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Midland University
Traditional Program
2009-10

Print Report Card

Program Information

Name of Institution: Midland University
Institution/Program Type: Traditional
Academic Year: 2009-10
State: Nebraska

Address: 900 N. Clarkson

Fremont, NE, 68025

Contact Name: Dr. Keith Rohwer

Phone: 402.941.6332

Email: rohwer@mlc.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No
TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	NA
Fee/Payment	No	NA

Transcript	Yes	NA
Fingerprint check	No	NA
Background check	Yes	NA
Experience in a classroom or working with children	Yes	NA
Minimum number of courses/credits/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	Yes	NA
Minimum GPA in professional education coursework	Yes	NA
Minimum ACT score	No	NA
Minimum SAT score	No	NA
Minimum GRE score	No	NA
Minimum basic skills test score	Yes	NA
Subject area/academic content test or other subject matter verification	No	NA
Minimum Miller Analogies test score	No	NA
Recommendation(s)	Yes	NA
Essay or personal statement	Yes	NA
Interview	Yes	NA
Resume	No	NA
Beachelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test (e.g.,Myers-Briggs Assessment)	No	NA
Other (specify: none)	No	NA

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.midlandu.edu/major/education>

Indicate when students are formally admitted into your initial teacher certification program:

Sophomore year see additional info. below.

Does your initial teacher certification program conditionally admit students? Yes

Please provide any additional about or exceptions to the admissions information provided above:

Before a candidate is allowed to take EDU300 and EDU400 level classes at MU, he/she must have submitted official institutional score reports showing passing scores for the PPST; earned a minimum cumulative GPA of 2.50; attained sophomore status at MU; passed EDU 190 with a grade of C- or above or transferred in its equivalent; completed a successful interview with the TEC; and been formally accepted into the MU Teacher Education Program. Exceptions to this policy from TEC must be requested in writing by the candidate.

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2009-10:	83
Unduplicated number of males enrolled in 2009-10:	32
Unduplicated number of females enrolled in 2009-10:	51

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	1
White:	65
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	140
Average number of clock hours required for student teaching	720
Number of full-time equivalent faculty in supervised clinical experience during this academic year	1.24
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0.25
Number of students in supervised clinical experience during this academic year	29

Please provide any additional information about or descriptions of the supervised clinical experiences:

1. Clock hours prior to student teaching consist of Elementary Education-100, Secondary Education-100, Early Childhood-140, and Special Education-190.
2. Clock hours required for student teaching are 16 weeks-640 and 20-weeks for 800 hours for a 720 hour average.

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Education	29
TOTAL	29

Subject area	Number prepared
Basic Business	1
Biology	1
Coaching	15
Early Childhood	6
Elementary Education	10
English	3
English as a Second Language	1
Mathematics	3
Physical Education	7
Social Science	4
TOTAL	29

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2009-10: 29

2008-09: 26

2007-08: 26

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	Academic year: 2009-10

	<p>Goal: 5</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Marketing strategies including prospective student visits and on-campus science and math events for high school and younger students.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Midland Univeristy is in administrative transition and goals that have been identified include bolstering the health/sciences and math departments which will support recruitment for mathematics and sciences.</p>
Science	<p>Academic year: 2009-10</p> <p>Goal: 5</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Marketing strategies including prospective student visits and on-campus science and math events for high school and younger students.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Midland Univeristy is in administrative transition and goals that have been identified include bolstering the health/sciences and math departments which will support recruitment for mathematics and sciences.</p>
Special education	<p>Academic year: 2009-10</p> <p>Goal: 6</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Our special education program started in 2008-2009 and has grown through high school student visits, and marketing through our admissions department.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We will continue with prospective student visits, admissions and set additional goals with our new administration.</p>
Instruction of limited English proficient students	<p>Academic year: 2009-10</p> <p>Goal: 5</p> <p>Goal met? Yes</p>

	<p>Description of strategies used to achieve goal:</p> <p>marketing on and off campus through letters to public schools and prospective student visits.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>This program was started in 2005-2006 and we continue to meet and exceed goals with new and continuing students who add this supplemental endorsement of ESL, K-12.</p>
N/A	<p>Academic year: 2009-10</p> <p>Goal: N/A</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

