Part I
Overview of Teacher Education Program

Today's beginning professionals join practicing professionals in the awesome responsibility of preparing successive generations for life in the 21st century. Throughout Westminster's teacher preparation program, theory and practice are consistently woven together to provide beginning teachers with underlying beliefs, principles, and knowledge for facing a multitude of challenges in the real world of classrooms.

The Teacher Education Program is designed to promote life-long learning dispositions and provide the depth and breadth of academic and practical knowledge needed for successful beginning teaching. The faculty draws on research and extensive experience to make course work meaningful and strives to demonstrate attitudes and practice that serve as examples for students' future classrooms.

Collaboration with other professionals is of paramount importance in the Westminster program. A Westminster Education Program Project Team comprised of Westminster Faculty, staff, and students provide assistance in program development. Currently, the Teacher Education Advisory Committee represents the college and larger education community and reviews the program.

Westminster College began its Teacher Education Program in 1996. Prior to that time, students wishing to become teachers attended William Woods University as part of a cooperative agreement. Since 1997, when the Missouri Department of Elementary and Secondary Education granted provisional approval, Westminster has graduated over 300 certified teachers. The program received full accreditation from the Missouri Department of Elementary Education in May of 2003, and received exemplary program ratings from DESE in 2011. Graduates are currently teaching in public and private K-12 settings all over Missouri as well as throughout the United States and abroad. Many Westminster graduates are hired in districts where they student taught. Graduates have also gone on to receive Master's Degrees in Education and some have received exemplary teaching awards at the local, state and national level. About 140 students are currently in the program, with approximately 35 graduating each year. Because of the high admission standards to both the college and the program, and the reputation of recent graduates, Westminster Education Majors have a high success rate in finding teaching jobs upon graduation.

Description

The Westminster College Teacher Education Program is administered by the Missouri Department of Education.

Those who wish to teach will earn a Bachelor of Arts degree with majors offered in early childhood education (birth-grade 3), elementary education (grades 1-6), middle school education (grades 5-9), and secondary education (grades 9-12). Secondary content concentration areas are: Mathematics (9-12), Social Sciences (9-12), General Science (9-12), Biology (9-12), Chemistry (9-12)), Physics (9-12), English Language Arts (9-12), Spanish K12, French K-12, and Physical Education, (9-12 or K-12). Middle school majors must have two 21-hour areas of content concentration selected from English, Science, Social Sciences, and Mathematics or middle school majors may decide to have one concentration area with a minimum of 30 hours. Elementary majors must have at least one area of concentration of 21 hours chosen from Mathematics, Social Sciences, Science, or English. Secondary Education majors have a minor in their subject, and many elect to also complete a major in their discipline area as well. French and Spanish K-12 majors are required to also have a major in that language.

The Teacher Education Program is designed so that majors complete a course of study which will lead to recommendation for certification in the chosen major and certification areas. When awarded, a Missouri Teaching Certificate will serve as the basis for certification in many other states.

Declaring a major in education does not ensure acceptance into the Teacher Education Program. Students must be accepted into the Teacher Education Program before taking upper level professional education courses. Admission criteria are:

Requirements for admission to Teacher Education Program and to take 300 + level EDU coursework.

1. Cumulative GPA of 2.75 or better on a 4.0 scale, in ALL coursework.
2. Cumulative GPA of 3.00 in all EDU (or MAT, PED Methods) coursework
3. Cumulative GPA of 3.00 in all certification content/discipline area coursework. (ECE and ELE has all Social Sciences coursework for content discipline area.)
4. Grade of B or higher in EDU 291: Education Practicum I, including positive dispositions checklist, and Missouri Educator Profile test. (MEP)
5. Grade of C or higher in ENG 103 or equivalent composition course
6. Grade of C or higher in a college level math course
7. Passing score on all sections of the Missouri General Education Assessment (MoGEA)
8. Submission of a current resume and Philosophy of Teaching essay.
9. Recommendation letter from Education faculty
10. Recommendation letter from faculty or staff other than Education
11. Taken the Missouri Educator Profile (MEP)
12. Acceptable background check for felony convictions and/or child abuse as specified by the State of Missouri

Admission to the Teacher Education Program does not ensure continuation in the program.

Students are to engage in constant self-review. Conferences to address any concerns identified by any parties will figure in the student's continuation in the Teacher Education Program and admission to EDU 393 Education Practicum II and/or EDU 492, 495 or 497 Student Teaching.

After entry into the program and before recommendation for certification, the student must pass a nationally criterion referenced exam, that serves as the State of Missouri's entrance exam to the teaching profession covering content area knowledge. Students must also maintain a 3.0 Grade Point Average in all education and content area coursework. Students must also maintain an overall 2.75 Grade Point Average.

Conceptual Framework

The Teacher Education Program is based on reflective inquiry. It integrates general education, professional education and areas of specialization. An emphasis is placed on authentic practice. Field experiences are intended to provide an awareness of and experience in working with diverse populations, learners at-risk in mainstream schooling, and learners with exceptionalities and challenges.

The conceptual framework of the Westminster Education program emphasizes educational inquiry and the role of teachers as inquiring professionals. Questions like "What do I know or need to know?" and "What should I be able to do?" take shape in the process of reflective inquiry for both the education students and the faculty. While the first three phases overlap and are necessarily integrated, the phases may be broadly described as follows:

- Learning Inquiry I is the exploratory phase for future teachers and includes general education, education foundations courses and beginning practical courses.
- Learning Inquiry II focuses on curriculum and instruction and factors directly related to schooling as students take methods and practicum courses.
- Learning Inquiry III is the integrative phase that focuses on action research, student teaching and preparation to enter the profession as a first year teacher. It includes an inquiry project as part of a pre-student teaching experience, student teaching, organization of a professional portfolio and an educational seminar.
- Learning Inquiry IV is the mentoring phase during the first years of teaching experience and involves continuing professional development.

The College's general education goals and the Teacher Education Program's objectives for competency development blend throughout pre-service preparation.

The General Education Goals of Westminster College

Westminster's general education requirements are designed to ensure that students develop intellectual capacities and acquire the educational breadth necessary to pursue major and minor programs of their choice. The general education program seeks to foster:

- skills in critical thinking, communication, quantitative reasoning and the use of computer technology
- understanding theories and methods of science and historical perspective

- awareness of fundamental questions and values
- sensitivity to artistic expression and critical appreciation of human behavior and social institutions
- appreciation of cultural diversity and global interdependence

Foundational Competencies for the Teacher Education Program

These foundational competencies have been developed by professionals throughout the nation and state of Missouri and are fostered in our program:

Standard #1 – Content Knowledge, Including Varied Perspectives, Aligned With Appropriate Instruction: The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Standard #2 Understanding and Encouraging Student Learning, Growth, and

Development: The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Standard #3 Implementing the Curriculum: The teacher recognizes the importance of long range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.

Standard #4 Teaching for Critical Thinking: The teacher uses a variety of instructional strategies to encourage students' development and critical thinking, problem solving, and performance skills including instructional resources.

Standard #5 Creating a Positive Classroom Environment for Learning: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Standard #6 Utilizing Effective Communication: The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues, and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard #7 Use of Student Assessment Data to Analyze and Modify Instruction: The teacher understands and uses formative and summative assessment strategies to assess

the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable students to grow and develop.

Standard #8 Professional Practice: The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Standard #9 Professional Collaboration: The teacher has effective working relationships with students, parents, school colleagues, and community members.

Part II
Overview of Student Teaching

After years of preparation, Westminster students will assume the challenges and responsibilities of being professionals along with the support and guidance of master classroom teachers and college mentors and supervisors. There will be numerous opportunities to apply the knowledge, dispositions and skills developed in general education and professional courses. Students will continue learning to adapt to the various conditions of classrooms.

Students must apply for admission to student teaching. Students are required to stipulate that prior to the student teaching semester; the following criteria will be met:

1. Favorable recommendation of a majority of the education faculty based on the conference and continuance process described in the Teacher Education Program Handbook.
2. Formal written recommendation from a professor in (one of) the student's area(s) of concentration.
3. A cumulative grade point average of 2.75 based on work completed at Westminster College, including at least a cumulative 3.0 in all education courses with no grade lower that a C and cumulative 3.0 with no grade lower than a C in concentration areas.
4. Completion of all major and certification requirements except for student teaching and educational seminar. (In exceptional cases, a student may appeal to complete up to 12 hours of concentration area courses or general education courses after student teaching.)
5. Senior class standing prior to student teaching.
6. Completion of the College's transportation agreement and waiver.
7. Receipt of a current and acceptable official background report, as determined by the State of Missouri.
8. Proof of carrying professional liability insurance, such as SMSTA.
9. Evidence of passing a content assessment in their teaching area; Pearson Vue.
10. Hold a valid Missouri Substitute Teaching Certificate

Note: Candidates for student teaching must pass the appropriate assessment before the semester of their student teaching.

