



WESTMINSTER COLLEGE
TEACHER EDUCATION PROGRAM

The Teacher as an Inquiring Professional
Westminster College Department of Education

STUDENT

TEACHING

HANDBOOK

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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 practices that serve as examples for students' future classrooms.

Collaboration with other professionals is of paramount importance in the Westminster program. 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 400 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 110 students are currently in the program, with approximately 25 graduating each year. Because of the high admission standards to both the college and the program, as well as 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 overseen 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)), English Language Arts (9-12), Spanish K-12, and

Physical Education (K-12). There is also a minor in education as well as an education curriculum studies major.

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 below.

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 (GPA) in all education and content area coursework. Students must also maintain an overall 2.75 GPA.

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

STUDENT TEACHING CHECKLIST

- _____ Overall GPA of 2.75, Content GPA of 3.0, Education GPA of 3.0.
- _____ Missouri Substitute Teaching Certificate: Copy of the certificate must be on file with Barri Bumgarner or Linda Williams.
- _____ Passed all sections of the Missouri Content Exam (Pearson). Fall student teachers must have passed the content exam by April 30th the prior semester; Spring student teachers must have passed the content exam by November 30th the prior semester.
- _____ All requests to travel outside 30 miles of Fulton must be requested 5 months prior to the start of student teaching.
- _____ Previously admitted into the Teacher Education Program (TEP).
- _____ Adequate teaching evaluations and dispositions from Education Practicum 2.
- _____ Completed all EDU and content coursework prior to student teaching experience.
- _____ Submitted a student teaching application 5 months prior to expected placement to the field and clinical supervisor.
- _____ Completion of College's transportation agreement and waiver.
- _____ Proof of carrying professional liability insurance.
- _____ Senior standing.

Once you have completed the requirements for student teaching, you will need to schedule a meeting with field and clinical coordinator for Westminster College at which time you will present evidence of completing all the student teaching requirements to Field and Clinical Coordinator – Linda Williams, 250 WH or Department Chair – Barri Bumgarner, 229 WH.

STUDENT TEACHING APPLICATION

Name: _____ Date: _____

Address: _____

Phone: _____ email: _____

Certification Area: _____

Anticipated Semester to Student Teach: _____

Requested Placement Site for Student Teaching (ex. Fulton High School): _____

Requested Teacher/Level (ex. Mr. John Smith, 8th grade science) _____

GPA _____ Requested Student Teacher Supervisor: _____

Note: Westminster College cannot guarantee a placement site outside a 30 mile radius from campus. If you wish to student teach outside a 30 mile radius, your cumulative GPA must be above 3.5. Also note that the request does not guarantee placement. Placement is dependent upon sites and supervisor availability. A request does not indicate confirmation of placement or is a guarantee for placement.

Practicum 1 teacher, location, grade level, concentration area:

Teacher: _____

Grade Level: _____

Concentration Area: _____

Practicum 2 teacher, location, grade level, concentration area:

Teacher: _____

Grade Level: _____

Concentration Area: _____

Additional details you would like to provide:

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. 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.

Placement

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.

This is the process for student teaching placement.

Factors that play a significant role in the placement process (in order):

- 1) Our relationship with the school.
- 2) The amount of time for the placement to occur.
- 3) Past placements for specific grade level and content area (good or bad).
- 4) The number of student teachers we have asked for a placement at any particular school in any given year or semester (usually 3-4 per school).
- 5) If the placement has to go through the central office or another field or clinical placement office.
- 6) The quality of our student teacher (GPA)
- 7) Family considerations of the student teacher (past issues have been money, sickness, traumatic events).
- 8) Student's personal preferences and distance with regards to budget constraints.

Students are not guaranteed their preferred placement.

If there is a serious issue with a placement, such as teacher incompetence, disrespect, or student misconduct, a new placement will be sought.

Specific placement requests (30 miles or more) must be presented to the Chair of Education one semester (in writing) prior to the placement.

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.

Part III 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.

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.

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).

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.

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.

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.

EDU 490 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.
- Completing the projects outlined in EDU 490 Educational Seminar is integral to passing the student teaching experience. Information will be distributed and discussed in EDU 490 about the evolution of the projects.

Understand and Willing to Pay the Course Lab Fee

EDU 492, 495, and 497 have a course lab fee. The lab fee is to cover supervisor travel costs and an honorarium for the cooperating teacher.

