



Associate of Arts in Teaching (AAT)

Student Handbook

Revised Fall 2021

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ECC ASSOCIATE OF ARTS IN TEACHING

The Preliminary Teacher Education Program

The Associate of Arts in Teaching (AAT) is a two-year transfer degree designed to introduce students to the profession of teaching. The degree program will focus on the *Missouri Initial Professional Education Competencies (MIPEC/ Missouri Teaching Standards)* and will offer foundational knowledge for students who are interested in Early Childhood Education, Elementary Education, Middle School Education, Secondary Education, or Special Education.

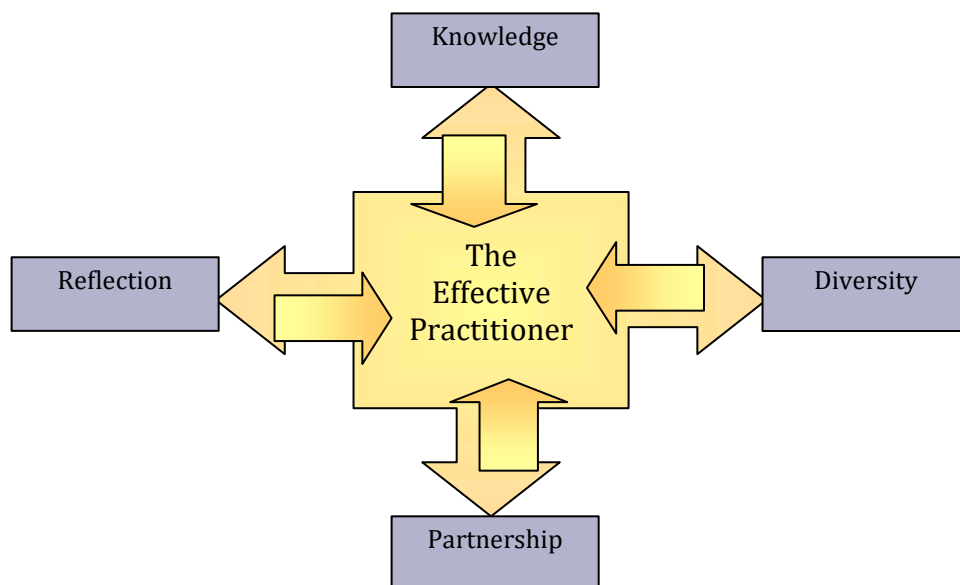
East Central College - Institutional Student Learning Outcomes

- Critical Thinking: Students will be able to integrate knowledge for creating solutions to novel challenges.
- Communication: Students will be able to effectively express ideas and exchange knowledge in multiple ways.
- Social Responsibility: Students will demonstrate an understanding of social responsibility.
- Personal and Professional Development: Students will take responsibility for their personal and professional development.

East Central College Preliminary Teacher Education Department Mission

The mission of the Education Department of East Central College is to be a teaching and learning community committed to providing educational experiences in partnership with the learning community that prepares students with the knowledge base and specialized skills to become an effective practitioner.

Conceptual Framework



Program Goal & Outcomes

The goal of the East Central College Education Department is to provide each graduate with an education characterized by knowledge, reflection, creative/critical thinking, communication skills, service to community, respect for diversity, and authentic learning. The program's outcomes are stated below.

After completion of an Education Degree, graduates will be able to:

- ✓ Apply general education knowledge to engage creative/critical thinking. (ECC-CLO 3)
- ✓ Create learning experiences that make the subject matter meaningful for students. (ECC-CLO 2 & 3)
- ✓ Recognize the use of a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. (ECC-CLO 3)
- ✓ Assist students in acquiring the knowledge and skills necessary to make responsible decisions in a diverse society. (ECC-CLO 1 & 3)
- ✓ Identify the effective use of classroom and behavior management to meet the needs of diverse learners. (ECC-CLO 1)
- ✓ Explain how students learn and develop, and construct learning opportunities that support the intellectual, social, and personal development of all students. (ECC-CLO 2 & 3)
- ✓ Reflect upon how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners. (ECC-CLO 2 & 3)
- ✓ Recognize the importance of a curriculum based upon student, district, and state performance standards. (ECC-CLO 2)
- ✓ Model effective verbal, nonverbal, and media communication techniques to foster creative/critical thinking, collaboration, and supportive interaction in and beyond the classroom. (ECC-CLO 2 & 3)
- ✓ Recognize the use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. (ECC-CLO 1, 2, & 3)
- ✓ Continually reflects upon the impact of personal choices and actions while seeking opportunities for professional growth. (ECC-CLO 1, 2, & 3)
- ✓ Foster relationships with school colleagues, parents, and educational partners in the larger community to support student growth. (ECC-CLO 1 & 2)
- ✓ Recognize and apply a variety of technology operations to communicate, collaborate, conduct research and inquiry, ethically manage information, and present results in P - 12 classrooms. (ECC-CLO 1, 2, & 3)

Student Dispositions

(https://ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf)

The following dispositions have been modified from the InTASC Critical Dispositions for Educators. (https://ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf)