Note: Prior to the student teaching experience, students are to seek an FBI background check, which includes fingerprinting, and obtain a substitute teaching certificate through DESE.

Student teaching is a full time, supervised, uncompensated experience conducted over a continuous sequence of 13 to 14 weeks in a situation designated by the student's proposed areas of certification. Students completing certification for physical education K-12 will teach for seven weeks in an elementary setting and seven weeks in a secondary setting. A *minimum* of 400 clock hours of direct experience is required. Generally student teaching occurs in four phases, each having a unique purpose and process.

If a student is majoring in elementary with an early childhood education add-on, the student teacher will spend 12 weeks at the elementary level and spend 4 weeks at the early childhood level.

Phase 1 Orientation
This phase usually consists of one or two days during which student teachers begin to develop feelings of comfort and self-confidence. Information is provided concerning the building layout, schedules, and procedural policies.

Phase 2 Induction
This phase usually consists of two or three days during which the student teacher conducts structured observations of the assigned classroom and the students in it. The observations focus on instruction and the role of the teacher as a facilitator of instruction. Time for reflection and talking with the observed teacher(s) is a critical part of this phase.

Phase 3 Participation
All placements have a minimum of 13 weeks and some may be longer. During this time of participation, the student teacher engages in initial and full-time instructional activities. Initial participation may include the student teacher working one-to-one or with small groups, assisting the cooperating teacher in instruction. The student teacher may present parts of larger lessons and engage in team teaching. The use of technology in lessons will be explored. The student teacher will also help with grading, locating and preparing materials, and preparing lesson plans.

The student teacher will gradually, over two or three weeks (two weeks for seven week experiences), assume the main teacher role, supervising all teaching functions and engaging in guided analysis, self-reflection and performance feedback from other professionals.

Full-time responsibilities are assumed for three to five weeks. Professional judgment of the cooperating teacher and the college supervisor always determines the pace at which the student teacher assumes the complete, full-time responsibilities of the classroom teacher.

Phase 4 Culmination

This period usually begins about three weeks (one week for seven-week experiences) before the end of student teaching with the planned transition of roles and responsibilities from the student teacher back to the cooperating teacher. Students should be prepared for the departure of the student teacher. A portion of the last week should consist of structured observations within the assigned classroom and of other teachers in different grade levels and in different content areas within the same school or school district. Observations in depth in special programs may occur during the last week.

Westminster supervisors try to place the student teacher in an environment that is compatible with the student's preparation. Most placements are in a 30 mile radius of Fulton.

Placements are confirmed in writing with the school. Student teachers are responsible for submitting an up-to-date resume' to the Education office that will be forwarded to the cooperating administrator and cooperating teacher as part of the placement confirmation process. The student teacher and the college supervisor arrange an orientation visit with the cooperating teacher and the school administrator during which expectations and procedures are discussed.

Roles and Responsibilities

The success of the student teaching experience is determined in large part by the successful cooperation and communication of the student teacher, the cooperating teacher, the college supervisor and the cooperating school's administration and staff. Each of these has a unique and vital role. The common goal is the excellent education of school children and youth and the continuous development of well-qualified new professionals.

Roles and Responsibilities of the Student Teacher

Student teachers are expected to make a significant contribution to the school through hard work and dedication to their assigned placements.

A student teacher's primary responsibilities are: a) adapt to the assigned placement, b) engage in continuous personal and professional growth, and c) contribute to the educational achievement of the students in the assigned classroom(s). The role is that of a learner and co-teacher who must demonstrate flexibility and adaptation and become a contributing member of a team. The student teacher is expected to maximize opportunities for professional growth.

Student teachers are expected to exhibit professional behavior at all times, representing Westminster College and the Teacher Education Program.

The responsibilities of the student teacher include:
1) Present a professional manner
Appearance, language usage, mannerisms, and interactions help to establish a professional demeanor and assist in building credibility with students, colleagues, school administrators, and parents. Unless the school has designated days for all faculty and staff to dress in certain ways, jeans, sweatshirts, and casual attire are unacceptable. The Westminster Teacher Education Program determines dress and grooming standards. Specific dress codes of the cooperating school will be honored.

Arrive at the assigned school promptly; report at least thirty minutes before the students arrive and stay at least thirty minutes after school is dismissed. In the event of illness, or other special circumstance which necessitates absence, the cooperating teacher and the Westminster supervisor must be notified as soon as possible. In the case of absence, it is the student teacher's responsibility to ensure that all necessary plans and materials are made available on-site so that instruction is not disrupted. Leaving school during lunch or planning periods or free time within the school day is not permitted. Student teachers should seek ways to help the students and school during the entire time of the assignment.

Student teachers are to adhere to the cooperating school's schedule, not Westminster's; holidays and vacations will be taken according to the school system's schedule (see policies for exceptions). Student teachers are to attend faculty and staff meetings, PTA/PTO meetings, school board meetings, parent-teacher activities, and other school events as recommended by the cooperating teacher, taking advantage of as many of these meetings and events as possible.

School students are to address student teachers Mr., Ms., or Mrs. at all times, unless specific practice at a cooperating school dictates differently for all faculty and staff within the school.

Student teachers are always to use personal and confidential information only in professional circumstances.

Student teachers are to consciously work at establish and maintain professional relationships with the cooperating school community.

2) Become familiar with school and classroom policies and procedures

One of the first responsibilities of a student teacher is to become familiar with the total operation of the school. The cooperating teacher or administrator should provide a copy of the student handbook, faculty/school policy manual, and other pertinent information including school rules, behavioral expectations for students, school schedules, grading procedures, fire and tornado drill procedures, procedures for accidents—especially those involving blood and blood products—and the policies which govern the day-to-day operation of the school.

By law, student teachers are required to notify the cooperating teacher and the college supervisor of concerns regarding suspected child abuse.

Student teachers are expected to move quickly to adopt the classroom policies, procedures, practices and expectations established by the cooperating teacher. Student teachers should conform to the disciplinary code of the school, but refrain from any physical punishment.

Student teachers are to make every effort to work within the framework of the educational philosophy of the cooperating school and classroom(s).

3) Always be prepared

Thoughtful and careful preparation is vital to successful teaching. Student teachers frequently underestimate the demands placed on their time outside the school day. Extracurricular activities, social life, and employment should not interfere with student teaching responsibilities. Employment during student teaching is strongly discouraged.

Student teachers are expected to develop appropriate instruction and evaluation, in consultation with the cooperating teacher and the college supervisor. This includes written lesson plans and curriculum theme design, when appropriate.

In addition to lesson planning and material preparation, student teachers are advised to set aside time each evening to reflect on the events of the day; think about what was successful and why; think of alternative ways to respond or to do things, and review teaching activities and responsibilities for the following day.

All plans, units and activities for the teaching should be discussed with the cooperating teacher prior to their implementation. Time for talk between the student teacher and cooperating teacher should be scheduled each day.

4) Demonstrate initiative

Student teachers should ask for tasks to perform that will help the school. They should not sit back and wait to be told what to do, nor appear bored or as if they have nothing to do. Student teachers should study the way the cooperating teacher manages the classroom and handles daily routines and ask questions and volunteer to assist as soon as possible. When appropriate, student teachers should ask the cooperating teacher to secure permission for them to sit in on parent-teacher conferences. Student teachers are expected to assist the cooperating teacher and others in the school with extracurricular activities. They are to attend faculty meetings, quietly studying and considering school issues, faculty concerns, policy discussions and other matters affecting the school.

5) Take advantage of every opportunity to learn

The Westminster Teacher Education Program has a framework of inquiry. Part of this inquiry is quiet and part is active. Quiet inquiry involves reflection on one's knowledge and actions; active inquiry involves seeking advice and knowledge.

Student teaching is the culminating pre-service experience. Student teachers are expected to demonstrate a specified measure of proficiency and competency in the subject matter taught, in maintaining mature teacher-student relationships, in maintaining professional peer relationships, and in understanding and preparing to accommodate individual differences. To this end, they are to seek and accept constructive criticism in a professional manner, focusing on growth as a professional. Ongoing self-assessment is to be recorded in a reflective journal.

6) Accept responsibility for and complete all requirements of EDU 490 Educational Seminar and other Westminster College expectations

While EDU 490 requires separate enrollment, it is integral to the student teaching course. The Teacher Education Program and Westminster may have other expectations concerning student teaching.

Evaluation throughout the semester will be based on demonstration of the following competencies:
- A well developed understanding of the subject(s) being taught and the ability to plan and impart appropriate and meaningful learning experiences to your students.
- An understanding of how students learn and the ability to provide developmentally appropriate learning opportunities.

