



# HANOVER COLLEGE

Educator Preparation Program

**2024-2025**  
**Student Teaching**  
**Handbook & Guide**  
**For**  
**Candidates, Mentors/Supervisors, EPP Faculty**



*Revised December 2024*

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*Hanover College hires highly qualified adjunct instructors on an as-needed basis.*

**Welcome to student teaching! The Educator Preparation Program offers you an Experience that will result in growth as an educator and prepare you for your first year of teaching. This handbook was created to communicate the many requirements for meeting the final steps of teacher certification and passing Decision Point 3 toward licensure certification.**

### **EXPECTED TIMELINE of Student Teaching Experience**

#### **July/December**

- ❑ **Orientation Meeting with Dr. Bailey (usually via Zoom for all student teachers, cooperating teachers (mentors), and Faculty Instructors. You will review information found in this Guide**

about expectations, assignments, co-teaching strategies, and personal goal setting.

- ❑ Student teachers and cooperating teachers should have open lines of email communication at this point and student teachers may even ask to come visit the school and classroom ahead of the beginning of the assignment.
- ❑ Student Teachers should ensure that they have completed all background checks and other paperwork required by the host school. Check with the Human Resource department in the Superintendent's Office.

### **August/January**

- ❑ Work with your cooperating teacher to get the year off to a good start. Attend any in-service or teacher workdays, back to school nights, etc. Obtain a teacher's Lesson Planning book/agenda as this is very good for jotting down notes daily for your weekly reflections' assignment.
- ❑ You should have a meeting with your cooperating teacher and faculty instructor during the first or second week of the assignment. This is a good time to ask questions and set goals and review the assignments.
- ❑ Students should help ensure Cooperating Teacher has registered on Tevera. All mentor rubrics will be scored in Tevera, so this is critical. The student teacher must assign all rubrics to the mentor and faculty instructor, and this is specific to their assignment. These are found in the course assignments in Tevera.

Student teachers, mentors, and faculty instructor should expect:

A minimum of **three lesson observations** by the mentor teacher.

A minimum of **three lesson observations** by the Hanover EPP faculty instructor.

A **comprehensive midterm evaluation** of the teacher candidate by the mentor teacher at about week 5 or 6 of the assignment (should be completed earlier for those with dual placements in SPED)

A **comprehensive final evaluation** of the student teacher by the mentor teacher the last week

\*Elementary Education Student Teachers and Special Education Student teachers will also have two Explicit Instruction in Reading Lesson Observations and a Science of Reading Candidate Evaluation in addition to the above list.

\*Special Education Student Teachers, Mentors, and HC Instructors will repeat the list of assignments listed, above.

- ❑ Student teachers should be guided by the basic schedule shown on the next pages with some adjustments for your specific school calendar, etc.
- ❑ Follow your EDU 403 Syllabus for assignments in Moodle/Canvas. Stay in contact with your

faculty instructor. **SUBMIT WEEKLY REFLECTIONS ON TIME!**

- ❑ NOTE: Submit first teaching video #1 by week 4

### **October/March**

- ❑ **Continue to receive and discuss weekly reflections in Moodle.**
- ❑ Faculty instructors should check in with candidates on the following: Are they receiving feedback from their cooperating teacher? Are they documenting activities in for their Decision Point 3 Presentation? They may ask for your help in choosing good examples of their work as a student teacher for this purpose. Perfection is not required – showing growth is more important!
- ❑ Before the lesson observations, mentors and instructors should request the lesson plan from the student teacher. Instructors should check in with the cooperating teacher and check the candidate's daily lesson plans.
- ❑ **The second teaching video and reflection by week 8. Note: for elementary and SPED one video must be over reading instruction**
- ❑ The content specific UNIT PLAN and ASSESSMENT PROJECT can be submitted in Moodle but must be scored in Tevera. The instructor may determine the grade to also enter in Moodle. This should be done by the 9<sup>th</sup> week of the assignment or earlier for dual placement student teachers.

### **November/April**

- ❑ Make sure the list of assignments has been completed in Moodle and in Tevera. Note: If additional lesson observations are needed contact the Student Services Coordinator to create an additional rubric for the course.
- ❑ **If SPED, Video 3 over reading and reflection.**
- ❑ Faculty instructors should make sure the final evaluations happen soon after their third observation. If a candidate **does not meet 90% Effectiveness scores, contact the Head of Educator Preparation** to begin drafting a remediation plan that will likely include an extended assignment and additional observations and evaluations.
- ❑ It is advised that the candidate, the mentor, and the faculty instructors meet to review the final evaluation together before the end of the student's assignment. After completing the final evaluation, schedule a time for the student teacher to meet with you and review the evaluation.

<b>General Assignments:</b>			
	<b>Due Date</b>	<b>Tevera</b>	<b>Moodle</b>
Weekly Reflections	Due by Sunday of each week	NO	Yes Upload and graded
Reading Assessment Project (started at beginning of placement and continued throughout semester)	ongoing	YES Assign to Faculty Instructor	
Video Reflections #1	By 4 <sup>th</sup> week		YES
Video Reflection #2 Note: for elementary one video must be from a reading lesson	By 8 <sup>th</sup> week		YES
Unit plan: planned at beginning of student teaching and taught at convenient time	One month before end of ST assignment	YES Assign rubric to ST faculty instructor for scoring	YES Upload and scored for grade by EDU 403 instructor
Assessment Project over data collected in unit	One month before end of ST assignment	YES Assign rubric to ST faculty instructor for scoring	YES Upload and scored for grade by EDU 403 instructor
<b>Lesson Observations</b>			
	<b>Due Date</b>	<b>Tevera</b>	<b>Moodle</b>
Formal Lesson Observation 1 by Mentor Teacher	TBD	YES Assign rubric to Cooperating Teacher	
Formal Lesson Observation 1 by Faculty Instructor	TBD	YES Assign rubric to Faculty Instructor	
Formal Lesson Observation 2 by Mentor Teacher		YES Assign rubric to mentor	
Formal Lesson Observation 2 by Faculty Instructor	TBD	YES Assign rubric to faculty instructor	
Formal Lesson Observation 3 by Mentor Teacher	TBD	YES Assign rubric to mentor teacher	
Formal Lesson Observation 3 by Faculty Instructor	TBD	YES Assign rubric to faculty Instructor	
<b>*ELEM ED/SPED ONLY</b> Explicit Instruction Lesson Obs in Reading by Mentor	TBD	YES Assign rubric to Cooperating Teacher	

<b>*ELEM ED/SPED ONLY</b> Explicit Instruction Lesson Obs in Reading by Faculty Instructor	TBD	YES Assign rubric to Faculty Instructor	
<b>Elementary and Secondary Evaluations:</b>			
	<b>Due Date</b>	<b>Tevera</b>	<b>Moodle</b>
Midterm Evaluation by Mentor Teacher (Content Specific)	5-6 weeks into ST	YES Assign to Mentor Teacher	NO
Final Evaluation by Mentor Teacher (Content Specific)	1 week from end of assignment	YES Assign to Mentor Teacher	
ELEMENTARY ED ONLY Science of Reading Candidate Evaluation by Mentor Teacher	2 weeks from end of assignment	YES Assign to Mentor Teacher	
<b>SPED DUAL ST TEACHING ASSIGNMENTS</b>			
Weekly Reflections Continue for SPED	Due to faculty instructor by Sunday each week	Yes Uploaded and graded	
BIP Assignment	TBD	NO	YES
Other Assignment	TBD	NO	YES
Video Lesson Submission (Reading)	Middle of SPED assignment		
Formal SPED Lesson Obs #1 by SPED Mentor Teacher	TBD	YES Assign rubric to Cooperating Teacher	
Formal SPED Lesson Obs #1 by Faculty Instructor	TBD	YES Assign rubric to Faculty Instructor	
Formal SPED Lesson Obs #2 by Mentor Teacher	TBD	YES Assign rubric to Mentor	
Formal SPED Lesson Obs #2 by Faculty Instructor	TBD	YES Assign rubric to Faculty Instructor	
Explicit Instruction Lesson Obs in Reading by SPED Mentor	TBD	YES Assign rubric to Cooperating Teacher	
Explicit Instruction Lesson Obs in Reading by Faculty Instructor	TBD	YES Assign rubric to Faculty Instructor	

Final Candidate Evaluation in Mild Interventions by SPED Mentor	TBD	YES Assign rubric to Cooperating Teacher	
SPED Science of Reading Candidate Evaluation by SPED Mentor	TBD	YES Assign rubric to Cooperating Teacher	
<b>DECISION POINT 3</b>			
	<b>Due Date</b>	<b>Tevera</b>	<b>Moodle</b>
Decision Pt 3 Presentation (Narrated PowerPoint)	Two weeks before Thanksgiving for	Uploaded to Tevera plus emailed to Ed St Serv and Teacher Panel Scorer	Uploaded to EDU 403 (100 points)
DP 3 Presentation Rubric (scorer 1)	One week before interview	YES	NO
DP 3 Presentation Rubric (scorer 2)	One week before interview	YES	NO
DP 3 Presentation Rubric (scorer 3)	One week before interview	YES	NO
Passing Praxis Score Report Upload for pedagogy PLT EL ED 5622 SEC ED 5624 SPED or ALL GRADE 5625 <i>*Only one is required</i>	Must be submitted before applying for licensing (LVIS)	YES	NO

### **Student Teaching Seminars:**

Student Teaching Seminars are MANDATORY and intended to be a sharing session between all candidates. Candidates are expected to be fully present and bring questions for discussion. Attendance is required for all student teachers as these are conducted virtually in Zoom. In cases of extreme illness, contact Dr. Dustin Bailey and your student teaching faculty instructor.

