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<td>360, 362, 62-456</td>
<td>Student Teaching</td>
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</tr>
</tbody>
</table>

**Testing Requirements**
- ACT
- CBAS
- PIVAS

**Criminal Background Checks**
- CB Check

**Dispositions**
- 211, 260, 202 | 360, 362, 456 | Content Methods | Student Teaching |

**GPA**
- Grade Point Average

**Performance Assessment**
- DESE performance evaluation
- DESE formative and summative evaluation
2.3d Undergraduate assessment flowchart by transition points

Explanation

The flowchart illustrates the cyclical flow of the continuous review data assessment system, which includes both student-focused data collection and administrative-focused data collection. This ensures our students are developing as pre-service teachers through a quality experience with quality faculty. The review cycle calendar outlines the regular schedule of the Assessment Systems and unit Evaluation Team (ASET) for evaluating this data, sharing it with individual programs and the entire PEU, and considering program improvements based upon that data.

Further explanation of undergraduate assessment transition points:

- University Entry: ACT and pre-professional candidate (PPC) demographic data are collected when PPC enter the university and declare a major the falls under the umbrella of the PEU.
- Non-blocked Professional Education Courses: Dispositions information, background checks, and key assessment artifacts are collected during Practicum I and other early program education courses, which are open to all PPCs. This data is used to show professional growth by collecting foundational data to which we can compare later and at the end of the program.
- Entry to College of Education: Data saved on Tk20 from the previous phase, a GPA review (2.5 in the major, education courses, and overall; starting August 2013—3.0 in the major and education courses, and 2.75 overall), and acceptable scores on an entry exam (c-base; starting August 2013—a Missouri general studies test) are all required for entry into the Teacher Education program.
- Blocked Professional Education Courses: Content methods courses and other courses blocked to PPCs who are not in the program collect key assessments and further dispositions data.
- Final Trimester/Student Teaching: A great deal of data is collected during this very important final step in a pre-professional candidate's program. This includes the verification that each student has 1. logged a minimum of 30 hours in a diverse setting, 2. uploaded and passed each of the program key assessments, 3. collected a disposition for teaching, as indicated by the cooperating teacher(s) and university supervisor, 4. fulfilled the minimum number of hours of field experience and the study of diversity 5. completed the Teacher Work Sample (TWS) to a satisfactory level, 6. passed a second, more in-depth criminal background check, and 7. passed the exit exam (PRAXIS II; beginning August, 2013—Missouri will write its own test.) PPCs must also provide feedback on the quality of the cooperating teacher, the university supervisor, and the content methods course, in order to facilitate a quality experience for future PPCs.
- A follow-up survey is sent to graduates shortly after graduation, one year after graduation, and another is being planned to be sent three years after graduation. The quality of a program is often measured in hindsight, after their time in college has passed.

Data on faculty is collected during the interview and hiring process for faculty. Further assessments listed in the flowchart are collected and reviewed to ensure faculty remain current in their fields, including their relationships with P-12 school faculty and the P-12 school environment.

Data collected on PPCs and on faculty are reviewed annually and are used to write the annual program review for the Department of Elementary and Secondary Education. Modifications for the education program are based, in part, upon this data review.
Northwest undergraduate assessment flowchart by transition points

Student focused data collection at each

ACT
Student demographic data
- Dispositions
- Background checks
- Artifact collection
- GPA review/meets course criteria outlined in PEU handbook
- Entry exam
- Data review
- Missouri educator profile

Dispositions by teachers
Data collection
MO ED profile

Diversity hours (30 hours)
Student teacher evaluations
Program key assessments
Dispositions (Coop and Supervisors)
Background checks
Field experience (hrs and diversity)
PRAXIS

Student follow-up survey
Retention data

Administrative focused data collection at each

Faculty demographics
- Syllabi review
- Field experience logs
- Direct and periodic
- Faculty school and services

Student application and acceptance rate data
- Syllabi review
- Field experience logs
- Direct and periodic
- Faculty school and services

TWIS and student teaching data review
Full data for improvement
Retention data

Annual review and modifications
2.3d Graduate assessment flowchart by transition points

Explanation

The flowchart illustrates the cyclical flow of the new continuous review data assessment system, which includes both student-focused data collection and administrative-focused data collection. This ensures our students are developing as graduate, advanced students through a quality experience with quality faculty. The review cycle calendar outlines the regular schedule of the Assessment Systems and Unit Evaluation Team (ASET) for evaluating this data, sharing it with individual programs and the entire PEU, and considering program improvements based upon that data.

Further explanation of graduate assessment transition points:

- University Entry: When graduate students apply to graduate programs in education, students must provide their GRE and PRAXIS scores, their demographic data, and documentation of their certification and endorsement areas. They must also provide a writing sample in order to verify that they have the necessary skills to be successful in a graduate program, and dispositions review to be completed in lieu of a reference letter by a school supervisor.

- During the first twelve hours of coursework, students must upload key assessments to Tk20 as part of their coursework, and after 9-12 credit hours, a disposition must be completed for each student by the student’s advisor or a faculty member who has had the student in a course.

- When students have finished half of their coursework, continuing to upload appropriate assessments to Tk20, they must complete the Mid-point Graduate Survey, which is sent to them through the DMS. This survey is a self-report of how well students feel they are developing along the state standard continuum.

- Near the end of coursework, each student must complete and upload his/her research paper.

- During their final trimester, students must provide documentation of six hours spent in a diverse setting, and they must complete a disposition form as a self-assessment. They must pass their university comprehensive final exams and any exams required for certification. University faculty and/or each student’s advisor will complete a final dispositions form on the student and do a final review of the student’s artifacts (a portfolio, for example).

- A follow-up survey is sent to graduates shortly after graduation, one year after graduation, and another is being planned to be sent three years after graduation. The quality of a program is often measured in hindsight, after their time in college as passed.
Northwest graduate assessment flowchart by transition points

Student focused data collection at each:
- GRE/PRAXIS scores
- Additional entry exams
- Student demographic data
- Writing sample
- Certification/endorsement review
- Dispositions
- Artifact collection
- Mid-point graduate survey
- Artifact collection
- Research paper
- Diversity hours (6 hours)
- Comprehensive finals
- Review
- Certification exit exams
- Dispositions (2 hours) artifact
- Student follow-up survey
- Retention data
- Grad school survey

Administrative focused data collection at each:
- Faculty demographics
- Faculty qualifications
- Syllabi review
- Field experience logs
- Direct and periodic
- Faculty school and services
- Review
- Survey review
- Syllabi review
- Field experience logs
- Direct and periodic
- Faculty school and services
- Comprehensive final
- Data review
- Full data for improvement
- Retention data

Annual review and modifications
### Assessment Life-Cycle Charts

#### Assessment Collection and Review Schedule & Assessment Uses for Program Improvement

#### Assessment Collection and Review Schedule

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Template Needed?</th>
<th>Collection Time</th>
<th>Reporting Time</th>
<th>Review Process</th>
<th>End Results</th>
</tr>
</thead>
</table>
| Tk20 Key Assessment Data | Scoring Rubrics | Each trimester, end | Annually, June, Unit Report | Rubrics can be reviewed at any time, results can be reviewed at ASET meetings and annual program reports | • Annual Unit Report  
• MoSPE Performance Standards: Standards Based Assessment from Coursework and/or  
• MoSPE Process and Resource: Standards Evidence of Performance Evaluation |
| Dispositions     | Niagara/Graduate Disposition | Each trimester, end | Annually, June, Unit Report | Dispositions can be reviewed at any time, results can be reviewed at ASET meetings and annual program reports | • NCATE Exhibits 1.3.e Key assessments and scoring guides used for assessing professional dispositions  
• NCATE Exhibits 1.3.f Aggregate data on key assessments of candidates’ professional dispositions  
• NCATE Exhibits 1.3.g Examples of candidates’ assessment and analysis of P-12 student learning  
• NCATE Exhibits 1.3.h Samples of candidates’ work (e.g., portfolios at different proficiency levels)  
• NCATE Exhibits 3.3.g Aggregate data on candidates entering and exiting from clinical practice for all programs |
| Surveys, Student Teachers | CTE, USE, CMCE, CSE | Each trimester, end | Annually, June, Unit Report | Surveys can be reviewed at any time during ASET meetings, results can be reviewed at ASET meetings and annual program reports | • Annual Unit Reports: TWS Survey Results  
• MoSPE Process and Resource Standards: Evaluation & Feedback for Continuous Improvement – Cooperating Teachers, School Leaders, School Sites, and University Supervisors  
• NCATE Exhibits 3.3.d: Examples of support and evaluation of clinical faculty across programs |
|--------------------------|---------------------|--------------------|-----------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| FE pieces (practicum placements...) | | | | | • MoSPE Performance Standards: Clock hours for field experiences  
• MoSPE Performance Standards: FE/clinical experiences  
• NCATE Exhibits 3.3.b:Aggregate data on candidate placement in field experiences and clinical practice (Data should be disaggregated by program, and for off-campus, distance learning, and alternative route programs.)  
• NCATE Exhibits 3.3.g: Aggregate data on candidates entering and exiting from clinical practice for all programs |
| Background Check | None  
PSTs file with Family Care Safety Registry (FCSR)] | Each trimester, end | 1st practicum (and other practica as requested), student teaching, application for initial cert. | PSTs provide documentation to the TESS office. TESS Coordinator reviews 1st Field Experience Dir. reviews for stud. Teach, & cert. off. reviews for initial certification | • NCATE Exhibits 3.3.g: Aggregate data on candidates entering and exiting from clinical practice for all programs |
<table>
<thead>
<tr>
<th>Completion of program</th>
<th>Retention Data</th>
<th>Banner (to Tk20)</th>
<th>DESE GPA data</th>
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<tbody>
<tr>
<td></td>
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<td>*Reports need to be created in Tk20</td>
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<td></td>
<td>3 times per semester</td>
<td>June</td>
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<td></td>
<td></td>
<td>Annually, June, Unit Report</td>
<td>July 1</td>
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<td>July, August ASET meetings, Annual Unit Report</td>
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<td></td>
<td>Annual Unit Reports: Praxis Scores</td>
<td>Annual Unit Reports: Content, Prof Ed, and Cum GPA</td>
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<td>Provost Requests: Praxis passing rates</td>
<td>Provost Requests: Content, Prof Ed, and Cum GPA</td>
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<td>Online PR: Program completion</td>
<td>MoSPE Performance Standards Content Course GPA</td>
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<tr>
<td></td>
<td></td>
<td>MoSPE Performance Standards: Gender, Race, etc</td>
<td>MoSPE Performance Standards Exit content GPA</td>
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<td></td>
<td>MoSPE Process and Resource Standards: Completion of General Studies Coursework and/or Competencies</td>
<td>MoSPE Performance Standards Grade Point Averages – Middle, Secondary, and K-12 Content Areas</td>
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<td></td>
<td></td>
<td>MoSPE Process and Resource Standards: Meeting Certification Requirements</td>
<td>NCATE Exhibits 1.3.a State program review documents and state findings (Some of these documents may be available in AIMS.) DESE data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NCATE Exhibits 1.3.i: Aggregate data on follow-up studies of graduates</td>
<td></td>
</tr>
</tbody>
</table>

- Online PR: Retention
- MoSPE Performance Standards: Retention in Education as a Profession at Years 1-3-5-10
- NCATE Exhibits 1.3.i: Aggregate data on follow-up studies of graduates
- Annual Unit Reports: Praxis Scores
- Provost Requests: Praxis passing rates
- Online PR: Program completion
- MoSPE Performance Standards: Gender, Race, etc
- MoSPE Process and Resource Standards: Completion of General Studies Coursework and/or Competencies
- MoSPE Process and Resource Standards: Meeting Certification Requirements
- NCATE Exhibits 4.3.e: Data table on candidate demographics (see Appendix B for an example)
<table>
<thead>
<tr>
<th>Program Completer Follow up Survey</th>
<th>BTAP</th>
<th>Faculty Survey</th>
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</thead>
<tbody>
<tr>
<td><em>Developed and being reviewed</em></td>
<td>Provided by DESE</td>
<td><em>Develop what Nissa’s “Last Data Sheet”. Are we going to keep doing this. If so, what do we call it?</em></td>
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<tr>
<td>(?)</td>
<td>Student teaching (NW), and first years of profession (DESE)</td>
<td>(?)</td>
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<tr>
<td>(?)</td>
<td>Summer</td>
<td>(?)</td>
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<tr>
<td>(?)</td>
<td>July, August ASET meetings, Annual Unit Report</td>
<td>(?)</td>
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</table>

- Annual Unit Reports: Post Grad Survey Results
- MoSPE Process and Resource Standards: Retention in Education as a Profession at Years 1-3-5-10
- NCATE Exhibits 3.3.g: Aggregate data on candidates entering and exiting from clinical practice for all programs
- Online PR: BTAP
- NCATE Exhibits 1.3.i: Aggregate data on employer feedback on graduates, BTAP