- An appreciation of individual differences and the ability to successfully provide instructional opportunities based on the needs, interest, and abilities of diverse learners
- The ability to plan and utilize a variety of instructional strategies designed to develop students' thinking, problem solving and performance skills. *Use* of technology should be incorporated where appropriate.
- The ability to establish a classroom environment that encourages positive social interaction, active involvement in the learning process, and student self-motivation.
- The ability to utilize and encourage multiple modes of communication designed to foster self-expression and collaboration within the learning environment, including the use of technology.
- The ability to plan instruction based on student needs, subject matter, curriculum goals and standards, and community expectations.
- The ability to utilize various assessment strategies to improve both teaching and learning processes.
- The ability to engage in reflection as a means *for* assessment and professional growth.
- Demonstration of ethical behaviors, positive relationships with professional colleagues and a respect *for* the education and well-being of all students.

What student teachers should be monitoring every week with their cooperating teachers: The 9 Missouri Standards for Pre-service Educators (MOSPE)

1. Knows content Knowledge

2. Understands what different students need, and provides lessons and expectations that support   that, "differentiated learning"

3. Develops and/or teaches lesson plans from curriculum that is aligned with district, state or   national standards.

4. Uses instructional strategies that promote problem-solving and critical thinking in students

5. Creates, maintains a positive classroom environment, motivates and accepts all students

6. Communicates well with students, colleagues, parents; collaborates

7. Uses assessment data to analyze and modify instruction, formally or informally

8. Uses self-reflection, actively seeks out opportunities to grow, to improve teaching

9. Professional collaboration with all specialists in building, parents, administration is ongoing

Part III
Responsibilities of the Cooperating Teacher

The cooperating teacher's influence on a student teacher cannot be underestimated. The student teacher will look to this professional for demonstrations of professional behavior, attitudes and practice. Most cooperating teachers have at least three years teaching experience and demonstrate exemplary teaching behaviors.

<u>Accept the student teacher as a developing professional and a co-worker in the classroom and school.</u>

- Cooperating teachers provide assistance in helping the student teacher make the transition from college student to co-teacher. Some ways to accomplish this include introducing the student teacher as a professional co-worker to faculty, staff, students, and parents and providing the student teacher with a desk and workspace within the classroom. Cooperating teachers work to ensure the safety and legal integrity of the student teachers' experience.

<u>Stress the importance of the professional and ethical responsibilities of the teaching profession.</u>

- Cooperating teachers model appropriate teacher-student relationships, showing fairness, honesty, and equity with all students. They demonstrate the necessity for maintaining the confidentiality of student information.

- Cooperating teachers assist the student teacher in gaining information about individual students in order to understand the characteristics of students with different developmental levels, special needs, and different cultural backgrounds. They help the student teachers use these observations and information to provide appropriate learning opportunities for all students. They share information about the remedial resources and referral procedures for special programs within the school, district and community.

- Cooperating teachers demonstrate the importance of informal and formal assessment procedures and show how the information is utilized in planning, teaching and evaluation.

- Cooperating teachers model commitment to the teaching profession. They demonstrate professional working relationships with colleagues, school staff, and parents. They talk with the student teachers about their own strategies for

professional development, e.g., reading professional journals, attending workshops and professional meetings.

<u>Demonstrate effective strategies and classroom management techniques, insuring that the student teacher incorporates both in her/his teaching.</u>

- Cooperating teachers help the student teachers incorporate state, district, and professional organization standards into teaching. During the induction and participation phases of student teaching, cooperating teachers demonstrate effective planning skills and include the student teachers in the preparation of units, lessons, evaluations, and activities.

- Cooperating teachers assist their student teachers in gradually adopting full responsibility for teaching and learning. They regularly confer with their student teacher regarding units, lessons, teaching strategies, classrooms management techniques and interactions to help the student teacher determine, if these effectively meet the needs of all learners.

- During the culminating phase of student teaching, cooperating teachers assist in arranging formal observation of various teaching styles and classroom environments throughout the school and district.

<u>Provide on-going evaluations of the student teacher's performance and maintain a continuing process of conferring and offering constructive feedback.</u>

- Cooperating teachers demonstrate their own need for and use of reflective teaching and the necessity for on-going self-evaluation and improvement of one's teaching.

- Regular conferencing procedures should be established for providing constructive feedback to the student teacher. A time line should be established with the student teacher for submission and discussion of lesson plans.

- Cooperating teachers should immediately contact the college supervisor whenever a problem or concern occurs.

- Cooperating teachers should document the student teachers' progress and provide information for mid-experience and final evaluations, assisting the college supervisor in setting times for mid-experience and final conferences

regarding the student teacher's accomplishments and areas of developing strengths. Evaluation forms are located at the back of this handbook.

- When requested, cooperating teachers may decide whether to write a letter of recommendation for the student teacher's placement file.

- Cooperating teachers are asked to complete a program evaluation form regarding Westminster College's Teacher Education Program. A form for this purpose is located in the back of this handbook.

Responsibilities of the Cooperating Administrator
The foundation for a successful student teaching experience is established when the administrator identifies exemplary teachers who are willing to serve as role models and facilitators for pre-service teachers. The administrator plays a key role by welcoming the student teacher into the day-to-day functioning of the school and ensuring that student teaching is positive.

Responsibilities of the College Supervisor
Each student teacher has a supervisor who plays a key role in the collaborative relationship established among the cooperating school and its personnel, the cooperating teacher, the student teacher and the college. Responsibilities of the college supervisor include:

- orientating the student teacher and the cooperating administrator and teacher to the college's expectations for the student teaching experience

- being available to the student teacher and cooperating teacher

- observing the student teacher for a minimum of three to four forty-five minute periods during the placement, assessing progress and providing oral and written feedback to the student teacher. The supervisor should conference after each visit with the student and as necessary with the cooperating teacher. Typewritten notes on the observation, along with statements of beginning teacher standards observed, are to be given to the student teacher within one week after the visit. On-site visits are in addition to the orientation meeting and the final evaluation meeting.

- arranging for reassignment of the student teacher--or for other appropriate action--in extraordinary circumstances

- inviting cooperating teachers and administrators to college-sponsored activities and events

- ensuring that appropriate student teaching records are collected and filed at the college

- assuming final responsibility for conduct and grading in the college courses for student teaching

Part IV
Policies, Procedures, and Requirements

All teacher preparation programs are subjected to careful scrutiny by state and federal agencies and by accrediting organizations. Westminster College's Teacher Education Program strives to maintain high standards and requirements for pre-service teachers, including enforcing procedures for students continuing in the program and entry requirements for student teaching. Westminster College's program has approval from the State of Missouri's Department of Elementary and Secondary Education and is listed in the *Missouri Directory of Approved Professional Education Programs,* DESE. (Website dese.mo.gov/divteachqual/teached/directory/Index.html)

General policies regarding student teaching:
Admission procedures and requirements for student teaching are described at the beginning of Part II.

The Westminster College Teacher Education Program faculty reserve final judgment on admission to student teaching and assignment to a placement.

Students enrolling in EDU 492, 495, and 497 who are members of collegiate sports teams should plan to student teach a) during a semester in which their sport is not played, b) after their eligibility has expired, or c) during a semester in which they choose not to play.

Employment during student teaching is strongly discouraged. Should employment be deemed detrimental to a student teacher's best efforts, the student will have to make a choice between continuing employment or continuing to student teach.

Students must have an acceptable background check on file BEFORE beginning their student teaching. The form of the background check is consistent with regulations of the State of Missouri. (An FBI fingerprint check is required during a student's last semester before graduation.)

Student teachers must have a waiver on file regarding their transportation to and from their assigned placement BEFORE beginning their student teaching.

The legal responsibility for the education and safety of school children remains with the cooperating school and the cooperating teacher.

Student teachers with a *valid substitute teaching certificate* may substitute teach not more than four days and <u>must be compensated</u>. It is expected that the cooperating school will have made every effort to provide class coverage before calling on a student teacher. Days spent as a substitute teacher cannot be counted for student teaching time and must be made up.

Under no circumstances is a student teacher to administer any form of corporal or physical punishment or to serve as a witness in the administration of any such punishment.

Student teachers who do not conform to the Westminster College Teacher Education Program's expectations for professional behavior, interactions, demeanor, language, and/or dress will be removed from student teaching placements and may not be allowed an alternative placement or continuation in the program.

A *minimum* of three weeks of full time teaching responsibilities during student teaching is required in all full-time student teaching placements.

Student teachers follow the calendar of their cooperating school for vacation and holidays, instead of the Westminster College calendar. THE EXCEPTION TO THIS is that in the extraordinary and pre-approved instance of a student teacher being concurrently enrolled in an evening course, the student/student teacher is expected to attend all classes; a vacation on the cooperating school's calendar does not excuse the student from the college class. When there are conflicts or questions regarding obligations, it is the responsibility of the student teacher to ask his/her supervisor for clarification.