### **Student Teaching Seminars Schedule: (additional dates may be added as needed)**

Date	Time
<b>Seminar #1:</b> <b>Fall: AUGUST 6, 2024</b>  <b>Winter: FEBRUARY 3, 2025</b>	6-8 pm via Dr. Bailey's Zoom
<b>Seminar #2:</b> <b>Fall: SEPTEMBER 9, 2024</b>  <b>Winter: MARCH 10, 2025</b>	6-8 pm via Dr. Bailey's Zoom



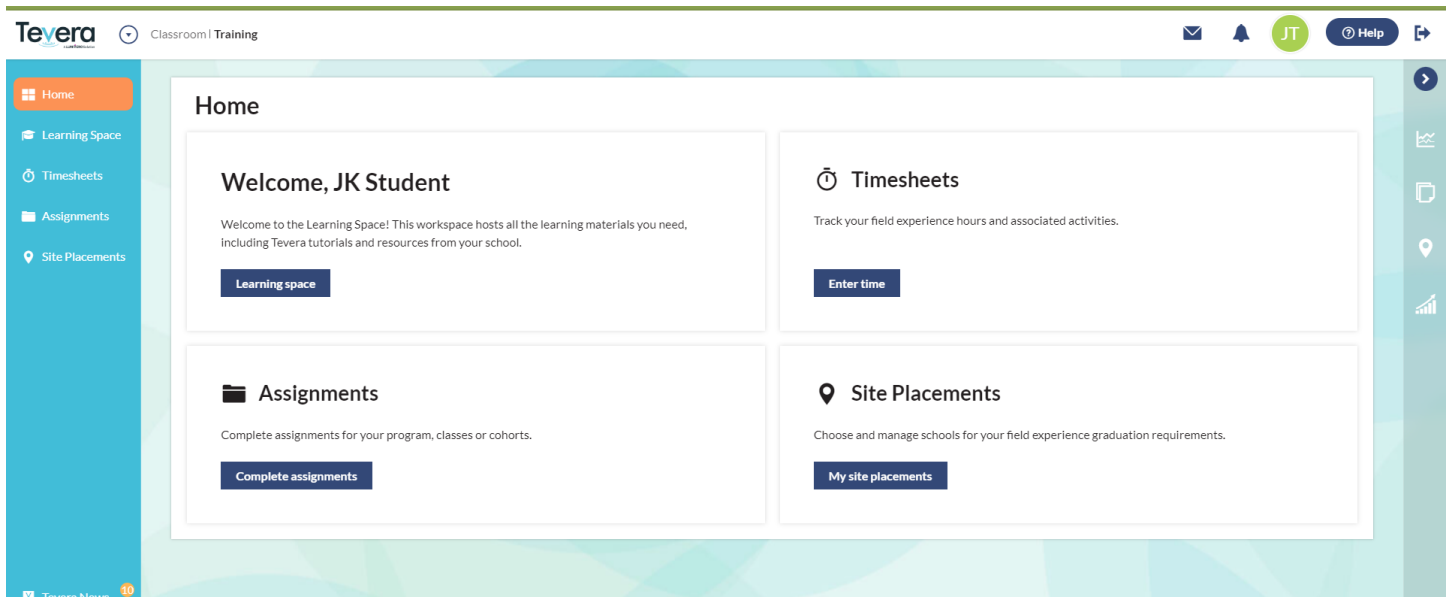
Tevera is the data management system used by the Hanover College Educator Preparation Program. This lifetime subscription is purchased in the first EDU course with a field assignment, usually EDU 221. Tevera is primarily used to submit Program certification documents, artifacts, assessments, and other critical documentation for their professional preparation to obtain teacher licensure certification.

Student Teaching and Decision Point 3 documents and evaluations will be scored in TEVERA. If you have technical issues, please use the ?Help? button in Tevera. Students may also contact the Education Student Services Coordinator for assistance.

[hanover.tevera.app](https://hanover.tevera.app)

When logged into Tevera, one sees their Student Dashboard. This includes the area for your Profile Details, The Learning Space Tutorials, Assignments, Timesheets, Help, and Site Placements.

*\*Site placements process not fully available*





## TEVERA ASSIGNMENTS

We will be much stricter on completion of assignments in Tevera this year! The candidate assigns rubrics to your cooperating teacher and your faculty instructor as indicated. Other requirements must also be completed including:

- Background check upload – either Safe Hiring Solutions or the one required by your host school. You may need to ask the school principal or HR Director to send that to you.
- NEA Proof of Membership – make sure it says the current school year. Info at <https://education.hanover.edu/resources/>
- Must complete your time tracking – if you have multiple placements, designate on time track via the drop-down list at the top. We have eliminated all reports except for the end of term summary hours report, which is required.
- Students assign all rubrics (Observations and Evaluations) to the proper evaluator/scorer.

**Contact Education Student Services if you have any difficulties and for instructions as needed.**

### **Faculty Instructor Reminders**

The faculty instructor should be monitoring that students are assigning rubrics and uploading all required documents. The instructor also signs off on Timesheets and Evaluations as well as formal lesson observations. This “SIGNATURE” on the form is what submits it into the student's Tevera record.

The faculty instructor will also work with the Cooperating Teacher to ensure all rubrics have been completed and that the mentor has submitted the required paperwork for stipend payment and credential records. Please make sure that the cooperating teacher understands the expectations of the position. Some items are completed only in Moodle, and others are completed in Tevera. A very few are required in both due to grading needs as well as data needs, Examples are the Assessment Project and the Unit Plan assignments.

Data this year is CRUCIAL for our next CAEP accreditation cycle!

**Decision Point 2 is the gateway to Student Teaching and as such, teacher candidates cannot start their Student Teaching assignment until they have passed all requirements for Decision Point 2. These are:**

- 3.0 + Major GPA(s) with 90% of coursework completed in the major(s).
- Passing scores on Decision Point 2 Portfolio/Presentation/Interview
- Completion of all Methods Courses with a C+ or better.
- Praxis Licensure Exams:
  - 2026 and future cohorts must **pass** the appropriate content area exam(s) including the Reading Exam (#5205) for Elementary Ed and Mild Interventions candidates.

Remedial actions can be undertaken including postponing the student teaching assignment to the following semester until the candidate **meets all requirements** for Decision Point 2. All documentation is submitted to Tevera including upload of Praxis score reports, and unofficial transcripts, etc.

**Important notes to remember regarding Decision Points and Student Teaching.**  
**2026 cohort and later must pass and upload content area score reports to complete DP 2 and proceed to your student teaching assignments. This includes the Reading Praxis 5205 for all EI Ed and SPED candidates.**

### **Additional Information**

- Classroom teaching performance will be evaluated by the site supervisor teacher at midterm for an initial scoring (Midterm Candidate Evaluation) and again at the end of the assignment (Final Candidate Evaluation). One ineffective rating in a dispositional area can cause failure of the student teaching assignment. Student teachers should be thoroughly aware of the scoring rubric as they proceed through the assignment. Student teaching candidates assign these rubrics in Tevera to their mentor teacher and student teachers must have a 90% effectiveness rating in their field assignment to pass Decision Point 3.
- Formal Lesson Observations will be conducted by your mentor teacher (at least three) and faculty instructor (at least three). Failure to provide formal lesson plans as required will significantly affect the score for these. Elementary and SPED Candidates will also have Explicit Instruction in Reading Lesson Observations by the mentor teacher (1) and the faculty instructor (1)
- Video of Teaching will be submitted in Moodle EDU 403 assignments for all content areas. Elementary Education candidates and Special Education Candidates will also submit a Video of Specific Reading Teaching to their faculty instructor.
- Completion of weekly Reflections assignment and the Unit Plan and Assessment Plan assignments listed on EDU 403 Syllabus (will be graded according to rubrics and due dates assigned by the Supervisor but well before the end of the student teaching). These are submitted to the EDU 403

Moodle. Your instructor will guide you. The rubrics for these are also assigned to your ST instructor to be scored in Tevera for data purposes.

- **Decision Point 3 Assignments and Presentation:**

A narrated reflective PowerPoint will be submitted in Tevera and scored by a team of professional educators using the Decision Point 3 Presentation rubric in Tevera. This presentation is to showcase the candidates' work and growth during the student teaching experience and readiness for a classroom of their own. There will be a live interview session for scorers to ask for clarification and make suggestions for you as an educator. The Education Student Services Coordinator will advise you on how to do this in Tevera – including signing up for a timeslot and sending the rubric and presentation to the assigned teacher panelists/scorers. Refer to the DP 3 Rubric for requirements including differentiation of instruction and your use of data for assessment.

### **CRITICAL NOTE!**

There may be situations where candidates wish to pursue full employment with a school district prior to the completion of the Education Program and/or graduation requirements. Please note that the Educator Preparation Program requires that all candidates pursuing licensure complete the state-required minimum of 10 weeks student teaching--including direct mentorship under the guidance of an approved mentor teacher and completion of all the EPP's documents and evaluations.

This option is only possible for student teachers who are graduating at the end of their student teaching experience and with full cooperation of the school's administration.

## **TIPS FOR STUDENT TEACHING**

### **General Tips:**

- Get involved right away!
- Dress like a professional – not as a college student!
- Communicate with your clinical educators; continue to check your Hanover email and Tevera.
- Initiate questions and progress on tasks (scheduling formal observations, videotaping, midterm/final evaluations)
- Be creative in lesson planning.
- Do not overlook details and routines.
- Leave your mentor teacher something that he/she can incorporate next year!
- Utilize the gold mine of resources and information that your mentor teacher represents!

