Early Childhood Practicum Student Teaching Handbook

Spring 2014

SCHOOL OF EDUCATION

13800 Biola Avenue

La Mirada, CA 90639 (562) 903-4843

(562) 906-4563 FAX
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*ECP-Early Childhood Practicum
The School of Education

Mission and Vision

The mission of the School of Education is “to equip Christian educators to impact public, private, mission, and homeschools through biblically-centered education, scholarship, and service.”

The vision of the School of Education is “to equip a generation of influential educators, focused on God’s calling, devoting their strengths, gifts, and scholarship, to meet the needs of diverse students and to advance the Kingdom of God.”
Biola University School of Education Teacher Commitment

I do hereby commit myself, in the presence of the Lord Jesus Christ, before my family, my friends, my professors, and my peers, that according to my ability and best judgment I will keep this Teacher Commitment as a covenant of best practice in the teaching profession:

I will remember first and foremost that the fear of the Lord is the beginning of wisdom (Proverbs 1:7), and that His Word is a lamp unto my feet and a light unto my path (Psalm 119).

I will consider the teaching profession a ministry in which I am privileged to serve and will be diligent to make prayer a daily practice on behalf of my students, my school, and myself.

I will respect and remember those who have taught me the art of teaching, and my colleagues who are engaged in the endeavors of teaching. I will also respect students and parents, as it is an honor to be trusted by them as a model, mentor, and facilitator of learning.

I will continue with diligence to stay apprised of advances in early childhood care and education, and remember that I have special obligations to ALL learners within my classroom, without exception, to teach them to the best of my ability.

I will not use my position as a teacher to influence a student towards any purpose but knowing God, knowing self, promoting godly character, and inviting scholarly endeavor.

I will remember that there is an art to teaching as well as a science, and that warmth, sympathy, and understanding are still essential skills for serving students. In every situation where I am called upon to teach, I will do so only for the good of my students and their families. I will practice diligent integrity, ardent study, and keeping myself from all intentional ill-doing.

I will not be embarrassed to say “I do not know” nor will I hesitate to call on my colleagues when the skills of another are needed to support student learning.

I will remember that I teach more than a curriculum; I educate students who are made in the image of God. I will put forth my best effort to prepare them for their future, the path that God has ordained for them from the foundations of the earth (Psalm 139), and to prepare them to be productive citizens in society.

I will be mindful to create inquiry whenever I can and tailor learning to student interest, for curiosity and motivation delights the learner.

Through the power of the Holy Spirit, I will keep this COMMITMENT to be a part of a generation of influential early childhood teachers who are focused on God’s calling, devoting my strengths, gifts, and scholarship, to meet the needs of diverse students and to advance the Kingdom of God.
Biola University School of Education Early Childhood Education Program

The School of Education offers state-approved coursework required for five Child Development Permits. The available Child Development levels are: Assistant Teacher, Associate Teacher, Teacher, Master Teacher, and Site Supervisor with the option to add school-type emphasis authorization.

Students completing the Liberal Studies, Elementary Education major, with the concentration in Early Childhood, can simultaneously earn Child Development Permits as well as the California Multiple Subject Teaching Credential and an Association of Christian Schools International (ACSI) Standard Educator’s Certificate, certifying them to teach preschool through adult in a self-contained classroom (see Teaching Credential information sheet for specific requirements).
Acknowledgement and Contractual Agreement between ECP Student Teacher and Biola University School of Education Early Childhood Education Program

The expectations, guidelines, and requirements found within the ECP Student Teaching Handbook are considered a contractual agreement between ECP Student Teacher and Biola University School of Education. By signing this agreement, the Biola ECP Student Teacher is agreeing to adhere to the precepts described in this Handbook. Please sign the Acknowledgement (Appendix A) and turn it in to the seminar professor the first week of class.
Section 1: Overview of Early Childhood Practicum (ECP) Student Teaching

There are few professions that have the potential to impact the trajectory of the life of a student like a teacher. Educators are the primary vehicle for promoting a spirit of rigor, relevance, and relationships within the classroom environment and among the students.

By providing the ECP Student Teacher with the tools and skills necessary for the stimulation of intellectual growth and maturation, they are more likely to become equipped and prepared to function as a primary agent toward positive change in the life of the learner.

The guidelines and requirements described in this Handbook apply to ALL candidates who have advanced to ECP Student Teaching. (Appendix C)

Requirements for Advancement to ECP Student Teaching

• Hold a valid Certificate of Clearance.
• Hold a minimum 2.75 cumulative GPA.
• Completion of early childhood courses. These courses must be passed with a “B-” or better. Overall a 3.0 GPA must be maintained in the Early Childhood Education course sequence.
• Demonstration of professional dispositions that reflect a commitment to biblical character and academic excellence in both coursework and field placement requirements.
• Completion of all fieldwork placement hours (48 hours).
• Hold valid TB clearance.
• Interview for The ECP Student Teaching with professor and director of the Early Childhood Education program.

Course Enrollment for The ECP Student Teaching

In most cases, ECP Student Teachers will enroll in LEDU 480 Directed Studies: Early Childhood Practicum (3 units) or SEED 555 Seminars in Education: Early Childhood Practicum (3 units).

The ECP Student Teaching Seminar is taken in concert with the ECP Student Teaching placement assignment. The ECP Student Teaching Seminar course is held on campus at Biola. The course must be successfully completed for the ECP Student Teacher to receive full credit for his or her ECP Student Teaching. The ECP Student Teaching seminar is designed to assist the ECP Student Teacher with the following:

• Embracing Responsibility:
  o Candidates will be offered support as they further define the distinctions between the roles and responsibilities of being a student of early childhood education and the roles and responsibilities of being a practicing, professional early childhood educator (NAEYC 6b-f).
  o Candidates will evaluate the effectiveness of their lessons and classroom management procedures through the use of concrete data in relationship to program expectations (NAEYC 1a-c).
• Building Relationships
  o Candidates will seek to cultivate relationship with their Mentor Teacher and University Supervisors that reflect Christian admiration and esteem (NAEYC 6a).
  o Candidates will develop a deeper understanding of the whole-person nature of young
learners and seek to nurture a strengths-based approach to their development by supporting and respective the home language, culture, and family of each child (NAEYC 2a-c, 4a, 5a-c, 6a).

- Candidates will display cross culturally appropriate interpersonal relationships and communication strategies with colleagues, administrators, parents, support staff, and neighbors (NAEYC 2a-c, 4a-d, 6b, 6e).

- **Formative Self-Assessment**
  - Candidates will maintain a teachable posture through receiving, evaluating, and implementing feedback from their Mentor Teacher and University Supervisor in order to improve their effectiveness (NAEYC 6a-b).
  - Candidates’ reflection skills will be refined and scaffolded through the completion of journals, case studies, soul-care assignments, and class discussions (NAEYC 4d, 6a-b).
  - Candidates will continue to develop an understanding of the complex integrative processes involved in becoming and effective educator (NAEYC 4d, 6a-f, 7a-b).

