## **VII. Evaluating Student Teaching**

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Good evaluation procedures serve to indicate the growth of the student teacher.

At the end of the semester, a final evaluation will be made by the Education Department. This evaluation will be based upon:

1. Recommendations of the university supervisor based on conferences with the student teacher, classroom observations, and completion of required paperwork.
2. Recommendations of the cooperating teacher as expressed on the evaluation forms and in conference with the university supervisor.
3. The self-evaluation of the student teacher.

Cooperating teachers and university supervisors have institutional and professional responsibility to appraise student teaching in terms of actual achievement. Although persons reaching the student teaching period of their university preparation have been carefully screened, there may be occasions when it will be necessary to recommend further experiences in another situation or professional guidance to help the student teacher find a more satisfactory outlet for his/her abilities.

Note the following additional guidelines for evaluating student teaching:

- Evaluation should be based upon a mutually accepted set of goals or objectives. All parties involved in the student teaching experience should have an understanding of what is expected of the student teacher.
- The evaluation of student teaching should be a cooperative responsibility. All those concerned, the student teacher, the cooperating teacher and the university supervisor should have a part in the evaluation process.
- The evaluation of student teaching should be continuous so that the student teacher has a guide to improvement. Through conferences and informal discussions, the student teacher, cooperating teacher, and university supervisor may clarify purposes, procedures, and problems as they arise.

**Student Teacher Self-Evaluation:** This will be turned in the last week of seminar.

**Note on Evaluation:**

1. Your university supervisor will evaluate your performance in the classroom at least four (4) times throughout the semester. The cooperating teacher will also make an evaluation based on multiple observations and interaction. In the event that the cooperating teacher and university supervisor differ in ...the assignment of your grade, the university supervisor will attempt to produce solid evidence for the choice of the final grade.
2. An evaluation form will be provided to each cooperating teacher during the last week of student teaching. It is to be completed and returned to the Education Office.

## **VIII. Appeal Procedure**

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A student who desires to appeal the results of placement, evaluation, grading and/or other issues related to the professional semester should first approach the person(s) immediately responsible and if unsuccessful, direct a written request to the Director of Clinical Experiences. If necessary, subsequent requests may be directed to the Education Department Chairperson and Vice President for Academic Affairs.

## **IX. Responsibilities and Role of Director of Clinical Experiences**

The Director of Clinical Experiences is an Education Department faculty member who supervises the student teaching program as a whole. The director is responsible for placement and collaboration with student teachers, cooperating teachers, administrators and university supervisors.

## **X. Responsibilities and Role of University Supervisor**

The university supervisor is an Education Department faculty member who is qualified to supervise student teaching in a specific area. The supervisor is an important resource for the student teacher, offering constructive criticism and help in dealing with various situations. Specific responsibilities include:

- A. Involvement in the orientation of students and cooperating teachers to the student teaching program.
- B. Systematic observation of student teaching classroom activities. This involves at least four visits to the class, the completion of an evaluation sheet for each session, and a post-visitation conference with the student teacher (student teacher will schedule conference).
- C. Development of communication between the staff of the cooperating school and the staff in the Education Department at Evangel University.
- D. Evaluation of student teacher strengths and weaknesses.
- E. Assisting students to develop techniques to improve in their areas of weakness.
- F. Reviewing the evaluation forms submitted by the student teacher and cooperating teacher.
- G. Advise student teachers on the completion of Teacher Work Sample II.

## **X. Responsibilities and Role of Cooperating Teacher**

The cooperating teacher is an experienced classroom teacher with at least three (3) years teaching experience in his/her certification area(s) who agrees to assist in the training of a new teacher. Section VI.D outlines some suggested experiences for the student teacher during each phase. The cooperating teacher can facilitate these in the following ways:

**A. Orient the student teacher to the school and the classroom.**

**B. Assist the student during the observation phase.**

Prior to the time when a student teacher assumes responsibility for teaching a class, the student is an observer and participator in the classroom. This can be facilitated by:

- Discussing the daily lesson plan prior to teaching the class.
- Allowing the student teacher to observe various ways lessons are introduced in different classes and at differing levels.
- Discussing individual differences and ways of handling these.
- Discussing ways of motivating and maintaining student interest.

- Helping the student teacher analyze discipline cases that arise and suggesting ways of handling problems within the guidelines of school policy.

