



**ASBURY UNIVERSITY**

SCHOOL OF EDUCATION

*Facilitators of Student Success*

# **School of Education Student Teaching Handbook**



**Table of Contents**

|             |                                                                            |       |
|-------------|----------------------------------------------------------------------------|-------|
| <b>I.</b>   | <b>Welcome Page</b>                                                        | p. 3  |
| <b>II.</b>  | <b>Dispositions</b>                                                        |       |
|             | a. School of Education Dispositions Table                                  | p. 4  |
|             | b. Dispositions Evaluation Survey                                          | p. 6  |
| <b>III.</b> | <b>ED &amp; EDA 498/499 Student Teaching<br/>Clinical-based Experience</b> | p. 8  |
| <b>IV.</b>  | <b>Glossary</b>                                                            | p. 29 |

# Welcome to the School of Education

Dear Education Students,

Welcome to the School of Education at Asbury University! We are excited to partner with you as you prepare for a career in education. Your decision to pursue this degree is more than a career choice—it is a response to God’s invitation to lead, nurture, and serve others through the gift of teaching.

This handbook is designed to help guide you through your school-based clinical experiences. Inside, you will find essential information about our gating system that leads to teaching licensure.

Our faculty and staff are here to support you—in your academic work, in your spiritual walk, and in your calling as an educator. We are committed to creating a Christ-centered environment where you can thrive as a student and be equipped to make a lasting difference in the lives of others.

We are grateful that God has led you to this place and this moment. May your time in the School of Education be filled with growth, discovery, and a deepening sense of purpose. We look forward to seeing how the Lord will work in and through you to impact the world—one student at a time.

In Christ,

**Dr. Sharon Bixler**  
**Dean**  
**MO 400D**

**Dr. Kim Brockman**  
**Associate Dean**  
**MO 400C**

**Dr. Tim Crook**  
**Department Chair**  
**MO 400B**

**Dr. Barbara Hamilton**  
**Associate Professor**  
**MO 409**

**Dr. Elizabeth King**  
**Assistant Professor**  
**MO 410**

**Dr. Allie Rhodes**  
**Associate Professor**  
**MO 415**

**Dr. David R. Riel**  
**Director of Clinical Experiences**  
**MO 400A**

**Dr. Lewis Willian**  
**Associate Professor**  
**MO 408**

**Dr. Brittany Worthen**  
**Associate Professor**  
**MO 411**

## **Asbury University School of Education Dispositions**

Dispositions are critically important for pre-service teachers because they reflect the attitudes, values, and beliefs that influence how they interact with students, colleagues, and the broader school community.

Cultivating positive dispositions during teacher preparation ensures that future educators not only know *what* to teach but also demonstrate *how* to teach with care, respect, and a strong sense of purpose.

As a teacher candidate, you will be evaluated on your dispositions multiple times throughout the program. Below are the dispositions and the instrument that will be used for evaluations.

| Disposition                       | The Educator Demonstrates:                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Connections:                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Moral and Ethical Integrity       | <ul style="list-style-type: none"> <li>• Sensitivity through interpreting situations and becoming aware of how our actions affect others</li> <li>• Judgment through making decisions about which actions are right and which are wrong</li> <li>• Motivation through prioritizing moral values over personal preferences</li> <li>• Character through strength of convictions, persistence and the will to overcome distractions and obstacles in order to act</li> </ul> | Contextual/ Conceptual/ Professional Knowledge of:                                                                                                                                                                                                                                                                                 |
|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Theories of moral development</li> <li>• Code of Ethics/ laws</li> <li>• Moral dimensions of teaching</li> <li>• Character education and human development</li> <li>• Habits of exemplary individuals/teachers</li> </ul>                                                                 |
|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Identify with:                                                                                                                                                                                                                                                                                                                     |
|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Beliefs about right/wrong; just/unjust; good/bad</li> <li>• Value of the good, right, and true</li> <li>• Personal preferences vs. moral values</li> </ul>                                                                                                                                |
| Passion for Teaching              | <ul style="list-style-type: none"> <li>• A contagious love of learning</li> <li>• A positive attitude and work ethic</li> <li>• Motivation and engagement of students in the learning process</li> </ul>                                                                                                                                                                                                                                                                   | Contextual/ Conceptual/ Professional Knowledge of:                                                                                                                                                                                                                                                                                 |
|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Theories about learning &amp; teaching</li> <li>• Theories about human motivation</li> <li>• Methods/materials for teaching</li> <li>• Professional work ethic &amp; habits of good teachers</li> </ul>                                                                                   |
|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Identify with:                                                                                                                                                                                                                                                                                                                     |
|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Beliefs about learning &amp; teaching</li> <li>• Beliefs about human motivation</li> <li>• Beliefs about effective methods/materials</li> <li>• Value of passion in teaching</li> <li>• Value of positive attitude &amp; good work ethic</li> </ul>                                       |
| Respect and Compassion for People | <ul style="list-style-type: none"> <li>• Caring behaviors, nurturing, advocating, accessibility, other-oriented decisions, and responding to human need</li> <li>• Equitable treatment, acceptance of diversity, understanding of</li> </ul>                                                                                                                                                                                                                               | Contextual/ Conceptual/ Professional Knowledge of:                                                                                                                                                                                                                                                                                 |
|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Theories of Human development</li> <li>• Cultural, racial, ethnic, religious, academic diversity</li> <li>• Multiple intelligences &amp; learning styles</li> <li>• Federal laws</li> <li>• Methods/materials for teaching diverse learners</li> <li>• Habits of good teachers</li> </ul> |
|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Identify with:                                                                                                                                                                                                                                                                                                                     |
|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Beliefs about learning &amp; teaching</li> <li>• Beliefs about human motivation</li> <li>• Beliefs about effective methods/materials</li> <li>• Value of passion in teaching</li> <li>• Value of positive attitude &amp; good work ethic</li> </ul>                                       |