1. MU has held conversations with representatives of the Greater Nebraska Schools. This organization is composed of Superintendents from large school systems across Nebraska. This group of Superintendents developed a "White Paper" on Teacher Education Training Programs. Their white paper included the following specific areas of preparation from their perspective of hiring graduates to work in their schools. a) Knowledge of subject matter and curriculum (state standards); b) Knowledge of training; c) assessment tools; d) classroom management; e) technology literacy; f) life-long learning; g) preparing teachers for high poverty and culturally diverse students. This discussion was very useful as we reviewed how we currently meet those areas of training in our program and how we might make changes to better prepare our graduates as they enter the teaching profession. We also hold Mock Interviews and during this session current semester student teachers are given an opportunity to interview with an area principal of administrator. There are also student teaching seminars conducted and the session with the NSEA representative is very important as she visits with them about legal matters and what teachers need to be aware of.
2. Students are required to complete a minimum of 100 hours of field based experience (FBE). These FBE hours are part of a great number of their required courses. They begin their FBE in their EDU190 (Topics in Education) course and continue through other courses as they lead up to their student teaching assignment. FBE for elementary education students is developmental and builds on previous experiences. Hours and responsibilities during FBE increase as the student moves through the program.
3. Elementary and Special Education, K-6 majors must take all elementary methods courses. A Special Education K-12 major must also take elementary reading and social studies methods.
4. Students in EDU190 are given an overview of working with students with varying disabilities and how special needs students are part of almost every classroom in a school building. All teacher education students are required to take EDU 296-Introduction to Special Education. EDU255 covers working with ECE-SPED children. Teacher education student learn about an IFSP and visit early childhood special education facilities. In methods courses, students learn to write lesson plans with accommodations and modifications and discuss differentiated instruction for students.
5. Students in EDU190 are given an overview of working with students with limited English proficiencies and have the opportunity to observe an ESL classroom as well as speak to an ESL instructor. In EDU340 we discuss effective reading strategies to use with ELL students. Many of the classrooms in Fremont that are used for FBE have ELL students.
6. Students in EDU190 are given an overview of working with student from low income families and have the opportunity to visit a school where an elementary school counselor describes the challenges that many of our young students face when they come from families who are confronted with poverty. EDU 255 students cover working with families, the different structures of families, and how poverty might affect a student's performance in a classroom. Both EDU 388 and 340 cover curriculum issues that might arise when working with "at-risk" students.
7. EDU220 Schools in Pluralistic Society are placed for five days in an Omaha Public School either in north or south Omaha. During this time, they observe and help in the classroom. There are no specific requirements, however, many of our students end up teaching a lesson, reading to students, working with small groups, etc. We also require our student to read Shame of the Nation by Jonathan Kozol. This book takes a hard look at the deplorable conditions of some inner city schools across the United States.

Section III. Assessment Rates

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Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	55	179	54	98	99	180
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	30	178	30	100	99	181
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	25	180	25	100	100	181
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	55	177	54	98	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	30	176	30	100	99	179
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	25	178	25	100	100	179
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	55	175	53	96	98	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	30	176	29	97	99	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2008-09	25	176	24	96	99	177

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	30	29	97	97
All program completers, 2008-09	25	24	96	99

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

The MU Teacher Education Program prepares teachers to integrate and use technology as both a tool for instructional integration and for improving teaching and learning. All teacher candidates are required to complete EDU204-Technology for Teachers. All Teacher Candidates discover, discuss, evaluate, practice practical and present efficient ways to integrate technology resources and technology-base methods into their future classroom practices and lessons. Topics of study include the following: Microsoft tools and other softwares, Web 2.0 tools, ISTE standards, assistive technologies for special needs students, and ethical issues regarding safe uses of technology with learners. Teacher candidates continue technology integration throughout program field-based experiences with use of SMART technology and Web 2.0 tools as opportunities for formative assessment. Additionally, student teachers complete a Teacher Work Sample which requires students to gather, analyze and graphically represent student achievement data.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**

Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

MU Teacher Education pre-service teachers are required to successfully complete EDU296-Introduction to Special Education. Students learn that both general education and special education teachers must follow the IEP when teaching a student identified for special education, and both must be actively involved as a team members in developing and updating the document. For limited English proficiency, students in EDU190 are given an overview of working with students with limited English proficiencies and have the opportunity to observe ESL classrooms and talk with ESL instructors. Student also have the opportunity to take FLA100 Introduction to ESL and FLA150 Cross Cultural Communication.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**