Understand and Willing to Pay for Student Teaching

Student teaching is 12 hours of college credit. The student teaching process is not a traditional college experience where students are enrolled in four, three hour courses. Instead, the classroom is an authentic environment where students learn first-hand how to prepare, manage, and teach in a classroom setting. Significant effort has been put forth by the department and the college to create this authentic learning environment.

Cooperating Teacher Responsibilities

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.

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

- 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.

Stress the importance of the professional and ethical responsibilities of the teaching profession.

- 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.

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

- 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.

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

- 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 during the 13 week student teaching experience. Student teachers can count four days of their student teaching experience as a substitute teacher so long as

the substitute teaching occurs in the cooperating teacher's classroom. The number of days allowed may vary by school district.

If a student teacher substitutes in a classroom other than the cooperating teacher's classroom for any of the four days, these days will not count toward the student teaching experience and must be made up at the end of the 13 weeks.

After the 13 week student teaching experience, but still in the same semester as the student teaching experience, the student teacher may continuously (daily, weekly, monthly) substitute teach.

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; 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 teacher will participate in professional activities with the cooperating teacher to whom she/he is assigned.

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 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 arise, 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
- confidentiality 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

Special Projects

Development of possible projects (case study, digital portfolio, bulletin boards, research work) is an integral part of EDU 490 Educational Seminar. To be recommended for certification, the candidate must complete each project as outlined during seminar.

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 spent 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:

Daily Plan Book

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 student teachers are to develop and teach at least 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 and middle school 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.

Technology Use

Depending on the resources of the assignment placement, each student teacher is to incorporate technology into lessons whenever it is sensible and 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.

Evaluation Forms

The following pages are mid-term and final student teaching forms.

The student teacher, cooperating teacher, and college supervisor must fill out independent evaluation forms for both at mid-term and the end of the semester. The building administrator is asked to fill out the administrator form.

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.

Westminster Education Department Student Teaching Policy

The Westminster Education Department places students in schools in the Fulton area, or within a thirty-mile radius of Fulton. This includes Jefferson City and Columbia.

Admission to student teaching is attained by being accepted into the Teacher Education Program and maintaining a 3.0 GPA in professional education courses and 3.0 GPA in concentration major coursework.

If a student wishes to appeal the policy of student teaching, in order to be placed in a district more than 30 miles from Westminster, they should write a request to the Director of Teacher Certification and Placement Coordinator, Dr. Barri Bumgarner. DESE Coordinator Linda Williams will also confer with Dr. Bumgarner on this request that outlines why the student teacher should be allowed to student teach in that district. This should be done at least **two** semesters prior to their student teaching, if possible. Students should also be aware that if placed in an outlying district, they would be charged the standard class tuition fee of (\$35) for each credit hour of student teaching, as well as additional mileage charges of .50 per mile, per round trip to cover supervisory costs. (Fee is subject to go up in subsequent years.)

The Department will then determine if the student is eligible to be placed in an outlying district. A GPA of at least 3.50 will be considered necessary to be placed so far off-campus. The student should also be aware that they would still be required to attend EDU 490 Student Teaching Seminar, which meets at 4:15 PM on Mondays here on campus, during the student teaching experience. For EDU 490, the student teacher is required to complete the projects as outlined.

Definition of a Program Completer from Westminster College:

A Westminster College program completer is defined as an individual who has successfully earned a degree in early childhood, elementary, middle, or secondary education with an overall GPA of 3.0 AND has completed and provided all the necessary requirements, exams, and documents for certification in the State of Missouri corresponding. Individuals earning a degree in Education Curriculum Studies are not considered program completers. Individuals who do not meet the State certification requirements are not considered program completers. Individuals who have met the Missouri requirements to obtain a teaching certificate but do not have a degree in early childhood, elementary, middle, or secondary education are not considered program completers. Any individual passing a content exam required for certification outside the content area of their degree obtained at Westminster College is not considered a program completer.

Part IV: Forms

The student teacher is evaluated approximately halfway through his or her student teaching experience and near the end of his or her student teaching experience. The student teacher is evaluated by the college supervisor, the cooperating teacher, and also performs a self-evaluation at mid-term and final. The student teacher is also evaluated by a building administrator at least once. The building administrator form is different in that it has only four standards for evaluation (1.2, 2.4, 5.1, 7.2).