1. The aspiring teacher values the input and contributions of families, colleagues, and other professionals in understanding each student's development. (InTASC 1.k)
2. The aspiring teacher believes that all children can learn at high levels and persists in helping all children reach their full potential. (InTASC 2.l)
3. The aspiring teacher respects students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. (InTASC 2.m)
4. The aspiring teacher makes students feel valued and helps them learn to value each other. (InTASC 2.n)
5. The aspiring teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning. (InTASC 3.o)
6. The aspiring teacher is a thoughtful and responsive listener and observer. (InTASC 3.r)
7. The aspiring teacher appreciates multiple perspectives within the discipline and facilitates students' critical analysis of these perspectives. (InTASC 4.p)
8. The aspiring teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias. (InTASC 4.q)
9. The aspiring teacher respects diverse social and cultural perspectives and values them as a source for learning. (InTASC 5.g)
10. The aspiring teacher is committed to engaging students actively in assessment processes and in reviewing their own progress and learning. (InTASC 6.q)
11. The aspiring teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning. (InTASC 8.r)
12. The aspiring teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs. (InTASC 8.s)
13. The aspiring teacher sees him/herself as a learner, continuously seeking opportunities for professional growth. (InTASC 9.k)

Student Responsibilities

This AAT Field Experience Handbook contains essential information for the pre-service teacher. The Associates of Arts in Teaching student is responsible for reading and following all policies and procedures contained in this handbook for each academic semester. Although most information will be covered through instruction in education courses, students are responsible for seeking clarification for any information that is unclear.

East Central College Department of Education is committed to following the guidelines established by the Missouri Department of Elementary and Secondary Education. Therefore, the Department of Education reserves the right to modify existing policies and procedures to continue to follow any new guidelines. Revised information may be found at <http://www.eastcentral.edu/social-sciences/education/>

Academic Advising

Prior to registering for classes, each semester the AAT student must make an appointment with an advisor. Walk-in advising is discouraged. Students may arrange for an advising appointment through their Moodle login / Education Advising Appointments.

Registration

After meeting with an education advisor, students will be released to register for courses online when the registration window opens. Students may plan their upcoming semester schedule in advance and save it in the Registration section of their eCentral account. A copy of the advisement will be kept on file in the education office as evidence of the advisement.

Academic Load

With approval from their education advisor, AAT students may register for up to 18 hours of credit per fall/spring semester and 9 credit hours for the summer semester.

Falcon Mail/Email Accounts

East Central College AAT students are encouraged to check their Falcon email on a daily basis for important updates. Falcon email can be forwarded to a personal email account. East Central College, Instructor, Moodle, Registration, and Foliotek updates and messages are sent to student email accounts. The student is responsible for frequently checking their email account for messages.

All students must use their Falcon email address when contacting instructors and cooperating teachers/principals. If students experience difficulty contacting their cooperating teacher because of email complications, the student is responsible to inform the Field Experience Coordinator immediately so communication may be established.

Nonprofessional email addresses (hotchick@hotmail) may not be used in communication with East Central instructors or Cooperating Teacher/Principal emails.

Withdrawal from Courses

Should a student have to suspend a field experience commitment once placement is made, students will receive an “F” for the course. Once a placement is made, students may not receive an “I” for Incomplete or Withdraw from the course.

Attendance Policy and Late Work Policy

Attendance is required for successful completion of the course. You must be in class to complete assignments and contribute to classroom discussions.

- According to ECC Policy, students may be considered excessively absent and therefore be dropped after missing *more than one week of class*. Therefore, after three absences, a student cannot pass this class and your instructor may drop you from the course.
- Students must arrive to class on time and should not leave class early – either may result in being considered absent.
- If a student misses two classes, the instructor may drop the final grade a complete letter grade.
- For each two days that a student is late to class or leaves early s/he will be marked absent once (three minutes after the beginning of class is considered late).
- Students are responsible for the material covered in class and the assigned homework on the days they are absent. Students are expected to *partner with another classmate* for an update on missed material.
- All students are responsible for completing all assignments by the assigned due dates. Late assignments will be downgraded **one letter grade for each day** they are late unless previous arrangements were made to extend a due date. Papers turned in more than one week late will not be evaluated.

Transfer of Associate of Arts Degree

Students are required to complete a Transfer assignment in their EDU 212 Teaching Professions Course to begin investigating transfer institutions. ECC has transfer information on their website. Students are encouraged to look at three institutions when considering transfer options.

Portfolio

Each student must maintain a *MIPEC or Missouri Teaching Standards* electronic portfolio in Foliotek. Students will be assigned portions of their portfolio throughout their program of study. Artifacts and reflections with the standard linked to each assignment will be required to successfully complete the AAT Education Capstone course. All education students are to maintain an electronic copy of assignments in their Foliotek account.

Sharing Foliotek login information with other students is strongly discouraged and will be considered cheating by the Faculty of East Central College. An instance of plagiarism may result in a grade of "0" for the assignment and all related assignments (in the case of an essay, all drafts and prewriting would also receive a zero). Students will be reported to the Vice-President of Student Development.

AAT Program Capstone

Each student is required to attend and give a presentation to pass the Capstone course.