- Schedule formal observations (one by your mentor teacher and two by your Hanover College faculty supervisor). Ideally, one formal observation by each should be completed prior to the midterm/second evaluation, but mentors and supervisors may do an informal lesson observation at any time they feel it would be beneficial. The rubrics must be assigned by the student teacher in Tevera but your mentor and instructor may use other forms they deem helpful.
- Reimbursement may be available for the cost of all required ETS Praxis exams (content and pedagogy) by applying for a Spicer Phillips Endowment Grant in My Hanover.

*MyHanover>Academics>AcademicPrograms>EducationProgram>SpicerPhillipsApplication*

## **REQUIREMENTS FOR THE STUDENT TEACHING COURSES**

### **SYLLABUS: EDU 455/456/459 (Elementary/Secondary/All-Grade Student Teaching)**

#### **Mission Statement**

*Hanover College is dedicated to being a challenging and supportive community engaging in transformative scholarly inquiry that establishes a foundation for lifelong service and learning*

**Catalog Description:** Supervised student teaching in elementary and secondary classrooms in school settings approved by Education Faculty and the College. Campus seminars with the Department. Fourteen weeks of full-time student teaching. 4 units credit. Fee charged.

#### **Course Context**

The student teaching experience is a culminating experience for Hanover College education programs. The experience stresses four large goals expressed in the Education Department's Conceptual Framework: to prepare committed, competent, culturally responsive, and critically reflective new teachers. Student teaching is part of Decision Point 3 which determines your readiness for licensure.

#### **Course Goals**

The teacher candidate will be committed, competent, culturally responsive, and critically reflective ready for their first year of teaching.

#### **Text:**

*The First Day of School* (2018). Wong and Wong; 5<sup>th</sup> edition. (on-line pdf available)

## **REQUIREMENTS**

THESE REQUIREMENTS ARE NON-NEGOTIABLE. FAILURE TO SUBMIT ANY OF THE DOCUMENTS MAY RESULT IN FAILURE TO PASS EDU 403 and 455/456/458/459 (Student Teaching). These assignments are designed to enhance your student teaching experience. It is important that you devote time and energy to submitting high quality assignments.

- Read *The First Day of School* by the beginning of your student teaching experience or first student teaching seminar (whichever comes first). You will be responsible for participating in group discussion over the material in the first student teaching seminar.
- Weekly reflections submitted to campus supervisor (format provided; some special reflections required) These are GRADED for EDU 403 and your grade will be dropped for every day they are late as well as for content and format.
- Reflective DP 3 Presentation over experience (DPT 3)

**PLEASE NOTE: 90% of the criterion in the candidate evaluation rubric is required to pass student teaching.**

**Explicit Instruction Observation Rubrics and Science of Reading Candidate Evaluations will be required for both Elementary Ed and Special Education student teachers to meet Program requirements by the State.**

**PLEASE NOTE THAT THESE ARE NEW REQUIREMENTS, SO IF ANY CHANGES ARE MADE FOR THESE THAT WILL BE COMMUNICATED TO THE STUDENT TEACHER.**

**SPECIFIC SYLLABUS COURSE: EDU 458 Integrated Student Teaching**

### **Statement**

*Hanover College is dedicated to being a challenging and supportive community engaging in transformative scholarly inquiry that establishes a foundation for lifelong service and learning.*

**Catalog Description:** Supervised student teaching in elementary and secondary classrooms in school settings approved by Education Faculty and the College. Campus seminars with the Department. Fourteen weeks of full-time student teaching. 4 units credit. Fee charged.

### **Course Context**

The student teaching experience is a culminating experience for Hanover College education programs. The experience stresses four large goals expressed in the Education Department's Conceptual Framework: to prepare committed, competent, culturally responsive, and critically reflective new teachers. Student teaching is part of Decision Point 3 which determines your readiness for licensure.

### **Course Goals**

The teacher candidate will be committed, competent, culturally responsive, and critically reflective.

### **Text:**

The First Day of School (2018). Wong and Wong; 5<sup>th</sup> edition. (pdf provided)

### **Requirements:**

**THESE REQUIREMENTS ARE NON-NEGOTIABLE!**

**FAILURE TO SUBMIT ANY OF THE DOCUMENTS MAY RESULT IN NOT PASSING EDU 403**

- Read *The First Day of School* by the beginning of your student teaching experience.
- Weekly reflections submitted to campus supervisor and Moodle (format provided; some special reflections required)
- Reflection over Observational experiences in the elementary, junior high and high school setting
- Four examples of lessons with students, reflecting on the lesson goals/objectives, interventions and modified strategies and progress monitoring of student learning OR interdisciplinary unit (5 day)

*PLEASE NOTE: 90% of the criterion in the candidate teaching assessment is required to pass student teaching.*

### **Syllabus EDU 403: Assessment in a Cultural Context**

*Catalog Description: This course requires candidates to investigate, reflect on and analyze various forms of assessment. The focus will be varied cultural determinants that can influence learning. Course work is done in*

*conjunction with student teaching (EDU 455, 456, 458, 459). Prerequisites 3.0 Major GPA and Passing of Decision Point 2 after completion of all Methods courses and permission of instructor. 0.5 units*

### **Course Context**

The student teaching experience is a culminating experience for Hanover College education programs. The student teaching experience is pass/fail. This course, EDU 403, will add a graded component to the student teaching experience with assessment and cultural influences as focal points. Grades are determined by quality and timeliness of weekly reflections and scoring on the Assessment Plan and the Unit Plan which are required for all student teachers.

### **Course Goals**

The teacher candidate will practice assessment of student learning

**Text: The First Day of School (2018). Wong and Wong; 5<sup>th</sup> edition.**

### **Course requirements:**

- Weekly Reflections submitted as directed by supervisor using template found at end of this document.
- Content Specific Unit Plan (written and taught and submitted at least one week prior to DP 3 presentation or as directed by the Student Teaching Instructor.
- Video reflection over lesson taught (submitted by week 6) and uploaded via a YouTube link.
- Assessment Plan of student learning (over student data in Unit Plan and submitted at least one week prior to DPT 3 presentation or as directed by ST Supervisor.
- Reading Project: working on reading 1:1 with an identified student, working through elements from the Science of Reading and tracking data to make decisions.
- Reflective presentation on your student teaching experience (Decision Point 3) which follows the rubric in Tevera.
- Attendance at student teaching seminars.
- Culturally responsive teaching data analysis.

### **For those obtaining SPED certification, two additional assignments are required:**

- Completion/implementation of Behavior Intervention Plan (BIP)
- Completion/implementation of CBA (content-based assessment)

**Scoring of Assignments and Point Value: (submitted to EDU 403 Moodle page)**

- Unit Plan 100 pts
- Video reflection 50 pts
- Assessment Data Review 100 pts
- Reading Project 100 pts
- DPT 3 presentation 100 pts
- Weekly reflections 130 pts (10 pts/ 13 total)
- Culturally responsive teaching data analysis 50 pts
- Seminar Participation 100 pts

**Total: 730pts**

### Grading

When letter grades are used as part of teacher candidate assessment, the following scale will be recommended, unless otherwise indicated by your instructor.

See Hanover College Course Catalog and below:

#### Hanover College Grading Scale

A	95-100%	4.0
A-	91-94	3.67
B+	87-90	3.33
B	83-86	3.0
B-	80-82	2.67
C+	76-79	2.33
C	73-75	2.0
C-	70-72	1.67
D+	67-69	1.33
D	64-66	1.0
D-	63-64	.67
F	63-	0.0



## **Student Teaching Guidelines for Candidates, Mentor Teachers, and Supervisors**

### **STUDENT TEACHER RESPONSIBILITY**

#### **Required Documents before student teaching begins.**

##### **#1: Background Check Specific to your host school corporation.**

The Student Teacher is responsible for researching and completion of all background checks required by their specific host school system. These can vary in scope and cost - student teachers are responsible for all costs involved. Some can require a wait time so do pursue this **well before** the first of the school year! In the rare case that a school system would not require any particular background check, the student teacher would be required to follow the same policy as for any other EDU course with a field component, and obtain a background check via Safe Hiring Solutions (please see information at [www.education.hanover.edu](http://www.education.hanover.edu) under the ABOUT tab.

Please note that student teachers are required to upload the background check to Tevera in Assignments. If you have any questions or concerns, please contact Cheryl Torline in the Student Services Office or use the HELP feature in Tevera.

##### **#2: Students must also have a current NEA membership BEFORE student teaching begins.**

Proof of membership must be uploaded to your Tevera assignments for Student Teaching. See below.



Hanover College Teacher Education Program requires proof of student membership in the National Education Association (NEA) in order to ensure that our candidates are adequately covered in the case of an accident or lawsuit. This membership provides \$1,000,000 of liability insurance for our student teachers at a very low cost. Proof of membership is required to be uploaded into your Tevera account and must be done prior to the beginning of your first day of Student Teaching. Student teachers are not permitted to start the assignment until this proof is submitted.

The cost includes membership in Indiana State Teachers Association (ISTA) Aspiring Educators and Hanover College Education Association in addition to the national NEA membership. To purchase membership – click the following link or copy and paste into your browser.

<https://ims.nea.org/HowToJoin/stateStudent.action?mbrType=STUDENT&sea=in>

There is a **blue CHECK MY MEMBERSHIP BOX** at the above link, and you can download this information to your computer and upload into TEVERA.