|                                          |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | <p>and openness to multiple perspectives, and positive regard</p> <ul style="list-style-type: none"> <li>• Interpersonal behavior (intelligence) that demonstrates “the capacity to understand the intentions, motivations, and desires of other people” and work effectively with them</li> </ul>                                                                                                  | <p>Identify with:</p> <ul style="list-style-type: none"> <li>• Beliefs about the worth of people</li> <li>• Beliefs about equity &amp; diversity</li> <li>• Value of diversity</li> <li>• Commitment to placing others before self</li> </ul> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Ability to act with compassion</li> <li>• Ability to work effectively with others</li> <li>• Ability to advocate for others</li> <li>• Ability to treat others with respect &amp; equity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Personal and Emotional Wellness/Vitality | <ul style="list-style-type: none"> <li>• Self-knowledge; discerning one’s beliefs, desires, fears, and capacities (intrapersonal intelligence)</li> <li>• Emotional resilience, perseverance, appropriate expression of emotions, stress management, versatility, and adaptability to demands</li> <li>• Understanding of personal worth and commitment to a balanced, healthy lifestyle</li> </ul> | <p>Contextual/ Conceptual/ Professional Knowledge of:</p> <ul style="list-style-type: none"> <li>• Physical/nutritional wellness and fitness</li> <li>• Emotional/psychological wellness and fitness</li> <li>• Time/Stress management</li> <li>• Self</li> <li>• Habits of exemplary individuals/teachers</li> </ul> <p>Identify with:</p> <ul style="list-style-type: none"> <li>• Beliefs about self-worth</li> <li>• Beliefs about balanced lifestyle</li> <li>• Beliefs about emotional resilience</li> <li>• Value of wellness, balance, and vitality</li> </ul> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Ability to identify personal beliefs, desires, fears, and capacities</li> <li>• Ability to persevere</li> <li>• Ability to appropriately express emotions</li> <li>• Ability to handle time/stress</li> <li>• Ability to adapt to life’s demands</li> </ul>                                                                                                   |
| Spiritual Sensitivity and Purpose        | <ul style="list-style-type: none"> <li>• Living the examined life, discerning one’s calling and developing a personal vision</li> <li>• Acting upon one’s spiritual vision and call</li> <li>• Developing personal beliefs and values</li> <li>• Expressing and reflecting values and beliefs across all settings and interactions</li> </ul>                                                       | <p>Contextual/ Conceptual/ Professional Knowledge of:</p> <ul style="list-style-type: none"> <li>• Salvation and the call to holiness</li> <li>• Spiritual disciplines</li> <li>• Spiritual vocation</li> <li>• Habits of exemplary individuals/teachers</li> </ul> <p>Identify with:</p> <ul style="list-style-type: none"> <li>• Beliefs about salvation, holiness, spiritual disciplines</li> <li>• Beliefs about truth, knowledge, right, and beauty</li> <li>• Belief about spiritual vocation</li> <li>• Value of the life of holiness</li> <li>• Value of the search for meaning</li> <li>• Value of developing a personal vision</li> </ul> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Ability to examine one’s spiritual life</li> <li>• Ability to discern and follow God’s call</li> <li>• Ability to search for truth</li> <li>• Ability to articulate beliefs about truth, knowledge and beauty</li> <li>• Ability to lead others in a search for truth</li> </ul> |

*Revised from McEwan & Young, 2003*

## AU School of Education Dispositions Survey

**Moral and Ethical Integrity:** Sensitivity through interpreting situations and becoming aware of how our actions affect others; judgment through making decisions about which actions are right and which are wrong; motivation through prioritizing moral values over personal preferences; and character through strength of conviction, persistence, and a will to overcome distractions and obstacles to act.

☐ **Meets expectations**

☐ **Does not meet expectations (Check areas of concern)**

- |                                                                     |                                                                                    |
|---------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <input type="checkbox"/> Maintains confidentiality in all settings. | <input type="checkbox"/> Makes moral/ethical decisions.                            |
| <input type="checkbox"/> Maintains a professional appearance.       | <input type="checkbox"/> Responds positively to feedback.                          |
| <input type="checkbox"/> Demonstrates academic integrity.           | <input type="checkbox"/> Complies with laws, regulations, policies, and standards. |

**Comments (required for “Does not meet expectations”)**

**Passion for Teaching:** A contagious love of learning, positive attitude and work ethic, and motivation and engagement of students in the learning process.