- **Effective Instructional Strategies**
  - Candidates will devise developmentally, culturally, and linguistically appropriate lessons based on Common Core Content/State standards or California Preschool Learning Foundations (NAEYC 1a-c, 2a-c, 3a-d, 4a-d, 5a-c, 6b).
  - Candidates will carry out their planned lessons in a manner that reflects sensitivity to the unique dynamics of the day (NAEYC 1a-c, 2a,c, 3c-d, 4c, 5a-c).
  - Candidates will manage the planning, assessment, and evaluation data generated during a typical instructional cycle (NAEYC 1a-b, 2c, 3a-d, 5c).

**Taking Courses Concurrent with ECP Student Teaching**

During the ECP Student Teaching semester, ECP Student Teachers are responsible for spending the allotted number of class periods at their school site Monday through Friday and planning lessons as well as conferencing with their University Supervisor and cooperating Mentor Teacher while also attending ECP Student Teaching seminar. ECP Student Teaching is equivalent to a part-time job. During this semester, ECP Student Teachers should not enroll in any other courses without first obtaining permission from the Director of Early Childhood Education.

**Grades**

ECP Student Teachers must receive a grade of “B-” or better in ECP Student Teaching. ECP Student Teachers who do not receive a grade of “B-” or better in their initial attempt in ECP Student Teaching may be subject to repeating the ECP Student Teaching placement and/or seminar. Students who do not receive a grade of “B-” are not guaranteed an opportunity to repeat the ECP Student Teaching with the School of Education. Student concerns will be addressed on a case-by-case basis. Analysis of student performance will be based upon a triangulation of data collected from the Mentor Teacher, the University Supervisor, and the ECP Student Teaching Seminar Professor. Attempts to repeat any portion of ECP Student Teaching must be approved by the Director of Early Childhood Education.

The responsibility for determining the final ECP Student Teaching grade is assigned by the ECP Student Teaching Seminar Professor, based on evidence collected during the ECP Student Teaching semester, including the midterm evaluation, final evaluation, and culminating teaching experience.
Biola University Withdrawal/Delay/Removal from ECP Student Teaching Policy

Submitting a completed Departure Form to the Registrar’s Office constitutes Official Withdrawal from enrollment to the University. Students may officially withdraw until the end of the eighth week of the semester.

Students who drop from enrollment at any time during the semester but do not submit a Departure Form, or withdraw from enrollment during the ninth through the fifteenth week of the semester, are considered Unofficially Withdrawn.

Unofficially Withdrawn students will not receive a refund of any portion of tuition or fees and will receive grades of "UW" or "F" for their courses. Students departing the University for longer than one year will be required to follow the current catalog at the time of their re-admission. Students may petition for an exception. Students who withdraw from the University must re-apply through the Admissions Office when they wish to return.

Withdrawal

ECP Student Teachers who voluntarily withdraw from ECP Student Teaching for health, financial, or personal reasons must submit a “Postponement/Withdrawal from ECP Student Teaching” form as soon as possible (Appendix B). The ECP Student Teacher will be required to reactivate their ECP Student Teaching application and re-interview with the Director of Early Childhood Education. For fall ECP Student Teaching placements, student teachers must notify the ECP Student Teaching Field Placement Coordinator by March 1st. For spring ECP Student Teaching placements, student teachers must notify the ECP Student Teaching Field Placement Coordinator by October 1st. Student Teachers withdrawing from ECP Student Teaching will be subject to fees outlined in the ECP Student Teaching Contract. Please note that the Office of the Registrar also has a withdrawal fee schedule (see University catalog for details). All candidates are subject to the current credentialing standards as prescribed by the California Commission on Teacher Credentialing.

Removal

The ECP Student Teaching Supervisor, the ECP Seminar Professor, and the Director of Early Childhood Education will address removal from ECP Student Teaching due to behavior, disposition, or performance issues on a case-by-case basis. Students may appeal removal from ECP Student Teaching to the Dean of the School of Education, Dr. June Hetzel. ECP Student Teachers who are removed from a placement for performance and/or disposition reasons must petition the Director of Early Childhood Education to re-enter ECP Student Teaching. Upon approval, a contract will be established between the student teacher and the School of Education prior to the start of a new ECP Student Teaching placement.

ECP Student Teaching Assignments

The ECP Student Teaching assignments are made through the cooperative efforts of the ECP Student Teaching Placement Coordinator and school district representatives. **ECP Student Teachers are not permitted to make their own ECP Student Teaching assignments.** ECP Student Teachers are assigned to local schools that are contracted with the University as part of the teacher training process. Several factors are used in assigning ECP Student Teachers to specific schools:

- The assignment must be appropriate in terms of the grade level. Candidates will be placed in a Kindergarten classroom.
- Approved, credentialed, Mentor Teachers must be available.
• The location of the school will generally be within 30 minutes of the Biola service area.
• ECP Student Teachers are responsible for 8-10 weeks for the placement for a minimum of 3-hour periods a day (M-F) of ECP Student Teaching for a total of 75 hours for one semester or a complete summer session.
• All candidates will arrive at their classroom at least 15 minutes prior to their teaching assignment and remain a minimum of 15 minutes following class.
• ECP Student Teachers are expected to attend staff meetings, professional development trainings, Back-to-School night, Open House, or any other appropriate school function that is critical to the teaching assignment.
• ECP Student Teachers are expected to “go the extra mile” as far as meeting the expectations of their Mentor Teachers (e.g. time commitments, extra meetings, etc.).

What to Expect from the ECP Student Teaching

Placements

The ECP Student Teaching is a three-to-six-hour day, Monday through Thursday, one-semester commitment that lasts 8-10 weeks. During the eight-ten week early childhood placement, ECP Student Teachers will assume complete responsibility for the classroom when the Mentor Teacher and the ECP Student Teaching Supervisor determine that the ECP Student Teacher appears prepared for that task (please see Appendix F: Suggested Guidelines for Classroom ECP Student Teaching Program).

Calendar Considerations

ECP Student Teachers need to be aware that the University calendar may not coincide with the district calendar. ECP Student Teachers are required to follow the calendar at his/her teaching site and are expected to finish the entire term (i.e., ECP Student Teaching begins and ends when the placement school begins and ends its term without regard for Biola University vacation periods).

School personnel should be aware that ECP Student Teachers still have responsibilities to the University. Allowances should be given to the ECP Student Teacher to fulfill such obligations. ECP Student Teachers may need to be released from teaching responsibilities to take care of other University related business (i.e. Career Fair). With this in mind, Mentor Teachers should be aware that it might be necessary to occasionally stand in for the ECP Student Teachers when they may need to be on campus at Biola University.

Differentiated Instruction

Each ECP Student Teacher must demonstrate the ability to teach and communicate with students who have differentiated instructional needs, including but not limited to: special needs students, English Learners, Dual Language Learners students with socio-economic differences, culturally and ethnically diverse students, and gifted students.

Support Team

“…Not only was the teacher wise, but he also imparted knowledge to the people. He pondered and searched out and set in order many proverbs.” - Ecclesiastes 12:9

The expressed desire of the School of Education is to be an active participant in the success of the ECP Student Teacher. The School of Education provides ECP Student Teachers with highly-qualified, well-
skilled and experienced early childhood educators in the form of: ECP Student Teacher Supervisor(s), Mentor Teacher(s) and the ECP Student Teaching Seminar Professor.