- MoSPE Performance Standards: Faculty data
- MoSPE Performance Standards: Demonstrate faculty collaboration within the univ
- MoSPE Process and Resource Standards: Use of Technology as a Learning Tool
- NCATE Exhibits 4.3.d: Data table on faculty demographics (see Appendix A for an example)
- NCATE Exhibits 4.3.f: Data table on demographics of P-12 students in schools used for clinical practice (see Appendix C for an example)
- NCATE Exhibits 5.3.a: Data table on qualifications of professional education faculty
- NCATE Exhibits 5.3.b: Data table on qualifications of clinical faculty [i.e., P-12 school professionals and professional education faculty responsible for instruction, supervision, and/or assessment of candidates during field experiences and clinical practice]
- NCATE Exhibits 5.3.d: Policies and samples of faculty scholarly activities
| Data Requested from DESE | | | | NCATE Exhibits 1.3.k: Data collected by state and/or national agencies on performance of educator preparation programs and the effectiveness of graduates in classrooms and schools, including student achievement data, when available |
| Tk20 Diversity Data | *Develop [?] | [?] | [?] | NCATE Exhibits 3.3.g: Aggregate data on candidates entering and exiting from clinical practice for all programs |
| Direct and Periodic | | | | • MoSPE Process and Resource Standards: Listing of Faculty Involvement on Campus and in PK-12 Schools |
| | | | | • NCATE Exhibits 5.3.e: Summary of faculty service and collaborative activities in schools (e.g., collaborative project with school faculty, teacher professional development, and addressing the needs of low performing schools) and with the professional community (e.g., grants, evaluations, task force participation, provision of professional development, offering courses, etc.) direct and periodic, but some are better than others, so include this on Tk20 |
| Diversity Survey | Each trimester, end | [?|?] | [?] | [?] |
|------------------|-------------------|-------|------|------|

- NCATE Exhibits 4.3.a: Aggregate data on proficiencies related to diversity that candidates are expected to demonstrate through working with students from diverse groups in classrooms and schools, including impact on student learning.
- NCATE Exhibits 4.3.b: Curriculum components and experiences that address diversity proficiencies (This might be a matrix that shows diversity components in required courses.) Also survey for faculty on what do they do in their classes, there are some unit-wide items, and they have to get so many diversity hours, but we don't if there are other things.
- NCATE Exhibits 4.3.c: Assessment instruments, scoring guides, and data related to candidates meeting diversity proficiencies.
- NCATE Exhibits 3.3.d: Examples of support and evaluation of clinical faculty across programs.
- NCATE Exhibits 3.3.f: Assessment instruments and scoring guides used for and data collected from field experiences and clinical practice for all programs, including use of technology for teaching and learning.
- NCATE Exhibits 3.3.f: Assessment instruments and scoring guides used for and data collected from field experiences and clinical practice for all programs, including use of technology for teaching and learning. (These assessments may be included in program review documents or the exhibits for Standard 1. Cross reference as appropriate.)
- NCATE Exhibits 3.3.g: Aggregate data on candidates entering and exiting from clinical practice for all programs.
- MoSPE Performance Standards: Annual Title II Report – Outcomes in Meeting Goals and Addressing Shortage Areas by Content and/or Regionally.

See the following table that summarizes assessment uses for Program Improvement.
# Assessment Uses for Program Improvement

All information that leads to policy revisions must go through the Council on Teacher Education (COTE).

<table>
<thead>
<tr>
<th>Source</th>
<th>Process group</th>
<th>When it is used</th>
<th>Use</th>
</tr>
</thead>
</table>
| Retention Data (Banner) | ASET, Assessment Director            | • Entry into Teacher Education  
• Entering Student Teaching  
• Graduation  
• Recommendation for certification | If minimum GPA is not met, students may not enter. (If GPA is not met, students are advised to supersede appropriate courses to improve GPA.) |
| ● GPA           | Assessment Director                  |                                                                                 |                                                                                           |
| Key Assessments | ASET, Assessment Director            | • Entry into University  
• Entry into Teacher Education                                                   | • Minimum score of 21. [Or combine with class rank to create an index.]  
• If ACT is 20, a C-BASE score of 265 is required on three sub-tests and 235 on remaining sub-tests. If ACT is 21 or higher, a score of 235 is required on each sub-test. We ask advisors to use ACT scores as a predictor for how well students will do on other standardized tests.  
• Alternate admission: if a student’s C-BASE scores are really good AND the GPA is very high, students may petition TEAC for alternative admission.  
• Beginning Aug. 2013, no minimum score will be required for admission to Teacher Education, but one does need to be on record. |
| **CBASE** | Assessment Director, TESS Director | • Entry into Teacher Education | • Minimum score of 235 on each subsection is required for admission. Certain courses, such as content methods, are blocked until students are admitted. Students may petition TEAC to enter blocked courses in subjects for which they have passed the sub-test, but all sections must be passed before the entrance to student teaching.  
• Beginning Aug. 2013, a score of 235 on each sub-test will be required, regardless of ACT score. |
|---|---|---|---|
| **PRAXIS** | Assessment Director TESS Director | • Before licensure | • Required for MO Licensure  
• Beginning Aug. 2014, passing the PRAXIS will be a requirement for graduation with an education degree. |
| **TWS** | Assessment Director, TESS Director, ASET | • The Elements of the TWS are used throughout the education program as multiple measures tied to courses.  
• The final TWS is required for completion of student teaching. | • Used to evaluate programs. The TESS director sends reports by Element to the departments so that they can look for areas of strength and of challenge and make plans for changes. |
| **Summative Student Teaching Evaluation** | Assessment Director TESS Director | • End of Student Teaching | • Used to assign a final grade for Student Teaching, students must be proficient or nearing proficient on every item.  
• We will do more with this since now that we have Tk20, so we can run appropriate reports to look for areas of strength and of challenge and make plans to address these areas.] |
| **Each program may have up to 3 other key assessments** | | | • Department reviews these to analyze content or content methods courses. |
| **Dispositions** | ASET, Assessment Director | | See page 15 in the handbook |
| **Content Methods Faculty** | Assessment Director, TESS Director | • Content Methods Classes | • We have been doing little to nothing with this data, unless a student is marked very low by at least two faculty. |
| • University Supervisor | Assessment Director, TESS Director | • Practicum I  
| • Practicum II  
| • Student Teaching | • Now that we have Tk20, we have a way to keep track of this information. When Red Flag forms are completed the Assessment Director informs the Assistant Director of Teacher Education, who takes appropriate action (see section 2.2c) which may lead to the Education Guidance Committee advising the student out of the Education program. Regarding other dispositions, the practicum instructor and Director of Field Experiences check dispositions before students are placed for the next experience. Advisors may also access advisee dispositions data. ASET evaluates collective dispositions for trends. |
| • Self | Assessment Director, TESS Director | • Student Teaching |
| • Cooperating Teacher | Assessment Director, TESS Director | • Practicum I (possibly)  
| • Practicum II  
| • Student Teaching | • Whenever a faculty member notices an extreme disposition problem |
| • Red Flag | Assessment Director, TESS Director | • Surveys  
| ASET, Assessment Director | • Determine if we keep this teacher. (confidential) |
| • Cooperating Teacher (1) | Assessment Director, Field Experiences Coordinator | • The end of Student Teaching  
| (or the end of a block before moving to a different cooperating teacher) | • Cooperating Teacher (2) (if 2 teachers) | Assessment Director, Field Experiences Coordinator | • The end of Student Teaching, if there is a second placement.  
| • Determine if we keep this teacher. (confidential) |
| • Content Methods Course | Assessment Director | • The end of Student Teaching  
| • ASET looks at this information and gives it to the program chairs and department chairs to see if changes are appropriate |
| • University Supervisor | Assessment Director, Field Experiences Director | • The end of Student Teaching  
| • Determine if we keep this supervisor. (confidential) |

Post Grad Surveys
| BTAP from (1st year teachers) | The end of first year of teaching | Check for Retention (DESE)  
Determine if our program prepared the students for teaching (We made classroom management and assessment changes.)  
Part of the Annual Report to DESE. |
| BTAP from (principal) | The end of first year of teaching | Determine if our program prepared the students for teaching (We made classroom management and assessment changes.)  
Part of the Annual Report to DESE. |
| Diversity | | |
| Diverse Field Experiences | Assessment Director, Field Experiences Director, TESS Director | Introduction to Special Education  
Practicum II |
| Diversity hours | Assessment Director, Field Experiences Director, TESS Director | 30 hours throughout the program, verified by the TESS office  
There is an understanding from DESE that pre-service teachers should be exposed to diverse settings.  
Document that it was done and put it in the annual report to DESE and Title 2 Report.  
We hope to do more with this data now that we have Tk20 to help us glean data and look for trends and possible needs for change. |
| Background Check | Assessment Director, Field Experiences Director, TESS Director | Practicum I  
Students cannot be in a building until this is done. |
| Completion of Program (Graduation retention data) | ASET, Assessment Director | Spring each year  
Title 2 Report |
Assessment Systems and unit Evaluation Team (ASET)

Review Cycle Calendar for Assessment Data

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Meeting</strong></td>
<td>Dispositions (MO Educator Profile) &amp; Faculty Periodic Involvement</td>
</tr>
<tr>
<td>Diversity Hours &amp; Disposition (MO Educator Profile)</td>
<td>GPA</td>
</tr>
<tr>
<td><strong>2nd Meeting</strong></td>
<td>Teacher Work Sample Data, Tk20 Artif</td>
</tr>
<tr>
<td>ACT demographics &amp; Retention</td>
<td>Artifact Collection &amp; Field Experiences</td>
</tr>
<tr>
<td><strong>3rd Meeting</strong></td>
<td>Teacher Work Sample &amp; Other Student Teaching data</td>
</tr>
<tr>
<td>Teacher Work Sample Data, Tk20 Artifact Collection &amp; Field Experiences</td>
<td>Other meetings as needed</td>
</tr>
</tbody>
</table>

**Fall**

1st — Review diversity hours and disposition data. This data will also be shared with the entire Professional Education Unit (PEU) during a meeting that will be held during Professional Development (PD) days prior to the start of the trimester.

2nd — Ask Admissions to present ACT student demographic data to the ASET. In addition, retention data will be reviewed at this meeting. It should be noted that there was discussion about developing an instrument to measure retention in the profession. Currently, the only data collected on retention is from a survey sent out by the Department of Elementary and Secondary Education (DESE) to 1st and 2nd year beginning teachers and their principals.

3rd — Review a report on Tk20 Artifact Collection detailing how many students and faculty are using the system as well as any field experience data that was collected. This report can also serve as a continual reminder on the importance of using the system. In addition, this information will be presented to the PEU during the PD days in the spring.

**Spring**

1st — Review disposition data as well as direct and periodic involvement form data.

2nd — Review GPA data (Middle of March)

3rd — Review teacher work sample (TWS) data (April) as well as all other student teaching data. Do a small program review (similar to DESE), and share this with the programs in April so that they have the summer to look at their programs, write a brief report concerning how this will impact their programs, and if necessary, revisit subject competencies and scope and sequence matrix. This information will also be shared with the PEU during fall Professional Development (PD) days or in the first Professional Education Unit retreat in the fall (giving departments the PD days to write work on their reports).
NORTHWEST MISSOURI STATE UNIVERSITY
UNDERGRADUATE APPLICATION 2013-2014

Complete both sides and return this form, with the $25 application fee, to Office of Admissions, Northwest Missouri State University, 800 University Drive, Maryville, MO 64468-6001. The application fee may be submitted by check and made payable to Northwest Missouri State University. This fee will be credited to your University account upon enrollment at Northwest. Freshman applicants must have their high school submit an official transcript showing coursework, class rank and GPA as well as transcripts of any college coursework. Official ACT/SAT scores from the reporting institution are also required. Transfer applicants should submit official transcripts of all college coursework. Please print (in ink) or type.

Apply online at www.nwmorrisou.edu with no application fee.

I. PERSONAL INFORMATION

1. Social Security Number (required) ____________________________

2. Date of Birth
   - Year: ________
   - Month: ________
   - Day: ________

3. Full legal name
   - Last: ____________________________
   - First: ____________________________

4. Other names used
   - Last: ____________________________
   - First: ____________________________

5. Permanent address
   - Number and street: ____________________________
   - City: ____________________________
   - State: ____________________________
   - ZIP code: ____________________________

6. Home phone number
   - Number: ____________________________
   - Area code: ____________________________
   - Number: ____________________________

7. Cell phone number
   - Number: ____________________________
   - Area code: ____________________________
   - Number: ____________________________

8. Would you be interested in receiving text messages from Northwest?  [ ] Yes  [ ] No

9. Email address (complete only if you are a regular email user)

10. Birthplace
    - City: ____________________________
    - State: ____________________________
    - Country: ____________________________

11. [ ] Parent  [ ] Guardian OR [ ] Other contact

   - Name: ____________________________
   - Last: ____________________________
   - First: ____________________________

   - Address: ____________________________
   - City: ____________________________
   - State: ____________________________
   - ZIP code: ____________________________

   Please provide a daytime phone number for your parent/guardian:

   - Number: ____________________________
   - Area code: ____________________________
   - Number: ____________________________

12. If you are a dependent, is this parent/guardian a member of the U.S. Armed Forces?  [ ] Yes  [ ] No

   If yes, is their official Home of Record, as filed with the military, Missouri?  [ ] Yes  [ ] No

13. Do either of your parents/guardians have a bachelor's degree?  [ ] Yes  [ ] No

14. Is English your native language?  [ ] Yes  [ ] No

15. U.S. Citizen?  [ ] Yes  [ ] No

   If no, are you a permanent resident?  [ ] Yes  [ ] No

   If no, do you have Temporary Protected Status (TPS)?  [ ] Yes  [ ] No

16. Missouri resident?  [ ] Yes  [ ] No

   If yes, since when?

   If you claim Missouri residency based on a parent living in the state other than that listed in #11, please provide the name and address of that parent below.

   Did this parent, living in Missouri, claim you on their most recent income tax return?  [ ] Yes  [ ] No

Name: ____________________________

Address: ____________________________

Number and street: ____________________________

City: ____________________________

State: ____________________________

ZIP code: ____________________________

17. Are you a veteran of the U.S. Armed Forces?  [ ] Yes  [ ] No

   If yes, please furnish us with a copy of your DD214 to receive college credit for acceptable military activities.

   Are you a post Sept. 11, 2001 combat veteran?  [ ] Yes  [ ] No

The information in #18-21 is optional and is requested for purposes of reporting to Federal compliance agencies only. It will not be used in determining admission.