### **Membership Year and Benefits Coverage**

Please pay attention and note the coverage year dates when you are applying. If you are unsure, please call NEA to ensure you get the coverage that you need. Benefits of current-year membership, including Employment Educators Liability insurance coverage, are effective from the date application is made with payment, through the end of the membership year.

**Failure to have current membership will cause you to be removed from your Student Teaching placement!**

## **OVERVIEW AND INFORMATION**

This handbook is available to student teachers, cooperating teachers, school administrators, College supervisors, members of the Hanover College Teacher Education Committee, members of the Department of Education's Teacher Education Advisory Board, state and national accrediting agencies, and other

identified stakeholders in the teacher education program at Hanover College. This handbook is designed to offer an accessible overview of Hanover's student teaching program. It is understood that for many teachers, the most important aspect of their professional preparation has been the student teaching experience. This handbook is meant to reflect a meaningful, carefully planned student teaching experience, which requires clear, cooperative communication between the College, its student teachers, and cooperating school personnel.

Questions, concerns, or changes related to an individual student teacher's program should be brought to the attention of the Student Teaching course instructor in a timely way. The College instructor is available to student teachers, cooperating teachers, and cooperating school personnel to answer questions and explain procedures used or recommended by the College during each term. Effective communication among the student teacher, mentor, and College supervisor is essential in achieving a successful, productive, and positive learning and teaching experience for all participants. If deemed necessary by clinical supervisors, the student teaching period can be extended beyond the 14-week time period.

Student teachers should follow the calendar of the school to which they have been assigned. They should also adhere to the usual school faculty requirements that include faculty, department, and other professional meetings, Parent Teacher Organization meetings, parent/teacher conferences, and co-curricular events. The Hanover College EPP requires the student teacher to complete fourteen consecutive weeks in their placement. Required attendance begins with the first teacher day and ends at the completion of the thirteen or fourteen-week time period noted by the cooperating mentor teacher and College supervisor. As noted previously, students may be eligible for full time employment after the state minimum of ten weeks of supervised student teaching.

**CO-TEACHING MODEL:** This model provides the student teacher with an interactive and collaborative experience for effective teaching while the mentor teacher can still maintain an active presence and control over classroom instruction. Hopefully by using this model, all parties can benefit, grow and meet the expectations of their particular position.

Some **ADDITIONAL** guidelines for this experience:

1. The cooperating teacher and the student teacher should be actively involved from the beginning. While student teaching is initially observing, suggested activities include learning the special learning needs, interests and IEPs of the classroom using a seating chart format, and documented observations of student

personalities and interactions with each other and the teacher, and attendance. The student teacher should be seen as the lead teacher in some fashion during the first two weeks of the experience.

2. The clinical educator and student teacher should interchange roles throughout the experience, so each is acting as the lead teacher approximately 50% of the time. One suggested method is to pass a baton back and forth, so the students know who the lead teacher is for that particular lesson. This can be more or less depending on the readiness of the student teacher.

When acting in the supporting teacher role, the student teacher is expected to be actively engaged in the classroom. The supporting teacher can be working on small group instruction, tutoring, computers, centers, monitoring the “perimeter” for student interaction and behavior.

3. The student teacher is expected to collaborate with grade level/department planning and data analysis.
4. The student teacher should be the lead teacher during his/her interdisciplinary unit.
5. The student teacher needs to be the lead teacher for each subject area at some point during the experience. If the student teacher is ready, more responsibility can be given.

### **GOALS AND PURPOSES FOR THE STUDENT TEACHING EXPERIENCE**

Hanover College Department of Education’s mission is to prepare competent, committed, culturally responsive, and critically reflective new teachers. The General Assessment Principles for New Teachers approved by the Interstate New Teacher Assessment Support Consortium (INTASC) and the professional, developmental, and content standards established by Specialized Professional Associations (SPAs) and the Council for the Accreditation of Educator Preparation (CAEP) support and strengthen the student teaching experience.

### **QUALIFICATIONS OF STUDENT TEACHERS**

Students who graduate from the Hanover College teacher certification programs must demonstrate effectiveness in the following areas: competence in the content knowledge and the art of teaching, critical reflection in all aspects of learning and teaching, responsiveness to cultural diversity in schools and communities, and commitment to the ideals and standards of excellence in education. Teacher candidates have completed nearly all of the academic major courses prior to student teaching and have the approval of their subject-matter advisors. The student teacher must have a minimum GPA of 3.0 in their content area major. Beginning with the 2026 teacher cohort, student teachers must have passed all required Indiana licensure exams in ETS Praxis.

All teacher candidates must show competencies in the second of three Decision Points in order to qualify for student teaching as previously outlined in this Handbook. They must pass the third and final Decision Point to achieve certification by the EPP for licensure.

## **LEGAL STATUS OF STUDENT TEACHERS**

The student teacher may exercise the same duties as a certified teacher with respect to the supervision or disciplining of students. The student teacher may also be liable for any acts of negligence. Student teachers are required by Hanover College to hold current student membership in the National Education Association (NEA) which includes liability insurance coverage. Proof of this must be received by the Student Teaching Instructor **prior to the beginning of student teaching as uploaded into TEVERA assignment for the student teaching course.**

**CRITICAL INFORMATION:** Because legal liability for student teachers has not been determined in the Indiana court of law, it can be assumed that all contact with students must be under the guidance of a certified teacher. When supervising students outside of the classroom, the student teacher must be accompanied by a certified staff member.

**The student teacher is not to serve as a substitute teacher in the absence of the regular classroom teacher UNLESS the student teacher obtains a substitute teacher permit for the assigned school district. Even with this permit, the student teacher may not act as a substitute teacher outside their own classroom placement until they have completed their student teaching assignment.**

## **QUALIFICATIONS OF COOPERATING TEACHERS (MENTORS)**

Teachers who serve as mentors for Hanover College student teachers have a minimum of FIVE years of classroom teaching experience, are regarded by their principals as effective or highly effective teachers, are held in high esteem by Hanover College faculty, and have communicated their willingness to fulfill a teaching mentor's responsibilities for preparing new teachers. The mentor anticipates gaining new ideas for improving instruction through an association with the student teacher. The mentor expects that a student teacher can make worthwhile contributions to the school program and understands the duties of scoring lesson observations and evaluation of the candidate.

## **ATTENDANCE POLICY DURING THE STUDENT TEACHING EXPERIENCE**

Student teaching is a full-time commitment on the part of the teacher candidate. Student teaching is for a minimum of 14 weeks. However, the Department recognizes that there will be certain instances when one must be absent. A student teacher is allowed five absences for illness: two absences without a doctor's note, and

three with a doctor's note. In the event of the death of a member of the immediate family, the student teacher should contact their supervisor and the head of Teacher Preparation, Dr. Bailey.

**Student teachers are not allowed personal days** – not for your birthday, the Greek event, or anything other than the student teacher's illness or death in the immediate family. When absent, the student teacher is to keep in touch daily with their cooperating teacher and Hanover College faculty. After returning to the student teaching assignment, the student teacher will provide the course instructor with the required doctor's note if they were absent more than two days. A prescription does not count as a note; it must be written to the school and College by a doctor.

*The student teacher must make up each day of absence by the end of the College term.* School Breaks do not count as part of the 14-week assignment, so this is based on actual classroom weeks, not calendar weeks. The Indiana Department of Education requires at least 10 weeks of student teaching for certification which will be considered in rare circumstances. As it is crucial to be in school every day for adequate learning.

Should the student teacher have to **miss more than five days with failure is imminent**, a meeting will be convened with the Education Department to decide how to proceed. During their placement, student teachers are required to attend every regularly scheduled school day and follow the daily schedule for faculty arrival and dismissal times. Student teachers will follow daily schedules and vacation dates of the school in which they are assigned. The student teacher is to remain on site between arrival and dismissal times. If there is a school in-service day, the student teacher is expected to be present.

If a student teacher is unable to attend because of illness or an emergency, the student teacher must telephone the school immediately or before 6:30AM on the day of the absence to notify the mentor teacher(s) and school administration of the absence and also notify the College supervisor. Contact must be made and simply sending an email is not appropriate in most circumstances. Lesson plans, materials, and essential information must be made accessible to the mentor teacher so that he or she can serve as the substitute teacher during the student teacher's absence.

Student Teachers are required to attend all scheduled student teaching seminars. Excused absences are granted for Fall Convocation, Spring Convocation, or other awards ceremonies, and for teacher interviews as necessary. These are excused absences from the classroom.

## **STUDENT TEACHER PERSONAL FREEDOMS**

Student teachers are officially looked upon as teachers while in and out of the classroom experience. Student teachers will be expected to support students and engage in their duties professionally. Personal viewpoints should be held to oneself and cautiously expressed in the school setting. Ceremonies and standard rituals within both public and private schools may be part of the experience, such as commencement, pledge of allegiance, mass/prayer, etc. Student teachers will be expected to attend, focus on student supervision, stand out of respect for the environment, etc. Student teachers may remain silent if desired but should not draw attention to their participation or lack thereof.

### **PLANNING EXPECTATIONS**

Planning is not just expected, it is a requirement! Carefully planned lessons are key for communication between the student teacher and the clinical educators. However, planning for a student teacher will look different than for your mentor teachers. **A student teacher CANNOT simply use the notes in the plan book as lesson plans; this is not the level of planning that is required for a beginning teacher.** It is imperative to continue to develop teaching skills that one must think through all aspects of a lesson for every lesson you teach. Lesson plans need to be written and submitted to your mentor teacher. Once you start teaching a subject or class period, the lesson plans should be submitted by the Thursday before the week teaching. This time is needed for clinical educators (mentors) to review lesson plans and provide feedback to finalize lessons. There are two different formats for lesson planning: an abbreviated lesson plan and the formal lesson plan. **Abbreviated lesson plan formats are used for daily lessons** and the **formal lesson plan format announced, formal observations from your Hanover College supervisor and/or mentor teacher.** Both lesson plan formats are included in this handbook.