During the student teaching assignment, the student will participate in the professional activities of the cooperating teacher to whom she/he is assigned and in those recommended by the cooperating teacher.

Student teachers are to perform bus, lunchroom, recess and other supervision duties along with their cooperating teachers. Student teachers cannot be assigned to these duties unless they are accompanying their cooperating teachers.

Student teachers are allowed two days of absence for illness. After two days, the student must secure a doctor's excuse and must make up missed days.

Snow-days or cancellation of school for other natural or unpredictable occurrences do not have to be made up unless the total number exceeds four and/or unless the school district is holding make-up days during the student teaching time period.

Student teachers should be granted *reasonable* release time for employment interviews. Release time for interviews *must be* pre-approved by both the cooperating teacher and the college supervisor. Interviews should **not** be scheduled during the full-time teaching responsibility period.

Westminster College supervisors will consult with the cooperating teacher in the determination of the final course grade for student teaching, but the determination is the sole responsibility of the college instructor/supervisor.

Placements are usually made within a thirty-mile radius of the College.

Placements are for 13 consecutive weeks full-time in one setting and require at least 400 clock hours. Those seeking certification in physical education K-12 divide the placement between two seven-week placements. Dual Early Childhood and Elementary certification majors usually do seven weeks in two different classes.

Child Abuse Reporting
By Missouri law, all persons involved in the education of children and youth must report any "reasonable cause to suspect" abuse or neglect of a child. Suspected abuse or neglect MUST be immediately reported to the cooperating teacher and the college supervisor. The cooperating teacher and the supervisor are then responsible for reporting the suspicion to the cooperating administrator, who must then file a report with a specified agency.

Attendance
The student teacher has the same responsibility for good attendance and punctuality as that of a regularly employed teacher. Occasionally circumstances may rise, such as illness, and accident, or transportation difficulties, which delay or prevent the timely arrival of a student teacher at the assigned school. It is the student teacher's responsibility to notify the cooperating teacher and the college supervisor immediately. Failure to properly notify the required individuals will be judged as negligence of responsibility. If the student teacher is responsible for lessons or teaching for the full day, the student teacher must arrange for needed materials and lesson plans to be delivered to the school at the beginning of the school day.

In exceptional cases, full or partial day absences due to conflicting or long standing obligations are allowed. The student teacher is expected to notify the cooperating teacher and obtain approval from the college supervisor well in advance of the absence. The student teacher is expected to plan in advance with the cooperating teacher. Lesson plans and materials for which the student teacher has responsibility should be left with the cooperating teacher. It is the student teacher's responsibility to deliver such materials in a timely manner to the cooperating teacher if they are not present in the school. Absence for such days must be made up.

School Policies

All student teachers are expected to follow the policies of the cooperating school. Policies may include:
- arrival and departure times
- call-in procedures to report tardiness or absence
- use of the teacher's lounge
- use of equipment, supplies and school property
- confidentially of materials and information
- all school discipline and management programs
- health, safety, and welfare procedures

Failure to comply with school policies and expectations could result in termination of the student teaching placement.

Instructional materials

Textbooks, literature books, manuals and other instructional materials may be loaned to the student teacher by the school, school district, college, college faculty, or others for use during student teaching. The student teacher is obligated to keep all such materials in good condition and to return them to the appropriate sources at the end of the placement period. Materials damaged, lost, or destroyed must be repaired/replaced by the student teacher.

Westminster College Students' Rights

As with any other Westminster College course, students have the right to appeal grades in student teaching pursuant to the procedures outlined in the current Student Life Handbook.

Part V
Required Student Teaching Activities

In-process Teaching/Learning Portfolio
Development of the MO PTA is an integral part of EDU 490 Educational Seminar. Information distributed and discussed in EDU 490 contains guidelines for format and inclusions. Information on MO PTA can be found at office@mopta.org.

Student Teaching Experience Records
You should record how your time is spent in two ways: 1) during the school day and 2) with whom besides your cooperating teacher and staff and your students.

You should keep track of the number of hours spent daily on-site in observation, preparation, participation, and evaluation at the assigned placement. Do not record time spent before or after the official school day. Preparation time refers to time spent learning classroom and school procedures; engaging in professional development; researching in order to prepare lesson; lesson, materials, equipment or classroom preparation, etc. Observation time refers to the time spent watching others directing learning activities and for time spent observing students taking part in classroom activities. Participation time refers to direct contact with a student or students within the school/learning context.
Evaluation time refers to time spend evaluating students' work and behavior and your own teaching, including conference times with the cooperating teacher and the college supervisor.

You may write the times spent each day in your planning book and then transfer and summarize the hours at mid-experience and final evaluation times. For example, notation on a day during the second week may look like this:
> Preparation time = 1
> Observation time = 2
> Participation time = 2
> Evaluation time = 1

You should keep a log of meetings with parents, special education personnel, special program or project personnel, community members, principals, counselors, psychologists, reading specialists, learning disabilities specialists, speech specialists, school social workers, school secretary, school custodian,
school nurse, food service personnel and others. You should record the day and time, with whom the meeting took place, and the purpose or content of the meeting. For example, entries might look like this:

3/2/10   2:00 pm   J. Blane, Occupational therapist   Implementing Jane S's IEP

3/4/10   5:00 pm   F. Gale, Gale Lumber and Building Supplies discarded wood *for* class project

　　　　　　　　Asked for discarded wood for class project

Focus on One Student, Case Study
Pay focused observational attention to one student throughout your placement. Collect anecdotes and   record behaviors and actions that shows the student's developmental levels. What does the student do which tells you information about his or her background, feelings, academic initiative, social relationships with others, etc.? Record anecdotes and observations in your reflective journal (described below) and be prepared to share incidents and thoughts during EDU 490 meetings. You will analyze this data and share it in your exit interview at the end of student teaching.

Daily Plan Book (including information for a substitute teacher)
Use a lesson plan or daily planning book like your cooperating teacher uses. Usually these books are marked off in squares indicating times and days. They allow room to write only a summary of information pertaining to planning, etc., description of activities, titles of texts or sections assigned pages, special reminders, etc. Remember to record your preparations, observation, participation and evaluation times each day.

Your daily planning book should have a section (which you may have to add) with information that a substitute teacher would need. Include the following in this section:
- seating chart
- daily schedule
- attendance, lunch, discipline forms
- list of duties such as bus, hall, detention, recess, lunchroom and their schedule-emergency plans for fire, weather, etc., alerts
- any pertinent information needed for managing special needs of students
- information about activities and games which might be used with students should time and circumstances permit

Lessons Plans
You must plan for your instructional activities in similar format as your cooperating teacher. These plans are to be shared with and critiqued by the cooperating teacher. The college supervisor will ask for a specific, detailed plan when he/she comes for a

scheduled observation. They should be kept in a folder or other organizer and be immediately available.

You may adopt the format used by the cooperating teacher if it includes the specified format items. Lesson plan formats may vary depending on the students, the setting, and the instructional strategies to be used. Adopt a form appropriate to a specific lesson. Each lesson plan must include the following: objective(s), background of students on which the lesson builds, expected duration of lesson, materials/equipment/resources, activities/procedures/content, special adaptations, evaluation/reflection, and reference to State Standard and/or other standard or curriculum objective the lesson is designed to meet.

Begin each lesson plan with the following information: Your name, date of lesson, name of school, grade, subject, time, number of students.

Key elements of successful lesson planning include:
- knowing what students already know
- determining what student should know and be able to do at the conclusion of the lesson
- designing appropriate instructional strategies for achieving intended outcomes; this includes adapting or modifying lessons for some students and carefully considering any diversity factors
- describing how students will evaluate their learning, how you will assess their learning and how you'll evaluate the lesson and your teaching

Unit Planning Requirements

Elementary and middle school student teachers are to develop and teach two units, in different subjects, each of which lasts minimally a week. Units developed in previous course work may be revised and adapted or new units may be developed. One of the units should be from language arts, social studies, science, or math. The other unit may be from language arts, social studies, science, math, or art, music, movement, health and safety. Middle school students may negotiate the requirement for two subjects depending on their assigned placement.

Secondary student teachers are required to develop at least two units: one content specific and one integrated unit. In placements where this is not possible, the supervisor should be consulted about alternatives.

Unit plans should be done with careful consideration of students' needs, sequence of topics, available materials and environment, and teaching methodology. It takes NO

creativity to ONLY be a "textbook teacher," "a down-loader from the Net," or "replaceable by the CD"; student teachers are to be creative and innovative in the classroom. Technology use should be relevant and appropriate.

Student teachers are to share plans with their cooperating teachers for critique before delivery. Discuss the unit in daily evaluation sessions.

In developing units, consider the following: Identify the unit topic using teacher interests, student interests, text or curriculum guides, and standards. Know the students to whom the unit will be taught, taking into account ability levels, background experiences, types of groupings that are appropriate, prior experience and knowledge related to the topic.