Method of Student Evaluation

1. Semester grades will be based on knowledge of educational concepts and theories and the ability to communicate orally and in writing.
2. Because it is important for teachers to communicate their ideas to colleagues, parents, and administrators effectively, writing clear and error-free English is a priority for education majors. Therefore, your ability to express your knowledge of educational concepts and theories will be assessed through oral presentations and written assignments. Criteria for evaluation will be based on content and mechanics. Integration of information from lectures, readings, discussions, and field experiences will also be taken into consideration.
3. Grades will be determined based on the performance of each of the required activities. Point values will be assigned to each of the written assignments (article summaries, journals, observational and other writing assignments and quizzes).

GPA Requirements from DESE's Certification Application

The Department of Elementary and Secondary Education (DESE)'s application for state licensure for teaching requires all candidates earn an overall cumulative GPA minimum of 2.75 and a 3.0 in all certification coursework. *'Official transcripts from ALL institutions attended must be provided. Note: a minimum grade point average of 2.75 on a 4.0 scale is required.'*

Grading Policies – Education Class Grade Minimum

Students must receive a grade of a "C" or better in each of their ED courses & certification coursework. A grade of "D" will require repeating the Field Placement course. A grade of "F" in a Field Placement course will result in dismissal from the Program.

Students may appeal a grade they believe was calculated in error within the term following the term in which the grade was posted. The disposition of all appeals must take place before the last day of the term following the term in which the grade was posted. After that date the grades will be irreversible.

Education Course Transfer to ECC

Education coursework taken more than five years prior to acceptance into ECC's AAT Program must be repeated.

Grade Probation

If at any time throughout the AAT Program, a student's cumulative Grade Point Average falls to a 2.75 or below, the student will be placed on GPA probation. When a student is on GPA probation, they will not be allowed to take Education courses until their GPA is above a 2.75. After two semesters of probation, students will be dismissed from the program.

Incomplete Coursework

A grade of "I" (Incomplete) is only given at the end of a semester for failure to pass the MOGEA exam or due to exceptional circumstances beyond the student's control when students have completed 70% of the semester. Such circumstances may include documented illnesses or extreme disruptive personal circumstances. A grade of Incomplete is also appropriate when a Field Placement or Internship did not provide sufficient hours to satisfy requirements. In the case of failing all or a section of the MOGEA exam or Field Placement shortages of hours, all other course work should be completed on time. **To request an Incomplete, the student must complete an official request for an Incomplete Grade Contract and receive the approval of the instructor and the Department Chair.**

The signed Incomplete Contract will be sent with grade rosters and kept in the student's file. The student is expected to complete the MoGEA or field experience hours before the end of the next semester. When the requirements for the course have been met, the professor will complete the appropriate section of the Contract to change the grade.

An Incomplete grade must be resolved prior to the end of the next term (see catalog deadline dates) otherwise it automatically becomes an "F." In rare circumstances, a request to extend the time needed to resolve an incomplete grade may be submitted to the registrar no later than two weeks before the date the grade is due. Such a request will then be sent to the Vice President of Academic Affairs to be considered for approval. For graduation purposes, students with an "I" in their Capstone course may change their degree program to general studies to earn an Associate of Arts in general studies for transfer purposes.

Students who are unable to successfully pass all sections of the MoGEA in the next term will earn an "F" in Capstone. Students wishing to complete the AAT degree may return to ECC to successfully complete 15 additional credit hours in addition to retaking the Capstone Course to earn the AAT in Education degree.

AAT Reinstatement

Students are expected to be continuously enrolled in coursework to complete their AAT degree requirements. If circumstances prevent an AAT student from completing a semester of coursework, students may request a program reinstatement status without additional fees.

If an AAT student is absent for more than one semester, the student will be dismissed from the program and will be required to reapply to reenter the program.

ECC FIELD EXPERIENCE GUIDELINES

Field Experience and Observation Guidelines

The Educational Placement Department of East Central College serves as the organizational center for communication and data collection related to field experience and observation placements. The Educational Placement Coordinator's purpose is to develop, implement, and study collaborative efforts to improve teaching.

Students in the East Central College AAT program will be required to complete a field experience for education courses. The Field Experience Coordinator will arrange the placements for all experiences.

For each field experience, the education student must submit a Field Experience Request Form stating requested district/school site, day and time availability, previous placement sites, prior education site, an updated Family Care Safety Registry screening, and Proof of Student Liability Insurance through SMSTA membership.

Students are required to keep records of their field experiences (signed log by hosting teacher) and submit original documentation of their field experience at the end of each term through Foliotek and/or a paper copy to the class instructor. Failure to submit a completed log will result in an **F** for the class.

Should a student have to suspend a field experience commitment once placement is made, students will receive an **F** for the course.

Students are expected to act in a professional manner at all times. Students are expected to be present at their Field Placement sites during the hours for which they have been scheduled; be punctual for all scheduled meetings; be prepared to submit all school/district reports and records; and be respectful toward students, parents, staff, and any individuals with whom they have contact maintaining confidentiality of all information. **Failure to follow these expectations may result in dismissal from the Program.**

***COVID Protocols** - ECC Education Students will follow the same protocols in the field that we have on ECC campuses.

AAT Courses requiring Field Placement

EDU 212 Teaching Profession with Field Experience

ECC student will observe children in two different classroom settings for 2 weeks each. Students will then spend 10 weeks in a classroom setting tutoring/assisting students... ECC students will complete a journal throughout the experience. ECC student will complete a feedback form on the experience.