*Mentor Teacher(s)*

Mentor Teachers must have a minimum of three years teaching experience in early childhood settings. The Mentor Teacher is expected to support and guide the development of the ECP Student Teacher on a day-to-day basis (see Section 3).

*ECP Student Teacher Supervisor*

Believing in the importance of developing wise and discerning teachers, the ECP Student Teacher Supervisor will prayerfully support each candidate as they uncover their strengths, address their weaknesses, develop discernment, and embrace the distinctive characteristics of being a Christian early childhood educator. ECP Student Teacher Supervisors are contracted by the School of Education and serve as a liaison between the placement school of the ECP Student Teacher and the Early Childhood Education Program. The ECP Student Teacher Supervisor will visit the ECP Student Teacher in the classroom and observe him/her a minimum of four times or more as the situation requires. The ECP Student Teacher Supervisors are No Child Left Behind (NCLB), “highly-qualified” teachers, who have a minimum of three years successful teaching experience in early childhood education.

*ECP Student Teaching Seminar Professor*

The ECP Student Teaching Seminar Professor will prayerfully and professionally support each student teacher as they discover their strengths, address their weaknesses, develop discernment, and embrace the distinctive characteristics of being a Christian educator. The ECP Student Teaching Seminar is intended to provide support to student teachers as well as time for them to engage in reflection and dialogue about their experiences in their classroom placement during weekly seminar sessions. During class sessions, student teachers will be expected to interact collaboratively and respond to discussion prompts with relevant contributions.

*Tips for a Successful ECP Student Teaching*

Each member of the ECP Student Teaching support team will make great strides to develop a professional working relationship with each other and the ECP Student Teacher.

ECP Student Teachers should be forthright in discussing strengths and weaknesses, areas of confidence and areas of anxiety, and expectations and fears, with his/her respective support team. Please be mindful, that the Mentor Teacher and ECP Student Teacher Supervisor will have a greater impact if the ECP Student Teacher is teachable and able to accept constructive criticism, and willing to take risks to maximize student learning.
Section 2: Responsibilities of the ECP Student Teacher

ECP Student Teaching is the most important experience in the professional preparation of the ECP Student Teacher. Biola’s School of Education and school district partners work as a supportive team to assist in the ECP Student Teacher’s success. ECP Student Teaching is intended to provide ECP Student Teachers with an opportunity to interact with students in a comprehensive and diverse learning environment.

In Matthew 20:26, Jesus reminds his disciples, “Whoever wants to become great among you must be your servant…” A philosophy of service to students and colleagues alike is a core concept that should be consistently on display by the ECP Student Teacher throughout ECP Student Teaching. “Let your light shine before men in such a way that they may see your good works, and glorify your Father who is in heaven” (Matthew 5:16). ECP Student Teachers should work and act in a professional manner that reflects well upon the Lord Jesus Christ, themselves, the Early Childhood Education Program, and Biola University.

- ECP Student Teachers should remember that they are “students” in terms of their relationships to Biola, their Mentor Teachers, their ECP Student Teacher Supervisors, and the placement school.
- ECP Student Teachers should act with the maturity of a teacher with their students, their students’ parents, the principal, and other school personnel.
- ECP Student Teachers should adhere to the legal requirements of the State of California and the policies, rules and regulations of Biola University and the placement school.
- ECP Student Teachers are responsible for completing the Student Information Sheet (Appendix E) prior to their meeting with their ECP Student Teaching Supervisor.

Attendance

ECP Student Teaching Seminar Course

ECP Student Teachers are permitted one absence from the ECP Student Teaching Seminar course (for illness or family emergency only) without penalty. The ECP Student Teacher should contact the professor via e-mail or phone call in advance of the missed class meeting. After the first absence, each additional absence reduces the grade by 30 points. Timeliness and responsibility are important aspects of the ECP Student Teacher’s professional behavior. Failure to inform the ECP Student Teacher Seminar Professor of absences in advance of class will impact the ECP Student Teacher’s grade.

School Site Attendance

One hundred percent attendance is expected. If an absence occurs, ECP Student Teachers must contact their Mentor Teacher, ECP Student Teacher Supervisor and Seminar Professor immediately. If an ECP Student Teacher has assumed primary responsibility for teaching in a classroom, they must also make arrangements to provide lesson plans and materials to their Mentor Teacher. In cases of three or more absences, the ECP Student Teaching placement will be extended.

Normally, there should be no reason for the ECP Student Teacher to be late for school or other responsibilities. If the situation is unavoidable, the Mentor Teacher(s) and ECP Student Teacher
Supervisor should be notified immediately.

In order to attain the full benefit of ECP Student Teaching, a list of responsibilities has been provided below. The ECP Student Teacher shall:

- Follow the policies of Biola University.
- Attend scheduled meetings on campus, including: Meet the ECP Student Teaching Supervisor.
- Attend the ECP Student Teaching Seminar.
- Read School Accountability Report Card (SARC), available on website of placement public school, prior to placement in school.
- Read the ECP Student Teaching Syllabus and the ECP Student Teaching Handbook carefully, and adhere to all deadlines, requirements, policies and procedures.
- Make and keep appropriate conference appointments with his/her ECP Student Teacher Supervisor.
- Be responsible to collect the Midterm Evaluation from the collaborative efforts of the Mentor Teacher and Supervisor and turn in to Alexandria Gilbert in the School of Education four weeks into the placement.
- Be responsible to turn in all forms to Alexandria Gilbert in the School of Education the final week of the placement. Grades will post following the submission of both completed forms. ECP Student Teacher Supervisors will turn in the final evaluations to the ECP Student Teacher.
- Inform the Biola School of Education office of changes in his/her name, address, e-mail, or telephone number.
- Follow the school’s procedures in the case of an accident or injury and report the information to the ECP Student Teacher Supervisor and the Director of Early Childhood Education in the School of Education.
- In the event of a strike of certificated employees in the school district, the ECP Student Teacher should immediately contact his/her ECP Student Teacher Supervisor. The ECP Student Teacher shall not appear at his/her assigned school. The ECP Student Teacher is to abide by all collective bargaining agreements.
- In the event of a school-site mandatory lock-down, prior to school arrival the ECP Student Teacher shall not attempt to enter his/her assigned school. If the ECP Student Teacher has already arrived at the school site, the ECP Student Teacher will adhere to policies and procedures established by the school during lock-down. The ECP Student Teacher must promptly notify his/her ECP Student Teacher Supervisor and the Director of Early Childhood Education.

Orientation to the School and Classroom

Receiving the ECP Student Teaching Placement

The Student Teaching and Field Placement Coordinator will send the ECP Student Teacher’s placement confirmation as soon as it is received from the school or district. The locations of placements made are within approximately 30 minutes of Biola University.
ECP Student Teaching Placement

The ECP Student Teacher is encouraged to contact the Mentor Teacher(s) as soon as possible upon receiving the placement. Please arrange a time to get acquainted with the Mentor Teacher(s) prior to the beginning of the fall and spring semesters. Arrangements should be made to meet and exchange pertinent contact information, gather materials for planning (textbooks, syllabus, etc.), and discuss classroom expectations for both the students and the ECP Student Teacher. Please dress in an appropriate manner and conduct yourself professionally, including arriving early to your assigned school.