The goal statement should explain the rationale for teaching the unit, how it contributes to the curriculum, why it is worth doing. Include references to standards the unit is designed to meet.

List instructional objectives.

Identify resources, including readings, audiovisuals, resource people, and field trips. Describe learning activities. Try to include some activities that focus on the broad areas of learning: psychomotor, affective, and cognitive.

Identify which activities will be assigned as homework, as group work or individual work, and whether activities will take place in or out of class

Identify methods of evaluation and the times they will be used.

Multiple Forms of Student Evaluation and Assessment
Keep a list of the kinds of evaluation and assessment used and the rationale for choosing the particular form for the particular learning achieved.

Record Keeping
Student teachers are expected to learn how to keep accurate and useful records of their students' progress and attendance, etc. In order to maintain consistency for school students and their parents, student teachers usually adopt the record keeping procedures used by their cooperating teachers.

Student teachers are to become active in helping to keep records of various kinds. During lessons/units and/or full responsibility teaching, student teachers are responsible for keeping all records.

Student teachers should be able to discuss the strengths and concerns they have about the methods employed and be able to discuss revisions they would make and why.

Reflective Journal
Student teachers are expected to maintain a reflective journal or log during the entire student teaching experience. At least weekly Moodle entries are also required as EDU 490 class assignments. Daily notes are usually made and then a weekly summary is written in the journal. The journal may be word-processed or it may be handwritten in a notebook. One possible format for each weeks entry is:
- inclusive dates
- what was going on, e.g., topics, subjects, unit, etc.
- elaboration of significant events
- reflection, analysis of events
- plans, revisions, etc.
- what was learned

Bulletin Board or Visual Display
Each student teacher is required to create and display at least one bulletin board or visual display related to and appropriate to the placement. This display should be photographed and incorporated into the student teacher's exit interview.

Technology Use
Depending on the resources of the assignment placement, each student teacher is to incorporate technology into lessons whenever it is sensible an expedient to do so. Possibilities include the use of AV materials, Internet research, development of PowerPoint presentations, and development of Smart Board lessons.

Student Teacher Self-Evaluation
Each student teacher is to complete a mid-experience and final self-evaluation. This form is the same as the form used by the cooperating teacher. Such written evaluations are to be completed for the mid-experience and final evaluation conferences and may serve as a basis for discussion.

Collection of Student Teacher Evaluation Data from Students, Parents and Others

Part of the data used as a reflective practitioner will be the official and informal evaluation and other information received from students, their parents, and others who are affected by the student teacher's practice. Student teachers should keep notes, letters, anecdotal records of phone calls, or chance meetings in which another person has given feedback on their teaching. An example of an evaluation that may be revised and used with students whom the student teacher has worked with is at the back of this handbook.

Exit Survey

Student teachers are asked to evaluate their experience as a basis for program improvement. These surveys serve as a basis for program improvement.

Exit Interview

As a requirement of EDU 490, Educational Seminar, each graduating student must arrange for a formal exit interview and conference. The student's professional portfolio is presented to the Teacher Education Program faculty and students. Cooperating teachers are also invited and encouraged to attend if possible.

MOPTA

The MOPTA, Missouri Pre-Service Teacher Assessment is to be taken in EDU 490. The cost is 275.00 dollars and is offered by Education Testing Services (ETS).

Evaluation Forms

On the following pages the form for mid-term and final student teaching evaluation is presented. The student teacher is responsible for making copies for themselves and their cooperating teachers at the appropriate times prior to mid-term and final conferences with the Westminster Supervisor. The student teacher should fill one form out on their self, and give one to the cooperating teacher to also fill out. During the conference, the supervisor will compare the two forms, to see if the cooperating teacher and student teacher are agreeing on progress made.

There is a Program Evaluation form for the cooperating teacher to fill out after the student teacher is finished, as well as possible items for Evaluation of the Student teacher by students. The last form is one the Student Teacher fills out on Program evaluation after the student teaching experience is complete.

MEES (Missouri Educator Evaluation System) - to be completed by building administrator, cooperating teacher, and college supervisor. The MEES was adopted by DESE in 2014 as the official evaluation of student teachers.

Teacher Candidate Summative Assessment

Teacher Candidate: _____ Student ID: _____ University Supervisor: _____ Date_____

School: _____ Cooperating Teacher _____ Subject/Grade: _____

Definition of Rating Descriptors
Candidate – 0: the teacher candidate is prepared and possesses the necessary knowledge but does not demonstrate the performance
Emerging – 1: the teacher candidate is prepared and possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level
Emerging – 2: the teacher candidate is prepared, possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level
Developing – 3: the teacher candidate is prepared, demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level

Standard #1: Content Knowledge Aligned with Appropriate Instruction	MoPTA Task	Candidate 0	Emerging 1	Emerging 2	Developing 3
1.1 Content Knowledge and Academic Language	4	☐	☐	☐	☐
1.2 Student Engagement in Subject Matter	3, 4	☐	☐	☐	☐
Standard #1 Comments:					

Standard #2: Student Learning Growth and Development	MoPTA Task	Candidate 0	Emerging 1	Emerging 2	Developing 3
2.4 Differentiated Lesson Design	1, 2, 3, 4	☐	☐	☐	☐
Standard #2 Comments:					

Standard #3: Curriculum Implementation	MoPTA Task	Candidate 0	Emerging 1	Emerging 2	Developing 3
3.1 Implementation of Curriculum Standards	1, 2, 3	☐	☐	☐	☐
3.2 Lessons for Diverse Learners	3, 4	☐	☐	☐	☐
Standard #3 Comments: :					

Standard #4: Critical Thinking	MoPTA Task	Candidate 0	Emerging 1	Emerging 2	Developing 3
4.1 Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking	3, 4	☐	☐	☐	☐

Standard #4 Comments: :

Standard #5: Positive Classroom Environment	MoPTA Task	Candidate 0	Emerging 1	Emerging 2	Developing 3
5.1 Classroom Management Techniques	1, 4	☐	☐	☐	☐
5.2 Management of Time, Space, Transitions, and Activities	4	☐	☐	☐	☐
5.3 Classroom, School, and Community Culture	1	☐	☐	☐	☐

Standard #5 Comments: :

Standard #6: Effective Communication	MoPTA Task	Candidate 0	Emerging 1	Emerging 2	Developing 3
6.1 Verbal and Non-Verbal Communication	4	☐	☐	☐	☐

Standard #6 Comments: :

Standard #7: Student Assessment and Data Analysis	MoPTA Task	Candidate 0	Emerging 1	Emerging 2	Developing 3
7.1 Effective Use of Assessments	2, 4	☐	☐	☐	☐
7.2 Assessment Data to Improve Learning	1, 2	☐	☐	☐	☐
7.5 Communication of Student Progress and Maintaining Records	2	☐	☐	☐	☐

Standard #7 Comments: :

Standard #8: Professionalism	MoPTA Task	Candidate 0	Emerging 1	Emerging 2	Developing 3
8.1 Self-Assessment and Improvement	2, 3, 4	☐	☐	☐	☐

Standard #8 Comments: :

Standard #9: Professional Collaboration	MoPTA Task	Candidate 0	Emerging 1	Emerging 2	Developing 3
9.1 Induction and Collegial Activities	4	☐	☐	☐	☐
9.3 Cooperative Partnerships in Support of Student Learning	1, 2, 4	☐	☐	☐	☐

Standard #9 Comments: :

Summative Comments/Observations:

Targets for Professional Development (Address all standards marked "Candidate – 0 or Emerging – 1"):

_____
Grade

_____   _____   _____   _____
Teacher Candidate Signature   Date   University Supervisor Signature   Date

                                                                                                   _____   _____
                                                                                                   Cooperating Teacher Signature   Date

Teacher Candidate Evaluation Form by the Building Administrator

(To be completed by a Building Administrator at the end of the Clinical Experience)

Standard 1: Content knowledge aligned with appropriate instruction.   **Quality Indicator 1.2 Score** [ ]