☐ **Meets expectations**

☐ **Does not meet expectations (Check areas of concern)**

- |                                                                                                                                              |                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> Maintains a positive attitude.                                                                                      | <input type="checkbox"/> Motivates learners.       |
| <input type="checkbox"/> Solves problems creatively and flexibly.                                                                            | <input type="checkbox"/> Engages learners.         |
| <input type="checkbox"/> Takes responsibility for personal learning.                                                                         | <input type="checkbox"/> Demonstrates flexibility. |
| <input type="checkbox"/> Demonstrates a positive work ethic (attends class, submits work on time).                                           |                                                    |
| <input type="checkbox"/> Responds to communication from stakeholders (texts, emails, phone calls, etc.) in a timely and professional manner. |                                                    |

**Comments (required for “Does not meet expectations”)**

**Respect and Compassion for People:** Caring behaviors, nurturing, advocating, accessibility, other-oriented decisions, and responding to human needs; equitable treatment, acceptance of diversity, understanding of and openness to multiple perspectives, and positive regard; interpersonal behavior (intelligence) that demonstrates “the capacity to understand the intentions, motivations, and desires of other people” and work effectively with them.

☐ **Meets expectations**

☐ **Does not meet expectations (Check areas of concern)**

- |                                                |                                                    |
|------------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> Acts with compassion. | <input type="checkbox"/> Collaborates effectively. |
|------------------------------------------------|----------------------------------------------------|

- ☐ Respects ideas and viewpoints of others.      ☐ Advocates for others.
- ☐ Shows respect for cultural differences.
- ☐ Differentiates to meet the needs of all learners.
- ☐ Communicates professionally and proactively.
- ☐ Shows sensitivity to the needs of all learners.

**Comments (required for “Does not meet expectations”)**

**Personal and Emotional Wellness/Vitality: Self-knowledge:** Discerning one’s beliefs, desires, fears, and capacities; emotional resilience, perseverance, appropriate expression of emotions, stress management, versatility, and adaptability to demands; understanding of personal worth and commitment to a balanced, healthy lifestyle.

☐ **Meets expectations**

☐ **Does not meet expectations. (Check areas of concern)**

- ☐ Identifies personal priorities and capacities.      ☐ Perseveres through challenges.
- ☐ Expresses emotions appropriately.
- ☐ Utilizes effective time management skills.
- ☐ Demonstrates balance between professional demands and personal life.

**Comments (required for “Does not meet expectations”)**

**Spiritual Sensitivity and Purpose:** Development of personal beliefs and values and consistently expressing and reflecting those values and beliefs across all settings and interactions.

☐ **Meets expectations**

☐ **Does not meet expectations (Check areas of concern)**

- ☐ Develops positive relationships with colleagues.      ☐ Serves others.
- ☐ Develops positive relationships with students.
- ☐ Demonstrates a personal commitment to the career path.
- ☐ Expresses personal beliefs and values consistent with best practices of teaching.

**Comments (required for “Does not meet expectations”)**

# **ED/A 498/499 & EDG 701/702**

## **Student Teaching**

### **Clinical-Based Experience**

This clinical-based experience is designed to serve as the culminating component of the School of Education's teacher preparation program. Student Teaching represents the final, immersive clinical experience in which candidates assume increasing responsibility for classroom instruction under the guidance of a cooperating teacher and university supervisor. During the student teaching semester, candidates are expected to demonstrate proficiency in planning, implementing, assessing, and analyzing standards-aligned, inquiry-based instruction while effectively managing the learning environment. This experience provides candidates with sustained, authentic teaching practice that prepares them for entry into the teaching profession.

#### **Section Contents**

- A. General Information**
- B. Roles and Responsibilities for the 60-hour Clinical Semester**
  - i. Role of the Teacher Candidate**
  - ii. Role of the University Supervisor**
  - iii. Role of the P-12 Cooperating Teacher**
- C. Practicum Log Expectations**
- D. GATE 4 Expectations**
- E. Resources**

#### **Clinical Expectations:**

During the student teaching experience, the candidate is expected to function as a professional educator and gradually assume primary responsibility for instruction, classroom management, and assessment. This includes planning and delivering lessons, assessing student learning, differentiating instruction to meet diverse needs, and reflecting on instructional practices. Student teachers must maintain consistent, punctual attendance; demonstrate professionalism in appearance, communication, and conduct; and collaborate closely with their cooperating teacher and school personnel. Additionally, candidates are expected to effectively utilize co-teaching strategies, respond constructively to feedback, and uphold all ethical and professional standards of the teaching profession.



## A. General Information

### Student Teaching Placement

Student teaching placements are coordinated by the Director of Clinical Experiences. Student teachers are assigned to cooperating schools that hold state or regional accreditation and have an active contract with Asbury University's School of Education.

Asbury University maintains contracts with all public schools used for placements, and these schools may remove a student teacher who, in their judgment, negatively impacts students or the profession.