### **ADDITIONAL STUDENT TEACHER RESPONSIBILITIES**

The student teacher should consider this assignment as a full-time, professional responsibility and is expected to:

- Acquire a teaching planner, the school's calendar, and other means of taking daily notes to incorporate into your weekly Reflections document.
- Report to school for all teacher workdays within the required fourteen weeks and check in and out of the school according to hours expected of the school faculty.
- Prepare daily lesson plans as required by the host school faculty members, particularly in the case of needing a substitute teacher.
- Prepare two formal lesson plans for lessons that the College supervisor observes and one that the mentor teacher observes. Students will assign the rubric in Tevera. . If needed, the supervisor or mentor may ask

for additional formal observations.

- Conference with the mentor teacher and College supervisor at least three times during the term.
- Plan with the mentor on a regular, scheduled basis and submit advance written lesson plans
- Submit a weekly reflective journal to the College student teaching instructor. This is scored and points deducted for tardiness as previously discussed in the EDU 403 syllabus and Moodle.
- Report any concerns regarding the student teaching assignment to the College course instructor.
- Report anticipated absences by 6:30AM of the day of absence to the mentor teacher.
- Ask for and constructively respond to feedback from the mentor and College supervisor about teaching and student (K-12) learning.
- Complete evaluation of mentor and supervisor at the end of the term.
- Attend and participate in student teaching seminars.
- Observe and become acquainted with other classrooms and teachers in the school and/or school district.
- One Assessment Project and one content specific Unit Plan during student teaching are required. These are submitted in the EDU 403 Moodle and scored for a grade as well as needing to be assigned to the ST Instructor to be also scored in Tevera for data reporting as key assessments.
- Prepare and maintain artifacts, photos, and video clip for final Decision Point 3 presentation. Make this presentation dynamic for the teacher panel who will score it. Refer to the rubric for required content throughout the student teaching assignment.
- 

**\*Important note: Learn the difference in terminology for rubrics –**

*LESSON OBSERVATIONS are the rubrics for scoring the candidate teaching a single lesson.*

*CANDIDATE EVALUATION (MIDTERM, FINAL, READING) rubrics are a pre/post overall assessment of the student teacher's skills as a teacher.*

### **MENTOR TEACHER RESPONSIBILITIES**

The fourteen-week student teaching experience offers the teacher candidates the opportunity to expand their professional knowledge and develop their personal philosophies of teaching students. Clinical educators (mentor teachers) work together to support student teachers as they begin to translate sound learning theory into effective classroom practice. These efforts enable the student teacher, with guidance, to assume a full-time



teaching responsibility. We embrace a co-teaching model in addition to the co-teaching model description, mentors are expected to:

- Complete the **Mentor Information Form in Tevera** which records credentials, experience, and other data the EPP is required to attain for accreditations
- Send in a signed **W9 Form** for payment of the stipend to the Education Student Services Coordinator. Choosing direct deposit is optional. Questions may be sent to the Student Services Coordinator.
- Attend **training session** offered prior to term by the Education department faculty
- **Orientation of the student teacher** with school policies, procedures, and specific classroom organization principles. Acquaint the student teacher to the faculty, staff, school, district, and local community. It is part of their experience to learn how to be a part of a school team.
- **Assist** with making the role of the student teacher understood and welcomed by parents and students and help the student teacher make the sometimes-difficult transition from “college student” to “teacher.”
- **Provide** the student teacher with a personal workspace in the classroom, copies of grade level curriculum materials, a weekly schedule of special activities, access to audio-visual equipment, rules and access for the copy center, all required textbooks and instructional materials, and information about daily routines and responsibilities.
- **Introduce** the student teacher to the children and define her or his role in terms of identity and authority, and teaching responsibilities for the next fourteen weeks.
- **Model and discuss effective classroom management techniques** and assist the student teacher in adapting them for her/his own use.
- Support the student teacher in gradually taking on new and appropriate responsibility for planning, teaching, evaluation, and record-keeping.
- Schedule **weekly instructional planning sessions** with the student teacher.
- Schedule **weekly feedback conferences** to discuss student teacher strengths and areas in need of improvement. The mentor should complete at least one formal observation forms in Tevera.
- Do plan for **participation in at least two conferences** with the student teacher and College supervisor.
- Complete **required observations and evaluations of your student teacher:**

\* One observation over a single lesson taught by the candidate

\* Two evaluations (mid-term and final) over the entire experience (content, pedagogical skills and dispositions)

\* One specific evaluation on Science of Reading skills. All are done via Tevera, and the student teacher must assign those to the cooperating teacher. Be aware of the items you will be scoring so that you can adequately score all fields in the final evaluation! There may be items that are NOT APPLICABLE in the Midterm, but **every line item must** be scored in the final evaluation.

### **Lesson Observations:**

- **At least three lesson observation in Tevera** to document and provide feedback on teaching skills **for one particular lesson taught.**
  - One EXPLICIT READING lesson observation in Tevera for reading instructional skills.  
*May be daily lesson plans or a formal lesson plan for cooperating teacher.*
  - The **College instructor will do at least three formal observations** but may also do informal observations at their discretion. Additionally, the faculty instructor will also complete at least one **Explicit Instruction for Reading Lesson Observation** for Elementary and Special Education candidates.
  - Work with the College Instructor to help your student teacher reach goals set for the student teacher.
- The faculty instructor may want to complete additional lesson observations if they deem it helpful or necessary. Contact Education Student Services to have additional observation rubrics assigned in Tevera.

**Evaluations:** Evaluations are multi-faceted evaluations of the candidate's overall performance rather than on a single lesson

- Administered in a Pre/Post method  
**early in the assignment (midterm rubric)**  
**end of the assignment (final rubric)** the same rubric to show candidate growth.
- Comments encouraged and required for any area scored below "effective" less than 90% effectiveness rating can cause the failure of the course.
- Covers the entire experience (content, pedagogical skills, and dispositions)

- The **student teacher must assign the Midterm and Final Evaluation rubrics to the mentor in Tevera**. The midterm evaluation should be within the first week of full-time teaching by the student teacher. At this time, some items on the rubric scored as Not Applicable.
  - The Final Evaluation should be completed in the last week of full-time teaching in collaboration with the College Supervisor. **No criteria should be scored as Not Applicable in the final evaluation** since the mentor and student teacher were reminded of the criteria by scoring the Midterm Evaluation. Extenuating circumstances should be discussed with the HC faculty instructor who will communicate with the Head of Educator Preparation.
  - Additionally, there is a new **Reading Instruction Evaluation for Elementary and Special Education Candidates** completed by the mentor teacher beginning in Fall 2024 to meet Indiana's Science of Reading requirements. These will soon be finished in Tevera for the candidate to assign to the Cooperating Teacher/Mentor.
- Offer your assistance in video recording(s) for the student teacher for her or his self-evaluation of teaching and also reading for El Ed and SPED.
  - Provide time for and maintain communication with the College faculty instructor about the student teacher's progress in the Student Teaching assignment. The mentor should consistently meet with the college supervisor and student teacher during the term for conferences. Report any serious concerns or difficult issues immediately to the College Supervisor who will discuss proper procedures with the Education Department. In some extreme cases of personality clashes or other serious insurmountable problems, the student teacher may be removed and/or reassigned to another field experience, but this is reserved for cases where there seems to be no other resolution.

### **On-going Assessment of Student Teaching**

The clinical educators/mentors should encourage the student teacher to incorporate the following in the student teaching assignment:

- To take the initiative in seeking help from mentor or supervisor and request constructive criticism/feedback about professional progress in the student teaching assignment.
- Document personal growth by recording critical reflections on teaching and learning.
- Participate with College supervisor and mentor in formal conferences, midterm and final evaluations and submit all documentation to designated personnel as scheduled.

- Be aware that even one score at INEFFECTIVE can cause the student teacher to fail the assignment and not be certified for licensure. Work diligently with your student teacher to ensure that this is not necessary after 14 weeks.

***\*Important note: Learn the difference in terminology for rubrics –***

**LESSON OBSERVATION** is the rubric for scoring the candidate teaching a single lesson.

**CANDIDATE EVALUATION (MIDTERM, FINAL, READING)** rubrics are a pre/post overall assessment of the student teacher's skills as a teacher.

**LESSON OBSERVATIONS** are the rubric for scoring the candidate teaching a single lesson

**CANDIDATE EVALUATIONS (MIDTERM, READING, FINAL)** rubrics are a pre/post overall assessment of the student teacher's skills as a teacher.

**Refer any questions regarding documents or PGPs to the Education Student Services Coordinator, Mrs. Cheryl Torline (torline@hanover.edu).**

**If supervising a student teacher with special education dual placements, the same format applies but in an adjusted timeline. ALL observations and evaluations are assigned for each gen ed and special ed placement in Tevera.**

## **TIMELINE OF EXPECTATIONS**

**Following confirmation of the student teacher's placement and prior to classes beginning (teacher workdays are perfect to ensure the following takes place:**

**Student Teacher:**

- Become familiar with school rules and guidelines regarding attendance, dress, and participation in extra-curricular or professional development activities, confidentiality, and schedules.
- Notify mentors, school principal and supervisor about schedules absences or change of schedule during the student teaching assignment. Fall Convocation and Spring Honors Convocation are the only pre-approved absences. The student teacher follows the host school calendar of breaks, NOT the Hanover College calendar. The 14-week assignment does not include any breaks like fall break or spring break.
- Become acquainted with school personnel and their responsibilities such as the secretary, guidance counselor, custodian, nurse, special education specialists, cafeteria managers, and bus drivers.
- Share resume or brief biographical sketch with mentor.