The cooperating teacher will meet with ECC students to review relevant school information and routine for tutoring with any additional information about students' needs. The cooperating teacher will sign the field experience log sheet weekly and assist ECC students to meet the children's needs. The cooperating teacher and site supervisor will complete an evaluation form on the ECC students.

EDU 201 Foundations of Education in a Diverse Society

ECC student will complete twelve (12) hours of field experience. Students will spend 12 hours of service learning at an educational non-profit organization. The goal of this experience is to aid the cooperating teacher in daily duties of the school environment (such as clerical, interacting with children and staff). ECC student will complete a journal throughout the experience.

The cooperating teacher will direct the ECC student on responsibilities and sign the field experience log weekly.

EDU 241 - Educational Psychology

ECC student will complete seven (7) hours of observation in at least three (3) visits before teaching the Junior Achievement program to a class during a five or six weeks. For the observation the student will focus on three of the MIPEC standards to increase their knowledge and understanding of teacher education competencies. Students will document a total of 12 hours for this experience.

The cooperating teacher will direct the ECC student on responsibilities and sign the field experience log sheet weekly.

EDU241 Educational Psychology students are required to participate in a one-day service learning project (Merit Badge University/Earth Day) during the semester. Dates will be published with course information during enrollment.

Field Experience Placement Policy

The Educational Placement Coordinator places candidates in field and observation placement sites that are aligned with East Central's Education Development's mission statement under the supervision of a Missouri certified teacher. An East Central Education Department member will periodically visit Field Placement sites. As soon as student begins a field experience, students should e-mail the Field Placement Coordinator with specific information including but not limited to the name of cooperating teacher(s) and scheduled days and times of experience(s).

Each field and observation experience is mapped to the Conceptual Framework and includes performance-based tasks that are assessed using rubrics that include components from state and professional standards.

Placement Sites

All field and observation placements are arranged in collaboration with established partners, which include numerous neighboring public and private schools.

The placements of all candidates based on various factors, including a candidate's previous placements and experiences, personal/work connections, experience with diverse learners, career aspirations, and strengths and needs of the candidate as determined by the candidate, the college supervisor and/or faculty advisor.

School districts recommend sites based upon a number of factors including effective mentors and diverse student populations.

Students are required to complete their field observations in a minimum of two school districts and three different schools. If the placement does not meet the guidelines, the student needs to communicate with the Education Coordinator (Gregory Stotler, gregory.stotler@eastcentral.edu).

Placement Procedure

Field and observation experiences represent a variety of early and ongoing school-based and community-based opportunities, in which candidates work in classroom settings to assist, tutor, instruct, reflect, and analyze under the direction of a certified teacher.

Candidates complete a Field and Observation Experience Request Form, allowing candidates to update each term. The data collected is used to track placements to ensure candidates have access to a variety of urban, suburban and/or rural settings and experiences with student populations diverse in cultural, economic, linguistic and special needs. All placements must be made by the Field Experience Placement Coordinator. Students may not arrange their own placements.

East Central College has formed a variety of partnerships to serve ECC's students. Elementary, middle, and high schools have been designated as Early Professional Experience Sites, which allow candidates a first look at the teaching profession in an effective learning community.

East Central College has a number of designated partner schools in which candidates and school personnel have ongoing and job embedded school and college support. The district and school leadership work together to place candidates with educators in these schools.

East Central College officially requests placements by contacting a designated administrator at each district-approved site. The request may specify a particular educator(s) or ask for an administrator recommendation using agreed upon selection criteria. A brief description and purpose of the field experience, the number of field hours required, the description of candidate activities and the role of the mentor/cooperating teacher is provided. Many schools require the ECC student to submit paperwork to the district's central office in person. Students may be asked to complete additional training depending upon the school district chosen for field experience.

Once a candidate placement is confirmed, school administrators and cooperating teachers are notified through email of the placement with a more detailed description of roles and responsibilities. The school contact person is provided a list of all candidates assigned to that site. Candidates are notified of their placements and the expectations for the field and observation assignment through their student email and/or their course instructor with support from the ECC Education Department.

Any correspondence to schools, teachers or instructors should be done in a professional manner using proper grammar, capitalization, and punctuation. Text messaging will not be acceptable.

Social Media Guidelines

Personal Use of Social Media such as Facebook, Snapchat and Twitter were adapted from <http://socialmediaguidelines.pbworks.com/w/page/17050878/Faculty-and-Staff-Guidelines>

AAT students are personally responsible for all comments/information they publish online. Be mindful that what information is published will be public for a long time.

Posting information regarding ANY aspect of a field experience is prohibited. AAT students may NEVER post the location, administrators, teachers, students, curriculum, or social interactions observed or acted upon during each field experience completed for East Central College. For more information on FERPA (Family Educational Rights and Privacy Act) violations, visit:

http://www.eastcentral.edu/current/wp-content/uploads/sites/4/2017/05/FERPA_Notification.pdf

Online behavior should reflect the same standards of honesty, respect, and consideration that an AAT student would use face-to-face, and be in accordance with the highest professional Standards.