1.2 Student engagement in subject matter			
1C2) The **teacher candidate** demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.	1E2) The **emerging teacher** chooses from multiple sources to engage student interest and activity in the content.		1D2) The **developing teacher** also uses a variety of differentiated instructional strategies which purposefully engage students in content.
Evidence *Is knowledgeable of different strategies that result in increased levels of student engagement*	*Evidence of Practice* *Use various engagement strategies to maintain student interest* ***Evidence of Impact*** *Students are interested and engaged in the content*		*Evidence of Practice* *Uses engagement strategies to increase students' levels of interest and activity* ***Evidence of Impact*** *Students' engagement causes content knowledge to advance*
Possible Observable Data *-Is knowledgeable on how to assess student engagement while in the process of instruction* *-Familiarity with possible strategies for building student engagement* *-Understands different strategies for adjusting pacing to enhance student engagement*	*Possible Observable Data* *-Implementation of strategies that prompt engagement by most students* *-Some variance in pacing that generally captures student interest and attention* *-Most but not all students visibly paying attention* *-Most but not all students providing accurate responses*	*Possible Observable Data* *-Scanning of room regularly to identify low engagement* *-Consistent use of strategies to prompt engagement by all students* *-Variance in pacing that enhances student interest and attention* *-Students visibly paying attention* *-Students providing accurate responses*	*Possible Observable Data* *-Scans room consistently, identifies low engagement, and promptly uses strategies that result in an increase of student engagement* *-Effectively uses pacing and other engagement strategies that result in higher levels of student interest and participation* *-Evidence that higher levels of engagement result in increased learning* *-Students accurate responses reflect deeper learning and retention of content*
Candidate - 0	**Emerging - 1**	**Emerging – 2**	**Developing – 3**

Standard 2: Student Learning, Growth and Development   **Quality Indicator 2.4 Score** [ ]

2.4 Differentiated lesson design			
2C4) The **teacher candidate** recognizes diversity and the impact it has on education.	2E4) The **emerging teacher** designs and implements instruction that considers the needs of students.		2D4) The **developing teacher** also designs and implements instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment.
Evidence *Is knowledgeable about the significance of student differences and how varying lessons and activities can address those differences*	*Evidence of Commitment* *Designs lessons and activities based on the unique needs of students* *Evidence of Practice* *Can articulate important characteristics and needs of students as they apply to learning* *Evidence of Impact* *Students appear to exhibit positive rapport with the teacher and are generally motivated to learn*		*Evidence of Commitment* *Lesson design and plans for instruction demonstrate respect and value for each student* *Evidence of Practice* *Highlights unique attributes of individual students as a part of classroom instruction and learning* *Evidence of Impact* *Students perceive they are respected, valued and are encouraged to learn*
Possible Observable Data *-Can characterize various types of student differences and their potential impact on student learning* *-Understands the role that assessment plays in identifying student differences* *-Is knowledgeable about possible ways to adjust instruction based on student differences*	*Possible Observable Data* *-Lessons and activities include the occasional use of informal and formal assessment to determine student needs* *-Can describe particular learning characteristics of some students* *-Some adjustments made to instruction to address variations in student learning* *-Student confusion and struggling is sometimes resolved* *-Students respond mostly to teachers' instruction and appear motivated*	*Possible Observable Data* *- Lessons and activities include the frequent use of informal and formal assessment to determine student needs* *- Can describe particular learning characteristics of most students* *-Adjustments routinely made to instruction to address variations in student learning* *-Student confusion and struggling is resolved* *-Students visibly respond to teachers' instruction and appear motivated*	*Possible Observable Data* *-Lesson design and activities communicate respect and value for each student by addressing their unique needs* *-Instructional strategies link to the different needs and attributes of students in the class to address variations in student learning* *-Student perception reflects a feeling that the teacher cares and respects them* *-Students actively respond to the encouragement to learn* *-Evidence that students learn at higher levels based on the teacher addressing particular learning needs*
Candidate - 0	**Emerging - 1**	**Emerging – 2**	**Developing – 3**

Standard 5: Positive Classroom Environment   **Quality Indicator 5.1 Score** [ ]

5.1 Classroom management techniques			
5C1) The **teacher candidate** knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using this to promote student interest and learning.	5E1) The **emerging teacher** demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.		5D1) The **developing teacher** also uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.
Evidence *Is knowledgeable about various strategies and techniques for managing student behavior in the classroom*	*Evidence of Commitment* *Classroom artifacts (posted rules and protocols) support effective techniques* *Evidence of Practice* *Engages in techniques to manage behavior in the classroom* *Evidence of Impact* *Student misbehavior is addressed*		*Evidence of Commitment* *Artifacts include strategies for addressing misbehavior* *Evidence of Practice* *Techniques address misbehavior promptly and positively allowing instruction to continue* *Evidence of Impact* *Student misbehavior is addressed promptly and positively allowing instruction to continue*
Possible Observable Data -Understands how teacher movement around the classroom can be used to manage student behavior - Has developed verbal and non-verbal signals as a means for managing student behavior -Understands the importance of exhibiting calm and in-control behavior at all times	*Possible Observable Data* -Frequent movement around the room to monitor and manage student behavior -Misbehavior is generally addressed when it occurs - Verbal and non-verbal signals generally management behavior -Teacher response and demeanor is generally calm and in control -Students generally respond quickly to prompts and directions	*Possible Observable Data* -Efficient and effective movement around the room to monitor and manage student behavior -Misbehavior is addressed quickly when it occurs -Effective use of verbal and non-verbal signals as a management technique -Teacher demonstrates calm, controlled behavior -Students respond quickly to prompts and directions	*Possible Observable Data* -Techniques are demonstrated that address misbehavior immediately when it occurs -Teacher addresses misbehavior positively to retain respect and value for the student -The process of instruction is uninterrupted by student misbehavior -Students demonstrate an awareness of the expectations of the teacher
Candidate - 0	**Emerging - 1**	**Emerging – 2**	**Developing – 3**

7.2 Assessment data to improve learning			
7C2) The **teacher candidate** has knowledge of how data can be accessed, analyzed, and appropriately used to design instruction and improve learning activities.	7E2) The **emerging teacher** demonstrates basic strategies for accessing, analyzing and appropriately using information and assessment results to improve learning activities.		7D2) The **developing teacher** also reviews student trend data and growth in learning through a comparison of student work (i.e. pre-/post- test results or similar mechanisms) to inform instructional decisions.
Evidence *Understands the importance of data for instructional planning and decision-making*	*Evidence of Practice* *Collects data information and assessment results for instructional planning and decision-making* *Evidence of Impact* *Students engage in learning goals that advance mastery of content*		*Evidence of Practice* *Uses pre and post results or other comparison data to confirm growth in learning and impact future instructional decisions* *Evidence of Impact* *Individual students and the whole class advance in their learning*
Possible Observable Data -Is knowledgeable of different ways to gather and analyze assessment data -Understands the process for using informal and formal assessment to inform modifications to the instructional process	*Possible Observable Data* -Assessment data sometimes informs changes to instructional plans and activities -Informal and formal assessment data sometimes result in adjustments to learning activities -Student mastery of content sometimes improves as a result to adjustments made to instruction based on data	*Possible Observable Data* -Assessment data consistently informs changes to instructional plans and activities -Informal and formal assessment data consistently create adjustments to learning activities - Student mastery of content frequently improves as a result to adjustments made to instruction based on data	*Possible Observable Data* -Student growth data using a variety of different means of assessment is used to determine trend data -Trend data reveals positive growth in student learning -Pre-and Post Tests are used to determine the extent of student growth -Teacher has some type of mechanism or structure for tracking trend data or changes in student growth
Candidate - 0	**Emerging - 1**	**Emerging – 2**	**Developing – 3**

Final Summative Scores for the Teacher Candidate by the Building Administrator

Comments:

Quality Indicators	Score
1.2 Student engagement in subject matter	
2.4 Differentiated lesson design	
5.1 Classroom management techniques	
7.2 Assessment data to improve learning	
TOTAL SCORE	
AVERAGE SCORE PER INDICATOR (total score / 4)	

Tabulating Final Scores for the Teacher Candidate

(To be completed at the end of the Clinical Experience)

Quality Indicators	Scores			
	Cooperating Teacher	University Supervisor	Building Administrator	Average Score Per Indicator
1.1 Content knowledge and academic language				
1.2 Student engagement in subject matter				
2.4 Differentiated lesson design				
3.1 Implementation of curriculum standards				
3.2 Lessons for diverse learners				
4.1 Student engagement in critical thinking				
5.1 Classroom management techniques				
5.2 Management of time, space, transitions, and activities				
5.3 Classroom, school & community culture				
6.1 Verbal, nonverbal communication				
7.1 Effective use of assessments				
7.2 Assessment data to improve learning				
7.5 Communication of student progress and maintaining records				
8.1 Self assessment & improvement				
9.1 Induction & collegial activities				
9.3 Professional Collaboration				
TOTAL SCORE				
AVERAGE SCORE PER INDICATOR (total score / 16)				

Form **W-9**
(Rev. August 2013)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer
Identification Number and Certification

Give Form to the requester. Do not send to the IRS.

Print or type
See Specific Instructions on page 2

Name (as shown on your income tax return)

Business name/disregarded entity name, if different from above

Check appropriate box for federal tax classification:

☐ Individual/sole proprietor   ☐ C Corporation   ☐ S Corporation   ☐ Partnership   ☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ _____

☐ Other (see instructions) ▶

Exemptions (see instructions):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

Address (number, street, and apt. or suite no.)