All placements and reassignments, if needed, must be arranged through the Director of Clinical Experiences in collaboration with district and school administrators. **Student teachers may not arrange their own placements.**

**Student Teaching Placement Table**

| <b>CERTIFICATION AREA</b>                                            | <b>1<sup>st</sup> Placement</b>            | <b>2<sup>nd</sup> Placement</b>           | <b>3<sup>rd</sup> Placement</b>            | <b>Order of Placement</b>                                                                                                    |
|----------------------------------------------------------------------|--------------------------------------------|-------------------------------------------|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>ELEMENTARY</b>                                                    |                                            |                                           |                                            |                                                                                                                              |
| Elementary TUG-Lit, Math, or ESL or Elementary APS-Interdisciplinary | K-3 (35 days)<br>2 observations            | 4-5 (35 days)<br>2 observations           |                                            | Interchangeable                                                                                                              |
| Elementary +LBD                                                      | K-3 inclusion (20 days)<br>2 observations  | 4-5 inclusion (25 days)<br>2 observations | Mid or High LBD (25 days)<br>1 Observation | 1 <sup>st</sup> Placement: K-3 or 4-5 that aligns with 401, 2 <sup>nd</sup> & 3 <sup>rd</sup> placements are interchangeable |
| <b>SECONDARY Grades 8-12</b>                                         |                                            |                                           |                                            |                                                                                                                              |
| Secondary + MS                                                       | 9-12 (35 days)<br>2 observations           | 5-8 (35 days)<br>2 observations           |                                            | Interchangeable                                                                                                              |
| Secondary +LBD                                                       | 9-12 inclusion (35 days)<br>2 observations | Elem LBD (35 days)<br>2 observations      |                                            | 1 <sup>st</sup> Placement: 9-12 that aligns with 401                                                                         |

|                                                 |                                                          |                                                  |                                              |                                                                  |
|-------------------------------------------------|----------------------------------------------------------|--------------------------------------------------|----------------------------------------------|------------------------------------------------------------------|
| Secondary<br>+MS<br>+LBD                        | 9-12<br>(20 days)<br><br>2 observations                  | 5-8 inclusion<br>(25 days)<br><br>2 observations | Elem LBD<br>(25 days)<br><br>1 observation   | 1 <sup>st</sup> Placement: 9-12 that aligns with 401             |
| <b>MIDDLE SCHOOL Grades 5-8</b>                 |                                                          |                                                  |                                              |                                                                  |
| Middle School<br>2 content areas                | 5-8 Content 1 (35 days)<br><br>2 observations            | 5-8 Content 2 (35 days)<br><br>2 observations    |                                              | Interchangeable                                                  |
| Middle School<br>1 content area<br>+ LBD        | 5-8 content (35 days)<br>Inclusion<br><br>2 observations | Elem LBD (35 days)<br><br>2 observations         |                                              | 1 <sup>st</sup> Placement: 5-8 that aligns with 401              |
| Middle School<br>3 content areas<br>1 being LBD | 5-8 Content 1 (20 days)<br><br>2 observations            | 5-8 Content 2 (25 days)<br><br>2 observations    | 5-8 Content 3 (25 days)<br><br>1 observation | 1 <sup>st</sup> Placement: 5-8 Content 1 that aligns with 401    |
| <b>P-12 Grades Primary-12</b>                   |                                                          |                                                  |                                              |                                                                  |
| P-12                                            | Elem (35 days)<br><br>2 observations                     | Mid or High (35 days)<br><br>2 observations      |                                              | Interchangeable                                                  |
| P-12<br>+LBD                                    | Content (20 days)<br><br>2 observations                  | Content (25 days) Elem<br><br>2 observations     | LBD (25 days)<br><br>1 observation           | 1 <sup>st</sup> and 2 <sup>nd</sup> Placement<br>Interchangeable |

**Student Teaching Placement Table: Long-Term Substitute Position**

| <b>CERTIFICATION AREA</b>                                                  | <b>1<sup>st</sup> Placement</b>     | <b>2<sup>nd</sup> Placement</b>     | <b>3<sup>rd</sup> Placement</b> | <b>Order of Placement</b>  |
|----------------------------------------------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|----------------------------|
| <b>ELEMENTARY</b>                                                          |                                     |                                     |                                 |                            |
| Elementary TUG-Lit, Math, or ESL<br>or<br>Elementary APS-Interdisciplinary | K-3 (35 days)<br><br>2 observations | 4-5 (35 days)<br><br>2 observations |                                 | Interchangeable            |
| Elementary<br>+LBD                                                         | K-3 inclusion (20 days)             | 4-5 inclusion (25 days)             | Mid or High LBD (25 days)       | 1 <sup>st</sup> Placement: |