### **C. Allow increased participation.**

It is helpful to have the student teacher assume responsibilities preceding his/her actual teaching experience. These responsibilities will vary from school to school and at different grade levels. A major objective of such participation is to help the student teacher gain confidence by doing such things as:

- |                                      |   |
|--------------------------------------|---|
| • Taking attendance                  | • Reading a story or a poem             |
| • Administering and checking tests   | • Sharing in instructional planning     |
| • Giving class assignments           | • Assuming supervision of a group       |
| • Giving individual help to students | • Working with small groups of students |

### **D. Assignment of teaching duties.**

The student teacher should begin teaching as soon as the cooperating teacher believes the student is ready to assume this responsibility. This decision is made jointly by the student teacher and the cooperating teacher. Induction into actual teaching should proceed gradually, to allow ample time for the student teacher to be responsible for the classroom.

## **XII. Responsibilities and Role of Cooperating Administrator**

Though the building administrator will not be involved in the daily supervision of the student teacher, he/she has a very important role in the student teacher's success. A positive and profitable experience can be facilitated by:

- Giving the student teacher an initial orientation to the school, its resources, and its policies, including any written materials.
- Visiting the classroom.
- Conducting an observation of the student teacher during instruction.

## **XIII. Selection of Classroom Assignments and Cooperating Teachers**

The Director of Clinical Experiences is responsible for coordinating the assignment of students in all clinical experiences. This coordinating process involves securing input from the faculty in the area of emphasis. All potential cooperating teachers and schools are suggested by these faculty. In suggesting potential cooperating teachers, university faculty take into consideration personalities, school environment and other qualifying factors. In this manner, students are assured a quality

placement. Program faculty have the authority to approve cooperating teachers. In most cases they do not solicit nor contact teachers and schools for assignments. This is the responsibility of the Director of Clinical Experiences.

A general policy for selection of cooperating teachers exists between Evangel University and the area schools. No teacher with less than three years of teaching experience is asked to supervise a university student in student teaching. The placement of students in field experiences is monitored by the Education Department of Evangel University and administrators in the area schools.

Cooperating teachers are screened very carefully by Evangel University supervisors, the Director of Clinical Experiences, the principal, and other administrators. In addition to the requirements given above, the Education Department considers other criteria when selecting cooperating teachers. Evangel University seeks to select teachers who work willingly with our students and will supervise and plan directly with the university supervisor and the student. It is also vitally important that these teachers demonstrate caring attitudes, competency in the field in which they teach, and a commitment to excellence in teaching. Evangel searches for cooperating teachers who will be a positive role model for the student and will consistently maintain positive communication. At the completion of each semester, Evangel's student teacher supervisors complete an evaluation of each cooperating teacher.

During student teaching you may be required by the host district to provide background check information. This information must be submitted to the district by the student teacher. As a private institution Evangel does not have access to this information.

If you are teaching in the Springfield Public School System you are required by the district to complete specific paperwork. The process and paperwork can be viewed at <http://springfieldpublicschoolsno.org/humanresources/studentteaching.htm> (updated 1/2012)

## Appendix

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- Student Teacher Assignment and Schedule
- Student Teacher Absence
- Student Teacher Checklist for Evangel Supervisor Observations
- Student Teacher Time Record
- Student Teacher Self Evaluation
- Student Teacher Final Evaluation - (*University Supervisor*)
- Student Teacher Final Evaluation - (*Cooperating Teacher*)



## STUDENT TEACHER ASSIGNMENT AND SCHEDULE

Name:     
Last      First      Middle

District:  School:

Springfield Address:

School Phone Number:

Your Local Phone #:

Principal's Name:

Education Supervisor:

Cooperating Teacher(s) Name:

Department Supervisor:

Cooperating Teacher's Phone #:

Student Teacher's E-mail Address:

Cooperating Teacher's E-mail Address:

Time	Room	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

*\*List days students do not have school from your district calendar including Holidays.*



## STUDENT TEACHER ABSENCE

\_\_\_\_\_  
Name of student Teacher Student I.D. Number

Date \_\_\_\_\_ Hour \_\_\_\_\_ Reason of absence \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Cooperating Teacher

Cooperating teacher's comments \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

All absences must be reported to the Cooperating teacher and University supervisor

\_\_\_\_\_  
Signature of the University Supervisor

## SEMINAR ABSENCE

\_\_\_\_\_  
Name of student Teacher

\_\_\_\_\_  
Student I.D. Number

Date \_\_\_\_\_ Reason for absence \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Student Teacher