Mid-evaluation

Cooperating Teacher
College Supervisor
Student Self-Evaluation

Final Evaluation

Cooperating Teacher
College Supervisor
Student Self-Evaluation
Professional Competency Profile

A complete guide and scoring rubrics to the Missouri Educator Evaluation System can be found at: <https://dese.mo.gov/educator-growth-toolbox/observations-feedback>

MEES Teacher Candidate Assessment Rubric

Standard 1: Content knowledge aligned with appropriate instruction. The teacher candidate 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.				
<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> Provides no opportunity for students to process content. Makes mistakes and/or shares misinformation when teaching content. Makes no attempt to address needed vocabulary or terminology necessary to understand content. Students are not engaged in the content. 	<ul style="list-style-type: none"> Demonstrates an awareness of possible strategies to allow students to process content. Provides students basic information about content, but unable to convey a deep understanding of the topic. Plans to introduce vocabulary and terminology, but fails to use strategies to enhance student engagement and responses. Few students are engaged in the content. 	<ul style="list-style-type: none"> Provides students with limited opportunities to process content through discussion with others. Uses accurate content knowledge to support learning. Uses limited strategies to teach academic content, vocabulary, and terminology. Some students exhibit engagement in the content. 	<ul style="list-style-type: none"> Provides students opportunities to process the content through discussion with others. Uses accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning. Uses a variety of evidence-based instructional strategies to teach academic content, vocabulary, and terminology to enhance student engagement and responses. The majority of students exhibit engagement in the content, e.g. raising hands, participating in activities, using vocabulary. 	<ul style="list-style-type: none"> Identifies low engagement and responds with strategies to increase engagement. Uses a variety of skillful questioning strategies to promote active participation and depth of student response. Facilitates a lesson in which every student in the class appears engaged for the duration of the lesson.

Representative Indicators: 1.1 Content Knowledge and 1.2 Student Engagement in Subject Matter

<p>Standard 2: Student Learning, Growth and Development. The teacher candidate understands how students learn, develop and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.</p>				
<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> Makes no attempt to differentiate content, process, product, or environment. Is unaware of students' background knowledge and/or learning needs. Makes no attempt to differentiate to meet student needs. 	<ul style="list-style-type: none"> Describes the possible ways to adjust instruction based on student differences. Acknowledges student demographics, but does not consider during lesson implementation. Describes possible differentiation strategies to meet student needs. 	<ul style="list-style-type: none"> Varies activities within a lesson but does not intentionally consider student differences. Uses knowledge of the class overall to meet needs. Incorporates instructional strategies to meet needs of some students. 	<ul style="list-style-type: none"> Designs and implements a lesson that intentionally varies one or more of the following with purpose: content, process, product and/or environment. Uses knowledge of students to meet individual needs, including accommodations and modifications as needed. Designs and utilizes a variety of evidence-based instructional strategies and/or adapted assessment tools to meet student needs. 	<ul style="list-style-type: none"> Designs and utilizes a blend of whole-class, group, and/or individual instruction. Uses strategies linked to the different needs and attributes of students for differentiation in teacher presentation and student response. Recognizes student needs in the moment and adjusts teacher presentation and/or student groupings to address variations in student learning.

Representative Indicator: 2.4 Differentiated Lesson Design

<p>Standard 3: Curriculum Implementation. The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards.</p>				
<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> • Makes no attempt to access standards. • Learning activities clearly do not align to standards. • Does not include standards in lesson plans. • Does not post or mention the learning objective during the lesson 	<ul style="list-style-type: none"> • Designs lesson demonstrating knowledge of how to access district, state, and/or national standards. • Plans for learning activities somewhat aligned to district, state, and/or national standards. • Records the learning objectives on the lesson plan. • Posts the learning objective but does not mention the objective during the lesson. 	<ul style="list-style-type: none"> • Implements lesson and assessments exhibiting limited understanding of appropriate curriculum. • Implements learning activities aligned to district, state, and/or national standards. • Posts the learning objective(s) in student-friendly language but only refers to it minimally during instruction. • States the learning objectives so that some students are able to articulate the objective of the lesson. 	<ul style="list-style-type: none"> • Implements lessons and assessments exhibiting understanding of appropriate curriculum. • Implements and/or utilizes embedded formative assessment opportunities and learning activities closely aligned to chosen district, state, and/or national standards. • Connects learning objectives to real world references to aid in student comprehension. • Clearly conveys objectives so that the majority of students are able to articulate the objective of the lesson in student friendly language. 	<ul style="list-style-type: none"> • Delivers lessons and assessments that illustrate a high degree of understanding of the intended learning objectives. • Connects cross-curricular subjects and/or considers scope and sequence when implementing lessons. • Makes adjustments during the lesson while still following district curriculum.