Initial Meeting with Mentor Teacher

ECP Student Teachers will discuss pertinent details about the teaching materials of the grade level, classroom expectations, professional expectations, and look over the following documents: Additional Responsibilities during The ECP Student Teaching (Appendix G) and the Essential Questions and Information Gathering Guidelines for ECP Student Teachers. (Appendix H).

It is the responsibility of the ECP Student Teacher to ask for a meeting with the Mentor Teacher if one has not been given by the first week of the ECP Student Teaching semester. The first week of ECP Student Teaching will provide the ECP Student Teacher the opportunity to see the expectations and practices of both the Mentor Teacher and students in action.

Practicing Professional Dispositions

“But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control.”—Galatians 5:22-23

As an ECP Student Teacher, professional behavior is an important aspect of the teacher preparation process. Becoming an excellent teacher involves a set of skills and attributes that extend beyond subject matter competence and instructional methodology.

All aspects and attributes of the ECP Student Teacher are on display during ECP Student Teaching. Jesus Christ is our role model as a Mentor Teacher; therefore, it is essential that student teachers walk in the Spirit and abide in Christ so that they reflect values and principles of Jesus Christ.

ECP Student Teachers will adhere to the following guidelines:

- Candidates will use care and discretion regarding topics discussed with students (including details regarding personal life).
- Candidates will not bring friends or family members to the school.
- Candidates will avoid chatting with other ECP Student Teachers during school time.
- Candidates will turn off their cell phones (including texting) while they are at school.
- Candidates will NOT work on non-placement related activities during the academic school day.

Time in the school should focus on K-2 student learning and the growth of the ECP Student Teacher as a professional educator.
Accepting Professional Mentoring

“Where there is no guidance the people fall, but in abundance of counselors there is victory.”—Proverbs 11:14

ECP Student Teachers should view their support team as mentors. As experts in their field, these professionals are providing the ECP Student Teacher with advice, skills, and essential information that will greatly assist in making ECP Student Teaching a success. Additionally, this support team is committed to the growth and maturation of the ECP Student Teacher in the teaching profession. As committed and dedicated professionals, this support team will be active in providing the ECP Student Teacher with rigorous and relevant principles with the intent of stimulating professional growth and development. Therefore, student teachers should accept all comments and suggestions as sincere efforts to enhance and refine professional knowledge and skills.

Professionalism

Always keep in mind that ECP Student Teachers are guests of the school and of the classroom of the Mentor Teacher. ECP Student Teachers should comply with school standards for professional dress and behavior. ECP Student Teachers are expected to be punctual, professional in all aspects of behavior, and to be respectful of the learning community of the school, including the families of the children being served.

Remember, ECP Student Teachers represent the Lord Jesus Christ, and Biola University, and that ECP Student Teachers’ presence will affect the working relationship between the school and Biola University. An ECP Student Teacher may be removed from a placement if the University or school site deems his/her behavior unprofessional. Failure to complete ECP Student Teaching will result in a failing grade.

Knowing and Following School Rules and Procedures

ECP Student Teachers shall request and read the Faculty and Student Handbooks of the placement school (ask the Mentor Teacher for a copy), and follow all rules and procedures while in the school. ECP Student Teachers should also be sure to follow instructions for parking and for signing in and out.

Academic Attire during ECP Student Teaching

There should be a distinct difference between what the ECP Student Teachers are wearing as opposed to how the students in the classroom are dressed. ECP Student Teachers are expected to dress professionally during their placement.

Attire guidelines for women include:

- Skirt hem-length to the knee
- Shoulders and mid-drift covered
- Dresses and tops with an appropriate neckline
- If jeans are worn, they must be in good order, no holes or frayed pant legs

Attire guidelines for men include:
• Collared shirt
• Shirt tucked in
• Belts
• Closed toe shoes
• Pants must not be “sagged”
• If jeans are worn, they must be in good order, no holes or frayed pant legs

Social Networks

“You are witnesses, and so is God, of how holy, righteous and blameless we were among you who believed. For you know that we dealt with each of you as a father deals with his own children, encouraging, comforting and urging you to live lives worthy of God, who calls you into his kingdom and glory.”—1 Thessalonians 2:10-12

Participation in ECP Student Teaching is a privilege and carries with it professional responsibilities. As a future professional educator, ECP Student Teachers are expected to maintain high standards of personal and professional ethics at all times and in all settings. Social networking sites such as: Facebook, Google+, MySpace, Xanga, Twitter, and Friendster, Instagram, etc., should represent a ECP Student Teacher’s high personal and professional standards. ECP Student Teachers who participate in any of these sites must remember that all postings are public and may be viewed by school personnel and students. Any unprofessional postings may be cause for probation or dismissal from the ECP Student Teaching placement. A new ECP Student Teaching placement may not be established until the following semester. Additionally, ECP Student Teachers shall not post any student pictures on their sites.

Confidentiality and Discretion

Students in the Classroom

Biola ECP Student Teachers may have access to information (grades and personal information) about students that should remain confidential. ECP Student Teachers should take concerns about confidential student information to their Mentor Teacher and/or their ECP Student Teacher Supervisor in a private setting. This guideline includes the sharing of information with the media or other non-school related personnel. Data on student achievement can be collected (including student work) during the ECP Student Teaching, but all data must be carefully screened to remove any information that could identify individual students.

Reporting Suspicion or Incidence of Child Abuse

ECP Student Teachers are mandated by the state of California to report child abuse and/or neglect. ECP Student Teachers shall report the situation to the Mentor Teacher, appropriate administrator, or the ECP Student Teacher Supervisor as soon as possible. (Appendix D)

Media

Photographs, pictures, and video clips of students may not be used without written parental permission. Additionally, the ECP Student Teacher should always check school policy to determine usage of any form of media involving students.
Professional Relationships with Students

An ECP Student Teacher is not placed in a school to be a friend or confidant to students. ECP Student Teachers can be friendly, concerned, and approachable without being “one of the crowd.” Students should address ECP Student Teachers as Miss, Ms., Mrs., or Mr., not by first name or a nickname.

ECP Student Teachers should follow the guidelines of the Mentor Teacher regarding student extra-credit or rewards given out during class.

If an ECP Student Teacher comes into physical contact with students—even in the most innocent of contexts—it may place the ECP Student Teacher and his/her future career at risk. Even the simple act of congratulating a student with a pat on the back can be misinterpreted. Unfortunately, every year teachers are falsely accused of inappropriate touching of students.

Here are some suggestions to maintain a professional relationship with students:

• Do not meet with students alone in closed settings. Have another adult present when meeting with a student privately and keep the door open. Be aware of and sensitive to physical and emotional boundaries. Everyone’s boundaries are different.
• Avoid physical horseplay with students. Do not engage in roughhousing, wrestling, tickling, or other physical play.
• Do not let students sit on your lap.
• Do not meet with students in non-school settings, especially when other adults are not present.
• Never use physical force to punish a student.

ECP Student Teaching Observation and Participation Log

ECP Student Teachers are required to create and maintain the ECP Student Teaching Notebook. Details of content and tabs can be found in Appendix J, The ECP Student Teaching Notebook Guidelines.