Requester's name and address (optional)

City, state, and ZIP code

List account number(s) here (optional)

Part I   Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on the "Name" line to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Social security number

[ ][ ][ ] - [ ][ ] - [ ][ ][ ][ ]

Employer identification number

[ ][ ] - [ ][ ][ ][ ][ ][ ]

Part II   Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and

2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and

3. I am a U.S. citizen or other U.S. person (defined below), and

4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

Sign Here   Signature of U.S. person ▶   Date ▶

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. The IRS has created a page on IRS.gov for information about Form W-9, at *www.irs.gov/w9*. Information about any future developments affecting Form W-9 (such as legislation enacted after we release it) will be posted on that page.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, payments made to you in settlement of payment card and third party network transactions, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),

2. Certify that you are not subject to backup withholding, or

3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the

withholding tax on foreign partners' share of effectively connected income, and

4. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct.

Note. If you are a U.S. person and a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

• An individual who is a U.S. citizen or U.S. resident alien,

• A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,

• An estate (other than a foreign estate), or

• A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax under section 1446 on any foreign partners' share of effectively connected taxable income from such business. Further, in certain cases where a Form W-9 has not been received, the rules under section 1446 require a partnership to presume that a partner is a foreign person, and pay the section 1446 withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid section 1446 withholding on your share of partnership income.

Memorandum of Understanding
Missouri Standards for the Preparation of Education
Standard #3 – Field & Clinical Experiences

WESTMINSTER COLLEGE
TEACHER EDUCATION PROGRAM

The Teacher as an Inquiring Professional

Westminster College Department of Education

Statutory Authority and Administrative Rule for Pre-service Teachers and/or Interns

References to the status of pre-service teachers and/or interns can be found in the following statutes and administrative rules:

- Missouri Statutes
  - RSMo 161.092 – Powers and Duties of State Board
  - RSMo 161.097 – Evaluation of Teacher Education Programs
  - RSMo 168.021 – Issuances of Teachers' Licenses
- Missouri Administrative Rules
  - 5 CSR 20-400.330 – Clinical Experience Requirements for Candidates in Professional Education Programs

Scope of the Agreement

This Memorandum of Understanding (MOU) outlines various aspects of field and clinical experiences for initial and advanced certification programs. The roles and responsibilities of the candidate , the educator preparation program, and the PK-12 schools are outlined in the MOU. The MOU should be reviewed annually. The MOU establishes a common set of expectations for all field and clinical experiences. As always, the PK-12 schools and educator preparation programs may establish higher expectations for candidates and themselves.

Introduction & Development of MoSPE

The Missouri Standards for the Preparation of Educators (MoSPE) was approved by the Missouri State Board of Education on November 27, 2012 and replaced the Missouri Standards for Teacher Education Programs (MoSTEP). MoSPE was developed by a stakeholder work group of over 120 educators representing PK-12 schools, educator preparation programs, and professional associations.

MoSPE established the following six standards: 1) Academics, 2) Design & Assessment, 3) Field & Clinical Experiences, 4) Candidates, 5) Faculty, and 6) Operations & Resources. There was a stakeholder work group for each standard. The largest stakeholder work group was Field & Clinical Experiences. This 42 member work group was co-chaired by a representative from the PK-12 schools and a representative from an educator preparation program.

The Field & Clinical Experiences work group identified 8 questions that were vetted in a series of meetings held at the Regional Professional Development Centers. The 8 questions were also included in a survey that garnered responses from 999 PK-12 and educator preparation faculty.

Those statements were:
1. What is the responsibility of the P-12 districts in the preparation of student teachers?
2. What qualifications/characteristics should be required for someone to host a student teacher?
3. What qualifications/characteristics should be required for someone to be a university supervisor?
4. Should student teachers be evaluated using the same tools as practicing teachers?
5. Should there be some consistency among the expectations for student teachers/cooperating teacher for all Missouri colleges/universities?
6. How often should student teachers, cooperating teachers, and university supervisors meet during an assignment of 12 weeks? 16 weeks?
7. What type(s) of compensation should cooperating teachers receive for their services?
8. What should be included in an orientation with student teachers and cooperating teachers?

The results of regional meetings and surveys were incorporated into the development of Standard 3 – Field & Clinical Experiences and are also the cornerstone for the development of this Memorandum of Understanding.

Placement

Candidates must be placed in school/classroom settings within the grade range and content area(s) that aligns with the certification program they are exploring and/or certification area. Educator preparation programs must include their alignment to the Entry, Mid-Level, and Culminating Experiences established in Standard 3. There is an expectation that pre-service students in their first field experience are placed with teachers that have a minimum of three years of PK-12 experience. Pre-service teachers at the mid-level experience and culminating student teaching experience should be placed with a cooperating teacher who has a minimum of five years of experience in PK-12 schools. In addition to having five years teaching experience, cooperating teachers at the culminating level should hold a Master's Degree.

Assignment

Research has indicated that one of the most important aspects in educator preparation in the assignment of cooperating teachers and/or on-site internship supervisors. Every student teacher deserves the best cooperating teacher; every cooperating teacher deserves the best student teacher; every student teacher and cooperating teacher deserves the best educator preparation program supervisor. Each school site should also present a nurturing environment. Guidelines for assignment of cooperating teachers, on-site supervisors, and program supervisors are found in Standard 3. The early level and mid-level field experiences require 30 and 45 clock hours of interaction with PK-12 students. Westminster College required a minimum of 13 weeks of student teaching. While student teaching, students are enrolled in an Education Seminar course. The Education Seminar provides the student teachers the opportunity to communicate the progression of their student teaching experience.

Background & Security Checks Procedures

Teachers being placed for their early, mid-level, and culminating experiences are required to pass a background check. The background check for the early and mid-level students is conducted using the Family Care Safety Registry provided by the Missouri Department of Social Services. A background check occurs prior to the first day of their early field experience and again prior to their first day of the pre-service teacher's mid-level experience. For the culminating level, students are required to obtain a State of Missouri substitute certificate. To obtain a substitute certificate, pre-service teachers are required to undergo a thorough FBI background check.

Liability Insurance

All students working in PK-12 settings are required to have liability insurance. The liability insurance is through MSTA or NEA.

Duration, Change of Assignment, and Termination

The early and mid-level field experiences require pre-service teacher to serve respectively 30 and 45 hours in the PK-12 school. The pre-service teacher should be placed in a classroom respective to the pre-service teacher's certification level and content area. Student teachers are required to serve a minimum of 13 weeks in one

placement site.   Dual placement sites (example: 6 weeks in two different classrooms) are not allowed. Students can be removed from, or be required to change, assignments in their field and/or clinical experiences by the building superintendent, principal, cooperating teacher, the chair of education, or the field and clinical supervisor.

Orientation for Pre-Service Teachers, Cooperating Teachers, Interns, and On-Site Supervisors

The semester prior to their student teaching experience, a student teacher and his/her field supervisor receive an orientation session. At this informational session, student teachers and their supervisors receive the appropriate chronological expectations in the student teaching experience. Clinical supervisors are required to meet with cooperating teachers and the student teacher prior to the student teaching experience to discuss timelines and expectations.

Supervision and Evaluation of Pre-service Teachers and/or Interns

MoSPE Standard 3 requires the use of the Missouri Educator Evaluation System. Cooperating teachers, on-site supervisors, and educator program supervisors must understand and demonstrate the ability to evaluate the candidates using this performance based system of continuous improvement. The most critical component is providing feedback to the candidate in a manner that promotes growth. The results of the evaluations will become part of the candidate's Professional Competency Profile and will also be included in the aggregate on the Annual Performance Report for Educator Preparation Programs. Field and clinical supervisors will have a minimum of three years of experience in PK-12 schools and/or educator preparation. The field and clinical supervisor will hold a minimum of a Master's Degree. Clinical supervisors will have weekly communication with the cooperating teacher. The cooperating teacher at the mid-level experience evaluates the pre-service teacher's ability to teach effectively, and the pre-service teacher's disposition to teach.

Compensation

Cooperating teachers will receive an honorarium of $200 at the finish of the student teaching experience. Student teachers can be compensated for substitute teaching while doing their student teaching experience. Student teachers can only count a maximum of five days of substituting toward their student teaching experience given that the substituting occurs in the cooperating teacher's classroom. Student teachers cannot count substituting towards student teaching if it occurs in a classroom other than the cooperating teacher's classroom. If the school decides to use a substitute teacher other than the student teacher, the substitute teacher must meet the minimum requirements as defined by MOSPE Standard 3/cooperating teachers.

Missouri Standards for the Preparation of Educators (MoSPE)

Program Standard 3 – Field & Clinical Experiences: Field and clinical experiences, offered in collaboration with PK-12 schools, support the development of educators.