Representative Indicator: 3.1 Implementation of Curriculum Standards

<p>Standard 4: Critical Thinking. The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.</p>				
<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> • Uses only one strategy that was largely ineffective. • Provides no opportunities for students to share ideas and generate possible solutions. • Facilitates no opportunities for student to analyze and discuss problems and possible solutions. • Students are not encouraged to respond to or ask questions. • Facilitates instruction lacking in rigor and relevance. 	<ul style="list-style-type: none"> • Explains strategies to engage students to engage in self-monitoring, self-reflection, and/or self-directed learning. • Is knowledgeable about strategies to facilitate opportunities for students to share ideas and generate possible solutions. • Explains strategies for analyzing and discussing problems. • Includes questions that promote critical thinking in lesson plans. • Explains strategies to incorporate rigor and relevance. 	<ul style="list-style-type: none"> • Facilitates limited opportunities for students to engage in self-monitoring, self-reflection, and/or self-directed learning. • Provides limited opportunities for students to share ideas and generate possible solutions. • Facilitates limited opportunities for students to analyze and discuss problems and possible solutions. • Uses questioning techniques that prompt students to provide answers reflecting critical thinking. • Uses limited strategies to incorporate rigor and relevance. 	<ul style="list-style-type: none"> • Facilitates opportunities in which majority of students actively engage in self-monitoring, self-reflection, and/or self-directed learning. • Provides opportunities in which all students convey their ideas and/or solutions through product and/or process. • Facilitates opportunities in which students analyze and discuss problems and possible solutions. • Facilitates reciprocal higher-order questioning. • Uses various evidence-based instructional strategies to promote rigor and relevance. 	<ul style="list-style-type: none"> • Provides opportunities for student thinking to delve into real-world topics, which address differing viewpoints, and allows students to respectfully justify their own opinion and solution to a problem. • Facilitates a student-centered lesson in which students discover for themselves the desired knowledge and/or skills, rather than relying on teacher-provided information. • Provides opportunities for students to demonstrate creativity, engage in creative problem-solving, and develop curiosity through hands-on experiences. • Allows students to express their thoughts, feelings, insights, opinions, and attitudes (not just knowledge) through a variety of media.

Representative Indicator: 4.1 Student Engagement in Critical Thinking

<p>Standard 5: Positive Classroom Environment. The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.</p>				
<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> • Lacks strategies for monitoring student behavior. • Students are not able to learn because the classroom environment is not conducive. • Unequipped to appropriately respond to student misbehavior, resulting in frustration. • Demonstrates hostility toward some students. • Lacks knowledge of the school's system for behavior. 	<ul style="list-style-type: none"> • Explains strategies for monitoring student behavior. • Describes strategies to minimize disruptions. • Plans to communicate expectations to maintain a safe learning environment. • Describes strategies for building relationships with students, but does not demonstrate in practice. • Accurately describes the behavior system implemented at the school. 	<ul style="list-style-type: none"> • Inconsistently monitors and responds to behavior. • Uses strategies to minimize disruptions to the learning environment. Behavior occasionally distracts other students from learning. • Reacts to student behavior in the moment without clearly communicating expectations in advance. • Demonstrates a positive rapport with most students in the classroom. • Uses the vocabulary and structure of the school's system for behavior. 	<ul style="list-style-type: none"> • Monitors student behavior and intervenes as needed. • Utilizes varied management and/or organizational strategies to minimize disruptions to the learning environment. • Plans, communicates, and implements developmentally appropriate expectations to maintain a safe learning environment. • Displays a strong relationship and rapport with individual students that promotes a positive learning environment. • Comfortably uses the vocabulary and structure of the school's system for behavior. 	<ul style="list-style-type: none"> • Candidate proactively intercepts student misbehavior or distraction. • Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning. • Seeks feedback from students on his or her teaching, strategies, classroom, etc.