The ECP Student Teaching Notebook must be submitted to your ECP Student Teaching Supervisor during each visit, and prior to your final evaluation. The purpose of the notebook is to demonstrate that the ECP Student Teacher has made a variety of contacts and observations throughout the school. Such observations are subject to the availability of the school site. The Observation and Participation Log is included for duplication in Appendix N and also Appendix K Rubric for Grading ECP Student Teacher Notebook and Sample E-mail to ECP Student Teacher/Observations.

Additional Responsibilities

ECP Student Teaching is more than just daily classroom instruction; it also includes various duties and activities that go into making a school a well-rounded learning experience. Please acquaint yourself with the Additional Responsibilities during ECP Student Teaching in Appendix G.

Essential Elements of ECP Student Teaching

Devotion of time and talent is essential to an ECP Student Teacher’s success. Teaching is a calling and the primary responsibility of the ECP Student Teacher is to provide high quality early childhood
education to his/her students. **Attitude Matters!** The ECP Student Teaching assignment deserves effort and enthusiasm. This experience will provide an amazing opportunity to place theory into practice on a daily basis. Communication is critical between the ECP Student Teacher and the Mentor Teacher(s). ECP Student Teachers must take responsibility regarding appropriate and professional communication. When in doubt, ask!

**E-mail**

All e-mail communication must be in appropriate formal register. Do not use “text language” in correspondence with the Mentor Teacher, Principal, or The ECP Student Teaching Supervisor (even if they use it).

Attendance at school orientation, staff development, staff meetings (if invited), Back-to-School Night/Open House meetings is required; discuss arrangements with the Mentor Teacher concerning this participation.

Remember that an ECP Student Teacher’s professional behavior as an early childhood educator during his/her placement reflects upon his/her Christian witness and Biola University, long after the ECP Student Teacher has completed the placement. Please note, many students have been offered a teaching opportunity based upon their performance and attitude during ECP Student Teaching.

**Being on time matters!** ECP Student Teachers should adjust their schedules to ensure they arrive at school with time to complete necessary arrangements prior to their teaching assignments. They should be prepared to spend time planning with the Mentor Teacher for future assignments before and after class.

Plan ahead so that all deadlines are met and all work is professional and complete.

**Lesson Planning**

Though the Early Childhood Education Program has a universal planning format across all subjects that models the format used in CalTPA 4, each discipline treats the subject of planning in its own fashion. For example, planning processes for music and physical education teachers are different from those of math or English teachers. However, there are key elements that should be a part of all approaches to instructional planning: Appendix M ECP Student Teaching Lesson Plan Template.

The following guidelines offer key elements that should be considered during instructional planning:

- Individual lessons should be planned in advance with the Mentor Teacher and should be integrated with state content standards, benchmarks, and long-range learning objectives.
- Instructional objectives should be clear, specific, and measurable. Objectives must be phrased in terms of learning outcomes for the students.
- Measurable learning objectives should be aligned with assessment strategies.
- ECP Student Teachers should plan on utilizing a variety of instructional strategies (one size does not fit all) to achieve the instructional objective(s) and assessment.
- Appropriate teaching strategies should be implemented to meet needs of diverse learners (including: EL, DLL, IEP, IFSP, 504, GATE).
- Assessment of students should vary, be prompt, clear, aligned with the learning objective, and
promote student learning.

- All classroom practices should be developmentally, culturally and linguistically appropriate.
- The content of each daily lesson should be reviewed and approved by the Mentor Teacher prior to teaching.
- ECP Student Teachers will submit formal lesson plans to the Mentor Teacher and the ECP Student Teaching Supervisor 48 hours prior to formal teaching observation.

**Working with the Mentor Teacher and The ECP Student Teaching Supervisor**

The role of the Mentor Teacher and the ECP Student Teaching Supervisor is to provide the ECP Student Teacher with a model of good instruction and support as the ECP Student Teacher transitions to his/her teaching responsibilities, provide constructive feedback, and provide informed evaluations. ECP Student Teachers are advised to follow the Mentor Teacher’s practices and procedures. If ECP Student Teachers have questions or concerns about these practices, they should consult their ECP Student Teaching Supervisor or the ECP Student Teaching Seminar Professor.

**ECP Student Teacher Evaluations**

The Mentor Teacher and the ECP Student Teaching Supervisor will formally evaluate the ECP Student Teacher in a midterm evaluation and a final evaluation. The evaluations are aligned to the learning outcomes of the School of Education and the National Association for the Education of Young Children Professional Standards.

The midterm evaluation is a formative assessment and the final evaluation is a summative assessment and a copy is kept in the file of the ECP Student Teacher. All midterm and final evaluations must be submitted to the ECP Student Teaching Seminar Professor before a final grade can be given.

Midterm and Final Evaluations (Appendices U and V) are reviewed, discussed and signed by the ECP Student Teacher, the Mentor Teacher, and the ECP Student Teaching Supervisor. The signature of the ECP Student Teacher is an acknowledgement of the evaluation and review process. The ECP Student Teacher will be given the opportunity to submit a rebuttal to the Director of Early Childhood Education in the event of a disagreement.

Appendices N, U, and V (Observation and Participation Log and Midterm and Final the ECP Student Teaching Evaluations) may be used as helpful self-assessment tools. It is recommended that the ECP Student Teacher refer to these regularly as a way of assessing growth and development over the course of the semester.

**ECP Student Teaching under Contract**

ECP Student Teachers who are already full-time teachers in childcare centers, public schools or WASC-accredited private schools may interview to student teach under contract. If approved, public school candidates remain in their full-time teaching position while fulfilling all requirements for ECP Student Teaching. Private school candidates will fulfill half of the ECP Student Teaching requirements at the private school; the other half of ECP Student Teaching will most often be fulfilled in a public school setting. See the ECP Student Teaching Field Placement Coordinator for details.
Section 3: Responsibilities of the Mentor Teacher

“A student is not above his teacher, but everyone who is fully trained will be like his teacher.”—Luke 6:40

The Mentor Teacher serves as a role model for the ECP Student Teacher and an important and significant resource over the course of the semester. The Mentor Teacher has been selected for this training opportunity based upon observed exceptional professional standards in the teaching profession. The ECP Student Teacher will benefit immensely as the Mentor Teacher shares insights, procedures, and practices that are essential to successful teaching. The Mentor Teacher should consider the following guidelines in mentoring ECP Student Teachers:

- The Mentor Teacher will greatly benefit from the Personal Data Sheet of the ECP Student Teacher, which provides the ECP Student Teacher’s background, interests, prior teaching experiences and expectations for the semester. There are many expectations and responsibilities to be communicated to the ECP Student Teacher.

- When possible, the Mentor Teacher should meet with the ECP Student Teacher prior to the beginning of the semester to discuss expectations and provide relevant teaching materials for use in planning of lessons.

- During the first few weeks of the ECP Student Teaching assignment it is essential for the Mentor Teacher to establish classroom procedures and expectations for the daily teaching assignment.

- The Mentor Teacher should meet with the ECP Student Teacher to discuss planning of unit and lesson plans.

- The Mentor Teacher should conduct conferences with the ECP Student Teacher prior to and following lessons.