18. Gender: [ ] M  [ ] F

19. Religious preference:

20. Are you Hispanic/Latino?  [ ] Yes  [ ] No

21. Race (select one or more):
   - American Indian or Alaska Native  [ ]
   - Asian  [ ]
   - Black or African American  [ ]
   - Native Hawaiian or other Pacific Islander  [ ]
   - White  [ ]

II. ENROLLMENT PLANS

22. Admission status:  [ ] First-time freshman  [ ] Transfer

23. Trimester applying for:  [ ] Fall (Aug.)
   - Year: ________
   - Spring (Jan.)
   - Summer (May/June/July/Aug.)
   - Year: ________

24. Degree: Enter name from page 26
   - Major: Enter name from page 26

25. Have you earned a bachelor's degree?  [ ] Yes  [ ] No

CONTINUED ON NEXT PAGE
III. SCHOLARSHIP PARTICIPATION INFORMATION
26. Are you a participant in Missouri's A+ program? (applicable to first-time freshman) □ Yes □ No
27. Are you working toward an International Baccalaureate (IB) diploma at your high school? (applicable to first-time freshman) □ Yes □ No
28. Are you a participant in the Show-Me Scholars Initiative program? (applicable to first-time freshman) □ Yes □ No
29. Have you participated in: ☐ Missouri Boys State ☐ Missouri Girls State
   Must complete standard scholarship application and provide proof of attendance to:
   Office of Scholarships and Financial Assistance, 900 University Drive, 373 Administration Building, Maryville, MO 64468-6301
30. Are either of your parents/guardians a Northwest graduate? □ Yes □ No (Information used for awarding Alumni Scholarship/Legacy Award)
   Name of alumnus parent (last time of graduation):
   Last Name ___________________ First Name ___________________ Graduation Year ________
   Address different from item #5: ____________________________________________________________
   Have you participated in Missouri's MOST Program for a minimum of 2 years? □ Yes □ No
32. Are you a Phi Theta Kappa member? (applicable to transfer students) □ Yes □ No
   Provide a copy of membership certificate or documents verifying membership directly to:
   Office of Scholarships and Financial Assistance, 900 University Drive, 373 Administration Building, Maryville, MO 64468-6301

IV. ACADEMIC INFORMATION
23. Do you plan to enroll in ONLY online courses? □ Yes □ No (Note: online only acceptance deadline: two weeks prior to first day of classes)
24. Have you ever applied to Northwest Missouri State University? □ Yes □ No
   Have you ever enrolled at Northwest Missouri State University? □ Yes □ No
   If yes, when: ______________________________________________
26. Are you a high school graduate? □ Yes □ No Did you take the GED? □ Yes □ No
   If yes, when: ______________________________________________
   Expected rate of high school graduation: ____________________________
   High School Attended: _________________________________________
   Address: ___________________________________________ Phone number: ____________________________
   Guidance counselor’s email address: _______________________________________________________
30. Are you participating or have you ever participated in the AVID program? □ Yes □ No
   An official copy of your high school transcript or your GED score report must be sent to Northwest for admission.
37. Have you taken the ACT/SAT? □ Yes □ No
   Have you requested your scores be sent to Northwest? □ Yes □ No
   If no, when do you plan to take it? ____________________________
   The ACT (or SAT) is required for freshman admission. Transfer students are requested to submit ACT or SAT scores to assist with course placement. All education majors are required to have ACT or SAT scores on file with the Office of Admissions.
38. Have you ever earned college credit (including high school dual credit) or been enrolled at another college or university, not including Northwest Missouri State University? □ Yes □ No
   Please provide the name and location of all colleges attended, dates of attendance, degrees earned or expected prior to enrollment at Northwest, beginning with the most recent. If currently enrolled, indicate in DATES space. Please include dual credit institutions.
   Failure to indicate colleges or universities in which you have been enrolled will void your admission to Northwest.

   NAME OF COLLEGE ________________________________ LOCATION CITY & STATE ____________________________ DATES ____________________________ DEGREES EARNED ____________________________
   Official transcripts must be sent to Northwest from each institution attended. If you have taken or plan to take college-level examination program (CLEP) tests or advanced placement (AP) tests, you must have official score reports sent to Northwest in order to have scores evaluated.
39. Have you ever been suspended or dismissed from any other college or university? □ Yes □ No
   If yes, from where? ________________________________________ When? ____________________________
   For what reason? __________________________________________

V. GENERAL INFORMATION
   All freshmen must live on campus unless living with parents/guardians, married or at least 21 years old.
40. Do you plan to apply for University residence hall housing? □ Yes □ No
41. Please mark those extracurricular activities in which you may wish to participate.
   □ Marching band □ Church choir □ Cheerleading □ Church music □ Choral music □ Forensics/debate □ Army ROTC
   □ NROTC □ Fraternity/sorority □ Drama □ Radio/TV □ Lit. & arts magazine □ Religious groups □ Rodeo
   □ Intramural sports □ Student newspaper □ Student government □ Equestrian team □ Yearbook
   □ AP/IB □ Student government □ AP/IB □ AP/IB □ AP/IB □ AP/IB □ AP/IB

VI. SIGNATURE

By signing this application, you are accepting Northwest Missouri State University's computer policies as stated in the User's Guide, available on the internet at www.nwmu.edu/computerusers/clientcomputing/pcpolicies.htm. Acceptance of the Northwest Computer Policy is required before a computer username will be issued, to gain access to the computer services provided by Northwest.

I certify that all information contained herein is true and complete in all respects, that no important information has been withheld and that if the information changes in any material respect I will notify Northwest of that change. I further understand that any incomplete or false information provided on this application, or my failure to notify Northwest of a material change in that information, will void my admission. I will request that my official transcripts be sent immediately to Northwest. In addition, I agree to the release of any transcripts, student records and test scores to Northwest including any ACT, SAT score reports that Northwest may request from ACT or College Board. Also, I authorize the sharing of my Northwest academic record and appropriate major field test scores with any educational institution previously attended for assessment of their academic instruction and to be in compliance with Missouri HB 142.

Signature Required ____________________________________________ Date ________________
### Section A

#### English

Four years required, two years must emphasize writing and composition skills. One year may be speech or debate.

<table>
<thead>
<tr>
<th>Year</th>
<th>English</th>
<th>Speech</th>
<th>Literature</th>
<th>Other</th>
</tr>
</thead>
<tbody>
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<td>9</td>
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</table>

Total Years

Other Course Name(s)

#### Social Studies

Three years required, must include American history and at least one semester of government.

<table>
<thead>
<tr>
<th>Year</th>
<th>American History</th>
<th>Government</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
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</tbody>
</table>

Year(s)

Other Course Name(s)

#### Mathematics

Three years required, high school level algebra and beyond, must include algebra II.

<table>
<thead>
<tr>
<th>Year</th>
<th>Algebra</th>
<th>Geometry</th>
<th>Algebra II</th>
<th>Trigonometry</th>
<th>Calculus</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
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Year(s)

Other Course Name

#### Visual Performing Arts

One year required in either visual arts, music, dance or theatre. Additional years may count toward electives.

<table>
<thead>
<tr>
<th>Year</th>
<th>Performing Arts</th>
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</thead>
<tbody>
<tr>
<td>9</td>
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<td>11</td>
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</table>

Year(s)

#### Foreign Language

Not required, but does count toward the electives in meeting the 24-unit core requirements.

<table>
<thead>
<tr>
<th>Year</th>
<th>French</th>
<th>Spanish</th>
<th>German</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
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</table>

Year(s)

Other Course Name

### Section B

To be completed by the high school counselor or principal for freshman applicants in high school. If the applicant has already graduated from high school, please send the final high school transcript showing this information.

#### General Information

- Class rank
- Class size of seniors
- Based on this number of semesters of work
- Current cumulative GPA on a 4.00 scale

I verify that the information in sections A & B above is correct.

Signature of Principal or Counselor

#### ACT or SAT Test Scores

Must be provided directly from reporting organization.

High School:

Phone Number:
Professional Education Assessment Fee

In spring of 2007, a decision was made to transition in the fall of 2007 to the Teacher Work Sample (TWS) as a means of demonstrating competency based mastery of the 9 MoSPE Teacher Standards. Standards will be collected by class assignments housed in the TK20 Assessment System. TK20 is the assessment system which will collect all assessment data for educator candidates in order to track and verify competency attainment for certification (licensure).

Due to resource constraints and increased costly activities and assessments within the Professional Education Unit, it was decided to assess a student fee to partially cover these costs. See the list of classes and charges below. The collection and the expenditure of the fees does not necessarily equate to the class as a direct expense but rather covers costs all through the preparation program. This fee will cover but is not limited to the following items:

- 1 copy per student of the Professional Education Handbook
- Transportation Costs for Practicum courses and Diversity trips
- Student Teaching Seminar Guest Speakers’ Stipends and/or Expenses
- Teacher Work Sample and Student Teaching Seminar associated expenses
- ACT, C-BASE, and PRAXIS II Preparation Materials
- ID Badges for Horace Mann
- Cover cost of increased field experiences

Classes in which this fee will be charged include:

**Secondary Education:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum I (61-260/61-262/22-260)</td>
<td>$25</td>
</tr>
<tr>
<td>Practicum II (61-360/61-362/22-360)</td>
<td>$25</td>
</tr>
<tr>
<td>School and Society (61-461)</td>
<td>$25</td>
</tr>
<tr>
<td>Student Teaching</td>
<td>$25</td>
</tr>
</tbody>
</table>

**Elementary Education:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation and Activity in the Elem Sch (62-211)</td>
<td>$25</td>
</tr>
<tr>
<td>School and Society (61-461)</td>
<td>$25</td>
</tr>
<tr>
<td>Elementary School Social Studies (62-410)</td>
<td>$25</td>
</tr>
<tr>
<td>Student Teaching</td>
<td>$25</td>
</tr>
</tbody>
</table>
Tk20 Assessment System

In order to prove that Northwest education students are prepared to be certified to teach or counsel students or provide school leadership, they must store certain items on the Tk20 system. Tk20 is an assessment system that will allow Northwest education students to store important assignments, load videos of field experiences and create an online presence for potential employers. Also, Tk20 will give the university the ability to assess each student and program to help pinpoint, diagnose and deal with any academic deficiencies in order to create better educators.

All Northwest undergraduate and graduate education students are required to purchase a seven year subscription to Tk20. Students may purchase this subscription either at the campus bookstore or online. The cost at the bookstore is $133 and students may pay with unused financial aid funds. If purchased online, the cost is $103 and a credit card is required. In order to make an online purchase, log in to the Northwest portal page here: [https://my.nwmissouri.edu/cp/home/displaylogin](https://my.nwmissouri.edu/cp/home/displaylogin).

Once logged in, students will click on the Tk20 logo on the right side of the page, and follow the instructions to purchase an account. Whether purchased online or at the bookstore, students will need to go online in order to register and use their account.

Training sessions will be scheduled during fall and spring semesters to instruct students on how to use the system. Information regarding training sessions will be e-mailed. Course instructors will notify students about which assignments must be uploaded to Tk20.

For more information about Tk20, students can access the Tk20 information site: [http://www.nwmissouri.edu/dept/peu/tess/tk20/index.htm](http://www.nwmissouri.edu/dept/peu/tess/tk20/index.htm)

For other questions about the Tk20 system, please contact the Tk20 Unit Administrator, Mike McBride, at 660-552-1089 or mam77@nwmissouri.edu
Criminal Background Check Procedure
During Practica Courses

Beginning with the fall of 2012, the Professional Education Unit requires all students to register with the Family Care Safety Registry (FCSR) during their first practicum course. The Teacher Education Student Services (TESS) Office will run current background checks through the FCSR when students enroll in teacher education entry level courses (Observation and Activity 62-211 and Middle & Secondary Teaching Practicum I 61-260 & 262 and 22-250), upon admission to the Professional Education Program, and in upper level Professional Education Practica Courses. Students must provide verification of their FCSR registration to the TESS Office in Administration Building 348 during their 1st week of enrollment in 62-211, 61-260, 61-262, and 22-260.

The Family Care Safety Registry conducts a search using name, date of birth, and/or Social Security number against the records maintained by the following Missouri state agencies:
- Criminal History records maintained by the MO State Highway Patrol
- Sex Offender Registry records maintained by the MO State Highway Patrol
- Child abuse/neglect records maintained by the MO Department of Social Services
- Foster parent licensing records maintained by the MO Department of Social Services
- Employee Disqualification list maintained by the MO Department of Health and Senior Services
- Employee Disqualification Registry records maintained by the MO Department of Mental Health
- Child Care licensing records maintained by the MO Department of Health and Senior Services

A person may either register online with the FCSR or by mail. Online registration is quick and easy and all an individual will need is internet access, their Social Security number, and a valid credit or debit card for payment of the fee. The fee to register online is $10.00 plus a $1.00 processing fee.

If you choose to mail in your registration, you need to complete the worker registration form which can be found at the following address: [http://health.mo.gov/safety/fcsr/forms.php](http://health.mo.gov/safety/fcsr/forms.php). Mail a copy of the worker registration form along with a photocopy of your Social Security card and a check or money order for the $10.00 registration fee to the Missouri Department of Health and Senior Services, Fee Receipts Unit, P.O. Box 570, Jefferson City, MO 65102. Mailed forms are processed in the order received.

**First Time Registration:**
1. To register online with the FCSR, make sure you have internet access, your social security number, and a credit or debit card and go to the following site: [https://webapp02.dhss.mo.gov/bsees/Main.aspx](https://webapp02.dhss.mo.gov/bsees/Main.aspx)
2. Click the Registration Tab and then Register.
3. You will first need to confirm that you haven’t registered with the FCSR at an earlier time. Click the Is A Person Registered Tab, enter your Social Security Number twice along with the security text on the screen and hit search. If you have registered previously, your Social Security Number will be on file. If not, click continue to proceed with registration.
4. Under Employer Information, you will use the select if no employer dropdown box. Choose student and click continue.
5. Select voluntary under the registration type. Next, enter your last name, first name, date of birth, and gender. You will also need to click the add other name button if you have used any other names (maiden, nickname, previous married names). Enter your mailing address...
including the zip, city, state, and county. Read and agree to the terms and enter your payment information.

