

## **Emergency Teacher Candidate Request Prerequisite Information**

Emergency teacher candidates are full-time MLC college students who generally have a full year of academic and professional experiences to complete upon returning to campus. As full-time students, their financial resources are primarily devoted to covering the costs of college. It should be understood that emergency teacher candidates are not at the same level of preparedness as a beginning teacher and will need additional support in the classroom.

- **Housing**

- ◇ Congregations and schools must have a long-term housing solution in place when requesting an emergency teacher candidate. Options include:
  - The congregation or school leases an apartment for the emergency teacher candidate. (recommended)
  - The congregation or school has the use or means of a teacherage or the ability to utilize shared housing of same sex faculty members
  - The emergency teacher candidate lives with a host family\*. The host family must be able to provide:
    - A private bedroom with bathroom access
    - Laundry facilities
    - Ability to plan/prepare meals
    - Reasonable expectation of privacy
      - ◆ \*Due to the length of emergency teaching, living with a host family is not ideal.
      - ◆ MLC does not provide any type of reimbursement to emergency teacher host families

- **Curriculum Resources**

- ◇ What curriculum resources are used in your school in each content area? (Saxon, Superkids, Hake, etc.)
- ◇ Does your school offer additional programming or advanced study in specific content areas? (STEM, robotics, PLTW, labs, etc.)
- ◇ If resources have online access, please be prepared to share login information with the emergency teacher candidate as soon as possible.

- **Access to Lesson Plans**

- ◇ What tool is used by faculty members for lesson plan preparation? (Planbook, LMS based, Google apps, etc.)
- ◇ Be prepared to share all the previous year's lesson plans with the emergency teacher candidate as soon as possible. It is an MLC expectation that emergency teacher candidates are provided with the framework from the previous year of instruction.

- **Special/Behavioral Needs**

- ◇ Are there identified students on a learning plan? (IEP, 504, ISP) Please provide detailed information.
- ◇ Are there students in the class that have been regularly referred for behavioral infractions or interventions? Please provide detailed information.
- ◇ What supports and resources are in place to assist identified students (special needs or behavioral) and faculty?
- ◇ Proactively plan for additional classroom support or alternative student placements (if possible).

- **Support Staff**

- ◇ Is a classroom aide/assistant/paraprofessional assigned to the classroom? If so, how much time is allotted and what are their job duties/responsibilities?

- **Administrator Support**

- ◇ How will you, the administrator, and your faculty support a pre-service teacher in their preparation for a future in full-time public ministry?
  - Preservice teacher candidates need a supportive, nurturing environment that will provide them a greater chance of success.
  - Consider assigning a faculty mentor (in addition to the NTI mentor they will have) to help them navigate the school environment, culture, and practices.
  - Be present and regularly observe in the emergency teacher candidate's classroom.