Representative Indicators: 5.1 Classroom Management Techniques and 5.2 Management of Time, Space, Transitions, and Activities

Standard 6: Effective Communication. The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.				
<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> Does not include instructions in lesson plan nor implements during lesson. Does not plan for nor understand the need to model desired outcomes to enhance student comprehension. Significant speech inadequacies, including volume, tone and/or inflection, convey candidate's lack of awareness. Grammar usage in written and/or verbal communication includes errors that demonstrate lack of candidate knowledge and significantly interfere with meaning. 	<ul style="list-style-type: none"> Provides clear instructions in the lesson plan, but fails to implement during lesson. Plans to model desired outcomes to enhance student comprehension in the lesson plan, but fails to do so. Speech qualities including volume, tone, and/or inflection are absent, negatively impacting lesson delivery. Grammar usage in written and/or verbal communication includes errors that significantly interfere with meaning. 	<ul style="list-style-type: none"> Provides clear instructions through verbal OR non-verbal cues. Models desired outcomes to enhance student comprehension, but does so without clarity and/or effectiveness. Inadequate speech qualities including volume, tone, and/or inflection minimally impact lesson delivery. Grammar usage in written and/or verbal communication includes errors that do not interfere with meaning. 	<ul style="list-style-type: none"> Provides clear instructions through verbal AND non-verbal cues. Clearly and effectively models desired outcomes to enhance student comprehension. Models effective speech qualities including volume, tone, and inflection which positively impact lesson delivery. Models proper grammar consistently in written and verbal communication. 	<ul style="list-style-type: none"> Adjust conversation skills to support individual student understanding. Encourages students to develop effective speech qualities including volume, tone, and inflection. Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.

Representative Indicator: 6.1 Verbal and Nonverbal Communication

<p>Standard 7: Student Assessment and Data Analysis. The teacher candidate understands and uses formative and summative assessment strategies to assess the learner’s progress and uses both classroom and standardized assessment data to plan ongoing instruction.</p>				
<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> Collects no data from assessments to monitor the progress of students. Provides no evidence that formative assessments are needed to guide future instruction. Lacks an ethical understanding of maintaining student records. 	<ul style="list-style-type: none"> Collects limited or incomplete assessment data and does not articulate how to use the data to monitor the progress of students. Articulates the need to use formative assessment strategies to gather data on student understanding to guide future instruction, but does not implement. Articulates the importance of maintaining student records ethically, but does not always demonstrate this understanding in practice. 	<ul style="list-style-type: none"> Uses multiple types of assessment data to monitor the progress of most students. Uses some formative assessment strategies to partially gather data on student understanding and sporadically implements adjustments to plan future instruction. Maintains student records inconsistently, but always in a confidential and ethical manner. 	<ul style="list-style-type: none"> Uses multiple types of assessments to effectively monitor the progress of each student and the class as a whole. Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction. Maintains student records consistently and in a confidential and ethical manner. 	<ul style="list-style-type: none"> Analyzes trend data to respond instructionally resulting in a positive impact on student learning. Uses multiple assessments to accurately monitor, analyze, and triangulate the progress of each student and the class as a whole. Supports students in creating and articulating progress toward goals. Uses formative assessment strategies to adjust mid-lesson instruction. Provides evidence of how the lesson format, instructional techniques, etc. were designed using previously gathered assessment data.

Representative Indicators: 7.1 Effective Use of Assessments, 7.2 Assessment Data to Improve Learning, 7.5 Communication of Student Progress and Maintaining Records