|                                           |                                                      |                                           |                                          |                                                                                                   |
|-------------------------------------------|------------------------------------------------------|-------------------------------------------|------------------------------------------|---------------------------------------------------------------------------------------------------|
|                                           | 2 observations                                       | 2 observations                            | 1 Observation                            | K-3 or 4-5 that aligns with 401, 2 <sup>nd</sup> & 3 <sup>rd</sup> placements are interchangeable |
| <b>SECONDARY Grades 8-12</b>              |                                                      |                                           |                                          |                                                                                                   |
| Secondary + MS                            | 9-12 (35 days)<br>2 observations                     | 5-8 (35 days)<br>2 observations           |                                          | Interchangeable                                                                                   |
| Secondary +LBD                            | 9-12 inclusion (35 days)<br>2 observations           | Elem LBD (35 days)<br>2 observations      |                                          | 1 <sup>st</sup> Placement: 9-12 that aligns with 401                                              |
| Secondary +MS +LBD                        | 9-12 (20 days)<br>2 observations                     | 5-8 inclusion (25 days)<br>2 observations | Elem LBD (25 days)<br>1 observation      | 1 <sup>st</sup> Placement: 9-12 that aligns with 401                                              |
| <b>MIDDLE SCHOOL Grades 5-8</b>           |                                                      |                                           |                                          |                                                                                                   |
| Middle School 2 content areas             | 5-8 Content 1 (35 days)<br>2 observations            | 5-8 Content 2 (35 days)<br>2 observations |                                          | Interchangeable                                                                                   |
| Middle School 1 content area + LBD        | 5-8 content (35 days)<br>Inclusion<br>2 observations | Elem LBD (35 days)<br>2 observations      |                                          | 1 <sup>st</sup> Placement: 5-8 that aligns with 401                                               |
| Middle School 3 content areas 1 being LBD | 5-8 Content 1 (20 days)<br>2 observations            | 5-8 Content 2 (25 days)<br>2 observations | 5-8 Content 3 (25 days)<br>1 observation | 1 <sup>st</sup> Placement: 5-8 Content 1 that aligns with 401                                     |
| <b>P-12 Grades Primary-12</b>             |                                                      |                                           |                                          |                                                                                                   |
| P-12                                      | Elem (35 days)<br>2 observations                     | Mid or High (35 days)<br>2 observations   |                                          | Interchangeable                                                                                   |
| P-12 +LBD                                 | Content (20 days)                                    | Content (25 days) Elem                    | LBD (25 days)                            | 1 <sup>st</sup> and 2 <sup>nd</sup> Placement Interchangeable                                     |

|  |                |                |               |  |
|--|----------------|----------------|---------------|--|
|  | 2 observations | 2 observations | 1 observation |  |
|--|----------------|----------------|---------------|--|

## **Student Teaching Classroom Experience**

The student teaching experience begins on the first day of classes each semester. Before entering their placements, student teachers participate in an intensive instructional period (iSTEPS) designed to prepare them for their classroom responsibilities.

Afterward, student teachers spend the remainder of the semester in their assigned **public school** classrooms. Each student teacher must complete a minimum of 70 days in the classroom. Non-Traditional Instruction (NTI) days may count toward this requirement only when the student teacher engages in activities connected to their placement. Additionally, each student teacher must complete at least 100 hours in each of the following areas—observation, participation, and teaching—for a total of 300 hours (*See OPT table below*).

## **Absences**

Student teachers must notify their P–12 cooperating teacher immediately in the event of an illness or emergency that requires missing school, and they are responsible for ensuring that all plans, manuals, and necessary materials are delivered to the cooperating teacher. They must also contact their university supervisor right away. Make-up days for any absences must be arranged through the university supervisor. If an absence is known in advance, the student teacher must consult with the university supervisor beforehand.

## **Photographs or Video Recordings**

Most school districts enforce strict policies on photographing or recording in the classroom. Before taking any photos or making recordings, you must consult your P–12 cooperating teacher to learn the district’s specific guidelines.

## **Substitute Teaching Policy**

See the policy related to substitute teaching during the student teaching semester in the ED/A 498/499 & EDG 701/702 Discovery Course.

## **Student Teacher Dress Code**

Student Teachers should reference the three sources listed below for information related to appropriate attire during the student teaching experience. If you have questions about appropriate attire for special events or activities, please contact your university supervisor or the Director of Clinical Experiences.

- A. The Handbook for Community Life & Residence Life. Student teachers are expected to comply with the guidelines set forth in the Handbook. Special attention should be given to the Propriety section of Asbury's Handbook for Community Life.
- B. Public School Dress Codes and Guidelines. Student teachers are expected to check with their P-12 cooperating teachers about school district and local building policies concerning appropriate attire for teachers. *Dress-down* days should not be an occasion for carelessness in appearance.
- C. Asbury's Teacher Education Program expects student teachers to project the highest standards of professional attire. It is always our desire to exceed minimum expectations of professional dress both on campus and in public school.

## **Kentucky Certification**

Completing Kentucky certification at graduation from Asbury University offers clear advantages, as delays may require meeting new state requirements. Many education departments and employers also request proof of certification from the state where an approved program was completed. Therefore, the Asbury School of Education strongly encourages all candidates to obtain Kentucky certification.

The necessary steps for acquiring Kentucky certification are as follows:

- 1. Complete all requirements for graduation and certification.
- 2. Pass all required Praxis exams.
- 3. Complete online application forms for Kentucky certification online.
- 4. Pay any/all fees charged by EPSB for certification.
- 5. Secure your final transcript and have it sent to EPSB.

For further information, contact Asbury's Director of Clinical Experiences or the Certification Specialist.