By posting comments or having online conversations etc. on social media sites, AAT students are broadcasting to the world. Even with the strictest privacy settings, what students ‘say’ online should be within the bounds of professional discretion. Comments expressed via social networking pages under the impression of a ‘private conversation’ may still end up being shared into a more public domain, even with privacy settings on maximum.

Comments related to the school should always meet the highest standards of professional discretion. When posting, even on the strictest settings, students should act on the assumption that all postings are in the public domain. When posting online, AAT students must NEVER post confidential student, class, instructor, or district information.

Before posting photographs and videos, permission should be sought from the subject where possible. This is especially the case where photographs of professional colleagues are concerned. Before posting personal photographs, thought should be given as to whether the images reflect professionalism.

Photographs relating to alcohol or tobacco use will be deemed inappropriate. Remember, a social networking site is an extension of the student’s personality, and by that token an extension of the student’s professional life. If it would seem inappropriate to put a certain photograph on the wall in the classroom - is it really correct to put it online?

The lines between public and private, personal and professional are blurred in the digital world. By virtue of identification as an ECC AAT student online, students are now connected to colleagues, students, parents and the school community. All content associated with an ECC AAT student should reflect professionalism.

Diversity in Field Experiences

Diversity is essential in preparing teaching professionals. In order to experience diverse perspectives, ECC students are specifically placed in a variety of field experience placements to gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, gender, disability, ability, age, national origin, geographic location). Placement data is reviewed and collected to ensure that candidates have an opportunity for placements in a variety of settings serving diverse student populations.

Field Placement Dress Code

It is important to dress professionally each day. Interns must make a special effort for people to view them seriously and professionally. ECC students do not want to be mistaken for a school student. The professionals that ECC students work with during their field experiences will be the people providing important references later.

ECC students should wear clothes that make them look mature and professional. They should notice what their colleagues at the field experience site are wearing and dress similar to their more formally dressed colleagues. Clothes should be clean and unwrinkled. Modest attire is recommended. Women may want to wear a dress or either slacks or a skirt (knee length or below) with a sweater or jacket. Men may want to wear dress slacks, khakis, or a suit. Students are encouraged to mirror the dress attire of the field experience placement faculty. It is better to be a little more formal than casual in comparison to what others in the office are wearing.

Interns should not wear revealing, low-cut, or overly tight shirts, slacks, or skirts. Students should not wear clothing with logos or statements. Students should not dress in dirty or wrinkled clothes. Students should not wear jeans, shorts, sweat shirts, or sweat pants. Students should not wear sneakers, flip-flops, hiking boots, or informal sandals. Students should not wear hats or inappropriate head coverings.

When a Field Placement site has dress-down Fridays, it is recommended that the Field Experience student dress professionally. Unlike the full-time permanent teachers, Field Placement students are required to demonstrate professionalism. Appropriate attire is a first step in conveying the right impression.

Code of Ethics

Professional, ethical behavior is expected at all times.

1. Keep in mind that you are a guest in the area school and as such you are expected to support the established classroom routines and procedures even if you would do it differently.
2. Abide by the prevailing standards concerning dress, make-up, jewelry, etc. within each of the field settings.
3. Refrain from negative, unprofessional comments and avoid making judgments about any of the teachers or students that you encounter.
4. Maintain the confidentiality of any information (test scores, family history, etc.) that is shared with you about any of the students you work with. You are also expected to protect the identity of teachers and students to whom you refer in your oral discussions or written reports by using. Do not refer to students or teachers by name.
5. Attend all sessions at the agreed upon time and be punctual. Notify the cooperating teachers of any changes or irregularities in your observation schedule. Examples of situations when notification must be given include: Being unable to observe during a previously scheduled time.

Electronic Device Policy

Cell phones are not allowed in the schools during your tutoring sessions unless authorized by the administrator. Electronic images are never to be taken, shared, or posted during field experiences.

Student Liability Insurance Information

East Central College does not provide liability insurance for students. Each July, AAT students are required to join Student-Missouri Student Teacher Associate and show proof of student liability insurance prior to the beginning of their Field Placement.

Tuberculosis Testing

At the present time, one of ECC's cooperating school districts requires all personnel to be tested for tuberculosis and provide test results before initiating field experience in the district.

ECC Field Experience Goals

Field Experiences may provide observing the following experiences:

- One on one tutoring with students
- Small group facilitation with students
- Whole class instruction when appropriate
- Collegial relationships with teacher and administrative professionals
- Connections to mentor teachers and school culture
- Supportive parent and community involvement
- Participation in extracurricular activities for students, faculty, and staff
- Smaller class sizes with lower student/teacher ratio
- Strong emphasis on special education collaboration

ECC Cooperating Local School Districts

ECC Cooperating School Districts represent over 20 rural, urban, and small city school districts located within a 5-60 minute drive from the ECC campus. At the current time, ECC participating districts include the following school districts. Demands of the school districts may dictate where AAT students may complete their field experience. Schools not listed may be considered with the permission of the Field Experience Coordinator and the Education Division Chair.