Yes

- **participate as a member of individualized education program teams**

Yes

- **teach students who are limited English proficient effectively**

Yes

Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

For 2009-2010 The MU Education Department offered two grade levels of the special education mild/moderate disabilities endorsement. Required endorsement courses center on: inclusion of students with disabilities into general education classrooms, federal and state laws for special education, technology to make curriculum more accessible, universal design in learning, understanding students with a variety of identified disabilities, student learning styles and strategies, and differentiates classroom instruction. Instructional focus in campus classrooms also include special education program planning and management, working with families who have children with special needs, collaboration for participation on an IEP team, writing quality IEPs using Nebraska's SRS, classroom management, and assessments. As MU students work toward a K-12 or K-6 endorsement in special education, they participate in several special education field based experiences. Students in the K-12 endorsement are required to successfully complete the Introduction to ESL course-FLA100. By making classroom observations, teaching one-on-one or in small groups, teaching lessons in the content areas, or participating in community based activities, MU students are grounded in philosophy, theory and practice of teaching students with special needs.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher

preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Section III - Pass Rate Information: Midland University recommends that a composite score be accepted for an applicant as meeting 92 NAC 20, 005.02. 005.02 Test Scores. No student may be permitted to enroll in an approved teacher education or administrator education program until he/she has achieved a satisfactory score on an examination as specified in 91 NAC 23 or has achieved a composite score of 513 on the PPST, with no scores lower than one point below the required score on any of the three basic skills tests that comprise the PPST. PROGRAM ACCEPTANCE, RETENTION, AND STUDENT TEACHING: Midland University is a co-educational liberal arts institution affiliated with the Evangelical Lutheran Church in America (ELCA). Located in Fremont, Nebraska, MU had a Fall 2009 full-time enrollment of 676 students and a part time enrollment of 33 students. During 2009-2010, teacher education was the second largest major on campus with 124 students identifying themselves as MU Teacher Education Majors. Acceptance into the MU Teacher Education Program is not automatic. Requirements for program admittance include: 1. Classification as a sophomore; 2. Achievement of a minimum cumulative grade point average (GPA) of 2.50; 3. Completion of EDU190 (Topics in Education) with a grade of C- or above, or transfer of its equivalent; 4. Successful completion of a basic skills test. As required by the Nebraska Department of Education(NDE), each teacher education student must provide MU with official institutional passing score reports for all three portions of the Pre-Professional Skills Test (PPST). All costs associated with this testing requirement are the responsibility of the MU candidate; 5. Notarized personal and professional fitness statement and written documentation of ALL criminal convictions and affirmation of no criminal history involving any felony convictions or any misdemeanor convictions related to abuse, neglect, or sexual misconduct. All costs associated with the requirement are the responsibility of the MU candidate. 6. Completion of a self-report to verify physical and mental fitness for the demands of the P-16 classroom; 7. Provision of a campus Student Development Office recommendation to verify that the applicant is not on disciplinary probation at MU; 8. Completion and submission of an application form for acceptance into the MU Teacher Education Program by the date specified within MU Teacher Education Committee (TEC) correspondence. The application must include a recommendation from an MU community member and documentation of an advising plan for completion of all coursework requirements; and 9. Participation in a satisfactory personal interview with the TEC. The TEC reserves the right to judge an applicant's suitability for program acceptance based on application materials, MU Teacher Education Program file content, and personal interview. Progress of students accepted into the MU Teacher Education Program is monitored each semester. Standards for program retention are: 1. Progress from a minimum 2.50 cumulative grade point average (GPA) toward the 2.75 minimum cumulative GPA that must be achieved when application is made for acceptance into student teaching; 2. Steady movement through coursework required for the MU Teacher Education Major; elementary,secondary, K-6/7-12 subject, or K-12 concentration; and subject/field endorsement(s). Candidates who require longer than eight semesters to complete these pre-student teaching requirements must seek TEC approval each additional semester for continued enrollment; 3. Ongoing development of math, speech, and writing proficiencies through completion of the college's core requirement courses. These courses must be graded on the A-F basis with all grades at C- or above; 4. Development of state-mandated competencies in human relations, reading and writing, special education, and technology through completion of the following courses with all grades at C- or above: Human Relations (EDU220); Reading and Writing (EDU340 for elementary, EDU381 for secondary,K-6/7-12 subject area, and K-12); Special Education (EDU296); and Technology (EDU204); 5. Completion of a minimum of 100 hours of field based experience by the end of the semester in which application is made for student teaching; 6. Completion of all coursework that precedes student teaching within the MU Teacher Education Major; the elementary, secondary, K-6/7-12 subject, or K-12 concentration; and the field/subject endorsement(s). These courses must be graded on the A-F basis with all grades at C- or above; 7. Maintenance of the physical and mental fitness necessary for the demands of the P-16 classroom; 8. Written documentation of ALL criminal convictions and affirmation of no criminal history involving any felony convictions or any misdemeanor