- The Mentor Teacher should make plans to meet with the ECP Student Teacher on a regular basis to provide formal observations and constructive feedback.

- The Mentor Teacher should provide constructive feedback with the intent of improving the performance, confidence, lesson preparation, and delivery.

- The Mentor Teacher should see Appendix H: Essential Questions and Information Gathering Guidelines for ECP Student Teachers for a sample of the information that will be valuable to the ECP Student Teacher. The Mentor Teacher should attempt to provide answers to the essential questions for the ECP Student Teacher prior to the first day in the classroom.

- The Mentor Teacher should not leave the ECP Student Teacher alone with the class prematurely. The Mentor Teacher and the ECP Student Teaching Supervisor should have a conference prior to making the decision to allow the ECP Student Teacher to teach the class without assistance. The Mentor Teacher should see Appendix F Suggested Guidelines for the ECP Student Teaching Classroom regarding the majority of teaching responsibilities in the classroom.

- The Mentor Teacher will be completing formal Biola midterm and final evaluations (Appendix U and V) that will be used in concert with the evaluations conducted by the ECP Student Teaching Supervisor to establish the final grade of the student. The evaluations conducted by the Mentor Teacher become part of the permanent file of the ECP Student Teacher and should be based upon
the observation of authentic teaching practice of the ECP Student Teacher.

• Planning matters! The Mentor Teacher has teaching skills and abilities that the ECP Student Teacher may not yet have acquired. Therefore, when working with the ECP Student Teacher, it is vital that the Mentor Teacher lend a strong measure of personal expertise when discussing lesson planning, use of instructional materials, and strategies.

• It is important for the Mentor Teacher to encourage the ECP Student Teacher to think through the Mentor Teacher’s methods and strategies, as well as allow the ECP Student Teacher to initiate new ideas for approaching a learning task. However, the sharing of experienced practice and strategies with the ECP Student Teacher is a critical element in the learning process of a new teacher. The Mentor Teacher should be flexible during lesson planning as there will be times in which the ECP Student Teacher will need explicit assistance in structuring a lesson or concept in a manner that is clear, specific, and measurable.

• When possible, the Mentor Teacher and the ECP Student Teacher should meet prior to the placement to discuss crucial elements to the success of the placement.

• The Mentor Teacher should explain school policies dealing with disaster preparedness and medical emergencies.

• The Mentor Teacher should assist the ECP Student Teacher in getting to know school personnel: faculty, the department chair, the principal and assistant principals, resource personnel and school staff.

• The Mentor Teacher should arrange for the ECP Student Teacher to have a work area in the classroom that includes a desk and storage space if possible.

• The Mentor Teacher should assist the ECP Student Teacher in obtaining parking privileges and/or a teacher mailbox as appropriate.

• The Mentor Teacher should remind his/her students to be respectful and considerate toward the ECP Student Teacher.

• The Mentor Teacher may want to consider using a co-teaching model during the first few weeks of the semester to assist the ECP Student Teacher in acclimating to the fulltime teaching classroom experience.

• The Mentor Teacher may leave the classroom for short periods of time when comfortable with the progress and performance level of the ECP Student Teacher. Please confirm district and school policies regarding this matter.
  
  o The Mentor Teacher must be on campus and available while the ECP Student Teacher is in class.
  o The Mentor Teacher is legally responsible for all that occurs in the classroom.
  o The Mentor Teacher should always inform the ECP Student Teacher of where they can be reached when not in the classroom.

• Regular feedback from the Mentor Teacher may be one of the most significant services provided to a ECP Student Teacher. The Mentor Teacher should provide timely feedback and constructive comments after a lesson (both positive feedback and areas of improvement). Feedback should be
specific about the learning objective, elements of the lesson, student engagement, and differentiated instruction of the learning endeavor.

- The Mentor Teacher should schedule a regular time to provide the ECP Student Teacher with information and relevant details about improving classroom management, creating and maintaining procedures, and exploring issues of professionalism that will further assist the ECP Student Teacher toward success.

- As the ECP Student Teacher becomes more established with planning, policies, and procedures, and has made the transition into full teaching responsibilities of the class, the Mentor Teacher should avoid making suggestions or interfering with the teaching/learning process unless safety issues warrant interruption.

- After the ECP Student Teacher has resumed full responsibility of the classroom, attendance, student questions, and student assessment should all be directed to the ECP Student Teacher.

- The Mentor Teacher should invite the ECP Student Teacher to attend professional development opportunities at the school, parent/teacher conferences, Back-to-School Night, Open House, and other school functions that are deemed necessary and essential to experiencing the full range of responsibilities for the teaching profession.

**Assessment and Evaluation Responsibilities**

Formative and summative evaluation processes are critical components of learning during the ECP Student Teaching experience.

- ECP Student Teachers complete one eight-ten week placement:
  - The midterm evaluation will occur at the four or five week mark of the placement. (Appendix U)
  - The final evaluation will be conducted in week eight or nine of the placement. (Appendix V)
- The midterm and final evaluations will be collected by the ECP Student Teacher from the Mentor Teacher and turned in to Alexandria Gilbert in the School of Education.
- Evaluation should be accurate, fair, based on multiple sources of information, and in the context of the ECP Student Teacher being a novice.

**Midterm Evaluation of ECP Student Teacher**

This is the opportunity for providing the ECP Student Teacher with explicit, formal performance assessment. The evaluation should reflect the Mentor Teacher’s professional assessment based on:

- Individual conferences following daily lessons.
- Review of ECP Student Teacher’s unit and lesson plans.
- Observation of ECP Student Teacher’s performance in the classroom.
- Observation of the ECP Student Teacher’s interactions with the students and their families. A three-way conference with the ECP Student Teacher, the Mentor Teacher, and the ECP Student Teaching Supervisor is recommended near the nine-week mark.
It is of vital importance that the Mentor Teacher is clear regarding assessment of the ECP Student Teacher during any evaluation. ECP Student Teachers who receive poor performance marks may be withdrawn from the assignment after a meeting of the support team and adequate time for remediation to have occurred.

- The Mentor Teacher, School Site Administrator, or the Director(s) of Early Childhood Education may initiate withdrawals from ECP Student Teacher assignments. The ECP Student Teaching Supervisors may recommend a Mentor Teacher change, or withdraw, but do not hold executive power to remove a student from the placement.
- Except for gross misbehavior and other extenuating circumstances, it is unusual for an ECP Student Teacher to withdraw prior to the midterm evaluation.
- ECP Student Teachers who are not meeting performance expectations by the midterm should receive explicit performance behaviors and goals, and the setting of a date by which the goals must have been reached.

It is the Mentor Teacher’s responsibility, along with the ECP Student Teaching Supervisor, to work closely with a struggling ECP Student Teacher.

- ECP Student Teachers should not be left alone to “work out their problems.”
- Guidance, support and encouragement should come from the Mentor Teacher and The ECP Student Teaching Supervisor.

The Mentor Teacher should not expect problems (of any size) to be resolved without a conference. Major deficiencies in teaching practice or professionalism should be addressed prior to either midterm or final evaluations. Mentor Teachers and Student Teaching Supervisors should be in regular contact to discuss the performance of the ECP Student Teacher. The Mentor Teacher should maintain written records of observations, conferences, and feedback to the ECP Student Teacher (including improvement suggestions).