## The Role of the Teacher Candidate

- Demonstrate moral and ethical conduct consistent with standards set by Asbury University Teacher Education Program, including the Asbury University School of Education Dispositions.
- Submit the Student Teacher's Schedule to your supervisor on the first Friday of student teaching and every Friday thereafter. Each schedule should highlight the classes you will teach in the upcoming week.
- Maintain the **Student Teacher Log** so that it is up to date and accurate.
- Submit the **Student Teaching & Conference Report Form** on a bi-weekly basis, beginning on the second Friday of student teaching.
- Reword above to say "Submit the **Student Teaching & Conference Report Form** prior to each Student Teacher Seminar."
- Attend all Student Teacher Seminars as scheduled.
- Prepare thoroughly for all teaching experiences and ensure all materials are organized for each lesson.
- Volunteer to assist the P-12 clinical faculty in a variety of settings and experiences.
- Complete a minimum of 70 days of student teaching.
- Complete all assignments and meet all expectations included in the course syllabus.
- Return the **Evaluation of the P-12 Clinical Faculty** for both placements, and the **Evaluation of the Asbury University Clinical Supervisor**.
- Reword above to say "Return the **Evaluation of the P-12 Clinical Faculty** and the **Evaluation of the Asbury University Clinical Supervisor** for both placements"

## The Role of the University Supervisor

- Demonstrate professional, ethical, and moral conduct representative of Asbury's Teacher Education Program.
- Conduct at least six on-site visits for each student teacher (five if the placement and supervisor are the same as ED/EDA 401). Four visits must be full classroom observations with post-observation conferences. For split placements, visits should be evenly distributed.
- Record each visit on the CLINICAL OBSERVATION REPORT. These forms become a part of the student teacher's file and become an important part of our documentation procedures. Make a copy for the student teacher.
- Review the Student Teacher Conference Report Forms.
- Monitor the amount of time in various areas that the student teacher accumulates - Time Record Sheets.
- Keep the P-12 cooperating teacher informed concerning the supervisors' perceptions of the student teacher's progress and any adjustments that may be suggested. Normally, this is the best done by conferencing with the P-12 clinical faculty close to the date of the observation.
- Conference with the P-12 cooperating teacher to determine the class routine and expectations for the student teacher.
- Student Teaching seminars: attendance optional.
- Notify the Director of Clinical Experiences of any current or potential issues.
- Work with the Director of Clinical Experiences to submit the final grade to the Registrar's Office at the end of the semester.
- Review and make revision suggestions for all required student teaching requirements and forms.

## The Role of the P-12 Cooperating Teacher

- Understand that the primary obligation of our P-12 cooperating teachers is to the classroom of students assigned to them by the local school system. Our student teachers are not the first priority, especially if they in any way adversely affect the learning environment of the classroom.
- Provide direct assistance to student teachers in developing the skills necessary for successful teaching in alignment with the Kentucky Teacher Performance Standards and the Kentucky Teacher Framework, including modeling instruction, supporting planning, and identifying teaching resources.
- Foster a supportive classroom and school environment that promotes student teacher success while helping the student teacher anticipate and manage typical classroom challenges.
- Consider themselves to be teacher educators, a part of Asbury's teacher preparation team, and be supportive of Asbury's teacher education program.
- Model professional, ethical, and moral conduct appropriate to the education profession.
- Maintain open communication with the student teacher, university supervisor, Asbury's Director of Clinical Experiences, and, as appropriate, the building principal.
- Set aside a consistent and sufficient time to plan with the student teacher throughout the semester.
- Model teaching competencies expected of the student teacher. This includes understanding the Asbury University School of Education Dispositions.
- Provide opportunities for the student teacher to use methods and skills taught in university classes.



- Involve the student teacher, in a graduated manner, in classroom activities until the student teacher assumes responsibility for the full instructional program of the class. This includes being able to teach a 5-day unit as well as a solo week.
- Provide formative evaluations through the **Student Teacher & Conference Reports**.
- Submit the **Student Teacher Summative Evaluation Forms** to Asbury via the link sent to them. This includes the evaluation of the Asbury University School of Education Dispositions.

## B. Student Teaching Log Expectations

Please record and document the days and times in your [Clinical Log](#) for the student teaching experience.

Expectation for the Student Teaching clinical semester:

100 hours of observation, 100 hours of participation, 100 hours of teaching

*It should be noted that the expectation is a recommended minimum. Student teachers are encouraged to have as many hours as possible of participation and actual teaching. Certain states have a higher requirement regarding the number of hours of actual teaching. For this reason, the student teacher should check on the number of hours required in the state in which he/she plans to teach.*