\_\_\_\_\_  
Signature of Seminar Director

SAMPLE

## Student Teacher Checklist for Evangel Supervisor Observations

Your Name: \_\_\_\_\_

University Supervisor (*Education Department*): \_\_\_\_\_

Visit Dates: \_\_\_\_\_

University Supervisor (*Content Area Department*): \_\_\_\_\_

Visit Dates: \_\_\_\_\_

Cooperating Teacher (*First Placement*): \_\_\_\_\_

Cooperating Teacher (*Second Placement*): \_\_\_\_\_

### Materials Needed for Evangel Supervisor Observations

#### Lesson Plans:

- All daily lesson plans and one long lesson plan per day should be made available for your supervisor to review
- A long lesson plan for the lesson your supervisor will be observing
- A copy of the long lesson plan for your supervisor to keep

#### Time record/Journal:

- Please print out your weekly time record/journal and have it available for your supervisor to review

#### Lesson Materials:

- Prepare all materials needed for the lesson ahead of time
- Prepare copies of these materials for your supervisor to keep (e.g. Powerpoint slides, handouts, notes pages)
- If using a textbook, make one available for your supervisor during the lesson
- Any other manipulatives or materials should be provided to your supervisor during the lesson

## Student Teacher Time Record/Journal

*Week of*

<b>Your Name:</b>			<b>Semester:</b>		
<b>Your Email:</b>			<b>Phone #:</b>		
<b>School Name:</b>			<b>School Hours:</b>		
<b>Grade (s):</b>		<b>Subject (s):</b>			
<b>Cooperating Teacher:</b>			<b>Cooperating Teacher Email:</b>		
<b>Cooperating Teacher Phone #:</b>			<b>School Principal:</b>		
<b>School Address:</b>					
<b>Hours</b>					
<b>Activities</b>					<b>Reflection</b>
Observation					
Teaching					
Teaching Preparation					
Related Activities					
<b>Total</b>					0

## STUDENT TEACHER SELF EVALUATION

Evangel University  
1111. N. Glenstone Avenue  
Springfield, Missouri 65802

Date:

Name of Student:

Semester:  Fall  Spring  Summer

Cooperating Teacher:

School:

University Supervisor:

Level:  Grades or Courses:

**Directions:** Each of the qualities listed below is divided into three sections. Each section is divided into two degrees and numbered from 5 the highest to 0 the lowest rating. Please check the number that best describes you, the student teacher.

### I. ACADEMIC PREPARATION

ACADEMIC COMPETENCE	5 <input type="checkbox"/> Excellent mastery of subject; relates subject to other academic disciplines.	4 <input type="checkbox"/> Fair knowledge of subject; somewhat lacking in depth.	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/> Inadequate knowledge; unfamiliar with supporting content.	0 <input type="checkbox"/>
PLANNING	5 <input type="checkbox"/> Instructional plans are clearly stated and attainable.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Evidence of planning, plans need to be more explicit.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Instructional plans are not well designed.	0 <input type="checkbox"/>
INSTRUCTIONAL OBJECTIVES	5 <input type="checkbox"/> Clearly stated in behavioral terms; capable of being achieved and evaluated.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Fairly well stated; ultimate goals and evaluative techniques somewhat unclear.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Poorly stated objectives; lacks insight regarding students' behavior.	0 <input type="checkbox"/>
INSTRUCTIONAL MATERIALS	5 <input type="checkbox"/> Materials are well-organized, utilized in a logical manner.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Materials are fairly well-organized.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Materials are poorly organized; little evidence of preplanning.	0 <input type="checkbox"/>
INSTRUCTIONAL METHODS AND ACTIVITIES	5 <input type="checkbox"/> Methods and activities appropriate to content and objectives.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Methods and activities somewhat appropriate to content and objectives.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Methods and activities lack relevance to content and objectives.	0 <input type="checkbox"/>
REFLECTIVE PRACTICE/ STUDENT LEARNING	5 <input type="checkbox"/> Reflects on practice to improve student learning.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Connection between reflection and student learning is evident.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Is not able to meaningfully reflect on practice.	0 <input type="checkbox"/>
TEACHER EFFECTIVENESS/ STUDENT LEARNING	5 <input type="checkbox"/> Students show significant growth in knowledge and skills after instruction.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Students show some growth in knowledge and skills after instruction.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Students show minimal growth in knowledge and skills after instruction.	0 <input type="checkbox"/>
COMMUNICATION SKILLS	5 <input type="checkbox"/> Excellent verbal and nonverbal communication skills; explanations clear; vocabulary appropriate.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Average verbal and nonverbal communication skills; fair ability to explain.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Frequent errors in verbal and nonverbal communication; vague explanations.	0 <input type="checkbox"/>
DISCUSSION/QUESTIONING STRATEGY	5 <input type="checkbox"/> Questions and discussions challenging; interesting and stimulating; high student participation.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Questions and discussions frequently lack depth; average student participation.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Questions and discussions are without purpose; low student participation.	0 <input type="checkbox"/>
CLASSROOM MANAGEMENT SKILLS	5 <input type="checkbox"/> Efficient management; students are attentive and display behavior appropriate to setting.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Satisfactory organization; some behavioral problems.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Poor organization; many behavioral problems.	0 <input type="checkbox"/>
EVALUATION TECHNIQUES	5 <input type="checkbox"/> Uses assessment to inform; proper testing and grading procedures.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Evaluation procedures lack variety; not always relevant to instruction.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Evaluation procedures are poor; little relevance to instruction.	0 <input type="checkbox"/>