6. Once you have completed the process, you will be taken to a verification screen. The TESS Office will need a copy of this screen for your file. Please go to File, Select All, Copy, and Paste this page into a word document. Save it and email it to the TESS Office at tess@nwmissouri.edu so we will know you have registered and we can proceed with the background check. You will receive the results of your background check in the mail from the FCSR. Please keep this copy for your own records.

Already Registered Students:
The TESS Office will automatically request a new FCSR Background Check during the beginning of the semester that you are enrolled in a course requiring a background check. You will not need to do anything if you have already registered with the FCSR and your registration verification is on file in the TESS Office.
Requirements for Admission to Teacher Education Program

Fall 2012—July 2013

Please monitor your progress

Yes  No

Observation and Activity (62-211) or Practicum I
(61-262 Middle School or 61-260 Secondary or 22-260 Physical Ed) Grade of C or
better

Oral Communication/Speech (29-102) C or better

Two Composition Courses or one Honors Comp.

Math Course (Elementary Majors – 17-171)

Information Technology Competency Course

ACT (Minimum 20) or SAT on file in TESS office. Score ________.

Pass all five subsections of the C-BASE

- C-BASE requirement of 265 on three sub-tests & a 235 on remaining two sub-tests if 20
ACT

- C-BASE requirement of 235 on each sub-test if 21 or higher ACT Composite

**All students must have a 235 on all subsections of the C-BASE, as it is a Missouri State
requirement

2.5 overall GPA, 2.5 GPA in major and a 2.5 GPA in education courses
(______ overall GPA; ______ major GPA; ______ education GPA)

Minimum of 45 hours (______ hours).

All qualifications have been met. Please go to the TESS office (AD 348) and apply for
admission to the College of Education.

Other requirements:

- No more than 7 hours below a “C” in courses that meet general education requirements.
- All students must register with the Family Care Safety Register so that a Criminal Background
Check can be completed in Observation and Activity (62-211) or Practicum I (61-260
Secondary or 61-262 Middle School or 22-260 Physical Education).

ACT requirement:

- Minimum of 20 ACT Composite Score

C-BASE requirement:

- 265 on three sub-tests and 235 on remaining two sub-tests if 20 ACT Composite
- 235 on each sub-test if 21 or higher ACT Composite

Support processes are in place to assist students to prepare for the C-BASE.

- You have 3 attempts to pass all sub-tests of the C-BASE.
- Students who earn a below-minimum required score on any or all C-BASE sub-tests are
required to:
  - 1st time- complete a Student Academic Success Plan with advisor. Form must be
    signed by advisor and submitted to the TESS Office
  - 2nd time- meet with Teacher Education Admissions Committee to present the student’s
    revised Student Academic Success Plan
  - 3rd time- cease taking course work in the teacher education sequence

Students seeking admission to the Teacher Education Program and who fail any C-BASE subsection(s) for
a third time may not continue in the teacher education sequence. If a student believes they can still be
successful in Teacher Education, they may request a meeting with the Teacher Education Admissions
performance, etc.) case for consideration. If a student is granted probationary status, he/she must meet admissions requirements within one trimester.

Please note that students have two years to pass each subsection of the C-BASE from the time of their initial administration. If a student does not pass all of the CBASE components within the two-year period, all of the individual component scores will expire and the student must retake the entire examination.

Appeals procedures available. **Contact your education advisor** to discuss "Alternative Admission Form" or "Blocked Class Form." Complete entire petition and attach the required supporting documentation. Incomplete petitions will not be reviewed. All petitions must be submitted one day prior to the scheduled Teacher Education Admissions Committee Meeting.

Students with disabilities who may need accommodations for the C-BASE exam should present a copy of their LAP/S approved accommodations letter to the Counseling Center director when completing the CBASE application. Students who do not have Northwest-approved accommodations are directed to the process outlined in the "Services for Students with Disabilities" brochure located at the Student Services desk in the Administration Building or online at [www.nwmissouri.edu/swd](http://www.nwmissouri.edu/swd) to request accommodations.

Due to an increase in the number of students requesting accommodations for a disability on the C-BASE test, any request for accommodation must be submitted by the regular registration deadline. The Counseling Center will not accept late registration for accommodations. This is to allow testing personnel time to arrange for the necessary accommodations.
Requirements for Admission to Teacher Education Program

**Beginning August 1, 2013**

*Please monitor your progress*

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tr>
<td>Observation and Activity (62-211) or Practicum I (61-262 Middle School or 61-260 Secondary or 22-260 Physical Ed) Grade of C or better</td>
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<td>Oral Communication/Speech (29-102) C or better</td>
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<td>Two Composition Courses or one Honors Comp.</td>
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<td>Math Course (Elementary Majors – 17-171)</td>
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<tr>
<td>Information Technology Competency Course</td>
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<tr>
<td>ACT or SAT or ACT waiver on file in TESS office.</td>
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<tr>
<td>Pass all five subsections of the C-BASE</td>
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*All students must have a 235 on all subsections of the C-BASE, as it is a Missouri State requirement*

**Other requirements:**

- No more than 7 hours below a "C" in courses that meet general education requirements.
- All students must register with the Family Care Safety Register so that a Criminal Background Check can be run in Observation and Activity (62-211) or Practicum I (61-260 Secondary or 61-262 Middle School or 22-260 Physical Education).

**ACT requirement:** ACT or SAT or ACT waiver on file in TESS Office

**GPA requirement:** 2.75 overall GPA, 3.0 GPA in major and a 3.0 professional education GPA

**C-BASE requirement:**

All students must pass each subsection of the C-BASE with a score of 235. This is a State of Missouri requirement.

**Support processes** are in place to assist students to prepare for the C-BASE.

- You have **3 attempts to pass all sub-tests of the C-BASE**.
- Students who earn a below-minimum required score on any or all C-BASE sub-tests are required to:
  - **1st time** - complete a *Student Academic Success Plan* with advisor. Form must be signed by advisor and submitted to the TESS Office
  - **2nd time** - meet with Teacher Education Admissions Committee to present the *student’s revised Student Academic Success Plan*
  - **3rd time** - cease taking course work in the teacher education sequence

Students seeking admission to the Teacher Education Program and who fail any C-BASE subsection(s) for a third time may not continue in the teacher education sequence. If a student believes they can still be successful in Teacher Education, they may request a meeting with the Teacher Education Admissions Committee (TEAC) to discuss probationary status. If the TEAC agrees to hear the request, it is the responsibility of the student to present a data-based (test scores, sub-test scores, GPA, high school
Committee (TEAC) to discuss probationary status. If the TEAC agrees to hear the request, it is the responsibility of the student to present a data-based (test scores, sub-test scores, GPA, high school performance, etc.) case for consideration. If a student is granted probationary status, he/she must meet admissions requirements within one trimester.

Please note that students have two years to pass each subsection of the C-BASE from the time of their initial administration. If a student does not pass all of the CBASE components within the two-year period, all of the individual component scores will expire and the student must retake the entire examination.

Appeals procedures available. **Contact your education advisor** to discuss “Alternative Admission Form” or “Blocked Class Form.” Complete entire petition and attach the required supporting documentation. Incomplete petitions will not be reviewed. All petitions must be submitted one day prior to the scheduled Teacher Education Admissions Committee Meeting.

Students with disabilities who may need accommodations for the C-BASE exam should present a copy of their LAP/S approved accommodations letter to the Counseling Center director when completing the C-BASE application. Students who do not have Northwest-approved accommodations are directed to the process outlined in the “Services for Students with Disabilities” brochure located at the Student Services desk in the Administration Building or online at [www.nwmissouri.edu/swd](http://www.nwmissouri.edu/swd) to request accommodations. Due to an increase in the number of students requesting accommodations for a disability on the C-BASE test, any request for accommodation must be submitted by the regular registration deadline. The Counseling Center will not accept late registration for accommodations. This is to allow testing personnel time to arrange for the necessary accommodations.
<table>
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<th>Missouri General Education Assessment (MoGEA)</th>
<th>College BASE</th>
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<td>- 0002 - Informational &amp; Persuasive Text</td>
<td>- Reading Critically &amp; Analytically</td>
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<td>- 0003 - Literacy Text</td>
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<td>- 0004 - Oral Communication &amp; Public Speaking</td>
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<td>- 0005 - Writing Assignment</td>
<td>- Conventions of Written Language</td>
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<td>- Writing Exercise</td>
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<td><strong>003: Mathematics</strong></td>
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<td>- 0006 - Number, Quantity, &amp; Algebra</td>
<td>General Mathematics</td>
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<td>- 0007 - Functions &amp; Linear Functions</td>
<td>- Practical Applications</td>
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<td>- 0008 - Nonlinear Functions</td>
<td>- Properties &amp; Notations</td>
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<td>- 0009 - Geometry, Probability, &amp; Statistics</td>
<td>- Using Statistics</td>
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<td>- Algebra</td>
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<td>- Evaluating Expressions</td>
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<td>- Equations &amp; Inequalities</td>
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<td>- Geometry</td>
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<td>- 2 &amp; 3 Dimensional Figures</td>
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<td>- Geometrical Calculations</td>
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<td>- 0010 - The Nature &amp; Practice of Science</td>
<td>Laboratory &amp; Field Work</td>
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<td>- 0011 - Biology</td>
<td>- Observation &amp; Experimental Design</td>
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<td>- 0012 - Chemistry</td>
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<td>- 0013 - Physics, Geology, and Astronomy</td>
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<td>005: Social Studies</td>
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<td>• 0014 - World &amp; United States History</td>
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<td>• 0017 - Inquiry &amp; Literacy Skills</td>
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001: ENGLISH LANGUAGE ARTS

0001 Demonstrate the ability to comprehend, interpret, and analyze text from a variety of styles and genres.
For example:
- Analyze the development of central ideas or themes over the course of a text and evaluate concepts, ideas, and details that support, illustrate, or elaborate the central ideas or themes of a text.
- Apply knowledge of word structure, context, and syntax to determine the meanings of words and phrases in a text.
- Demonstrate understanding of figurative language, connotative meanings, and the effect of specific word choices on meaning and tone of a text.
- Assess how the author develops a point of view or purpose in a text through choices of style and content.
- Analyze how specific sentences, paragraphs, and larger portions of text relate to each other and to the whole.
- Draw conclusions or make inferences from stated or implied information in a text.

0002 Demonstrate the ability to use critical reasoning skills to evaluate an informational or persuasive text.
For example:
- Analyze the arguments or claims made in a text and the type of appeal (e.g., emotional, ethical, logical) an author uses.
- Evaluate the validity of the author's reasoning and inferences and assess the relevance and sufficiency of supporting evidence, illustrations, or analogies in a text.
- Recognize the assumptions on which a writer's argument is based and evaluate the credibility and accuracy of information presented in a text.
- Analyze how two or more texts address similar themes or topics.

100: ENGLISH - Reading & Literature

101 - Read accurately and critically by asking pertinent questions about a text, by recognizing assumptions and implications, and by evaluating ideas.
- Ascertain the meaning of a passage, identifying main ideas, supporting details, and logical or narrative sequences.
- Recognize the implicit assumptions and values underlying a written work.
- Evaluate the ideas presented in a text by determining their logical validity, their implications, and their relationships to ideas beyond the text.

102 - Read a literary text analytically, seeing relationships between form and content.
- Identify and analysis common semantic features such as connotation and figures of speech.
- Identify conventional literary genres, elements, and devices and relate such formal elements to the content of the passage in which they are found.
- Identify the tone, mood, and voice of a literary text through as analysis of its linguistic features and literary devices.
- Identify the theme of a literary text and the ways it is embodied by formal elements.

103 - Understand a range of literature, rich in quality and representative of different literary forms and historical contexts.
- Identify major authors of British and American literature and describe distinctive features of their works.
- Recognize the historical sequence of major literary figures, works, movements, and periods of world literature (including British and American) and relate them to their literary and cultural contexts.
Demonstrate the ability to use critical reasoning skills to evaluate literary text from a variety of cultures and time periods.

For example:
- Recognize the important characteristics and central themes of foundational works of American and world literature.
- Recognize important features and distinguishing motifs of major literary movements and periods.
- Interpret and compare works of literature from a variety of genres (e.g., fiction, drama, poetry) and/or a range of periods and cultures in terms of form, subject, theme, mood, or technique.
- Analyze how literary devices and techniques (e.g., personification, metaphor, irony, foreshadowing) are used in a work of fiction, drama, or poetry to develop a point of view, establish a tone, convey a theme, or create a mood.
- Analyze ways in which the content of a given work of literature reflects or is influenced by a specific social or historical context.

Demonstrate understanding of effective oral communication and public speaking skills.

For example:
- Demonstrate knowledge of how to identify, use, and create speeches for different types of speaking purposes (e.g., informing, persuading, entertaining, motivating) and the basic process of audience analysis.
- Demonstrate knowledge of how to organize (e.g., introduction, body, conclusion) and structure speeches (e.g., chronological order, cause and effect, climax order, anticlimax order, spatial order), using effective transitions and rhetorical devices.
- Demonstrate knowledge of how to develop and support arguments with appropriate support that is unified, coherent, and fully developed.
- Demonstrate knowledge of the components of good delivery (e.g., verbal skills, nonverbal components, articulation, speaking persona, self-reflection).
- Demonstrate knowledge of effective listening and analysis skills as they relate to critical evaluation of speech topics and the ability to critique oral presentations (e.g., evaluating a speaker's point of
- view, reasoning, and use of evidence and rhetoric; assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone).
- Demonstrate knowledge of communication ethics and the role of public speaking in a democratic society.