Public Schools

Crawford County R-2 (Cuba) - www.cuba.k12.mo.us
Franklin County R-1 Schools (Bourbon) – www.warhawks.k12.mo.us
Franklin County R-2 Schools (New Haven) - www.shamrocks.k12.mo.us
Gasconade R-1 - Hermann School District – www.hermann.k12.mo.us
Gasconade R-2 - Owensville School District - www.owensville.k12.mo.us
Lonedell R-14 - <http://www.lonedell-bobcats.org/>
Meramec Valley R-3 – www.mvr3.k12.mo.us
Maries County R-II – (Belle) <http://mariesr2.org/>
Potosi School District - www.potosir3.org
Rolla Public Schools - www.rolla.k12.mo.us
Spring-Bluff R-15 Elementary – www.springbluffpirates.com
St. Clair School District – www.stclair.k12.mo.us
St. James Elem - www.stjschools.org
Sullivan School District - www.eagles.k12.mo.us
Union School District – www.union.k12.mo.us
Warren County R-3 - <http://www.warrencor3.org/>
Washington School District – www.washington.k12.mo.us

Parochial Schools

Immaculate Conception - Union <https://icschoolunion.com>
Immanuel Lutheran – Washington <https://imlutheran.org/school/>
Our Lady of Lourdes – Washington www.ollwashingtonmo.com
St. Francis Borgia - www.borgia.com
St. Gertrude - Krakow - www.sgs-krakow.com
St. John's Gildehaus – www.sjgschool.org

Cooperating School Research

Each education course with field experience will encourage students to research the school's website prior to field experiences.

STUDENT RESOURCES

Online Educator Preparation Resources

Certification Process - <http://dese.mo.gov/educator-quality/certification>

MOGEA - <http://www.mo.nesinc.com>

Substitute Certificate Site – <http://dese.mo.gov/educator-quality/certification/substitute-teachers>

Missouri Association of Colleges for Teacher Education
<http://associations.missouristate.edu/macte/default.htm>

DESE - Transfer Schools and Certification Areas –

<https://dese.mo.gov/educator-quality/educator-preparation/programs>

Student Award Opportunities

- ECC Outstanding AAT Student – Rolla
- ECC Outstanding AAT Student – Main Campus

Instructor References

Prior approval is required to list an instructor as a reference or for listing on admission forms to a transfer Institution. All references are at the instructor's discretion, however, references will only be considered if students have completed the AAT program.

Digital Course Capture

Education courses may be video and audio taped and placed in a password-protected location. If students wish to be exempt from video/audio capture, students may complete an exempt form for each education course in the AAT program.

Updating Background Check

Students are required to submit a background check annually. Following the initial background check completed during the AAT application process, student must contact the FCSR System and request an updated background screening by phone using the toll-free access line, 1-866-422-6872, between 7:00 a.m. and 5:00 p.m., Monday through Friday. The registrant will receive results by mail. The registrant must provide the education department with a copy of their updated background for field experience placements.

Updating Contact Information

Students are responsible for maintaining up-to-date contact information with ECC. Follow-up Survey information will be requested approximately six months following graduation.

Coursework from other Institutions

As part of the admission policy, education coursework will be reviewed if the course was taken within the last three years and meets the same objectives and prerequisites, observation hours, and experiences as the ECC education course to be substituted for the ECC AAT education course. (All review of transfer coursework will be completed by the Education Coordinator.)

Once admitted to the AAT program, all education courses will need to be taken at ECC.

Frequently Asked Questions

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I do not have the results of the background check. Will this hold up my application for Field Placement?

You may submit the application with a statement that you have not yet received the background check. That will be acceptable for application purposes; however, results must be documented prior to actually beginning your Field Placement.

I am going to be doing my Field Placement at the school at which I am currently working. Do I need to submit a background check, fingerprints, and TB test results? The district has those on file, which was a requirement at the time I was hired.

Because you are doing your Field Placement at the school in which you are currently employed, we will accept a statement from a school official stating (1) that you completed and passed a background check and/or TB test prior to your employment and (2) that they will accept these in lieu of a new background check and TB test. You may include that statement with the rest of your application.

I joined S-MSTA last year. Will I have to rejoin again?

S-MSTA membership begins July 1st and ends June 30th each year. Students will be required to join **each year** they are completing education coursework that requires field experience.

If I work in a school and will do my Field Placement there, do I have to have the liability insurance?

We need a statement from your school that your liability insurance covers student activities. This information will go into your application file.