**II. HUMAN RELATIONS/PERSONALITY**

	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
INTERPERSONAL RELATIONSHIPS	Demonstrates sensitivity, cooperation, willingness to listen and acts on suggestions.		Is fairly cooperative and sensitive. Will listen to suggestions.		Lacks sensitivity and cooperation. Seems easily disturbed by criticism or suggestions.	
MOTIVATION AND INTEREST	Displays enthusiasm; sustains class interest; sensitive to class reactions; uses appropriate reinforcements.		Average class interest; motivational techniques need improvement.		Insensitive to class reactions; cannot sustain interest; uses inappropriate reinforcements.	

**III. VALUE SYSTEM/PROFESSIONALISM**

	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
CHARACTER TRAITS	Highly dependable, prompt and adaptable.		Usually demonstrates dependability, promptness and adaptability.		Seems to lack dependability and adaptability.	
INITIATIVE	Recognizes problems and seeks positive solutions.		Average initiative; takes action when solutions are suggested.		Lacks initiative; must be constantly guided.	
PERSONAL APPEARANCE	Neatly and appropriately dressed; well-groomed.		Appearance fair; makes average impression.		Careless in dress; unkempt.	

**IV. WELLNESS**

	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
EMOTIONAL STABILITY	Exhibits a stable, well-balanced emotional makeup.		Generally exhibits a stable, well-balanced emotional makeup.		Exhibits some extremes in behavior.	
PHYSICAL WELLNESS	Exhibits physical wellness and energy.		Is fairly healthy and energetic.		Lacks energy and stamina.	

**V. MULTICULTURAL AWARENESS**

	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
INDIVIDUAL DIFFERENCES	Provides for individual differences of students; based on the belief all students can learn.		Little provision for individual differences; multilevel approach not extensive.		Disregards individual differences of students.	
CULTURAL AWARENESS	Instruction builds on and connects with students' culture and background.		Instruction demonstrates some evidence of sensitivity to cultural differences.		Instruction shows no evidence of sensitivity to cultural differences.	

Comments on Student Teaching experience:

Cooperating Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**STUDENT TEACHER FINAL EVALUATION**  
**Evangel University**  
 1111. N. Glenstone Avenue  
 Springfield, Missouri 65802

Date: Name of Student: Semester:  Fall  Spring  SummerCooperating Teacher: School: University Supervisor: Level: Grades or Courses: 

**Directions:** Each of the qualities listed below is divided into three sections. Each section is divided into two degrees and numbered from 5 *the highest* to 0 *the lowest rating*. Please check the number that best describes the student teacher.