<table>
<thead>
<tr>
<th>002: WRITING</th>
<th>WRITING</th>
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<tbody>
<tr>
<td>0005 Produce a clear and coherent written composition in which the development, organization, and style are appropriate to task, purpose, and audience. For example:</td>
<td>104 - Understand the various elements of the writing process, including collecting information and formulating ideas, determining relationships, arranging sentences and paragraphs, establishing transitions, and revising what has been written.</td>
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<tr>
<td>- Demonstrate the ability to support claims in writing using valid reasoning and relevant and sufficient evidence, with an appropriate use of generalizations and adequate, specific, and illustrative details.</td>
<td>- Identify and apply appropriate prewriting strategies, organizational methods, and research techniques.</td>
</tr>
<tr>
<td>- Demonstrate the ability to produce focused, coherent, and unified writing, employing a variety of rhetorical strategies in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>- Improve the clarity, coherence, organization, and style of a text through revision.</td>
</tr>
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<td>- Demonstrate the ability to use effectively words, phrases, clauses, transitional devices, and syntax to link sections of the text, create cohesion, and clarify relationships among ideas.</td>
<td>105 - Use the conventions of standard written English.</td>
</tr>
<tr>
<td>- Demonstrate the ability to introduce and develop ideas through the effective use of thesis statements and/or topic sentences and to provide an effective conclusion that follows from the ideas presented in the composition.</td>
<td>- Identify the parts of speech and grammatical elements of a sentence.</td>
</tr>
<tr>
<td>- Demonstrate command of a variety of sentence structures and the conventions of Standard English grammar and usage.</td>
<td>- Recognize and correct common flaws in diction, grammar, mechanics, and punctuation.</td>
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<tr>
<td>- Demonstrate command of the conventions of English capitalization, punctuation, and spelling.</td>
<td>106 - Write an organized, coherent, and effective essay.</td>
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<td>- Formulate a central idea suitable to the occasion for writing, focusing it as required by the work's format and the expectations of the audiences.</td>
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<td>- Select a rhetorical strategy and pattern of development that effectively organize ideas.</td>
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<td>- Develop ideas logically and coherently with adequate supporting detail.</td>
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<td>- Employ unified paragraphs, varied syntax, and precise diction to present ideas clearly and efficiently.</td>
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<td>- Create a voice and tone appropriate to the audience and purpose.</td>
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<td>- Observe the conventions of standard written English.</td>
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003: MATHEMATICS

0006 Understand number, quantity, and algebra.
For example:
- Identify equivalent expressions involving radicals and rational exponents using the properties of irrational numbers and exponents.
- Perform arithmetic operations with complex numbers.
- Apply dimensional analysis to reason quantitatively and use units to solve problems.
- Perform arithmetic operations on polynomials.
- Justify steps in an algebraic solution by applying the properties of numbers and their operations.
- Rewrite equations that solve a formula for a given variable.
- Represent and solve mathematical and real-world problems using numeric and algebraic expressions and equations, including arithmetic and geometric sequences.

0007 Understand the concept of function and linear functions.
For example:
- Demonstrate knowledge of functions and their characteristics and properties, using different representations (e.g., tabular, algebraic, graphic).
- Build functions by combining different functions arithmetically, transforming functions algebraically and graphically, and finding their inverses.
- Analyze the relationship between linear equations and inequalities and their graphs.
- Solve linear equations and inequalities using a variety of methods, including graphically.
- Solve systems of linear equations using a variety of methods.
- Identify equations or inequalities, or systems of equations and inequalities that represent constraints in a modeling context.
- Model and solve mathematical and real-world problems using linear equations and inequalities, and systems of equations and inequalities in one, two, or more variables.

200: MATHEMATICS - General Mathematics Proficiency

201 - Use mathematical techniques in the solution of real-life problems.
- Solve word problems requiring computation of base, rate, or percentage, including problems related to interest, discount, taxes, and paycheck deductions.
- Solve word problems involving time, distance, and velocity.
- Solve word problems involving ratio and proportion.

202 - Use the language, notation, and deductive nature of mathematics to express quantitative ideas with precision.
- Use and interpret such set concepts as union and intersection, and identify finite, infinite, and empty sets.
- Convert a verbal description of a mathematical relationship to a symbolic mathematical statement.
- Identify integers, real numbers, rational numbers, and irrational numbers.
- Identify applications of the identity, inverse, associative, commutative, distributive, and transitive properties of real numbers.
- Identify patterns in numerical progressiveness and predict further sequential elements.

203 - Use the techniques of statistical reasoning and recognize common misuses of statistics.
- Calculate and interpret probability, including that of independent and mutually exclusive events.
- Recognize inappropriate statistical reasoning and incorrect or misleading displays of statistical data.
- Calculate and interpret mean, median, mode, and range.

ALGEBRA

204 - Evaluate algebraic and numerical expressions.
- Simplify algebraic expressions by substituting given values.
- Simplify numerical and algebraic expressions, using the hierarchy of operations and grouping symbols.
0008 Understand nonlinear functions (e.g., quadratic, polynomial, exponential, logarithmic, rational, radical, absolute value, piecewise).
For example:
- Analyze the relationship between nonlinear equations, inequalities, and their graphs.
- Solve nonlinear equations and inequalities, using a variety of representations.
- Apply the laws and properties of exponents.
- Solve systems of linear and quadratic equations.
- Model and solve mathematical and real-world problems using nonlinear equations and inequalities with one, two, or more variables.

0009 Understand geometry, probability, and statistics.
For example:
- Solve mathematical and real-world problems involving angle measure, perimeter, circumference, area, surface area, and volume of two- and three-dimensional figures.
- Apply geometric concepts (e.g., similarity, congruence, the Pythagorean theorem) to solve mathematical and real-world problems.
- Solve problems involving right triangles.
- Analyze formal and informal geometric proofs.
- Apply techniques of coordinate geometry to analyze characteristics of basic geometric figures and their transformations, and prove geometric theorems algebraically.
- Analyze information presented in tables, line graphs, pictographs, bar graphs, histograms, circle graphs, and scatter plots.
- Demonstrate knowledge of the use of sampling to draw inferences about a population.
- Apply knowledge of the rules of probability to compute probabilities and to solve problems in a variety of situations.
- Find probabilities of compound events using organized lists, tables, tree diagrams, and simulations.

205 - Solve equations and inequalities.
- Solve linear equations.
- Solve linear inequalities.
- Use the quadratic formula to solve quadratic expressions.

GEOMETRY

206 - Recognize two and three dimensional figures and their properties.
- Identify parallel, perpendicular, and intersecting lines and determine the angle relationships they create by recognizing acute, obtuse, vertical, right, adjacent, supplementary, and complementary angles.
- Identify two and three dimensional geometrical figures.
- Identify similar and congruent polygons.

207 - Use the properties of two and three dimensional figures to perform geometrical calculations
- Calculate the perimeter and area of two dimensional geometrical figures.
- Calculate the area and volume of three dimensional geometrical figures.
- Use the Pythagorean Theorem to solve problems involving right triangles.
0004: SCIENCE

0010 - Understand the nature and practice of science.
- Demonstrate knowledge of the principles and methods of scientific inquiry, including the formulation of testable hypotheses and the safe use of equipment and materials associated with scientific investigations.
- Demonstrate knowledge of procedures for gathering, analyzing, and presenting scientific information and numeric data from laboratory and field investigations, including the use of mathematical analysis.
- Analyze scientific and technical texts, including summarizing complex information presented in multiple formats, explaining central ideas and hypotheses, and citing and evaluating evidence used to support conclusions.
- Analyze an author's purpose in providing specific information in a scientific or technical text and recognize how scientific and technical texts structure information into categories and hierarchies.
- Demonstrate knowledge of mathematics and physical models used to represent scientific relationships and recognize the symbols and domain-specific terminology used in undergraduate-level scientific and technical texts.
- Demonstrate knowledge of the historical development of major ideas and theories in science and the relationship between science, technology, and society, including the social, personal, and cultural contexts of science.

0011 – Understand the fundamental concepts, principles, and theories of the life sciences.
- Demonstrate knowledge of basic terminology and major concepts in the life sciences.
- Demonstrate knowledge of the structure and function of biomolecules, cells, tissues, organs, and organ systems in plants and animals.
- Analyze the cycling of energy and matter in biological systems and the processes of photosynthesis and cellular respiration.
- Demonstrate knowledge of the classification, basic

300: SCIENCE - Laboratory & Field Work

301 - Recognizes the role of observation and experimentation in the development of scientific theories.
- Isolate and define a scientific problem or area for scientific study.
- Recognize the principal elements in an experimental design, including the hypothesis, independent and dependent variables, and controls.
- Evaluate an experimental design by analyzing its ability to test the hypothesis, identifying weaknesses and improvements, and discerning inherent limitations and assumptions.

302 - Recognize appropriate procedures for gathering scientific information through laboratory and field work.
- Identify effective laboratory and field techniques for observation, measurement, and other information gathering procedures.
- Select the scientific apparatus or instrument appropriate to a specified laboratory or field task and identify proper operations of such equipment.
- Use the metric system of measurement, recognizing equivalents within that system and selecting units appropriate to a given laboratory or field task.
- Convert between scientific notation and conventional numerals and use scientific notation to perform calculations.

303: Interpret and express the results of observation and experimentation.
- Identify accurate verbal, graphic, and tabular expressions of data derived from observation and experimentation.
- Draw conclusions and make inferences from observations or experimental results presented in verbal, graphic, or tabular form.
- Describe a scientific relationship in symbolic mathematical terms.

Fundamental Concepts

304 - Understand the fundamental concepts, principles, and theories of the life sciences.
characteristics, and essential needs of living organisms.

- Demonstrate knowledge of the theory of evolution, the basic principles of heredity, and the life cycles of common organisms.
- Recognize types of ecological relationships between organisms, the biotic and abiotic factors that affect ecosystems, and the characteristics of terrestrial and marine ecosystems.

**0012 - Understand the fundamental concepts, principles, and theories of physical science.**

- Demonstrate knowledge of basic terminology and major concepts in the physical sciences.
- Demonstrate knowledge of the properties and characteristics of matter, the structure of the atom, physical and chemical changes in matter, and the Periodic Table of the elements.
- Demonstrate knowledge of the concepts of force, mass, motion, gravity, and Newton's laws.
- Recognize the characteristics and transformations of different forms of energy and the relationship between energy, heat, and temperature.
- Demonstrate knowledge of mechanical and electromagnetic waves and the characteristics of sound and light.
- Demonstrate knowledge of electricity and magnetism.

**0013 - Understand the fundamental concepts, principles, and theories of Earth and space science.**

- Demonstrate knowledge of basic terminology and major concepts in Earth and space science.
- Demonstrate knowledge of the Earth's surface features and the properties and characteristics of Earth materials, including rocks, soil, water, and energy and mineral resources.
- Demonstrate knowledge of the Earth's history, the changes that have occurred over geologic time, and the geologic processes that shape the Earth's surface.
- Demonstrate knowledge of the atmosphere, types and characteristics of weather, and the hydrologic cycle.
- Analyze interactions of the sun, moon, and Earth and the effects of these interactions on Earth systems.
- Demonstrate knowledge of objects in the solar system and universe and theories of their origin.

- Describe the elements of fundamental concepts in the life sciences.
- Describe the basic processes of matter, energy, and information in the life sciences.
- Describe significant relationships among natural phenomena in the life sciences.
- Describe the products or effects of fundamental processes in the life sciences.

**Skill 305: Understand the fundamental concepts, principles, and theories of the physical sciences.**

- Demonstrate knowledge of basic terminology and major concepts in the physical sciences.
- Demonstrate knowledge of the basic properties and characteristics of matter, the structure of the atom, physical and chemical changes in matter, and the Periodic Table of the elements.
- Demonstrate knowledge of the concepts of force, mass, motion, gravity, and Newton's laws.
- Recognize the characteristics and transformations of different forms of energy and the relationship between energy, heat, and temperature.
- Demonstrate knowledge of mechanical and electromagnetic waves and the characteristics of sound and light.
- Demonstrate knowledge of electricity and magnetism.

- Describe the elements of fundamental concepts in the physical sciences.
- Describe the basic processes of matter, energy, and information in the physical sciences.
- Describe the significant relationships among natural phenomena in the physical sciences.
- Describe the products or effects of fundamental processes in the physical sciences.
### 005: SOCIAL STUDIES

**0014 - Understand the major political, social, economic, scientific and cultural developments that have shaped the history of the world.**
- Demonstrate knowledge of basic terminology and major concepts in the study of history.
- Recognize the chief characteristics and major contributions of world civilizations.
- Demonstrate knowledge of significant historical eras, events, and individuals in world and U.S. history and recognize the chronological and causal relationships between them.
- Analyze the causes and consequences of major developments in world and U.S. history (e.g., the rise and fall of the Roman Empire, the Renaissance, the Industrial Revolution, the Civil War).
- Demonstrate knowledge of significant social, political, scientific, technological, economic, and cultural developments in world and U.S. history.
- Evaluate different perspectives and interpretations of world and U.S. history and examine the assumptions, values, and beliefs on which they are based.

**0015 - Understand fundamental concepts and features of world geography, culture, and society.**
- Demonstrate knowledge of basic terminology and major concepts in geography, anthropology, and sociology.
- Identify the location and characteristics of major physical features, climatic patterns, cultural regions, and political units of the world and analyze their geographic significance.
- Demonstrate knowledge of factors that influence human migration and settlement and recognize historical and contemporary patterns of population growth, decline, and movement.
- Demonstrate knowledge of the characteristics of cultural groups and the economic, political, and cultural commonalities, differences, and interactions between places and regions.
- Demonstrate knowledge of how personal identity is formed and shaped, and the role of culture and social institutions in human

### 400: SOCIAL SCIENCE - History

**401 - Recognize the chronology and significance of major events and movements in world history.**
- Identify and compare key institutions or participants in major events and movements of world history.
- Identify the sequence of major events and movements in world history.
- Describe the significance of major events and movements in world history, including their causes and effects as well as their relationships to broader historical trends.