A. Clinically based educator preparation creates varied and extensive opportunities for candidates to connect what they learn with the challenge of using it, while under the expert tutelage of skilled clinical educators. Candidates blend practitioner knowledge with academic knowledge as they learn by doing. They refine their practice in the light of new knowledge acquired and data gathered about whether their students are learning. A close partnership must exist between educator preparation providers and school districts to better serve prospective educators and the students they teach.

B. Educator preparation programs shall use the Missouri Educator Evaluator System to measure the effectiveness of their candidates.

C. Initial field and clinical experiences shall be divided into three developmental levels: Early, Mid-Level and Culminating. The requirements for cooperating teachers and university supervisors shall vary for each developmental level.

Developmental Levels for Initial Field & Clinical Experiences			
Levels and Definitions	**Early Level**	**Mid-Level**	**Culminating Level**
	Observations & Limited Experiences with Students	Observations & Structured Experiences with Students	Student Teaching in Collaboration with Cooperating Teacher
Length	30 Clock Hours	45 Clock Hours	Minimum of 12 Weeks
Cooperating Teachers	Minimum of 3 Years of PK-12 Teaching Experience		
	Minimum Degree Requirement		
	Bachelors Degree		Masters Degree
	Processes & Requirements		
	State Approved Certification in the Content Area & Grade Range		
Field & Clinical Supervisors	Minimum Years of Experience		
	Minimum of 3 Years of Experience in PK-12 Schools and/or Educator Preparation	Minimum of 5 Years of Experience In PK-12 Schools and/or Educator Preparation	
	Minimum Degree Requirement		
	Masters Degree	Masters Degree +	Masters Degree +
	General Practitioner	PK-12 Knowledge & Expertise Students, Content, and/or Pedagogy	

	2-3 Years Experience in PK-12 Schools and/or Educator Preparation	3 to 5 Years of Experience in PK-12 Schools and/or Educator Preparation
	Ability to Interact, Mentor, Communicate with Students and On-Site Supervisors	
	Number of Contacts & Observations	
		Weekly Contact with Student Teachers and Cooperating Teachers
		One Observation Every Two or Three Weeks

D. Field experiences may be of an exploratory nature with planning and involvement of the PK-12 school partnerships. Clinical experiences shall be accomplished within the grade range(s) and certification area(s) sought by the candidates.

E. Educator preparation programs and school districts shall provide regularly scheduled Orientation Sessions for student teachers, cooperating teachers, interns, on-site school supervisors, school site administrators, university faculty/supervisors and other members of the school and community.

F. School sites shall be carefully selected and the appropriate level of participation shall be determined collaboratively.

Site Requirements for Field & Clinical Experiences by Developmental Levels		
Initial Certification		
Early Level	Mid-Level	Culminating Level
Initial Participation	Involvement of the Candidate determined by MOU	
School principal has knowledge of the candidates and the educators who will be hosting the candidates.		District or School Principal Identifies Educators eligible to host student teachers according to the definitions on the department website

G. Educator preparation programs shall work in collaboration with the department to explore clinical models that increase the level of collaboration between PK-12 schools.

H. Educator preparation programs must have a written policy to permit alternative clinical practice for candidates in lieu of conventional student teaching in accordance with Mo. Rev. Stat. § 168.400 (2005) and Mo. Code Regs. 5 CSR 20-400.330.

Possible Items for Evaluation of the Student Teacher
By Students of the Cooperating School

You, the student teacher, are encouraged to have your students evaluate you at the end of the semester. Ask students to respond "yes," "no," or "not sure" to items chosen or modified from the list below. Assure them their responses will be anonymous.

Possible items for primary grades:

My student teacher, _____:
> helps me learn reading, writing, math, science, art, music, social studies, drama, play, etc.
> helps me learn how to be a problem solver
> helps me learn how to get along better with others
> cares about me and wants me to be successful
> is happy when I learn things
> listens to me and has time *for* me
> knows what I like to do and am interested in
> knows where to find materials to help me learn
> knows how to help me learn material that is not easy *for* me
> helps me get my work done on time
> helps me understand and follow our rules
> makes being in class comfortable and fun
> treats us all fairly

Possible items for intermediate/middle school grades:

My student teacher, _____:
> obviously prepares for class
> returns homework promptly so it can help me
> helps me learn self-responsibility
> is fair
> has time to listen to me and is interested in me personally
> explains decisions and events to me
> helps individualize learning
> helps us understand, create and follow rules
> makes coming to school/class worthwhile and pleasant
> appears to enjoy teaching
> has extra materials and resources to help us learn
> tries new things in teaching
> tries to make learning exciting and meaningful
> encourages me to think creatively and critically and to problem solve
> gives me extra help if I need it
> demonstrates the importance of out of school life
> demonstrates interest in my family
> encourage student led talk and discussions of topics

Possible items for middle school/junior high and high school:

My student teacher, _____:

        is well prepared for class
        returns homework and tests in a timely fashion
        returns homework and test with helpful comments
        likes student questions and participation during presentations
        is fair
        is interested in me as person and cares about me
        tries to understand my feelings and views
        has a sense of humor
        makes me feel good about my academic and social accomplishments
        has helped me learn
        is professional
        demonstrates important ways to live a life
        wants me to be successful
        knows my interests
        has or knows where to get materials and resources to help me learn
        makes learning interesting
        maintains a good learning environment

Westminster College
Program Evaluation by Cooperating Teacher

We seek perceptions of our program from other professionals. As one who has worked closely with one or more of our students and our faculty, your evaluations are particularly valuable to us. Thank you.

Please indicate your responses to each item as follows:

        SA = Strongly Agree
         A = Agree
         U = Undecided
         D = Disagree
       SD = Strongly Disagree

Please feel free to add written comments to expand or clarify a response.

_____ The student teacher demonstrated appropriate academic preparation

_____ The level of communication among the student teacher, the college supervisor, and me was appropriate.

_____ I felt welcome to communicate with the college supervisor any time about any aspect of the student teaching experience.

_____ The range of activities and experiences required of the student teacher was appropriate.

_____ Information received from Westminster College was appropriate.

_____ The length of the student teacher's assignment was appropriate.

_____ Expectations and requirements of me, the cooperating teacher, were reasonable.

_____ I am willing to work with another student teacher from Westminster College.

Comments:

Please return form to Rikka Brown – WH 42

Westminster College Teacher Education Program

Student Teaching Program Evaluation
By Westminster Student
Exit Form

Today's Date:

Student's Name

Social Security Number:

Date of Graduation:

Cooperating School and Grade/Subject:

Cooperating Teacher's Name:

Supervisor's Name

Your evaluation of your student teaching preparation and experience are very important to us. Please respond to the items below. You are welcome to make additional comments to expand or clarify your ratings. Thank you.

Rating Scale: SA = Strongly Agree
               A = Agree
               U = Undecided
               D = Disagree
           NA = Does not apply

My cooperating teacher:
_____ was aware of the requirements I had to fulfill in student teaching.
_____ familiarized me with school procedures.
_____ made me feel like a contributing member in the classroom.
_____ and I communicated comfortably and openly.
_____ demonstrated a variety of teaching strategies.
_____ demonstrated a variety of effective classroom management strategies.
_____ daily talked with me about what went on in the classroom and about my teaching.
_____ encouraged me to be independent.
_____ was helpful to me in instructional planning.
_____ was helpful to me in terms of suggesting management techniques.
_____ gradually phased me into assuming complete classroom responsibilities.
_____ allowed me to assume complete classroom responsibilities.
_____ made sure I knew about faculty meetings and other professional meetings.
_____ I would recommend to a fellow student.

My college supervisor:

_____ and cooperating teacher worked together well to help me.
_____ and I were able to comfortably discuss all aspects of my student teaching.
_____ demonstrated flexibility in helping me meet demands of the school and the college.
_____ was available when I needed her.
_____ provided me with meaningful critique.
_____ helped me with lesson and unit preparation and management strategies when requested.
_____ willingly assisted me when I had difficulties with my cooperating teacher.
_____ was realistic about expectation of my performance.
_____ I would recommend my to a fellow student.

My preparation for student teaching:

_____ I feel I had the content area knowledge needed in conventional English language arts, e.g., speaking, writing, reading, to be successful.
_____ I feel I had sufficient depth of knowledge in my content areas to be a successful beginning teacher.
_____ I feel I had the needed attitudes about technology use to help me succeed.
_____ I feel my professors tried to prepare me for the workload of teaching.
_____ I feel my professors tried to present a realistic picture of teaching.
_____ I feel my field experiences were sufficient to help me succeed in student teaching.
_____ I feel I learned a variety of instructional and evaluative methods and processes which helped me succeed in student teaching.

Comments on above items:

Please make any additional comments you think will help us make our program the best possible.

Please return form to Rikka Brown –WH 42

NOTES

Up-dated: 11/4/2014