Supplemental Reading List for Education Majors

Educational Titles

- Chartock, R.K. (2004). *Educational Foundations: An Anthology*. Upper Saddle River, NJ: Pearson.
- Clark, R. (2003). *The Essential 55*. New York, NY: Hyperion.
- Clark, R. (2004). *The Excellent 11*. New York, NY: Hyperion.
- Codell, E.R. (2001). *Educating Esme*. New York, NY: Algonquin Books of Chapel Hill.
- Coles, R. (2000). *The Erik Erickson Reader*. New York, NY: W. W. Norton & Company.
- Conant, J.B. (1959). *The American High School Today*. New York, NY: McGraw-Hill.
- Counts, G. (1952). *Education and American Civilization*. New York, NY: Teachers College, Columbia University.
- Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Darling-Hammond, L. (2006). *Powerful Teacher Education*. San Francisco, CA: Jossey-Bass.
- Darling-Hammond, L. (2005). *Professional Development Schools*. New York, NY: Teachers College Press.
- Darling-Hammond, L. & Bransford, J. (2005). *Preparing Teachers for a Changing World*. San Francisco, CA: Jossey-Bass.
- Dewey, J. (1916). *Democracy and Education: An Introduction to the Philosophy of Education*. New York, NY: The Free Press.
- Dewey, J. (1933). *How We Think*. Boston, MA: Houghton Mifflin Company.
- Done, P. (2005). *32 Third Graders and One Class Bunny*. New York, NY: Touchtone.
- Eisner, M (2000). *Thank You, Teacher*. New York, NY: Disney Enterprises.
- Esquith, R. (2007). *Teach Like Your Hair's On Fire*. New York, NY: Penguin Group.
- Fay, J. & Funk, D. (1995). *Teaching with Love and Logic*. Golden, CO: Love and Logic Press.
- Gardner, H. (2006). *Five Minds for the Future*. Boston, MA: Harvard Business School Press.
- Gardner, H. (1999). *Intelligence Reframed*. New York, NY: Basic Books.
- Gardner, H. (2000). *The Disciplined Mind*. New York, NY: Penguin Group.
- Garhart Mooney, C. (2000). *An Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Gruwell, E (2007). *Teach with your Heart*. New York, NY: Broadway Books.

- Guskey, T. (2006). *Benjamin S. Bloom: Portraits of an Educator*. Lanham, Maryland: Rowman & Littlefield Education.
- Haddon, M. (2003). *The Curious Incident of the Dog in the Night-Time*. New York, NY: Doubleday.
- Kaufman, P.W. (1984). *Women Teachers on the Frontier*. New Haven, CN: Yale University Press.
- Kindlon, D. & Thompson, M. (2000). *Raising Cain*. New York, NY: The Random House Publishing Group.
- Kotter, J. & Rathgeber, H. (1978). *Our Iceberg Is Melting*. New York, NY: St. Martin's Press.
- Levinsohn, F.H. & Wright, B.D. (1976). *School Desegregation: Shadow and Substance*. Chicago, IL: The University of Chicago Press. *The Way I See It: Reflections on School Desegregation by Teachers from Four Cities*, pp. 173 – 207.
- Marzano, R., Pickering, D. & Pollock, J. (2001). *Classroom Instruction that Works*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Palmer, J. (Ed.). (2001). *Fifty Modern Thinkers on Education*. Abingdon, Oxon: Routledge.
- Pangle, L.S. & Pangle, T.L. (1993). *The Learning of Liberty*. Lawrence, Kansas: University Press of Kansas.
- Payne, R.K. (2005). *A Framework for Understanding Poverty*. Highlands, TX: aha! Process, Inc.
- Piaget, J. (1951). *The Child's Conception of the World*. Lanham, MD: Littlefield Adams Quality Paperbacks.
- Piaget, J. (1997). *The Moral Judgment of the Child*. New York, NY: The Free Press.
- Pink, D. (2006). *A Whole New Mind*. New York, NY: The Berkley Publishing Group.
- Simpson, D. Jackson, M. & Aycok, J. (2005). *John Dewey and the Art of Teaching*. Thousand Oaks, CA: Sage Publications, Inc.
- Singer, D. G. & Revenson, T. A. (1996). *A Piaget Primer: How a Child Thinks*. New York, NY: Penguin.
- Sizer, T.R. (1984). *Horace's Compromise: The Dilemma of The American High School*. Boston, MA: Houghton Mifflin.
- Tomlinson, C.A. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tyre, P. (2008). *The Trouble with Boys*. New York, NY: Crown Publishing Group.
- Vygotsky, L. (1986). *Thought and Language*. London, England: The Massachusetts Institute of Technology.
- Vygotsky, L. S. (1978). *Mind in Society*. Cambridge, MA: Harvard University Press.
- Welchman, K. (2000). *Erik Erikson: His life, work, and significance*. Philadelphia, PA : Open University Press.
- Weishaar, M. K. & Scott, V. G. (2006). *Practical Cases in Special Education for All Educators*. Boston, MA: Houghton Mifflin.
- Wiggins, G. & McTighe, J. (2005). *Understanding by Design*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

NAME: _____

DATE: _____

Transfer Assignment

Research three (3) transfer institutions to complete your degree. For each institution, record the following information.

Institution Name: _____

Mileage – from home _____

Tuition – per credit hour \$ _____

Scholarships Available _____

Degree Plan of interest for Missouri Certification _____

Institution Name: _____

Mileage – from home _____

Tuition – per credit hour \$ _____

Scholarships Available _____

Degree Plan of interest for Missouri Certification _____

Institution Name: _____

Mileage – from home _____

Tuition – per credit hour \$ _____

Scholarships Available _____

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Advising Appointment made with _____ (name of adviser) with
_____ (name of institution) on _____ (date). Contact information
_____ (phone number).

THE ROLE OF THE COOPERATING TEACHER

Introductory Letter to Administration and Cooperating Teachers

Dear Administrators and Cooperating Teachers,

Thank you for welcoming our East Central education students into your school to complete their field experiences. The following East Central courses require field experience:

Educational Psychology - ECC students are required to volunteer with Junior Achievement to present lessons to a classroom. Three hours of observation is required before the ECC student may begin presenting. Lessons will range from 5 - 7 depending upon grade level. Total field experience hours should exceed 12 hours.