**402 - Recognize the chronology and significance of major events and movements in United States history.**
- Identify and compare key institutions or participants in major events and movements in United States history.
- Identify the sequence and significance of major events and movement in the United States history, including their causes and effects as well as their relationships to broader historical trends.
- Identify technological developments and environmental changes in the United States history and relate them to historical events and movements.
- Describe the principles and development of American Constitutional democracy and the significance of major Supreme Court decisions.
- Describe the interaction among peoples of different national origins, races, and cultures and how such interaction shaped American history.

### Social Sciences

**403 - Recognize basic features and concepts of world geography.**
- Identify the location and explain the geographical significance of cultural regions, political units, and physical features of the world, including nations, cities, land masses, bodies of water and waterways, mountain ranges, deserts, and climatic zones.
- Describe central features of the cultural and social life within
societies.
- Demonstrate knowledge of ways in which humans modify the physical and social environments and ways in which human societies are influenced by the physical and social environments around them.

0016 - Understand basic features, concepts, and relationships of the world's political and economic structures.
- Demonstrate knowledge of basic terminology and major concepts in political science and economics.
- Recognize major characteristics of different forms of government and examine similarities and differences between political systems.
- Demonstrate knowledge of the basic structures, functions, and purposes of government in the United States and the constitutional principles on which they are based.
- Demonstrate knowledge of American democratic ideals, the rights and responsibilities of U.S. citizenship, and the skills and civic dispositions required for effective participation in politics and government.
- Recognize basic characteristics of a free market economic system and examine similarities and differences among major economic systems.
- Demonstrate knowledge of basic principles of international trade and historical and contemporary patterns of commercial exchange in the global economic system.

0017  Apply inquiry and literacy skills in the social studies.
- Recognize basic steps and procedures (e.g., posing questions, formulating hypotheses, challenging claims) in social studies research.
- Demonstrate knowledge of social studies tools and resources, and the ability to locate, gather, organize, and present social studies information.
- Identify the characteristics and uses of basic social studies resources (e.g., reference sources, primary and secondary sources, technological sources)
- Demonstrate the ability to identify purpose, point of view, central ideas, and relationships between fundamental concepts and key details in social studies documents.

nations, including aspects of daily life, customs, religious belief, and the arts.
- Analyze geographical relationships, including the effects of geographical factors upon human life.

404 - Recognize basic features and concepts of the world's political and economic structures.
- Identify and apply basic principles of economics and international trade, as well as describe their operation between and within the economic systems of particular countries.
- Identify and apply basic principles of political science, as well as describe their operation between and within the governments of particular countries.

405 - Recognize appropriate investigative and interpretive procedures in the social sciences.
- Identify appropriate sources and methods for the investigation of a social problem or institution.
- Interpret and express the results of social science research in verbal, tabular, and graphic form.
- Demonstrate the ability to interpret words and phrases used in social studies texts, identify underlying assumptions, distinguish between fact and opinion, recognize bias, and assess the adequacy of claims, reasoning, and evidence in social studies documents.
- Demonstrate the ability to integrate and evaluate content presented in diverse formats and media and to analyze how multiple texts address similar themes or topics.
MO Ed Profile Information

Missouri Educator Profiles

Purpose: The Missouri Educator Profile (MEP) is designed to be diagnostic, developmental, and sequential to assess the characteristics of candidates pursuing certification as a teacher, counselor, librarian, principal, and/or superintendent.

- Test Format: Web-Based Assessment
- First Administration: September 3, 2013
- Registration & Preparation Materials: To be released March/April 2013

Taken from http://dese.mo.gov/eg/mo-ed-profiles.htm on 6-4-13
Dispositions are operationally defined as tendencies or beliefs that are conveyed or made public through observable behaviors. Identify your choice by placing an “X” next to the appropriate bubble. One of the goals of this form is to help identify students whose dispositions do not match those required for teaching. With that in mind, please answer the following questions as honestly as possible. Complete the following inventory using the following scale to describe the manner in which each behavior has been exemplified:

| Strongly Disagree | 1 |
| Disagree | 2 |
| Not Observed | 3 |
| Agree | 4 |
| Strongly Agree | 5 |

**Professional Commitment and Responsibility:** The candidate demonstrates a commitment to the professional and adheres to the legal and ethical standards set forth by it. The student:

1. Demonstrates enthusiasm toward teaching, learning and leading
2. Is prepared and punctual

**Professional Relationships:** The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger society. The student:

3. Considers diverse opinions and perspectives
4. Exemplifies respect for self and others
5. Is patient and flexible

**Critical Thinking and Reflective Practice:** The candidate demonstrates a commitment to continuous development within the profession. The student:

6. Addresses issues and concern in a professional manner
7. Accepts critical feedback in a professional manner

**Additional comments**

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Northwest Missouri State University
College of Education
Teacher Work Sample
Cover Sheet

Teacher Candidate: __________________________ PIDM: 919 __________________________

Degree Program: __________________________

Major: __________________________ Minor: __________________________

University Supervisor: __________________________

Cooperating Teacher: __________________________ School: __________________________

Advisor: __________________________

TWS Grade Level: __________________________ Content Area: __________________________

Academic Integrity Statement:

I affirm and testify that I completed all materials included in this teacher work sample. I understand that submission of materials identical to those of teacher candidate constitutes academic dishonesty and that both of us may be dismissed from the teacher education program.

_________________________ Teacher Candidate's Signature __________________________

_________________________ Date __________________________

1 Adapted from The Renaissance Group (2001, 2002) and Idaho State University (2003) by Dr. Carole Edmonds, Dr. Joyce Piveral, and Dr. Tim Wall for NWMSU (August 2003). Revised by Dr. Matt Symonds and Dr. Tim Wall (January 2008). Revised by Dr. Nissa Ingraham, Dr. Joe Kreizinger, Dr. Terry Lovelace, Dr. Cheryl Malm, and Dr. Matt Symonds (June 2012).
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The Northwest Missouri State Teacher Work Sample: An Overview
Guidelines for Preparation

As a requirement for the Teacher Education Program, you must develop a Teacher Work Sample (TWS). This will help you document your ability to plan, deliver, and assess a standards-based instructional sequence while demonstrating your ability to reflect on the impact your instruction has on student learning. The student teacher is required to complete a Teacher Work Sample (TWS) and submit it to Tk-20 for evaluation. Your TWS must be submitted to Tk-20 at least two weeks prior to the final campus seminar mandatory for all student teachers.

The student teacher is required to pass each TWS quality indicator in order to earn a passing grade for student teaching. Work submitted for each quality indicator may be revised and resubmitted. Revisions must be submitted to Tk-20 within two weeks of the final campus seminar (TWS evaluation date). Failure to earn a passing score on all quality indicators of the TWS will result in a failing grade for all student teaching hours.

Each TWS covers an instructional sequence comprised of at least five consecutive lessons within a teaching unit focused on a concept or set of concepts. For your TWS, you will plan, deliver, and assess your instructional sequence and then complete an analytical report and reflection according to the guidelines provided in this document. An entire teaching unit is not required for submission provided all TWS elements are included.

Targeted Standards
(Northwest’s Conceptual Framework, MoSPE Standards, GLE, CLE, NCATE, ISTE)

Your TWS provides evidence of your knowledge, skills, and dispositions (NCATE), and is correlated to performance relative to the following MoSPE standards [page 63 of the Professional Education Handbook].

1. **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.

2. **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.

3. **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.

4. **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.

5. **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.

6. **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.

7. **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.

8. **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.

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

Required Components of the Teacher Work Sample

- There are no specific page limits for your TWS.
- Please include ONLY required materials.
- A typical TWS project is approximately 40 pages plus student work, charts & graphs

Your TWS must include the components listed below. Suggested page limits for each section are noted.

1. **Learning Context**
2. **Learning Objectives**
3. **Assessment Plan**
4. **Teaching Unit Instructional Plans**
5. **Instructional Decision Making**
6. **Analysis of Student Learning**
7. **Reflection and Self-Evaluation**
8. **Organization, Readability, Spelling and Grammar**

Running head: TEACHER WORK SAMPLE
Type title of unit here

Teacher Work Sample

Element 1: Learning Context

This section of your Teacher Work Sample describes the community, school, and classroom context in which you are completing your teaching experience. This context is critical as it describes the environment for learning. This section of your TWS is written in narrative form and includes the following 5 tasks.

Discuss each of the following topics in this section of the Teacher Work Sample:

**Element 1.1**

Describe in detail the characteristics of the local neighborhood/community in which the school is located, the school, your classroom, and your students.

Begin by providing a brief description of the characteristics of the local neighborhood/community in which the school is located and the school community, including the type of school and grade/subject configuration. Visit the local Chamber of Commerce web page to find out more about the community. Tell about the population, cost of living, labor force and unemployment rate, average cost of housing, and other characteristics of this community. Based on this information, what will be the socioeconomic background of most of the students in your school?

Then explain major characteristics of the school that impact your instructional planning, delivery, and assessment. Detail any district or state mandates, such as required texts or curricula and content standards, services available in the school for students with special needs, etc. Remember, for each factor you describe, you must explain how that factor impacts teaching and learning.

Describe the classroom environment in which you are teaching the instructional sequence presented in your Teacher Work Sample. Include a description of the classroom rules, daily routines, physical arrangements (you might want to include photographs showing your classroom arrangement), technology available for students and teachers, social dynamics and grouping patterns, and scheduling that affects teaching and learning. Remember, for each factor you describe, you must explain how that factor impacts your teaching and student learning in the classroom.

Describe the students in your classroom, including the number of students and their ages and genders, cultural and socioeconomic backgrounds, native language(s), levels of English proficiency, range of abilities, and special needs. Remember, for each factor you describe, you must explain how that factor impacts your teaching and student learning in the classroom.

**Element 1.2**

Build upon your work in 1.1 to connect specific student, classroom, school, and community characteristics to a classroom management plan (outlines district/building/classroom plan; explain specific plans for developmental/special needs behaviors, etc.). Include the name of the theorist(s) associated with this classroom management plan.

**Element 1.3**
Explain how specific characteristics may influence development of learning objectives (prior knowledge, student support, necessary modifications, accommodations and/or modifications, etc.). In other words, how do the characteristics of your school and classroom impact planning for instruction.

Element 1.4

Describe how these specific characteristics may influence selection of teaching strategies you will use in your classroom (grouping considerations, expertise available in the community, use of technology, etc.).

Element 1.5

Document an interview and/or collaborative discussion with the cooperating teacher regarding learning context.

Definition of Terms

- **Impacts teaching and learning**: A contextual factor impacts teaching and learning if it matters (is important to, is relevant to, affects) how or the extent to which students learn.

<table>
<thead>
<tr>
<th>Needs Revision</th>
<th>Meets Standards</th>
<th>Comments</th>
<th>MoSPE Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not attempted (no evidence provided) and/or does not address the criteria</td>
<td>Attempted but little evidence of meeting criteria and/or incomplete information</td>
<td>Some evidence of meeting criteria and/or lacks clarity</td>
<td>Satisfactory evidence of meeting criteria</td>
</tr>
<tr>
<td>1.1 Learning context includes detailed description of student, classroom, school and community characteristics (may include racial, socioeconomic, special needs, linguistic, culture, etc.), reference your 6 day report and learning context demographic form.</td>
<td>○</td>
<td>○</td>
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<tr>
<td>1.2 Candidate explains how your specific student, classroom, school, and community characteristics influenced your classroom management plan (outline district building/classroom plan; discuss specific plans for development/special needs behaviors, reliability, etc.)</td>
<td>○</td>
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<tr>
<td>1.3 Candidate explains how specific characteristics influence the development of your learning objectives (prior knowledge, student support, necessary modifications, adaptations and/or accommodations, reliability, etc.)</td>
<td>○</td>
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<td>○</td>
</tr>
<tr>
<td>1.4 Candidate anticipates how specific characteristics may influence your selection of teaching strategies (grouping considerations, utilize community expertise, use of technology, etc.)</td>
<td>○</td>
<td>○</td>
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<tr>
<td>1.5 Candidate documents interview/collaborative discussion with cooperating teacher regarding learning context</td>
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</tbody>
</table>
Element 2: Learning Objectives

In this section of your Teacher Work Sample, you must

1. list the learning objectives that guide the planning, delivery, and assessment of your instructional unit (or sequence);

2. show how these objectives align with appropriate national, state, and/or local standards;

3. show how the learning objectives are linked to multiple instructional strategies (including use of technology) and developmentally appropriate learning theories;

4. reflect on possible assessments (both formative and summative) connected to these objectives;

5. develop and administer a content pre-test;

6. based on those pre-test results, explain what changes you will make to the learning objectives.

There are five specific tasks to be completed in Element 2 of your Teacher Work Sample.

Elements 2.1, 2.2, 2.3, and 2.4

Complete the following table that outlines your objectives (what you expect your students to know and be able to do), identifies national, state, and/or local standards correspondent to each objective, and illustrates how each objective links to multiple instructional strategies, developmentally appropriate learning theories, and use of technology (when appropriate).

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>National, State, or Local Standards</th>
<th>List of possible appropriate instructional strategies</th>
<th>List of possible appropriate assessments (formative and summative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write each learning objective in a research-based format such as ABCD format (audience, behavior, condition, degree) or SMART (specific, measurable, attainable, related, time-bound). List each learning objective on a different row of this table.</td>
<td>Indicate to what standard(s) your objective is aligned.</td>
<td>Indicate appropriate instructional strategies that can be utilized to reach your objective.</td>
<td>Indicate any appropriate technology that can be utilized to enhance the learning of your students related to the objective</td>
</tr>
</tbody>
</table>

Element 2.5

Explain (paragraph form) why each objective is linked with the chosen strategies, theories, and (where applicable) use of technology. Include a reflection statement (paragraph form) about possible assessment strategies (both formative and summative) related to the objectives (include what strategies you choose, and why you choose them).