| OPT Chart: Recording Clinical Hours |                                                                                                                                                    |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Observation                         |                                                                                                                                                    |
| 1.                                  | Observing regular class activities (taking notes for later discussion with the teacher, observing methods, materials, and techniques for teaching) |
| 2.                                  | Observing classes other than the ones assigned                                                                                                     |
| 3.                                  | Observing individual students                                                                                                                      |
| 4.                                  | Attending school programs (i.e. assemblies, parent-teacher conferences)                                                                            |
| 5.                                  | Attending School Board meetings (District-level)                                                                                                   |
| 6.                                  | Attending SBDM meetings (School-level)                                                                                                             |
| Participation                       |                                                                                                                                                    |
| 1.                                  | Assisting P-12 Cooperating Teacher (grading papers, checking attendance, preparing materials for instruction)                                      |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>2. Creating a class seating chart</li> <li>3. Caring for the physical conditions of the room</li> <li>4. Assisting with seatwork</li> <li>5. Preparing bulletin board displays, room decorations, and display cases or other exhibits</li> <li>6. Assisting with lunch duty or hall duty</li> <li>7. Assisting with fire or emergency drills</li> <li>8. Assisting with homeroom activities</li> <li>9. Assisting with school publications</li> <li>10. Assisting with school-wide assemblies</li> <li>11. Setting up and putting away supplies and equipment</li> <li>12. Creating and keeping progress charts/reports</li> <li>13. Assisting with library work</li> <li>14. Conferencing with supervisors</li> <li>15. Assisting with recess supervision</li> <li>16. Attending a Faculty/Department/Grade Level meeting</li> <li>17. Attending a Professional Development meeting</li> <li>18. Attending a Field Trip</li> <li>19. Assisting in a Family Resource or Youth Service Center</li> </ol> |
| <b>Teaching</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ol style="list-style-type: none"> <li>1. Instructing in the classroom               <ol style="list-style-type: none"> <li>a. Individual (Meeting students' needs through tutoring, conferencing, assessment)</li> <li>b. Small group (instruction, assessment)</li> <li>c. Whole group (instruction, assessment)</li> </ol> </li> <li>2. Assisting students in projects</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

#### **D. GATE 4 Expectations**

Four GATEs provide checkpoints to monitor the progress of a teacher education candidate at the undergraduate level. Each GATE consists of criteria that the preservice educator must fulfill successfully to exit through the checkpoint. GATE criteria consist of evaluation data, which are reviewed at each of these checkpoints. In this clinical course, candidates must successfully complete all components of GATE 4 as part of the requirements for certification recommendation.

| <b>GATE 4 &amp; 6: Program Completion</b>     |                             |                        |
|-----------------------------------------------|-----------------------------|------------------------|
| Undergraduate and Graduate Program Candidates |                             |                        |
|                                               | <b>GATE 4 Undergraduate</b> | <b>GATE 6 Graduate</b> |

|                                                                                                                   |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Clinical block connected to this GATE</b>                                                                      | ED/EDA 498/499<br><i>Must obtain a C- or higher</i>                                                                                                                                                                                                                                              | EDG 701/702<br><i>Must obtain a C or higher</i>                                                                                                                                             |
| <b>Gateway Portfolio (Student Learning &amp; Licensure):</b> <i>Must obtain a score of developing or higher.</i>  | Clinical Log<br>Community Service<br>Dispositions Survey<br>Philosophy of Education<br>Student Teaching Tech Log<br>Spiritual Life                                                                                                                                                               | Clinical Log<br>Dispositions Survey<br>Philosophy of Education<br>Technology Log                                                                                                            |
| <b>Clinical Evidences (Student Learning &amp; Licensure):</b> <i>Must obtain a score of developing or higher.</i> | AU Supervisor Observation<br>AU Supervisor Evaluation<br>P-12 Evaluation<br>Components 1-7                                                                                                                                                                                                       | AU Supervisor Observation<br>AU Supervisor Evaluation<br>P-12 Evaluation<br>Components 1-7                                                                                                  |
| <b>Committee Interview:</b> <i>Must obtain a score of developing or higher.</i>                                   | Interview based on the Student Teaching 5-day unit, the Kentucky Framework for Teaching, the SOE Dispositions, and the candidate interviewing skills.<br><br><i>Committee comprised of a School of Education faculty member, a P-12 representative, and a university faculty representative.</i> | Action Research Presentation based on the InTASC standards and candidate interviewing skills.<br><br><i>Committee comprised of a School of Education faculty and a P-12 representative.</i> |
| <b>CUM GPA:</b>                                                                                                   | Minimum 2.75 on 4.00 scale                                                                                                                                                                                                                                                                       | Minimum 3.00 on 4.00 scale                                                                                                                                                                  |
| <b>Other Requirements:</b>                                                                                        | Certification Application (including Character & Fitness)<br>Instructor Dispositions Ratings<br>Pass all required Praxis exams<br>Action Research Project ( <i>GATE 6 only</i> )                                                                                                                 |                                                                                                                                                                                             |

## E. Resources

- a. [Components: AU SOE Instructional Framework](#)
- b. [Leadership Template](#)
- c. [AU Supervisor Observation Form](#)
- d. [AU Supervisor Evaluation Form](#)
- e. [P-12 Cooperating Teacher Evaluation Form](#)

- f. [Co-Teaching PowerPoint](#)
- g. [Liability Insurance](#)
- h. [Work Request Form](#)
- i. [Student Teaching Requirements for LBD](#)
- j. [Student Teaching Regulations](#)

## GLOSSARY

### **Accommodations**

Practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

### **Alignment**

The consistency among objectives, pre-assessments, instruction, formative assessments, and summative assessments.

### **Analysis of Data**

Includes collecting and compiling a variety of student performances in order to make inferences about the level of student understanding as compared with standards.

### **Artifacts**

Documents or pieces of evidence that are used to support teacher performance assessment entries. Good artifacts should demonstrate the active thought processes of students, not just the ability to recall facts.