Standard 8: Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.				
<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> • Demonstrates no reflection on the effectiveness of the lesson based on student learning and engagement even when prompted by the evaluator. • Rejects or ignores feedback provided through conferencing with mentors. • Does not recognize or acknowledge own weaknesses even when prompted. • <i>Resists or ignores</i> opportunities to grow professionally. 	<ul style="list-style-type: none"> • Reflects on the lesson based on student learning and engagement when prompted by the evaluator, but on a superficial level. • Accepts feedback but does not utilize feedback to adjust and improve practice. • Acknowledges weaknesses when prompted, but does not improve professional conduct. • <i>Attends</i> school/and or district professional development. 	<ul style="list-style-type: none"> • Reflects on the lesson but makes limited connections to student learning and engagement. • Accepts and utilizes feedback to adjust practices with limited success. • Monitors and adjusts professional conduct when prompted. • <i>Participates</i> in school and/or district professional development. 	<ul style="list-style-type: none"> • Reflects on the effectiveness of a lesson based on student learning and engagement. • Accepts and utilizes feedback through conferencing with mentors to adjust and improve practice. • Monitors and adjusts professional conduct through self-assessment. • <i>Fully engages</i> in school and/or district professional development to grow professionally. 	<ul style="list-style-type: none"> • Uses techniques or strategies introduced in district/school professional development in the classroom. • The candidate is committed to the learning of the entire school, not just his or her own growth. • Actively participates in a professional organization to improve practice. • Identifies areas of weakness and seeks out opportunities to strengthen, e.g. webinars, books, PD opportunities, professors, etc.

Representative Indicator: 8.1 Self-Assessment and Improvement

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

<p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the student teaching semester.</i></p>	<p>4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> • Resists participation in school-wide functions. • Resists collaboration. • Avoids communication with students, staff, and families. • Fails to build rapport with students, staff, and families; including the cooperating teacher. 	<ul style="list-style-type: none"> • Recognizes the importance of participating in school-wide functions, but does not attend. • Recognizes the importance of collaboration, but does not fully participate. • Recognizes the importance of communication to support student success, but does not implement communication strategies. • Maintains limited relationships with students, staff, and families. 	<ul style="list-style-type: none"> • Recognizes the importance of participating in school-wide functions and attends sporadically. • Participates in collaborative meetings. • Communicates with students, staff, and families to support student success in alignment with expectations. • Maintains appropriate relationships with students, staff, and families. 	<ul style="list-style-type: none"> • Participates in school-wide functions to enhance student learning. • Prepares for and fully engages in collaborative meetings to enhance student learning. • Purposefully engages in positive, effective, and ongoing communication with students, staff, and families to support student success. • Builds and seeks out positive, appropriate relationships with students, staff, and families. 	<ul style="list-style-type: none"> • Volunteers to be a member of a school-wide committee. • Collaborates with parents, colleagues, and/or community members for the benefit of students. • Actively participates in school or district events to build a broad network of collaboration.

Representative Indicator: 9.3 Cooperative Partnerships in Support of Student Learning

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

Standard 1: Content knowledge aligned with appropriate instruction.

The teacher candidate 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.

<p>0- The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p> <p>1- Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p> <p>2- Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p> <p>3- Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p>4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.</p>

<p>The Skilled Candidate (3) Effectively:</p> <ul style="list-style-type: none"> Provides students opportunities to process the content through discussion with others. Uses accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning. Uses a variety of evidence-based instructional strategies to teach academic content, vocabulary, and terminology to enhance student engagement and responses. The majority of students exhibit engagement in the content, e.g. raising hands, participating in activities, using vocabulary. <p>Possible Artifacts/Evidence:</p> <ul style="list-style-type: none"> Pre and/or Post Conference Interest Inventory Journal Lesson/Unit Plan
<p>The Exceeding Candidate (4) demonstrates all descriptors of a Skilled Candidate and one or more of the following:</p> <ul style="list-style-type: none"> Identifies low engagement and responds with strategies to increase engagement. Uses a variety of skillful questioning strategies to promote active participation and depth of student response. Facilitates a lesson in which every student in the class appears engaged for the duration of the lesson.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

Representative Indicators: 1.1 Content Knowledge and 1.2 Student Engagement in Subject Matter

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

Standard 2: Student Learning, Growth and Development

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

2.4 Differentiated Lesson Design	
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	
1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	
2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	
3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.	
4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.	

<p>The Skilled Candidate (3) Effectively:</p> <ul style="list-style-type: none"> • Designs and implements a lesson that intentionally varies one or more of the following with purpose: content, process, product and/or environment. • Uses knowledge of students to meet individual needs, including accommodations and modifications as needed. • Designs and utilizes a variety of evidence-based instructional strategies and/or adapted assessment tools to meet student needs. 	
<p>Possible Artifacts/Evidence:</p> <ul style="list-style-type: none"> • Conversation • Lesson Plan • Student Assessment Data • Flexible Grouping Plan • Adapted Assessments 	
<p>The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:</p> <ul style="list-style-type: none"> • Designs and utilizes a blend of whole-class, group, and/or individual instruction. • Uses strategies linked to the different needs and attributes of students for differentiation in teacher presentation and student response. • Recognizes student needs in the moment and adjusts teacher presentation and/or student groupings to address variations in student learning. 	