Element 2.6
Develop, administer, score, and interpret a content-specific pre-test. Now, based on the interpretation of the pre-test results, explain (paragraph form) the changes you would make to your learning objectives and why you would make those changes. Include completed student copies of the pre-test and the revised objectives.

Definition of Terms

- **National, state, and/or local standards:** General statements about learning expectations for what P-12 students should know and be able to do as required by national, state, or local standards

- **Developmentally appropriate:** Appropriate for the student's level of learning based on knowledge of his/her physical, social, emotional, intellectual development and/or prior level of achievement

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<th>Needs Revision</th>
<th>Meets Standards</th>
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<tr>
<td>Not attempted (no evidence provided) and/or does not address the criteria</td>
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</table>

2.1 Learning objectives are written in a research-based format (such as audience, behavior, condition, degree [ABC]) or specific, measurable, attainable, related, time-bound (SMART) (organized in table).  

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2.2 Learning objectives are aligned to standards (national or state or district curriculum maps, if appropriate). Are you using a national, state, or local curriculum map? Include the language of the standard (organized in a table).  

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2.3 Candidate links learning objectives to multiple instructional strategies (appropriate for the objective), appropriate learning theories (organized in table).  

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2.4 Candidate lists possible assessment strategies, both formative and summative, appropriate for each learning objective (organized in table).  

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2.5 Candidate justifies in detail why and how each possible learning objective is aligned with the indicated instructional strategies and technology (narrative).  

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2.6 Based on pre-test results, candidate explains any needed changes to learning objectives and/or explains why no changes are needed (includes completed student copies of pre-test and revised objectives) (narrative).  

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Element 3: Assessment Plan

In this section of your Teacher Work Sample, you must design an assessment plan that will be used to monitor student progress toward the learning objectives. Plan appropriate assessment measures for assessing student learning before instruction, during instruction, and after instruction.

Assessment methods may include constructed response items, selected response items, performance assessment that includes scoring rubrics, and personal communication documented in anecdotal records. Your instructional sequence should include a variety of assessment methods and strategies suited for the developmental level of the students and your learning objectives. You must also state and defend the criteria you will use for determining the accomplishment of each learning objective.

There are three tasks to be completed in Element 3 of your Teacher Work Sample. You will need to:

1. Construct a table that outlines the assessment plan for your unit.

2. Include copies of each assessment you will use, including the student copy and the answer key for each assessment.

3. Write a reflection statement about how your chosen assessments match the instructional strategies you will employ in your unit.

In Element 2 of your Teacher Work Sample, you administered a pre-test for your unit and made any necessary changes to your learning objectives based on what you want your students to know and be able to do. Now, based on these revised learning objectives, it is time to develop your unit assessment plan. Before you begin to write this section of your TWS, we recommend that you ask yourself the following key questions:

- Are there different ways I can determine the degree to which objectives have been met?
- If so, what is the best or most appropriate assessment tool for this class based on the learning context? Are these assessment tools formative or summative?
- How will I know when students have attained these objectives?
- How can these assessments be modified to meet the needs of the various learners in my classroom?

Element 3.1, 3.2, 3.3, and 3.4

After considering these key questions for assessment, you can begin to develop your unit assessment plan. Remember to review the rubric for this section as you develop your assessment plan table. Please using the following format:
<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Assessment Methods</th>
<th>Rationale</th>
<th>Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>List each learning objective in a separate row. Remember, your learning objective should include a Standard of Performance or Expectation</td>
<td>List and briefly describe the appropriate assessment method you have chosen for this objective. Indicate whether the assessment is formative or summative.</td>
<td>Explain why you chose this assessment. Explain how you will administer, score, and interpret this assessment.</td>
<td>What modifications will you make to this assessment to meet the needs of individual students in your class who have special needs?</td>
</tr>
<tr>
<td>Example</td>
<td>Example</td>
<td>Example</td>
<td>Example</td>
</tr>
</tbody>
</table>

**Element 3.5**

Finally, in paragraph form, include a written reflection statement that addresses how and why the assessments you utilized in your unit complement or match the instructional strategies you have selected.

<table>
<thead>
<tr>
<th>Needs Revision</th>
<th>Meets Standards</th>
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</thead>
<tbody>
<tr>
<td>Not attempted (no evidence provided) and/or does not address the criteria</td>
<td>Attempted but little evidence of meeting criteria and/or incomplete information</td>
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</table>

**Element 3: Assessment plan**

<table>
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<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Comments</th>
<th>MoSPE Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Candidate identifies all formative and summative learning assessments (column 2) used for each learning objective (column 1 of the table) included in the unit.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3.3 Candidate explains in detail why each formative and summative assessment was chosen in the rationale column of the table.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3.4 Candidate includes consistent and appropriate accommodations/adaptations for the content and objectives (column 3 of the table).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3.5 Candidate anticipates/connects learning objectives to instructional strategies to assessments planned for the unit (narrative paragraph: addresses how and why).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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8
Element 4: Instructional Plans

In this section of your Teacher Work Sample you will provide detailed lesson plans for the lessons you are teaching. You will demonstrate your ability to plan instruction that is academically sound, developmentally appropriate, and addresses appropriate content standards as designated by the state or your school district. **This section of your TWS includes the three following tasks:**

1. Re-read the reflection written at the end of Element 2 regarding changes to the learning objectives based on the results of the pre-test. Think carefully: How will these revised learning objectives impact the lessons you plan?

2. Re-read the reflection written at the end of Element 3 outlining possible instructional strategies. Review the needs of the students in your class and the content you will be teaching. Carefully select the most appropriate instructional strategies to help students learn the content you are teaching in this unit.

3. Write detailed lesson plans for a five-lesson sequence. Include copies of all instructional materials, i.e., handouts, worksheets, PowerPoint slides, SmartBoard materials, etc. as well as selected copies of student work to illustrate the formative (and/or summative) assessment(s) associated with each lesson.

**What do I need to do?**

First, write five detailed lesson plans for five sequential lessons that meet the criteria outlined below and in the rubric.

**Element 4.1**

Lesson plans must be consistent with a researched-based format (Hunter lesson plan, Learning Cycle, etc.) and must be in parallel style. Templates for these lesson plan formats are provided in Appendices I and II.

**Element 4.2**

Plans must include sufficient detail to demonstrate your knowledge of the content, i.e., include completed examples you will use and scripts explaining what you will say during Input/Modeling (Hunter Lesson Plan) or Explanation (Learning Cycle). Include appropriate academic language you will use to present the content to your students.

**Element 4.3**

Plans must demonstrate your ability to use multiple subject-specific teaching strategies (must incorporate at least three different strategies in each lesson plan).

**Element 4.4**

Plans must include strategies for facilitating students’ expression through speaking, writing, listening, or communicating in other ways, for example using media or other technology.
Lesson plans must include strategies used to keep students actively and effectively engaged during the lesson, i.e., questioning techniques, group accountability, hands-on activities, etc.

**Element 4.6**

Lesson plans must outline how you will manage activities, time (pacing), transitions, etc. during the lesson. Include a description of pacing throughout the lesson, descriptions of class routines associated with stations, group activities, etc.)

**Element 4.7**

Make sure to include copies of all instructional materials. These include handouts, worksheets, Powerpoint presentations, assessments, rubrics, and answer keys. Also include samples (not the entire class) of student work. Remember to remove all information that identifies students (such as their name) from the student work that you include.

<table>
<thead>
<tr>
<th>Needs Revision</th>
<th>Meta Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least some attempt to meet the criteria</td>
<td>Minimally evidence of meeting criteria</td>
</tr>
<tr>
<td>Some attempt to meet the criteria</td>
<td>Evidence of meeting criteria</td>
</tr>
<tr>
<td>Not attempted (no evidence provided) and/or does not address criteria</td>
<td>Strong evidence of meeting criteria</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element 4: Instructional Plans</th>
<th>Comments</th>
<th>MoSPE Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Instructional plans are consistent with a research-based format (in parallel format, learning cycle, district model, etc.). Indicate if you have made any adjustments to objectives following pre-assessment</td>
<td>○</td>
<td>1. Content Knowledge</td>
</tr>
<tr>
<td>4.2 Instructional plans demonstrate the candidate's knowledge of the content and academic language of the discipline</td>
<td>○</td>
<td>2. Learners and Diversity</td>
</tr>
<tr>
<td>4.3 Instructional plans demonstrate the candidate's ability to use multiple (minimum of 3) subject-specific teaching strategies appropriate to the context of the lesson</td>
<td>○</td>
<td>3. Curriculum</td>
</tr>
<tr>
<td>4.4 Instructional plans include appropriate ways (minimum of 2) of facilitating learner expression in speaking, writing, listening, and communicating through other media</td>
<td>○</td>
<td>4. Instruction</td>
</tr>
<tr>
<td>4.5 Instructional plans set specific strategies for maintaining student engagement throughout the lesson</td>
<td>○</td>
<td>5. Classroom Management</td>
</tr>
<tr>
<td>4.6 Instructional plans indicate candidate's ability to manage time, space, transitions, and activities (pacing, routines, stations, etc.)</td>
<td>○</td>
<td>6. Effective Communication</td>
</tr>
<tr>
<td>4.7 Candidate includes copies of all instructional materials (handouts, worksheets, powerpoints, assessments, rubrics, answer keys, and samples of student work)</td>
<td>○</td>
<td>7. Assessment</td>
</tr>
<tr>
<td>4.8 Instructional plans include explanations of the rationale and purpose for each activity or assignment</td>
<td>○</td>
<td>8. Professional Practice</td>
</tr>
<tr>
<td>4.9 Instructional plans include consideration of the outcomes of each activity or assignment</td>
<td>○</td>
<td>9. Professional Collaboration</td>
</tr>
</tbody>
</table>
Lesson Reflection Sheet
Teacher Candidate

This Reflection Sheet should be completed by the Teacher Candidate following lessons taught in the Teacher Work Sample (TWS) sequence. After teaching the lesson, use this form to make notes regarding instructional decision making. Meet with your cooperating teacher and discuss/compare your reactions to the following items. A copy of this form should be included (along with a copy of your cooperating teacher’s reflections) with your TWS documents.

Teacher Candidate: ___________________________ Cooperating Teacher: ___________________________

School ___________________________ Grade/Subject ___________________________ Date __________

1. As I reflect on the lesson, to what extent were the students productively engaged in the work? How do I know?

2. Did the lesson allow for students to engage in activities and learning situations which were consistent with the planned lesson and/or the district’s curriculum guide?

3. What feedback did I receive from students indicating they achieved understanding and that the goal/objective(s) were met for this lesson?

4. Did I adjust my goals or my work as I taught the lesson? Why? How?

5. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently?

* If more space is needed, please add additional pages.

Parallel Instructional/Lesson Plan (Hunter/Betts)
<table>
<thead>
<tr>
<th>Title:</th>
<th>Accommodations/ Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time:</td>
<td><strong>Accommodations</strong> are changes or alterations in any aspect of the instructional plan that do not substantially change academic level, performance criteria, or objective of instructional or tasks.</td>
</tr>
<tr>
<td><strong>Materials Needed:</strong> (including integration of technology)</td>
<td><strong>Modifications</strong> are minor or significant changes in academic level, performance criteria, or objective of instruction or task to allow for student participation.</td>
</tr>
<tr>
<td><strong>Lesson Objective(s):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Standards Addressed:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Before the Lesson:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Anticipatory Set</strong> (gain students' attention):</td>
<td></td>
</tr>
<tr>
<td><strong>During the Lesson (Procedure):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Input:</strong></td>
<td></td>
</tr>
<tr>
<td>Present the content through a variety of instructional strategies such as lecture, discussion, group work, etc.; sequence the content logically.</td>
<td><strong>Terms in italics are the components of the Madeline Hunter Lesson Plan Model</strong></td>
</tr>
<tr>
<td>As a teacher, I will .......</td>
<td>Before, during and after reading activities (Betts, 1947)</td>
</tr>
<tr>
<td><strong>Model:</strong></td>
<td></td>
</tr>
<tr>
<td>Provide models or examples, such as: using technically correct written and oral language, courtesy, listening skills, acceptance, project/product, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Check for Understanding:</strong></td>
<td></td>
</tr>
<tr>
<td>Plan for monitoring student understanding by seeing a variety of responses from varied students. This may be formative or summative, informal or formal.</td>
<td></td>
</tr>
<tr>
<td><strong>Guided Practice:</strong></td>
<td></td>
</tr>
<tr>
<td>Break down learning into manageable steps by providing examples, demonstrations, and guided practice to ensure student understanding.</td>
<td></td>
</tr>
<tr>
<td><strong>Independent Practice:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>After the Lesson:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Closure (summary):</strong></td>
<td></td>
</tr>
<tr>
<td>Briefly review what has been accomplished, reinforce key concepts, and establish a frame of reference for the next lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>Follow-up Activities (may be done as homework):</strong></td>
<td></td>
</tr>
</tbody>
</table>

The During the Lesson and After Lesson Components may vary. Components may be used more than once in a lesson. If "N/A" is used, you must explain why it is not applicable. (i.e. "There will be no independent practice because the students will complete the assignment in guided practice.")