### **Collaborating**

Exchanging information, altering activities, sharing resources and enhancing each other's capacity for mutual benefit and to achieve a common goal. The qualitative difference between cooperating and collaborating is that individuals are willing to learn from each other to become better at what they do. Collaborating means that individuals share risks, responsibilities, and rewards. It requires a substantial time commitment, very high level of trust, and turf sharing.

### **Developmentally Appropriate**

The use of content, instruction, and assessment that meet the students' ability to reason, interpret, focus, communicate, and interact, both socially and academically.

### **Differentiation**

The practice of giving students multiple options for taking in information, making sense of ideas, and expressing what they learn. It provides different avenues to acquire content, to process or make sense of ideas, and to develop products.

**Diverse Student Needs**

Various learning styles (visual, interpersonal, mathematical), various interest levels, and/or achievement levels (gap groups) which require teachers to provide a diverse learning environment to meet the needs of all students.

**ELL**

English Language Learners; sometimes used synonymously with ESL, English as a Second Language.

**Formative Assessment**

All those strategies undertaken by teachers and by students assessing themselves which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessments become formative when the evidence is actually used to adapt the teaching to meet student needs.

**GSSP**

Gifted Student Services Plan; sometimes given another acronym in districts.

**Higher-order Thinking**

Comparing, analyzing, synthesizing, evaluating, and applying knowledge by the classroom strategies that go beyond dissemination of factual information.

**IEP**

Individualized Education Program designed to meet the unique educational needs of a child who may have a disability, as defined by federal regulations.

**Instructional Day**

A day that:

- The intern is performing regular teaching responsibilities in an instructional setting, or is completing professional development for compensation from the district or employing school; and
- Does not include annual leave, sick leave, or other authorized or unauthorized leave time.

**Intern Management System (IMS)**

Electronic reporting system for the Record of Teacher Internship Year (RTIY) and the Resource Teacher Time Sheet (RTT)

**Intervention**

An educational practice, strategy, curriculum, or program to enhance learning for students.

**Instructional Materials**

Any print, non-print, or electronic medium of instruction designed to assist students in achieving academic expectations.

**Kentucky Framework for Teaching**

<https://goteachky.com/resources/professional-growth/growth-and-evaluation/teachers-and-other-professionals/kentucky-framework-for-teaching/>

**Kentucky Teacher Standards**

<https://kystandards.org/>

**Learning Outcomes**

Educational aims or end products which encompass all goals and objectives.

**Learning Targets**

Educational aims or end products which encompass all goals and objectives. These are sometimes referred to as “I can” statements.

**Misconceptions**

Student responses which indicate inaccurate understanding of content.

**Modifications**

Practices that change, raise, or reduce learning expectations. Modifications can decrease the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level.

**Objectives**

The goals to be achieved by a lesson or unit. Objectives describe a clear expectation from the student; as in “By the end of this lesson, the student will be able to identify and describe eight major causes of the Civil War.”

**Patterns of Achievement**

Growth in knowledge that can be charted or graphed showing the progress of the student in achievement of unit objectives.

**Performance-based Assessment**

An assessment that includes what a student or teacher is able to do (performance) rather than simply a written explanation of student knowledge.

**Pre-assessment**

Strategy or test used to reveal understanding of a topic prior to beginning formal instruction that may inform differentiated practice.

**Professional Development**

The means and activities teachers use to achieve professional growth. It may include specific training in growth areas, observation, planning, etc. (i.e. It is an answer to the question: How can I turn those teaching growth areas into teaching strengths?)

**PGES**

Professional Growth and Effectiveness System

**Professional Growth Plan (PGP)**

The plan teachers use to become more proficient. The process involves self-assessment, reflection, and a written plan for addressing and improving in the identified areas of growth.

**Professional Learning Standards**

<https://www.education.ky.gov/curriculum/ProfLern/Pages/default.aspx>

**Reflection**

The reporting and analyzing of teaching philosophies, practices, and experiences. A vital part of a performance-based product is the reflection required of the teacher to understand why a lesson was productive or unproductive.

**Rubric/Scoring Guide**

At the classroom level, a set of scoring guidelines to be used in assigning and evaluating student work. Rubrics are similarly used for evaluating levels of teacher performance. They define criteria to meet the expected teaching standard of performance.

**Self-Assessment**

A student's evaluation of his or her own work.

**Student Voice**

This is a classroom-level reporting system used to provide feedback and evidence of effectiveness to classroom teachers and administrators.

**Source of Evidence**

Focused collection of documentation that demonstrates teacher and student performance on components of the Kentucky Framework for Teaching to help determine competency in the Kentucky Teacher Standards.

**Student-centered**

Strategies built on the natural interests and motivation of the students. Activities place the responsibility to provide evidence of understanding on students.

**Summative assessment**

Evaluation of the effectiveness of instructional programs and services at the end of an academic unit or at a pre-determined time. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete.

**Technology**

Materials, devices, computers, and software that allow a teacher to demonstrate proficiency in Standard 6. Examples of appropriate technology might include but are not limited to word processing products, student data systems, white boards or presentation formats, Web quests, LCD projectors, computer labs, software packages that assist student learning, and email.