## **Clinical Educator/Mentor Teacher:**

- Register for a Tevera profile when you receive the email from Tevera. There is no cost for cooperating teachers.
- Complete and submit the Mentor Information form assigned at the beginning of the assignment which includes credentials, school information by October 1<sup>st</sup> for fall and March 1<sup>st</sup> for winter. This will be required to be submitted in Tevera.
- Send the W9 tax form and direct deposit form in order to pay the professional stipend for your work with our teacher candidate. Contact the Education Student Services Coordinator if assistance is needed
- PGP points are available upon request at the end of the experience – contact the Education Services Coordinator at Hanover to complete the Microsoft Form request for the points which is set at 30 points by the Indiana Department of Education.
- Prepare classroom and students for the student teacher's arrival.
- Orient student teacher to school faculty, staff, and community.
- Anticipate one formal lesson observation and two candidate evaluation forms to be submitted in Tevera.
- Invite the student teacher to meetings and other school events.
- Plan for some early participation in class activities for the student teacher if possible.
- You may write a letter of recommendation if you choose to do so for your student teacher.

## **College Faculty Instructor**

- Respond to the student teacher and mentor requests or concerns in a timely and professional manner.
- Provide pertinent materials to student teachers, mentors, and school administrators.
- Clarify the student teaching program, policies, or guidelines.
- Develop schedule for two formal lesson Observations and two formal Evaluation conferences which are submitted in Tevera. You may choose to do informal observations and evaluation as you deem beneficial.
- Approve/sign timesheets and assignments in Tevera and grade items in Moodle.

### **Phase 1: Week 1 - Student Teacher's Early Observation/Preparation**

#### **Student Teacher:**

- Begin to establish a professional rapport with students that models an appropriate teacher-student relationship.
- Follow school policies and procedures regarding students' daily routine, discipline, safety, and communication with parents.

- Assist mentor with routine duties, housekeeping, data collection, and extra-curricular or professional development activities.
- Acquire information about students which will help in designing and planning lessons.
- Acquire information about accepted curriculum, current units or projects, ways of assessing student progress, and the school's current special programs.
- Participate in school functions that teachers are expected to attend.
- Participate in informal planning, critique, and organizing of classroom events with mentor.
- Participate in data team meetings.
- Ensure all uploads are completed in your Tevera Assignments and assign appropriate rubrics to your Cooperating Teacher and your Faculty Instructor.

### **Cooperating Teacher:**

- Provide student teacher with instructional materials, a personal space for work, guidance concerning access to student records, audio-visual equipment, and other materials
- Acquaint student teacher with needs of students, the curriculum, and the types of instruction used in the classroom and school
- Acquaint student teacher with student learning standards that are currently being addressed
- Allow the student teacher to share in setting goals for instruction/unit/program
- Ensure confidentiality of student records
- Complete all evaluations and rubrics in Tevera (found under TASKS) and sign these to submit them.

If not in tasks, the student teacher has not assigned them. Reach out to our Student Services Coordinator if you need assistance.

### **College Student Teaching Instructor:**

- Document informal visits and goal setting sessions and make sure your student teacher understands your expectations regarding Weekly Reflections and scoring of those and graded aspects of student teaching. Make sure all documentation is completed in Tevera and that you have completed all TEVERA TASKS

## **Phase 2: Student Teacher's Early Participation in Classroom Instruction (Weeks 2-3)**

### **Student Teacher:**

- Submit lesson plans to the mentor for approval before teaching. Consistently work with the mentor in planning and teaching. Maintain a teacher's daily/weekly plan book, which is available to the mentor

and College supervisor (when he/she comes to the classroom). Establish a time frame for the phase-in of teaching duties.

- Develop and use a variety of student assessment activities. Collect data!!
- Use the mentor's system for recording or documenting student performance.
- Submit reflection on mentor teacher's classroom management plan and how it relates to the concepts discussed in Wong's book from the first assignment.

#### **Cooperating Teacher:**

- Encourage the student teacher to use a variety of teaching and student assessment strategies.
- Discuss with the student teacher the extent of authority and responsibility he/she will have or reach an agreement on the mentor and student teacher roles.
- After guided practice teaching, determine with the student teacher when he/she has demonstrated competence and confidence to assume lead teaching responsibility in the co-teaching model.
- Schedule a regular time to discuss student teacher's strengths and weaknesses and make specific suggestions for improvement. This is especially important for utilizing differentiation in teaching the same concept in multiple ways for different learning styles and abilities.

#### **College Instructor:**

- Begin to assist in the improvement of the student teacher's instructional skills through observation and conferences and discuss with the teaching mentor the needs of the student teacher.
- Watch for difficulties in which you may have to intervene for the best candidate outcome.

### **Phase 3: Lead Teaching Responsibility**

**(Weeks 4-13)**

#### **Student Teacher:**

- Work with the cooperating mentor to design and document unit/lesson plans, prepare and organize in advance all instructional materials necessary for effective learning experiences; student teacher should have full control over at least one subject or class period but multiple are preferred to prepare for experience as a first-year teacher.
- Demonstrate effective teaching in accordance with professional and content standards and student standards to meet curricular and individual student learning goals. Be aware of ELL, IEPs and other student needs in your planning.
- Seek advice from your mentor concerning curriculum resources, long term projects or programs, classroom management, student safety, or professional development. Do not depend on the mentor to initiate these discussions.

- Collaborate with the mentor teacher in defining the co-teaching responsibilities.
- Plan ahead to meet all planning and reflection requirements as well as assignments of Assessment Project, Unit Plan, Video, and Presentation for Decision Point 3. Your College supervisor may give you specific due dates for each of these to be submitted in Moodle and/or Tevera.

**Cooperating Teacher:**

- Monitor student performance and learning standards and review this with the student teacher. Except for serious problems that must be corrected while class is in session, avoid correcting the student teacher in front of a classroom of students.
- Encourage the student teacher's self-evaluation and critical reflection.
- Continue to participate in the classroom in the co-teaching model.
- Ensure students have exposure to the case conference process (Special Education/Dual License)
- Encourage and view students use of assessment tools and data analysis.

**College Instructor:**

- Assist in the improvement of the student teacher's instructional skills through observation and conferences.
- Discuss with the teaching mentor the needs of the student teacher.
- Document and share classroom observations with student teacher and mentor via Tevera.
- Insist on documentation of differentiated instruction, data collection, and analysis of student learning.

**Phase 4: Culminating Experience**

**(Week 14)**

**Student Teacher:**

- Provide for the transition of instruction and other lead teaching responsibilities back to the mentor.
- Review final evaluation with mentor and supervisor.
- Evaluate the student teaching mentor and supervisor in Tevera
- Complete Decision Point 3 Presentation for panel and make sure to self-evaluate this with the rubric-
- Submit all required documents at least one week before DPT 3 interview or on the time-line set by your supervisor.

**Cooperating Teacher:**

- Assess if the student teacher has a realistic and accurate understanding of his/her current competencies.



- Evaluate the student teaching program and supervision in Tevera.
- Letters of professional support would be greatly appreciated by student teachers as they begin their search for a teaching position; however, mentors have no obligation to provide a letter of reference.
- Complete final Candidate Evaluation Rubric in Tevera in collaboration with the Supervisor and reviewing with the student teacher.
- Remember that student teachers must have a 90% effective or higher score total with *no areas being scored at Ineffective* to pass the student teaching assignment.

**College Instructor:**

- Work with Mentor teacher to complete the final candidate evaluation in Tevera.
- Ensure that the Mentor adds comments and documentation for any areas scored below effective.
- Student teachers must have a 90% effective or higher score rating with no areas being scored at Ineffective to pass.
- Facilitate a final checklist of supervising responsibilities. See attached documentation - includes attending the Decision Point 3 Culminating Experience Presentation of your students and electronic submission of all forms in Tevera and/or Moodle.
- Communicate any ideas or suggestions for future student teaching assignments.

**Special Education Dual Certification Requirements**

Student teachers pursuing a dual license in special education (Mild Interventions) need to ensure that they have enrolled in EDU 458 (Integrated Student Teaching) and will have an assignment that has both regular and special education experience. This is usually expanded beyond the 14 weeks for single certification students.

Special Education placements will be arranged in one of the following ways:

- A general education placement and a separate special education placement.
- An inclusion placement (if greater than 30% special education) integrating special education in the general education classroom, as indicated by number IEPs in the student population.
- A separate day school placement (diploma-track) that focuses on the relevant primary content area for licensure.

The division of the placements will be in collaboration with the clinical educators and host school administration.

It is highly recommended that **student teaching for dual certification occur in the fall semester** so more time can be devoted to each placement. Student teaching will be extended up to 17 weeks to accommodate requirements in both general education and SPED.

Student teachers are expected to participate in the case conference process and collaborate with the clinical educator in their role as Teacher of Record during weeks 4-14. Student teachers will accompany mentor teachers to case conferences and join in the process, rather than remaining in the classroom. The student teacher will complete BIP and CBA plans during student teaching. Mentors are also asked to assist the candidate for observations of varying grade levels, case conference committee meetings and conversations with parents.