convictions related to abuse, neglect, or sexual misconduct. All costs associated with this requirement are the responsibility of the candidate; 9. Enrollment in the Midland chapter of the Student Education Association of Nebraska (SEAN) during the junior year and senior year. All costs associated with SEA membership are the responsibility of the MU candidate. 10. Completion of the Praxis II: EECIA if seeking an elementary or early childhood endorsement. Costs associated with the EECIA are the responsibility of the MLC candidate. Acceptance into student teaching is not automatic. Student teaching is a senior capstone experience that exposes the Teacher Candidate to the responsibilities and realities of full-time teaching in a classroom setting. The Teacher Candidate works under the direction and supervision of a successful and experienced classroom teacher. The Teacher Candidate becomes familiar with general school policies and procedures used in operating a school system. He/she may also be asked to assume responsibilities outside the academic classroom as part of the total experience. For elementary and secondary concentrations, the student teaching experience includes 16 weeks or two, 10 weeks of increasing responsibility in the classroom culminating in an extended period of full-time teaching responsibilities. Teacher Candidates adding a focus in early childhood to their elementary concentration work in classroom assignments especially selected for these instructional levels. To be considered for student teaching, a Teacher Candidate must have: 1. Completion of all requirements for admission and retention in the Midland Teacher Education Program. 2. Attainment of a 2.75 cumulative grade point average. All courses in the Midland Teacher Education Major; the elementary, secondary, K-6/7-12, or K-12 concentration; and the field/subject endorsement(s) must be graded on the A-F basis with no grade below C-. 3. Completion and submission of an application for student teaching on or before the deadline specified by the Midland Teacher Education Department. This application will include written documentation of ALL criminal convictions and affirmation of no criminal history involving any felony convictions or any misdemeanor convictions related to abuse, neglect, or sexual misconduct; will verify that the Teacher Candidate is not on Midland social probation at the time of application; and will be supported by one letter of recommendation that meets specifications detailed in the application. 4. Development of an (electronic) portfolio that demonstrates satisfactory growth in meeting Midland Teacher Education Program outcomes and learner competencies. All costs associated with development and presentation is the responsibility of the Teacher Candidate. 5. Completion of both a self-report and campus student health check to verify physical and mental fitness for the demands of the P-16 classroom. 6. Enrollment in Midland SEA chapter during the senior year. All costs associated with SEA membership are the responsibility of the Teacher Candidate. 7. For Elementary, Early Childhood, and Special Education endorsed Teacher Candidates, complete the Praxis II: EECIA (after student teaching). Costs associated with the EECIA are the responsibility of the Midland candidate.

FIELD-BASED EXPERIENCE AND STUDENT TEACHING EVALUATION: Midland Lutheran College's Teacher Education Program has developed a conceptual framework model of "Teacher as Active and Reflective Facilitator". Direct experience in preK-12 schools and classrooms, referred to as field-based experience, is a key component of this framework model. Field-based experiences provide opportunities for candidates to actively participate in the work of the schools and reflect upon the nature, challenges, and rewards of the teaching profession. A minimum of 100 successful field-based experience hours attached to Midland teacher education courses is required before application to student teaching. Completion of classroom hours over and above this minimum is encouraged. To meet the requirement of pre-student teaching field experiences consisting of at least 100 clock hours of contact, all EDU candidates complete developmentally sequenced field-based experiences. The first experience of 10 hours occurs in the introductory education course (EDU190-Topics in Education). At the sophomore level, candidates complete approximately 65 field-based hours in required education courses. The remaining hours, approximately 50-60, are completed during junior and senior level methods courses. MU's Field-Based Facilitator in conjunction with the course instructor is responsible for arranging placements. The placements are then monitored by the course instructor. All field-based hours are logged into an MU Education Log Sheet and returned to the Teacher Education Department. At this time, hours are recorded into a computer program and log sheets filed away in candidate program files. **STUDENT TEACHING EXPERIENCES ARE EVALUATED** on an ongoing basis by the Teacher Candidate, the Cooperating Teacher, and the Midland College Supervisor. Feedback is both formal and informal in nature. The Midland College Supervisor will observe the Teacher Candidate a

minimum of five-six times during the semester. At each observation, the College Supervisor will complete a form documenting the classroom visit. Feedback from this evaluation form will be provided to both the Cooperating Teacher and the Teacher Candidate at the end of the observation. At midterm, and end of the student teaching experience, the Teacher Candidate, Cooperating Teacher, and College Supervisor will meet to discuss and review the Student Teaching Evaluation Form. At the end of the student teaching experience, the Student Teaching Evaluation Form and related documentation will be submitted to the College Supervisor. The College Supervisor will compile all available information to determine the final course grade.

[Supporting Files](#)

Midland University
Traditional Program
2009-10

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Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)