**I. ACADEMIC PREPARATION**

ACADEMIC COMPETENCE	5 <input type="checkbox"/> Excellent mastery of subject; relates subject to other academic disciplines.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Fair knowledge of subject; somewhat lacking in depth.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Inadequate knowledge; unfamiliar with supporting content.	0 <input type="checkbox"/>
PLANNING	5 <input type="checkbox"/> Instructional plans are clearly stated and attainable.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Evidence of planning; plans need to be more explicit.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Instructional plans are not well designed.	0 <input type="checkbox"/>
INSTRUCTIONAL OBJECTIVES	5 <input type="checkbox"/> Clearly stated in behavioral terms; capable of being achieved and evaluated.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Fairly well stated; ultimate goals and evaluative techniques somewhat unclear.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Poorly stated objectives; lacks insight regarding students' behavior.	0 <input type="checkbox"/>
INSTRUCTIONAL MATERIALS	5 <input type="checkbox"/> Materials are well-organized; utilized in a logical manner.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Materials are fairly well-organized.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Materials are poorly organized; little evidence of preplanning.	0 <input type="checkbox"/>
INSTRUCTIONAL METHODS AND ACTIVITIES	5 <input type="checkbox"/> Methods and activities appropriate to content and objectives.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Methods and activities somewhat appropriate to content and objectives.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Methods and activities lack relevance to content and objectives.	0 <input type="checkbox"/>
REFLECTIVE PRACTICE/STUDENT LEARNING	5 <input type="checkbox"/> Reflects on practice to improve student learning.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Connection between reflection and student learning is evident.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Is not able to meaningfully reflect on practice.	0 <input type="checkbox"/>
TEACHER EFFECTIVENESS/STUDENT LEARNING	5 <input type="checkbox"/> Students show significant growth in knowledge and skills after instruction.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Students show some growth in knowledge and skills after instruction.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Students show minimal growth in knowledge and skills after instruction.	0 <input type="checkbox"/>
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EVALUATION TECHNIQUES	5 <input type="checkbox"/> Uses assessment to inform; proper testing and grading procedures.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Evaluation procedures lack variety; not always relevant to instruction.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Evaluation procedures are poor; little relevance to instruction.	0 <input type="checkbox"/>

**II. HUMAN RELATIONS/PERSONALITY**

	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
INTERPERSONAL RELATIONSHIPS	Demonstrates sensitivity, cooperation, willingness to listen and acts on suggestions.		Is fairly cooperative and sensitive. Will listen to suggestions.	Lacks sensitivity and cooperation. Seems easily disturbed by criticism or suggestions.		
MOTIVATION AND INTEREST	Displays enthusiasm; sustains class interest; sensitive to class reactions; uses appropriate reinforcements.		Average class interest; motivational techniques need improvement.	Insensitive to class reactions; cannot sustain interest; uses inappropriate reinforcements.		

**III. VALUE SYSTEM/PROFESSIONALISM**

	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
CHARACTER TRAITS	Highly dependable, prompt and adaptable.		Usually demonstrates dependability, promptness, and adaptability.	Seems to lack dependability and adaptability.		
INITIATIVE	Recognizes problems and seeks positive solutions.		Average initiative; takes action when solutions are suggested.	Lacks initiative; must be constantly guided.		
PERSONAL APPEARANCE	Neatly and appropriately dressed; well-groomed.		Appearance fair; makes average impression.	Careless in dress; unkempt.		

**IV. WELLNESS**

	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
EMOTIONAL STABILITY	Exhibits a stable, well-balanced emotional makeup.		Generally exhibits a stable, well-balanced emotional makeup.	Exhibits some extremes in behavior.		
PHYSICAL WELLNESS	Exhibits physical wellness and energy.		Is fairly healthy and energetic.	Lacks energy and stamina.		

**V. MULTICULTURAL AWARENESS**

	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
INDIVIDUAL DIFFERENCES	Provides for individual differences of students; based on the belief all students can learn.		Little provision for individual differences; multilevel approach not extensive.	Disregards individual differences of students.		
CULTURAL AWARENESS	Instruction builds on and connects with students' culture and background.		Instruction demonstrates some evidence of sensitivity to cultural differences.	Instruction shows no evidence of sensitivity to cultural differences.		

All factors considered, how would you appraise this teacher's future in the teaching profession? 5  4  3  2  1

How strongly can you recommend this teacher to school officials? 5  4  3  2  1

Suggested grade (check one). If you have comments, please write them below or on an additional sheet A  B  C  D  F

Comments:

Signed: _____	Position: _____	Date: _____
---------------	-----------------	-------------



## STUDENT TEACHER FINAL EVALUATION

Evangel University  
1111. N. Glenstone Avenue  
Springfield, Missouri 65802

Date: Name of Student: Semester:  Fall  Spring  SummerCooperating Teacher: School: University Supervisor: Level:  Grades or Courses: 

Directions: Each of the qualities listed below is divided into three sections. Each section is divided into two degrees and numbered from 5 the highest to 0 the lowest rating. Please check the number that best describes the student teacher.