**Final Evaluation of ECP Student Teacher**

The final evaluation becomes part of the ECP Student Teacher’s permanent file. Please consider creating a thoughtful and typed final evaluation. The final assessment of the ECP Student Teacher should reflect classroom performance and professional disposition. Please note that the ECP Student Teacher is still a novice and potential for growth in the profession should be taken into account during the evaluation. A rating of “1” or “Unprepared” should only be given after attempts to improve the performance of the ECP Student Teacher have been both documented and exhausted.

- All members of the support team should be made aware of a possible poor rating as soon as possible.
- The ECP Student Teaching Seminar Professor, in concert with evaluations gathered from the ECP Student Teaching Support Team, is responsible for the final grade appearing on the Early Childhood Practicum Teacher Candidate’s transcript.

**Evaluation of the ECP Student Teaching Supervisor**

We greatly value the input of our Mentor Teachers. Prior to the end of each placement, Mentor Teachers are required to provide an evaluation of the ECP Student Teaching Supervisor. Please see Appendix W Mentor Teacher Evaluation of Supervisor. This evaluation can be sealed in an envelope and handed over to the ECP Student Teacher who will include the sealed evaluation in their packets and turn in the entire packet to Alexandria Gilbert in the School of Education.
Section 4: Responsibilities of the Principal or Principal Designee

“Wisdom is the principle thing; therefore get wisdom: and with all your getting, acquire understanding.”—Proverbs 4:7

Principals, or their designees, are responsible for coordinating the assignments of ECP Student Teachers within the school and play a vital role in the final pre-service phase of teacher preparation. Effective leadership will do much to build the morale of ECP Student Teachers. Cooperating schools are selected because of their welcoming attitudes on the part of both the administrators and the Mentor Teachers. The professional attitude of school administrators and their teachers are a necessity in creating a desirable working relationship.

Mentor Teacher Qualifications

Mentor Teachers serve as content experts and provide daily modeling and guidance for the ECP Student Teacher during the ECP Student Teaching experience. They are dedicated to comprehensive preparation of effective future teachers who demonstrate the conceptual framework necessary to equip students. The Mentor Teacher provides expertise that supports the growth of an ECP Student Teacher in knowledge, disposition, and performance.

Mentor Teachers shall meet the following criteria:

- Hold a current California credential and/or Child Development Permit at Level IV or above.
- Have three years of successful teaching experience in the subject or grade level for which they are serving as a Mentor Teacher.
- Be a full-time classroom teacher who assumes classroom and/or school-wide professional instructional responsibilities including, but not limited to, team leader, department chair, and mentor.
- Have been observed and have a documented record of successful teaching based upon evidence of student performance.
- Have evidence of ongoing learning and professional development.
- Practice current methodology and pedagogical practices that utilize high-leverage strategies: checking for understanding, active participation, differentiated instruction, and EL strategies.
- Have evidence of solid assessment results on authentic assessment standardized tests and district benchmarks.
- Be an active participant in teacher/school/district collaboration and or PLC meetings.
- Use data and standards to inform instruction.
- Be recognized by principal and other teachers as a leader, evidenced by committee work; not afraid to present and help train others.
- Have a helpful personality; demonstrate enthusiasm for teaching and working with ECP Student Teachers; be friendly, welcoming, dynamic, and confident.
- Maintain an appropriate classroom environment that embodies the California Standards for the Teaching Profession.
- Establish and maintain an appropriate learning environment.
- Have community and parent relationships in place; utilize parent and community volunteers.
- Be confident teaching in front of others.

Principals or Principal Designee Responsibilities

- Provide an orientation for ECP Student Teachers to acquaint them with the campus and the mission of the school, familiarize them with various student organizations and activities, discuss the rules and regulations applicable to ECP Student Teachers, and introduce them to key faculty members.
- Work with the Mentor Teachers and the ECP Student Teachers to establish an observation schedule of school activities appropriate to the background and future needs of the ECP Student Teachers. (Appendix N)
• Interpret the ECP Student Teaching program to the school staff, parents and school-affiliated groups.
• Select experienced Mentor Teachers who have demonstrated excellence in classroom teaching, the ability to mentor adult learners, a desire to work with an ECP Student Teacher, and hold the same Child Development Permit area as the ECP Student Teacher.
• ECP Student Teachers should not be assigned to teachers under any circumstances without the teacher’s explicit consent.
• The Mentor Teacher has significant mentoring responsibilities to the ECP Student Teacher that cannot be properly fulfilled by teachers who have no true interest in working with novice teachers.
• A desire to reward teachers with “free” time should never be a reason for assigning an ECP Student Teacher.
• ECP Student Teachers should not be assigned to teachers so they can have time to devote to other school projects.
• Mentor Teachers must have the ECP Student Teacher as their first priority during the time the ECP Student Teacher is in class.
• Ensure that there are appropriate facilities, equipment and supplies necessary for instruction in the ECP Student Teacher’s classroom; assist the ECP Student Teacher in obtaining a desk and storage space, parking privileges, mailbox, school access, etc., as appropriate and needed.
• Make faculty and student handbooks, policy statements, and descriptions of the school’s academic program, the school’s mission statement, and other pertinent publications readily available to ECP Student Teachers.
• Encourage ECP Student Teachers to become participating members of the faculty by encouraging their attendance at faculty, PTA and other meetings sponsored by or closely connected with the school.
• Discuss the role of professional educators with ECP Student Teachers.
• Suggest to the ECP Student Teaching Supervisors ways to improve the Early Childhood Education program.
Section 5: Responsibilities of the ECP Student Teaching Supervisor

“Like good stewards of the manifold grace of God, serve one another with whatever gift each of you has received.”—1 Peter 4:10

“If your gift is serving others, serve them well. If you are a teacher, teach well.”—Romans 12:7

As part of the ECP Student Teaching triad, the ECP Student Teaching Supervisor is the representative of the University who is responsible for the supervision of the ECP Student Teacher and serves as a liaison between the University and the personnel of the cooperating schools (principal, Mentor Teacher, office staff), promoting a positive relationship between the University and the school. (Appendix P Supervisor Checklist)

The National Survey of Student Teaching Programs found that the most important characteristics for a Student Teaching Supervisor to possess are:

- good human relations skills
- knowledge of teaching methodology
- a commitment to supervision
- and subject matter competency

The principle role of the ECP Student Teaching Supervisor should be to provide performance-based assessment, encouragement, and support. In addition to evaluation of ECP Student Teacher performance, the Supervisor plays a vital part in assisting and encouraging the professional growth of an ECP Student Teacher during their classroom experience. Each observation should be followed by a substantial conference, providing the ECP Student Teacher with specific performance feedback from the perspective of an experienced early childhood educator. Observation feedback that is purely evaluative may not be sufficient to provide the ECP Student Teacher with the kind of detailed, targeted assistance needed for the growth of a novice teacher.