Teaching Profession with Field Experience - ECC students are required to tutor 30 hours, preferably 90 minutes twice a week for ten weeks. Tutoring may be one-to-one or small groups for 15-20 minute sessions. ECC students may work with one teacher or several teachers. Tutoring may be completed in the hallway, the library, or in the back of the classroom.

Pre-arrival Preparations

Many East Central students approach tutoring with hesitancy and considerable apprehension. Until the student feels secure, his or her real feelings may not be disclosed. One student may wait for the cooperating teacher to indicate what to do; another may ask too many questions; a third may follow the cooperating teacher like a shadow. Most East Central students are anxious to please and eager to learn.

Cooperating teachers have found it important that their classes and the school be prepared for the arrival of the field experience student. The following are suggestions that may be helpful:

- Explain to the students that a second 'teacher' will work with the class for a few weeks.
- Point out that the new teacher will have many different experiences to share with the class.
- Give examples of how the teachers will work together in helping the students learn.
- Explain that the students should look to the new teacher for instruction and assistance.

Students need time to become adjusted to the idea of working with a second teacher. Students will manifest the cooperating teacher's attitude toward the student teacher. To help develop the status of the student teacher as a second teacher in the classroom, it is important to refer to the student teacher as "Mr. Robinson," "Miss Hardy."

Helping the East Central Student Get Started

One of the cooperating teacher's first concerns is to help the student teacher feel secure in the new situation. East Central students and cooperating teachers have listed the following suggestions as helpful:

1. Introduce the East Central student to the other school staff members.
2. Provide a seating chart enabling the East Central student to identify the students quickly.
3. Provide a desk or a place for the East Central student's books and papers.
4. Explain "formal" and "informal" classroom and school policies.
5. Avoid correcting the East Central student in front of the students.
6. Share daily chores.

7. Provide an opportunity for the East Central student to have uninterrupted conferences with you.
8. Provide an opportunity for the East Central student to observe you teach.

Observing the ECC student interact with students

Every teacher has a favored way of presenting an idea or concept, leading a discussion, motivating students, or handling discipline problems. The cooperating teacher may find it difficult to sit silently in the back of the room and watch an ECC student make mistakes or exercise what appears to be poor judgment working with students. On the other hand, if the cooperating teacher interrupts, corrects and questions the ECC student in front of the class, the ECC student soon loses the opportunity to develop and maintain rapport with the students. This situation can usually be avoided if the cooperating teacher reviews the student teacher's plans prior to their implementation.

Unless the student teacher asks for help, it is generally best for the cooperating teacher to withhold suggestions or praise until after the class has been dismissed. Usually, it is a better learning experience for the student teacher to attempt to handle a difficult situation on his or her own until help can be provided on a more confidential basis. Written assessments of a student teacher's performance during a particular class period are especially helpful to the student.

Activities Related to Classroom Teaching

While the primary purpose of field experience is to provide an opportunity for the ECC student to learn to explore teaching, there should be an opportunity to experience as many aspects of the total teaching situation as time permits.

During the student teaching period, the ECC student may engage in as many of the following activities as possible:

- Observe teachers in a variety of academic disciplines.
- Seek supplementary materials that may be used to help present effective lessons -- books, models, charts, posters, filmstrips, community resources, etc.
- Provide help for a variety of students: the gifted, the learning disabled, those who have been absent, and those working on special projects.
- Discuss grading standards and grading problems with the cooperating teacher.
- Become acquainted with school resources.
- Become acquainted with duties and responsibilities of cooperating teacher.
- Attend staff meetings.
- Observe supervision of recess, lunch duty, and passing time in hallways.
- Observe how to use classroom equipment.
- Observe co-curricular and extra-curricular activities.

Field Experience Evaluation

The East Central student should recognize that the supervisory staff is interested in his or her development as a teacher. Any suggestions offered are intended to help further this development. At no other time in the preparation of a teacher is advice so diligently sought and gratefully received.

Although reflective self-analysis is an integral part of the field experience, East Central students want constructive feedback and may feel "short-changed" if advice is not forthcoming. Input on his or her performance is a vital concern.

Assessment Requirements

Cooperating teachers will observe the ECC student throughout the field experience and be asked to provide feedback on the **Teaching Observation Form**. Cooperating teachers will also complete a Dispositions Assessment at

mid-semester and end of student tutoring, share the results with the candidate and when possible the university supervisor. These evaluations will help determine a grade for student teaching. It will also help employers assess the potential of a prospective teacher.

FIELD EXPERIENCE INFORMATION FOR SCHOOLS

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Semester _____

Hosting School Site: _____

East Central College

AAT Student Handbook Signed Release

(A copy of this will be kept within the Education Department's files)

Student's Printed Name:

I have received a copy of the ECC AAT Handbook. I have read and understand all aspects and requirements of the Associate of Arts in Teaching Program. I have had the opportunity to discuss the program with my academic advisor and/or a faculty member of the Education Department. By signing below, I promise to uphold the professional requirements of an ECC AAT student.

I understand and promise to uphold the preservice teacher dispositions and professionalism standards outlined in this handbook.

Student's Signature_____

Date _____