## I. ACADEMIC PREPARATION

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PLANNING	5 <input type="checkbox"/> Instructional plans are clearly stated and attainable.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Evidence of planning; plans need to be more explicit.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Instructional plans are not well designed.	0 <input type="checkbox"/>
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INSTRUCTIONAL METHODS AND ACTIVITIES	5 <input type="checkbox"/> Methods and activities appropriate to content and objectives.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Methods and activities somewhat appropriate to content and objectives.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Methods and activities lack relevance to content and objectives.	0 <input type="checkbox"/>
REFLECTIVE PRACTICE/STUDENT LEARNING	5 <input type="checkbox"/> Reflects on practice to improve student learning.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Connection between reflection and student learning is evident.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Is not able to meaningfully reflect on practice.	0 <input type="checkbox"/>
TEACHER EFFECTIVENESS/STUDENT LEARNING	5 <input type="checkbox"/> Students show significant growth in knowledge and skills after instruction.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Students show some growth in knowledge and skills after instruction.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Students show minimal growth in knowledge and skills after instruction.	0 <input type="checkbox"/>
COMMUNICATION SKILLS	5 <input type="checkbox"/> Excellent verbal and nonverbal communication skills; explanations clear; vocabulary appropriate.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Average verbal and nonverbal communication skills; fair ability to explain.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Frequent errors in verbal and nonverbal communication; vague explanations.	0 <input type="checkbox"/>
DISCUSSION/QUESTIONING STRATEGY	5 <input type="checkbox"/> Questions and discussions challenging; interesting and stimulating; high student participation.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Questions and discussions frequently lack depth; average student participation.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Questions and discussions are without purpose; low student participation.	0 <input type="checkbox"/>
CLASSROOM MANAGEMENT SKILLS	5 <input type="checkbox"/> Efficient management; students are attentive and display behavior appropriate to setting.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Satisfactory organization; some behavioral problems.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Poor organization; many behavioral problems.	0 <input type="checkbox"/>
EVALUATION TECHNIQUES	5 <input type="checkbox"/> Uses assessment to inform; proper testing and grading procedures.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Evaluation procedures lack variety; not always relevant to instruction.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Evaluation procedures are poor; little relevance to instruction.	0 <input type="checkbox"/>

**II. HUMAN RELATION S/PERSONALITY**

	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
INTERPERSONAL RELATIONSHIPS	Demonstrates sensitivity, cooperation, willingness to listen and acts on suggestions.		Is fairly cooperative and sensitive. Will listen to suggestions.		Lacks sensitivity and cooperation. Seems easily disturbed by criticism or suggestions.	
MOTIVATION AND INTEREST	Displays enthusiasm; sustains class interest; sensitive to class reactions; uses appropriate reinforcements.		Average class interest; motivational techniques need improvement.		Insensitive to class reactions; cannot sustain interest; uses inappropriate reinforcements.	

**III. VALUE SYSTEM/PROFESSIONALISM**

	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
CHARACTER TRAITS	Highly dependable, prompt and adaptable.		Usually demonstrates dependability, promptness and adaptability.		Seems to lack dependability and adaptability.	
INITIATIVE	Recognizes problems and seeks positive solutions.		Average initiative; takes action when solutions are suggested.		Lacks initiative; must be constantly guided.	
PERSONAL APPEARANCE	Neatly and appropriately dressed; well-groomed.		Appearance fair; makes average impression.		Careless in dress; unkempt.	

**IV. WELLNESS**

	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
EMOTIONAL STABILITY	Exhibits a stable, well-balanced emotional makeup.		Generally exhibits a stable, well-balanced emotional makeup.		Exhibits some extremes in behavior.	
PHYSICAL WELLNESS	Exhibits physical wellness and energy.		Is fairly healthy and energetic.		Lacks energy and stamina.	

**V. MULTICULTURAL AWARENESS**

	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
INDIVIDUAL DIFFERENCES	Provides for individual differences of students; based on the belief all students can learn.		Little provision for individual differences; multilevel approach not extensive.		Disregards individual differences of students.	
CULTURAL AWARENESS	Instruction builds on and connects with students' culture and background.		Instruction demonstrates some evidence of sensitivity to cultural differences.		Instruction shows no evidence of sensitivity to cultural differences.	

*Please check appropriate descriptor of the student teacher's performance.*

- Student teacher displays proficient classroom instruction and management skills of a beginning teacher.
- Student teacher has major flaws in classroom management and/or instruction skills. As a beginning teacher, the student shows potential but would benefit from intensive mentoring during the first year of teaching.
- Student teacher does not display competence in classroom management or instruction skills. The student teacher is not capable of beginning a teaching career without additional instruction.

Comments:

Cooperating Teacher: \_\_\_\_\_

Date: \_\_\_\_\_