Most importantly, student teachers should not solely develop IEPs, but may assist the mentor teacher by collaborating, collecting data, and presenting the document with assistance. Student teachers should follow all the standard teaching duties of the mentor teacher, including meetings, collaboration with providers, meeting with families, and processing data.

Candidates must be observed in both the general education and special education environments. Candidates will receive two sets of candidate evaluations in each experience.

- Midterm and Final Evaluations in the general education experience using the content area evaluation rubric.
- Midterm and Final Evaluations in the Special Ed experience using the Mild Interventions rubric.
- There should also be one formal lesson observation by the SPED mentor and General Education Mentor and two in each placement by the College Student Teaching Instructor.
- Weekly Reflection are submitted in both placements.
- Both placements should be represented in the Decision Point 3 Presentation.

### **Licensing Requirements for Indiana Teacher Licensure**

The following is the process for applying for an Indiana Teacher license via the **License Verification and Information System (LVIS)** for the Indiana Department of Education.

- You have been advised to **create your LVIS account prior to taking Praxis exams** so that the two are able to be linked for test results.
- **Passing scores on the appropriate ETS Praxis Licensure Exams** must have requested to be reported to Indiana DOE (IN7945) and Hanover College (IN1290) by ETS via the candidate's registration. **Out**

**of state students must stipulate that test scores are to be sent to Indiana (CODE 7238)** in addition to state of residence.

- **Complete Application and Payment** of the fee for an Indiana Teacher License - currently about \$35 when you meet all licensure requirements. (i.e. pass exams, have received your degree).
- **Proof of CPR Certification** must be uploaded into the application. Approved vendors are on the DOE website, and this must have a hands-on component. \*CPR is sometimes offered at Hanover College by Campus Safety. Contact Campus Safety or Student Life for information.
- **Proof of Suicide Prevention Certification** must be uploaded into the LVIS application as well. Approved courses are on the DOE website. \*We recommend the *Jason Foundation* course for Educators – see licensing page of the EPP website (education.hanover.edu) for more details.
- **Notification of license application submission** to the Hanover College Licensing Advisors (Bailey and Torline) that you have applied for the license so that we can go into LVIS to code and approve the application.
- The Licensing Advisor verifies that all requirements are met and that the form has been completed correctly as well as confirmation of the following -
  - Awarding of the degree in the content area major**
  - Decision Point 3 awarding program certification**
  - Passage of all licensure exams as required**
  - CPR proof is valid.**
  - Suicide Prevention Training is valid.**
- Once the license has been approved, the applicant will receive an email and can access their license at any time via LVIS! HOORAY!!

## **ASSIGNMENTS DETAILS**

### **WEEKLY JOURNAL OF CRITICAL REFLECTIONS ON STUDENT TEACHING**

A written record of critically reflective responses to the challenges and opportunities of student teaching is an essential component of professional development. A reflective journal documents important events, evidence of progress, expresses frustrations and hopes, poses important questions, notes interesting ideas, focuses creative thinking about teaching and life-long learning, and demonstrates professional growth to oneself, as well as to the mentor, college supervisor, and colleagues.

Weekly submissions are required and will count towards your EDU 403 grade. These reflections should not be an extensive recounting of minute-by-minute activities, but one should make notes of important events in the planner for recall during reflections. Please consult with the faculty about specific requirements detailed on the next page. This journal is not a personal diary, nor is it a chronology of activities; it is an insightful record of one's development as an effective, creative teacher who can think critically about the processes of guiding and assessing students' learning. It is important to include observations of students' cognitive and social development along with reflections on their responses to learning opportunities. It might be helpful to organize the Reflections document into special sections for recording memorable questions and comments from the students, noting other teachers' philosophies and effective practices, recording inspiring quotes, listing books and articles that others recommend for future reading, and posing questions for the mentor's and supervisor's comments. This document is a communication tool between you and your supervisor; it is shared with anyone else unless requested otherwise.

**Hanover College Faculty Instructors should not share this information with the mentor teacher!**

Certain entries could be used in a final Decision Point 3 Presentation (particularly for INTASC Principle 9). Awareness of one's readers is vital, and their questions and comments should receive thoughtful attention. The quality of reflections and the manner in which the completed record is presented for final review will be considered in the evaluation of the student teaching. Responses included in this journal will support the refinements of one's philosophy of teaching, as well as offer information and perspectives for stating professional goals for one's first year of teaching.

Submit these weekly reflective documents to your supervisor and post to Moodle. This reflection is due no later than Sunday reflecting on the previous week's experiences. The approximate length of reflections should be 2-3 pages. The template for this reflection is located under the document section of the handbook.

**UNIT PLAN and ASSESSMENT PROJECT GUIDELINES**

Candidates are expected to develop a **content specific unit plan** and be lead teacher during the student teaching experience. During this unit, you will be expected to collect and analyze data to measure student understanding for the standards taught for the **assessment project assignment**. These are two different assignments, and each section will be evaluated separately. The **unit plan and assessment project rubrics** will serve as a guide for the expectation for this unit.

The unit plan should be developmentally appropriate; the length should be equivalent to a typical unit for your grade level. The unit should be interdisciplinary and intentionally incorporate at least one other content area with the appropriate standards and objectives for the integrated content. The lesson plans should be at least the quality of what is used to lead instruction in the classroom, but more details about what the teacher does and what the student will do and for time management may need to be included. Differentiation strategies should be explicitly detailed and included for all exceptional learners.

The unit plan should include:

- a). unit standards and objectives (may be organized for each day).
- b). clearly labelled and sequenced lesson plans for each day throughout the unit including best practices for teaching content
- c). differentiation strategies for instruction
- d). assessment strategies (formative and summative)
- e). technology to enhance student learning.
- f). how the lesson reflected culturally responsive teaching practices

**The unit plan and assessment plan assignments are due at minimum of one week before your Decision Point 3 interview. Your supervisor may set more specific due dates for these to avoid being overwhelmed at the end!**

### **Guidelines for Assessment Project**

Teacher Standards: InTASC standard 6, REPA 3 (state) developmental/pedagogy standard 4: Assessment (elementary and secondary). Increase understanding of

- 1) strategies and skills for effectively assessing content-specific student understanding.
- 2) characteristics, uses, advantages, and limitations of different types of assessments.
- 3) measurement theory and evaluation of assessments for validity, reliability, and bias; and
- 4) circular process in planning instruction, assessment, and curriculum-adapts instruction and curriculum given student assessment results.

There are many ways to assess student learning. As long as the assessment is valid, reliable, and unbiased, the best method of assessing student learning will depend on the context and content of the lesson or unit. **In this assessment, you are to assess student learning at one point during the unit (formative) and at the end of the unit (summative) or sometimes called Pre/Post. The analysis is for ONE class of students.**

Your analysis of student learning should include:

- a). standards and lesson objectives taught and assessed (discipline specific, ISTE, and interdisciplinary)
- b). detailed lesson plans for the unit
- c). analysis of student learning:
- d). your reflection on student learning investigating your teaching, the student and the assessment instruments (exit slip, quiz, test questions).
- e). disaggregated data by objective for each individual, including your exceptional learners
- f). assessment quality: discussion of reliability, validity and bias of instrument and how to improve
- g). changes in lesson, curriculum or differentiation strategies if you could reteach this lesson to increase student learning for ALL learners
- h). higher order thinking required for this lesson

### **Decision Point 3 Presentation and Interview**

#### **Culminating Student Teaching Experience Formal Presentation**

Decision Point 3 will occur at the end of your student teaching experience. There are three parts to this decision point: successful completion of student teaching (90% of the bullets at level 3 or 4 on the final student teaching evaluation), accountability of the content required by your discipline, and a video presentation reflecting on your goals, growth and evidence of meeting certain criteria from student teaching. This video presentation replaces the oral presentation but there will be a 15 minute “interview style” session with the Presentation scorers.

**For the DPT 3 presentation, the candidate will make a 30-minute video presentation.** The candidate is expected to cover all rubric criteria in an organized and concise manner clearly articulating the key points in the rubric and IN THE ORDER OF THE RUBRIC.

Evidence from lessons should be provided to support each criterion. Student Teachers will upload their PowerPoint in Tevera and assign the DP 3 Presentation rubric to each of the three teacher panel evaluators. Additionally, it is advised that the candidate email the narrated PowerPoint to each evaluator to ensure they can view it properly. Each candidate will then meet with your teacher panel (over Zoom) with the panel having the opportunity to ask questions, provide feedback and offer advice for your first teaching experience.

Candidates that do not reach the 90% benchmark will be asked to submit an additional reflection over criterion not covered in the presentation.

A candidate **cannot** pass Decision Point 3 and obtain licensure certification without successful completion of all parts (student teaching, student teaching assignments, and successful presentation).

During the presentation, the student teacher is expected to reflect upon the goals set during Decision Point 2, with emphasis on growth during student teaching. The presentation should be open and honest. Special emphasis is given to how you met the various learning needs of your students. The lessons should vary in the content covered. Special emphasis should be given to the topics of **differentiated instruction for all learners** and **assessment and data** review!

### **Abbreviated Lesson Plan Format-DAILY LESSONS**

Academic Standards:

Lesson Objectives:

Differentiation for diverse learners:

Procedures: (special attention to engaging introduction, safety, transitions, time management, higher order questions, content, 5E format)

Assessment strategies:

**WEEKLY REFLECTION: submitted to EDU 403 Moodle and emailed to the student teaching supervisor no later than Sunday for the previous week. Remember to take mini-notes in your teacher plan book to aid in recall for your Reflections submission!**

**This is the format for this reflection piece:**

- **Weekly Journal Progress Report: Week #**\_\_\_\_\_
- **Word Describing Your Week:** \_\_\_\_\_

General overview of your week: how did it go?