Observation and Conference

- The Early Childhood Education Program suggests that the ECP Student Teaching Supervisors use a supervision model that is structured around a pre-observation contact/conference, the observation, and a post-observation conference.
- The ECP Student Teaching Supervisors must make a minimum of four classroom observations during the ECP Student Teaching assignment. Supervisors can make more than four visits in order to observe and assist the ECP Student Teacher to the extent that the teaching performance deems necessary.
- Initial visitation should be made within the first two weeks of the ECP Student Teaching semester.
- The ECP Student Teaching Supervisors should take note that ECP Student Teachers assume teaching responsibilities at different paces, depending on their readiness and the Mentor Teacher’s schedule.
- Please reference Appendix Z Rubric Scoring for rationale regarding observation scoring during the early weeks of ECP Student Teaching.
- In the post-observation conference, the ECP Student Teaching Supervisor should provide explicit, performance-based, written and oral feedback with specific suggestions for the ECP Student Teacher.
• The ECP Student Teaching Supervisor should be ready to actively assist the ECP Student Teacher in solving problems. This may effectively be accomplished via e-mail, telephone, or in person. This may require the following:
  o Discussion and suggestions regarding pedagogy and curriculum.
  o Guidance to sharpen the objective and focus of unit and lesson plans.

**Assessment and Evaluation**

The ECP Student Teaching Notebook must be submitted to the ECP Student Teaching Supervisor during each visit, and prior to your final evaluation. The purpose of the notebook is to demonstrate that the ECP Student Teacher has made a variety of contacts and observations throughout the school. Such observations are subject to the availability of the school site: Appendix K Rubric for Grading ECP Student Teacher Notebook and Sample E-mail to ECP Student Teacher Observations.

The ECP Student Teaching Supervisor should guide the ECP Student Teacher in self-assessment by engaging in reflective discussion of the teaching performance during the post-observation conference.

ECP Student Teachers should be encouraged to periodically look at midterm and final evaluations as a means of self-assessment.

The ECP Student Teaching Supervisors are responsible for completing midterm and final evaluation forms. The midterm evaluation is formative and will remain in the ECP Student Teacher’s program file in the School of Education office. Upon completion of the midterm evaluation (four-five weeks into each placement), The ECP Student Teaching Supervisors will turn in midterm evaluations to the Early Childhood Practicum Teacher Candidate, who will then submit the midterm evaluation to Alexandria Gilbert in the School of Education.

Upon completion of the final evaluation (in the final week of each placement), the ECP Student Teaching Supervisors will turn in final evaluations to the ECP Student Teacher, who will then submit the final evaluation to Alexandria Gilbert in the School of Education.

The final evaluation is summative and reflects an assessment of the entire semester and an evaluation of the ECP Student Teacher’s readiness for recommendation for the Child Development Permit. Both midterm and final evaluations require a signature from the ECP Student Teacher indicating they have read the evaluation.

The final evaluation becomes part of the ECP Student Teacher’s permanent file. Please give the ECP Student Teacher a thoughtful and typed final evaluation based upon both performance and potential as a teacher (see Appendix V).

The ECP Student Teaching Supervisors should arrange conferences with the Mentor Teacher and the ECP Student Teacher around both the midterm and the final evaluation. These three way conferences provide opportunities for substantive discussion of the ECP Student Teacher’s strengths and weaknesses, and should result in suggestions for future efforts.

**Working with the ‘At Risk’ ECP Student Teacher**

A rating of “1” or “Unprepared” should only be given after attempts to improve the performance of the ECP Student Teacher have been both documented and exhausted. All members of the Support Team should be made aware of a possible poor rating as soon as possible.
The ECP Student Teaching Supervisor should carefully document the ECP Student Teacher’s performance and all efforts on the part of the Mentor Teacher and the ECP Student Teaching Supervisor to inform the ECP Student Teacher of his/her level of performance, remediation efforts, progress and prospects for success.

The ECP Student Teaching Supervisor should contact the ECP Student Teaching Seminar Professor and the Director of Early Childhood Education immediately upon assessing an ECP Student Teacher as ‘marginal’ or ‘at risk.’

**Responsibilities to Cooperating Schools**

The ECP Student Teaching Supervisors should hold frequent conferences with the Mentor Teacher to review objectives, guide activities and assess the progress of the ECP Student Teacher.

At the beginning of the semester, ECP Student Teaching Supervisors should make a strong effort to meet with the principal or the administrator in charge of ECP Student Teaching.

**Responsibilities of Biola University**

The ECP Student Teaching Supervisor must maintain and submit a Lesson Observation Form, Appendix Q, along with mileage, for each visit to the ECP Student Teacher.

The Commission on Teacher Child Development Permitting requires the institution to maintain records of student progress throughout the Early Childhood Education Program.
Section 6: Appendices

The entire Early Childhood Practicum Student Teaching Handbook can be accessed on Biola University’s School of Education website. Please visit: http://education.biola.edu/grad/early-childhood-practicum for the most recent version of the handbook and to download a copy.

The Early Childhood Practicum Student Teaching Handbook references a series of appendices throughout; documents, which provide added and needed information for the ECP Student Teacher, Mentor Teacher and ECP Student Teaching Supervisor. To access any of these documents or forms, please visit the Early Childhood Practicum Student Teaching Handbook website. The link has been provided for you above and the appendices have been listed below for your reference.

Early Childhood Practicum Student Teaching Handbook Appendices

Appendix A: Acknowledgement and Contractual Agreement between ECP Student Teacher and the Biola University School of Education Early Childhood Education Program.
Appendix B: Postponement/Withdrawal from ECP Student Teaching
Appendix C: Compliance with Non-Discrimination Laws and Regulations
Appendix D: Mandatory Reporter Special Considerations for Educators in California
Appendix E: Student Information Sheet
Appendix F: Child Development Permit Suggested Guidelines for ECP Classroom Student Teaching Program
Appendix G: Additional Responsibilities During ECP Student Teaching
Appendix H: Essential Questions and Information Gathering Guidelines for ECP Student Teachers
Appendix I: ECP Student Teacher Activities
Appendix J: ECP Student Teaching Notebook Guidelines
Appendix K: Rubric for Grading ECP Student Teaching Notebook
Appendix L: Long-Range Planning
Appendix M: Early Childhood Practicum Student Teaching Lesson Plan
Appendix N: Observation and Participation Log
Appendix O: ECP Student Teaching Supervisor Event Calendar
Appendix P: ECP Student Teaching Supervisor Checklist
Appendix Q: Observation Form
Appendix R: ECP Student Teaching Evaluation Forms Checklist
Appendix S: ECP Student Teacher’s Evaluation of the Mentor Teacher
Appendix T: ECP Student Teacher’s Evaluation of the Supervisor
Appendix U: Midterm Evaluation of ECP Student Teacher
Appendix V: Final Evaluation of ECP Student Teacher
Appendix W: Mentor Teacher’s Evaluation of the Supervisor
Appendix X: Supervisor’s Evaluation of the Mentor Teacher
Appendix Y: Early Childhood Practicum Survey of Readiness to Teach
Appendix Z: Rubric Scoring for Observation Forms

If you have any questions regarding accessibility or complications with the website or the forms, please contact Alexandria Gilbert, Administrative Assistant to the Director of Early Childhood Education, by email, alexandria.gilbert@biola.edu or by phone at 562.944.0351x3001.