Representative Indicators: 2.4 Differentiated Lesson Design

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

Standard 3: Curriculum Implementation

The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards.

<p>3.1 Implementation of curriculum standards</p> <p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance. 1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance. 2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success. 3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. 4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.</p>
--

<p>The Skilled Candidate (3) Effectively:</p> <ul style="list-style-type: none"> Implements lessons and assessments exhibiting understanding of appropriate curriculum. Implements and/or utilizes embedded formative assessment opportunities and learning activities closely aligned to chosen district, state, and/or national standards. Connects learning objectives to real world references to aid in student comprehension. Clearly conveys objectives so that the majority of students are able to articulate the objective of the lesson in student friendly language. <p>Possible Artifacts/Evidence:</p> <ul style="list-style-type: none"> Assessments Conversation Lesson/Unit Plan Curriculum Maps Essential Learning Outcomes <p>The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:</p> <ul style="list-style-type: none"> Delivers lessons and assessments that illustrate a high degree of understanding of the intended learning objectives. Connects cross-curricular subjects and/or considers scope and sequence when implementing lessons. Makes adjustments during the lesson while still following district curriculum.
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Representative Indicators: 3.1 Implementation of Curriculum

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

Standard 4: Critical Thinking

The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

4.1 Student engagement in critical thinking	
0-	The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.
1-	Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.
2-	Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.
3-	Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.
4-	Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

<p>The Skilled Candidate (3) Effectively:</p> <ul style="list-style-type: none"> Facilitates opportunities in which majority of students actively engage in self-monitoring, self-reflection, and/or self-directed learning. Provides opportunities in which all students convey their ideas and/or solutions through product and/or process. Facilitates opportunities in which students analyze and discuss problems and possible solutions. Facilitates reciprocal higher-order questioning. Uses various evidence-based instructional strategies to promote rigor and relevance. <p>Possible Artifacts/Evidence:</p> <ul style="list-style-type: none"> Conversation Lesson Plans Student Products Resource List
<p>The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:</p> <ul style="list-style-type: none"> Provides opportunities for student thinking to delve into real-world topics, which address differing viewpoints, and allows students to respectfully justify their own opinion and solution to a problem. Facilitates a student-centered lesson in which students discover for themselves the desired knowledge and/or skills, rather than relying on teacher-provided information. Provides opportunities for students to demonstrate creativity, engage in creative problem-solving, and develop curiosity through hands-on experiences. Allows students to express their thoughts, feelings, insights, opinions, and attitudes (not just knowledge) through a variety of media.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

Representative Indicators: 4.1 Instructional Strategies leading to student engagement in problem-solving and critical thinking

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

Standard 5: Positive Classroom Environment

The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

5.1 Classroom Management Techniques	
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	
1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	
2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	
3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.	
4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.	

<p>The Skilled Candidate (3) Effectively:</p> <ul style="list-style-type: none"> Monitors student behavior and intervenes as needed. Utilizes varied management and/or organizational strategies to minimize disruptions to the learning environment. Plans, communicates, and implements developmentally appropriate expectations to maintain a safe learning environment. Displays a strong relationship and rapport with individual students that promotes a positive learning environment. Comfortably uses the vocabulary and structure of the school's system for behavior. <p>Possible Artifacts/Evidence:</p> <ul style="list-style-type: none"> Classroom Rules and Routines Behavior Matrix Student Behavior Data Conversation
<p>The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:</p> <ul style="list-style-type: none"> Candidate proactively intercepts student misbehavior or distraction. Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning. Seeks feedback from students on his or her teaching, strategies, classroom, etc.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

Representative Indicators: 5.1 Classroom Management Techniques and 5.2 Management of Time, Space, Transitions, and Activities

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

Standard 6: Effective Communication

The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

6.1 Verbal, nonverbal communication

0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.

1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.

2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.

3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.