- Classroom Management:
  - What boundaries did you set?
  - How are you establishing your teacher presence?
  - How are you being proactive and diffusing possible situations?
  - How was your time management and how are you managing transitions, downtimes?
  - Did you challenge your students this week?
- What DOK levels were your activities? (Give examples)
  - Provide some examples of your Higher Order thinking lesson objectives along with Student responses and Bloom's taxonomy level.

Provide some examples of your Higher Order thinking lesson questions along with student responses and Bloom's taxonomy level.

- How did you meet the academic learning needs of your students this week?

*Include both students with IEP and 504 plans along with those with accelerated learning needs.*

- How did you do at communicating and collaborating with parents and colleagues this week?
- How did you model moral and ethical this week?
- Progress on another student teaching goal?

### **FORMAL LESSON OBSERVATIONS:**

Formal lesson plans are required for the formal **lesson observations** by the student teaching supervisor (2) and by your mentor teacher (1). These lesson plans should be submitted to the ST Supervisor and should be sent to the mentor teacher for that lesson observations as well.

### **PRE-CONFERENCE WITH CLINICAL EDUCATOR/MENTOR TEACHER**

In preparation for a formal observation, please review the questions below with your mentor teacher. Share your formal lesson plan, example of handout, or student assessment that would be used during this lesson.

1. What learning objectives or standards will you target during this lesson?
2. How will you know if students have met the objective?
3. Are there questions that you have about students or this lesson?
4. Are there skills or new practices that you have been working on that I should look for in this lesson?  
How are you addressing your student teaching goals in this lesson?

### **FORMAL LESSON PLAN FORMAT**

#### **Identification**

Student Teacher name

Grade level(s)/Content

Title of lesson

Date

#### **Materials List**

Textbook publisher, title, pages; Online resources, movies, clips, etc.; Children's book author, title; Lab equipment; Manipulatives prepared for students; Handouts or worksheets (attach copies)



## **Big Transferable Idea**

One or two sentences about WHY the content of this unit or lesson is important, useful, or universally valued

## **Essential Questions**

List a short set of questions that all students should meaningfully respond to as a result of this unit or lesson. Questions should support higher level thinking or all six levels of Bloom's taxonomy or six facets of understanding.

## **Key Concepts or Vocabulary**

List only concepts or vocabulary that all students should understand as a result of this unit or lesson. Check student standards, student goals, required reading, and handouts.

**Do NOT list concepts or words that you do not use in your lesson or unit!**

## **Prerequisite Skills for Unit or Lesson**

What skills are required for students to be successful in this unit or lesson?

## **Student Standards (Include Indiana State Academic Standards and ISTE Technology Standards)**

List both numerical indicator and standard wording. Units can be interdisciplinary and include standards across subject areas.

## **Measurable Student Goals or Objectives**

Restate student standards as specific, measurable goals for the lesson or unit.

- a. Students will include 100% of key concepts in their small group presentation.*
- b. Students will compute two-digit multiplication problems by hand with 80% accuracy.*

## **Instructional Activities (detailed breakdown of instructional time—minute-by-minute)**

- Bell-ringer-Engaging Introduction-Anticipatory Set
- 5E Format for Science and Mathematics
- Sample Higher-Order Thinking Questions

## **Anticipated Adaptations or Accommodations (RtI) for Activities, Materials, or Assessments**

Considerations for ELLs, IEPs, Section 504, gender, cultural differences such as poverty, assistive technologies, gifted & talented, etc.

Your plans for Differentiated Instruction.

**Safety Concerns** (e.g., physical, social-emotional, and psychological)

### **Assessment Project**

The unit plan must include a pre/post assessment.

An exit slip is typical for any lesson plan.

Teacher observation is fine if there is a record of what was observed.

Attach rubrics and actual tests, quizzes, guidelines for projects or presentations, etc.

### **Critical Reflection of a Video-taped Lesson\***

The student teacher must write an analysis of learning and evaluation of one (15 to 20 minute) video-taped lesson during student teaching. This video needs to be completed with reflection by week 6 of full-time student teaching. Consult with your College faculty instructor for specific requirements. Include all the sections below. This assignment addresses Critical Reflection in the Conceptual Framework and INTASC Principal 9. Attach the analysis paper to the corresponding lesson plan. Be sure to check on parent permission forms for classroom videotaping, which often are routinely completed at the beginning of each year.

**Evaluation of the objectives.** Based on student response during the lesson, discuss the appropriateness of the objectives. Did all the students have the prerequisite knowledge, behavior, or disposition which allowed them to learn from this lesson? Were there students for whom you discovered the objectives of the lesson were not appropriate? What adaptations of the objectives did you make during the lesson, if any, if you discovered that the objectives were not appropriate for some of the students?

**Evaluation of the instructional strategies.** Based on student response during the lesson, discuss the effectiveness of the instructional strategies that you chose. Did all the students respond to your instructional strategies in the ways that you envisioned? What were the variations in response which you felt informed you about particular students, i.e. motivating factors, learning styles, past experience, etc. What adaptations in the instructional strategies did you make?

**Evaluation of learning environment.** Based on student response during the lesson, discuss the effectiveness of handling the learning environment, i.e. classroom management, use of space, use of time,

etc. Consider such diverse issues as distributing materials, disruptions, student feedback, and interactions. What will you do differently in the future?

**Evaluation of student learning.** Based on student learning (student response to your informal and/or formal assessments), discuss the effectiveness of this lesson. What percentage of students demonstrated that they met your intended objectives? If some students did not meet the objectives, how do you account for that lack of learning? You might also want to consider the effectiveness of the assessment that you chose to use. Did the assessment measure what you wanted it to measure?

**Evaluation of Teacher Presence, Use of Voice, and Body Language:** As you view the videotape, study your teacher presence, use of voice, and use of body language. How do you alter the volume and quality of your voice to maintain student attention and enhance teaching and learning? How do you use body language and gestures to engage students? How does your teacher's presence reveal enthusiasm for teaching and for content? How do teacher presence, voice, and body language impact student learning and connection to you and to subject matter? Do you exhibit any distracting movements, repetitions, or habits that interfere with effective teaching?

### **Candidate Evaluation Rubrics**

Each teacher certification content area has a MIDTERM and FINAL student teaching candidate evaluation form that is specific to their program, because teacher standards are different for the various content areas. For example, secondary mathematics teacher standards are different from elementary generalist teacher standards. Therefore, these areas have different rubrics. The rubrics will be assigned by the student teacher to the cooperating teacher in Tevera. They will then be listed under the TASKS box. These evaluation rubrics should be completed twice during the student teaching experience; once mid-term (approximately at week 6) and again at the end of the assignment. For dual placements, these documents should be completed in each placement (two for the general education placement and two in the special education placement). A PDF of any of the Candidate Evaluation Rubrics can be requested from the Education Student Services Coordinator ([torline@hanover.edu](mailto:torline@hanover.edu)) and can be sent to the Student Teacher, the Mentor Teacher, and the ST Supervisor by request.



## **ISTE Nets Education Technology Standards**

### **1. Creativity and Innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. applies existing knowledge to generate new ideas, products, or processes
- b. creates original works as a means of personal or group expression
- c. use of models and simulations to explore complex systems and issues
- d. identifies trends and forecast possibilities

## **2. Communication and Collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interacts, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. communicates information and ideas effectively to multiple audiences using a variety of media and formats
- c. develops cultural understanding and global awareness by engaging with learners of other cultures
- d. contributes to project teams to produce original works or solve problems

## **3. Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry
- b. locates, organize, analyze, evaluate, synthesize, ethically use information from a variety of sources/media
- c. evaluates and select information sources and digital tools based on the appropriateness to specific tasks
- d. process data and report results

## **4. Critical Thinking, Problem Solving, and Decision Making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identifies and define authentic problems and significant questions for investigation
- b. plan and manage activities to develop a solution or complete a project
- c. collects and analyze data to identify solutions and/or make informed decisions
- d. use multiple processes and diverse perspectives to explore alternative solutions

## **5. Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology
- b. exhibits a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. demonstrates personal responsibility for lifelong learning
- d. exhibit leadership for digital citizenship

## **6. Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understands and use technology systems
- b. selects and use applications effectively and productively
- c. troubleshoots systems and applications
- d. transfer current knowledge to learning of new technologies



### ***A Look at The Model Code of Ethics for Educators (MCEE)***

*The MCEE serves as a guide for future & current educators faced with the complexities of P-12 education. The code establishes principles for ethical best practice, mindfulness, self-reflection, and decision-making, setting the groundwork for self-regulation & self-accountability. The establishment of this professional code of ethics, by educators and for educators, honors the public trust and upholds the dignity of the profession.*

*Following are the MCEE principles; the full code with indicators is available at [www.nasdtc.net](http://www.nasdtc.net).*

#### **Principle I: Responsibility to the Profession**

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

#### **Principle II: Responsibility for Professional Competence**

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

#### **Principle III: Responsibility to Students**

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

#### **Principle IV: Responsibility to the School Community**

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

**Principle V: Responsible and Ethical Use of Technology**

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

*The MCEE was developed under the leadership of the National Association of State Directors of Teacher Education and Certification (NASDTEC) and is supported by a number of national education organizations that undergird the profession.*

More information, details, and resources are available at: <http://www.nasdtec.net>

**School Calendars for all Student Teaching Assignments**

*Student teachers follow the school calendar – not the Hanover College Calendar!*

# NOTES PAGE