4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

The Skilled Candidate (3) Effectively:

- Provides clear instructions through verbal AND non-verbal cues.
- Clearly and effectively models desired outcomes to enhance student comprehension.
- Models effective speech qualities including volume, tone, and inflection which positively impact lesson delivery.
- Models proper grammar consistently in written and verbal communication.

Possible Artifacts/Evidence:

- Lesson plan
- Written communication
- Visual directions/ schedule
- Presentation
- Conversation

The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:

- Adjust conversation skills to support individual student understanding.
- Encourages students to develop effective speech qualities including volume, tone, and inflection.
- Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.

Representative Indicators: 6.1 Verbal and non-verbal communication

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

Standard 7: Student Assessment and Data Analysis

The teachers candidate understands and uses formative and summative assessment strategies to assess the learner’s progress and uses both classroom and standardized assessment data to plan ongoing instruction.

<p>7.1 Effective use of assessments</p> <p>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance. 1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance. 2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success. 3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. 4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.</p>

<p>The Skilled Candidate (3) Effectively:</p> <ul style="list-style-type: none"> • Uses multiple types of assessments to effectively monitor the progress of each student and the class as a whole. • Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction. • Maintains student records consistently and in a confidential and ethical manner. <p>Possible Artifacts/Evidence:</p> <ul style="list-style-type: none"> • Progress monitoring data • Formative/Summative tools • Pre/post-test • Work sample • Conference notes
<p>The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:</p> <ul style="list-style-type: none"> • Analyzes trend data to respond instructionally resulting in a positive impact on student learning. • Uses multiple assessments to accurately monitor, analyze, and triangulate the progress of each student and the class as a whole. • Supports students in creating and articulating progress toward goals. • Uses formative assessment strategies to adjust mid-lesson instruction. • Provides evidence of how the lesson format, instructional techniques, etc. were designed using previously gathered assessment data.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

Representative Indicators: 7.1 Effective use of assessments, 7.2 Assessment data to improve learning, and 7.5 Communication of student progress and maintaining records

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

Standard 8: Professionalism

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

8.1 Self-assessment & improvement	
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	
1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	
2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	
3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.	
4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.	

The Skilled Candidate (3) Effectively:	
<ul style="list-style-type: none"> Reflects on the effectiveness of a lesson based on student learning and engagement. Accepts and utilizes feedback through conferencing with mentors to adjust and improve practice. Monitors and adjusts professional conduct through self-assessment. Fully engages in school and/or district professional development to grow professionally. 	
<p>Possible Artifacts/Evidence:</p> <ul style="list-style-type: none"> Dispositional assessment PD log Self-assessment Reflection 	
<p>The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:</p> <ul style="list-style-type: none"> Uses techniques or strategies introduced in district/school professional development in the classroom. The candidate is committed to the learning of the entire school, not just his or her own growth. Actively participates in a professional organization to improve practice. Identifies areas of weakness and seeks out opportunities to strengthen, e.g. webinars, books, PD opportunities, professors, etc. 	

Representative Indicators: 8.1 Self-assessment and improvement

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

Standard 9: Professional Collaboration

The teacher candidate has effective working relationships with students, families, school colleagues, and community members.

9.3 Cooperative partnerships in support of student learning

- 0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.
- 1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.
- 2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.
- 3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.
- 4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.



The Skilled Candidate (3) Effectively:

- Participates in school-wide functions to enhance student learning.
- Prepares for and fully engages in collaborative meetings to enhance student learning.
- Purposefully engages in positive, effective, and ongoing communication with students, staff, and families to support student success.
- Builds and seeks out positive, appropriate relationships with students, staff, and families.

Possible Artifacts/Evidence:

- Parent contact log
- Professional development log
- Welcome letter
- Collaboration notes
- Technology tools

The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:

- Volunteers to be a member of a school-wide committee.
- Collaborates with parents, colleagues, and/or community members for the benefit of students.
- Actively participates in school or district events to build a broad network of collaboration.

Representative Indicators: 9.3 cooperative partnerships in student learning

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

**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: <input type="checkbox"/> Individual/sole proprietor <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ _____ <input type="checkbox"/> 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:

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

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 Linda Williams

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.

Part VII: MOU

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			
	Early Level	Mid-Level	Culminating Level
Levels and Definitions	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 13 Weeks
Cooperating Teachers	Minimum of 5 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.

Updated: 8/28/2018