Parallel lesson plan format developed by Dr. Nancy Foley

<table>
<thead>
<tr>
<th>Chapter or Unit Topic:</th>
<th>Accommodations/Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level:</td>
<td></td>
</tr>
<tr>
<td>Learning Cycle Topic:</td>
<td></td>
</tr>
<tr>
<td>Big Idea or Broad Concept:</td>
<td></td>
</tr>
<tr>
<td>GLEs/CLEs/Standards:</td>
<td></td>
</tr>
<tr>
<td>National Science/Math Education Standards:</td>
<td></td>
</tr>
<tr>
<td>Objectives Related to Big Idea/Concept:</td>
<td></td>
</tr>
<tr>
<td>Materials Needed: (including integration of technology)</td>
<td></td>
</tr>
<tr>
<td>Lesson Objective(s):</td>
<td></td>
</tr>
<tr>
<td>Process Skills to be Used:</td>
<td></td>
</tr>
<tr>
<td>Vocabulary to be Introduced:</td>
<td></td>
</tr>
</tbody>
</table>

**Engagement:**
Purpose: To motivate, create interest, and foster curiosity. Make connections to prior knowledge.

**Exploration Activity:**
Manipulatives, demonstrations, brainstorming, analogies

**Explanation:**
Discuss activity / explain / introduce vocabulary / reading / videos (Check for understanding and modeling)

**Elaboration Activity:**
Apply, develop and extend the concept with inquiry or problem solving (performance task opportunity)

**Formative Evaluation:**
Should match behavioral objectives.

**Evaluations (closure):**
An Instructional Model: The Learning Cycle. BCSC expanded five-step learning cycle model.

Parallel lesson plan format developed by Dr. Nancy Foley


**Element 5: Instructional Decision Making**
In this section of your Teacher Work Sample you will actually teach your lessons and then you must provide examples of "Instructional Decision-Making" and the "thought process" you go through when you consider your students' learning. Each of these statements will be approximately one paragraph in length. Provide a reflection of two different instances when you, as a teacher, used ongoing reflection during your instructional sequence that resulted in modifications to the existing lesson. You must describe a situation when the whole class, groups, or an individual student’s learning or response caused you to modify or adapt your original instructional sequence, lesson plan(s), or assessments. The modifications/accommodations must be based on your students’ behavior, not on circumstances such as a shortened time period for teaching or equipment failure.

**What do I need to think about to complete this task?**

- While teaching your lessons, you will want to continually consider what you could change or modify that will help the students better understand the material you are presenting.
- You will want to consider what triggered you to make this change. Was it a look that you got from one of the students or a comment that was made? Was it your student(s)’ inability to answer your questions? Was the change based on the results of a pre-planned assessment?
- Use the lesson reflection sheet to record information about each of your lessons. Use this information to reflect on your instructional decision making.

**This section of your TWS contains three tasks.** The first two tasks of this element should be written in narrative form. The third task is to make sure you have included your cooperating teacher feedback form.

**Element 5.1**

Discuss your teaching with your cooperating teacher. Complete the cooperating teacher feedback form (located at the end of this section) and include a copy of the form with your TWS. This form allows your cooperating teacher to comment on how your adjustments took place during your lesson.

**Element 5.2**

For each of the two instances/examples you provide,

- Clearly describe the context of the student learning or response. What is happening? The student’s learning or response may come from a planned (formal) or informal (interim) assessment or another source other than the pre-assessment.
- Analyze what were you thinking as this instance was occurring. Why did you believe an adaptation or modification was needed?
- Describe in detail the modifications or adaptations you made.
- Explain your rationale for how you thought the adaptations or modifications would improve student progress toward mastering the learning objective(s) and how you feel this will help your future instruction related to a particular learning objective.

**Definition of Terms**
**Reflection-in-Action:** Reflection that occurs during teaching

**Modifications:** Change from original instructional plan, i.e., materials, learning environment, strategies, etc. based on information about students

**Accommodations:** Changes or alterations in any aspect of the instructional plan that do not substantially change academic level, performance criteria, or objective of instructional or tasks

**Instructional strategy:** Teaching strategies such as reciprocal teaching, cooperative learning, etc.

<table>
<thead>
<tr>
<th>Needs Revision</th>
<th>Meets Standards</th>
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</thead>
<tbody>
<tr>
<td>Not attempted (no evidence provided) and/or does not address the criteria</td>
<td>Attempted but little evidence of meeting criteria and/or incomplete information</td>
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</table>

<table>
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<tr>
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<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Comments</th>
<th>MoSPE Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Candidates discuss (post-teaching) 2 TWS lessons with the cooperating teacher and documents these discussions (include a lesson reflection sheet from each of your discussions with your cooperating teacher (2 required).)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>MoSPE Standards</td>
<td></td>
</tr>
<tr>
<td>5.2 Candidate explains two changes made during your student teaching experience due to unforeseen circumstances and reflects upon how these affected student learning (such as technology malfunctions, fire alarms, student illness, unexpected learning outcomes, incorporating current events associated with the lesson, etc.) (May not be related to your TWS unit.)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>MoSPE Standards</td>
<td></td>
</tr>
</tbody>
</table>

*This Cooperating Teacher Lesson Reflection Sheet (below) will be completed by your Cooperating Teacher in their section of the field experience binder of Tk20. Please obtain a printed copy of this form, scan it into a PDF document, and upload it in this element.*
Cooperating Teacher Feedback Form

This Reflection Sheet should be completed by the cooperating teacher following observations of lessons taught in the Teacher Work Sample (TWS) sequence. Please meet with your teacher candidate after they have taught the lesson to discuss/compare reactions to the following items. A signed copy of this form should be included with the TWS documents.

Teacher Candidate: __________________________ Cooperating Teacher: __________________________

School________________________ Grade/Subject _______________ Date__________

1. As you observed this lesson, to what extent were students productively engaged in the work?

2. Did the lesson allow for students to engage in activities and learning situations which were consistent with the planned lesson and/or the district’s curriculum guide?

3. How did the teacher candidate act on feedback from students that they did/did not achieve understanding and/or that the goal/objective(s) of the lesson were met?

4. Did the teacher candidate adjust their goals and/or plans as the lesson was taught? Why? How?

5. What suggestions would you make if the teacher candidate were to teach this lesson again?

*If more space is needed, please add additional pages

Teacher Candidate: __________________________ Cooperating Teacher: __________________________

(signature) (signature)

Element 6: Analysis of Student Learning
In this section of the Teacher Work Sample, you will describe student learning that occurred as a result of the instructional sequence. You should provide evidence of the assessment you developed to align with your learning objectives and the standards, consider students’ performances on the assessment connected to those learning objectives, and use your analysis of the data to identify the next steps in your instruction.

Before you begin, think about the following questions:

- How have you evaluated student learning throughout the entire learning segment?
- How do you document student learning?
- How have you provided feedback to students about their learning strengths and needs? You will want to collect assessment responses from the entire class, and then analyze patterns in student learning.
- Did several students demonstrate the same strengths or similar needs? How will you use this information to inform your instruction for future lessons?

This section of your TWS contains four tasks. Tasks 1 and 2 include constructing graphs or charts and tasks 3 and 4 include writing narrative summaries that give both you and your students detailed feedback about the progress students are making toward meeting the identified learning objectives. You will present data for at least two of the learning objectives addressed in the instructional sequence.

**Element 6.1**

Quantitative whole class analysis: Collect data for each student in the class on a pre-assessment and post-assessment for each of the two identified learning objectives. Provide a graphic representation to compare pre- and post-test results on one objective and explain what the graph illustrates. Then, provide a second graphic representation to compare pre- and post-test results for the second learning objective. For each of the featured learning objectives, you may indicate:

A. the percent of the students who achieved the objective according to the criteria stated in your assessment plan, and

B. the number of students who showed improvement from the pretest to the post-test.

Graphic representation for students in early childhood may be in a format such as a teacher checklist with detailed analysis.

**Element 6.2**

Quantitative subgroup and/or individual analysis: Select a contextual characteristic to analyze, i.e., performance level, socioeconomic status, gender, language proficiency, or other attributes of diversity. Consider a subgroup and/or individual student(s) based on that distinguishing characteristic, and explain why it is important to understand the learning of this particular subgroup and/or individual in relation to at least two of the learning objectives addressed in the instructional sequence. Use disaggregated data to draw conclusions about the extent to which the subgroup met the learning objectives. Provide graphic representations to compare pre- and post-test results for each featured target, and explain what the two graphs illustrate about the learning of the sub-group in comparison to the whole class.
Elements 6.3 and 6.4

For 6.3 and 6.4, you will explain your results in qualitative form, one narrative for each of the quantitative analyses you presented (whole class and sub-group). Your narrative should analyze student progress toward meeting the two identified learning objectives. As you summarize your students' learning,

1. discuss what students appear to understand well and where they continue to struggle, including any misunderstandings, errors, confusion, or needs;

2. describe any modifications/accommodations to the planned assessment or procedure that allowed students with specific needs to demonstrate their learning.

3. cite evidence of common patterns across the class, as well as groups of students with similar strengths or needs.

Based upon your analysis of students' performance on the pre- and post-test, describe the next steps for instruction of the whole class. Based upon your analysis of students in the subgroup's performance, describe the next steps for instruction that may be needed for this group of learners.

Definition of Terms:

- **Subgroups**: A subset of the class based on specific, distinguishing characteristics
- **Disaggregate**: Ungrouping objects or data into meaningful subcategories or parts

<table>
<thead>
<tr>
<th>Element 6: Analysis of Student Learning</th>
<th>Needs Revision</th>
<th>Meets Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not attempted (no evidence provided) and/or does not address</td>
<td>Attempted but little evidence of meeting criteria and/or incomplete</td>
</tr>
<tr>
<td>6.1 Candidate presents quantitative data with graphic representation or data table of whole class achievement on at least two objectives</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>6.2 Candidate presents quantitative data with graphic representation or data table of selected subgroup achievement on at least two objectives</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>6.3 Candidate analyzes the data to explain what the graphs illustrate regarding student learning for the whole class (Were the objectives met? Why or why not?) (Narrative)</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>6.4 Candidate analyzes the data to explain what the graphs illustrate regarding student learning for the subgroups (Were the objectives met? Why or why not?) (Narrative)</td>
<td>□</td>
<td>□</td>
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</tbody>
</table>

60
Element 7: Reflection

Element 7 of your Teacher Work Sample provides you an opportunity to reflect on key points of the unit you taught as well as your overall student teaching experience.

It is important for you to critically reflect on these experiences before you begin to write this section of your Teacher Work Sample.

Element 7 contains three parts. Each section should be two to three paragraphs written in narrative form. Follow these specific instructions for each section:

**Element 7.1**

Reflect on the effectiveness of your classroom management plan. In this section tell the reader what you learned about classroom management during your student teaching experience. How did you apply what you learned to improve your classroom management? How did you/will you change your classroom management in the future? Be specific, and provide examples.

**Element 7.2**

Reflect on the importance of collegial and collaborative activities within your school setting. This section includes participation in professional development activities, learning communities, department or grade level meetings, etc. Again, focus on what you learned, what you can apply in the future, and how your ideas about collegial and collaborative activities have changed. Be specific, and provide examples.

**Element 7.3**

Develop and reflect on your own self-improvement plan. This section is related to the specific unit you taught for your TWS project. Think about learning objectives, lesson plans, instructional strategies, assessments, student engagement, and student learning. Identify areas of strength and areas for improvement. Be specific, and provide examples. What did you do well while teaching this unit? What can you do better next time you teach this unit? How have you changed as a teacher?

<table>
<thead>
<tr>
<th>Needs Revision</th>
<th>Meets Standards</th>
<th>Comments</th>
<th>MoSPE Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not attempted (no evidence provided and/or does not address the criteria)</td>
<td>Std satisfied evidence of meeting criteria and/ or lacks clarity</td>
<td>1. Content Knowledge</td>
<td></td>
</tr>
<tr>
<td>Attempted but little evidence of meeting criteria and/or incomplete information</td>
<td></td>
<td>2. Learners and Diversity</td>
<td></td>
</tr>
<tr>
<td>Some evidence of meeting criteria and/or lacks clarity</td>
<td></td>
<td>3. Curriculum</td>
<td></td>
</tr>
<tr>
<td>Satisfactory evidence of meeting criteria</td>
<td></td>
<td>4. Instruction</td>
<td></td>
</tr>
<tr>
<td>Strong evidence of meeting criteria</td>
<td></td>
<td>5. Classroom Management</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

- 7.1 Candidate reflects on effectiveness of his/her classroom management plan (I learned... I applied... I changed [or would change]...)
- 7.2 Candidate reflects on the importance of collegial and collaborative activities and professional development (I learned... I applied... I changed...)
- 7.3 Candidate reflects on self-improvement in planning and teaching the unit, identifying strengths and weaknesses (I learned... I applied... I changed...)

Address at least 2 of the following: objectives, lesson plans, instructional strategies, assessments, student engagement, student learning
Element 8: Organization, Academic Language, Spelling, and Grammar

Element 8.1

Element 8 is the last element in the Teacher Work Sample where you demonstrate your ability to communicate using academic language related to professional education and the content of your unit. Element 8 of your TWS will be evaluated in three main areas:

1. Organization. Your TWS should be well organized.

2. Use of Academic Language. You should use the appropriate, accepted academic language of your discipline.

3. Spelling and Grammar. Your TWS should demonstrate your use of standard English conventions, grammar, punctuation, and spelling.

Proofread your TWS thoroughly before you submit it for grading.

Your Teacher Work Sample must include all seven of the elements listed and must be keyed into MS Word, double-spaced, and error-free. It should include the provided TWS Cover Sheet and table of contents that lists the sections of your paper and the page numbers. Submit your Teacher Work Sample to the TK20 website by the deadline set by the Field Experiences Director. Your Teacher Work Sample will be evaluated using the attached scoring rubric.

Electronically submitted Teacher Work Samples will need to be in a file format readable on the Northwest campus, preferably Microsoft Word (.doc). If you use another word processing program, save your Teacher Work Sample as .doc by opening the document, going to File in the menu, then selecting Save As. Choose the MS Word format.

<table>
<thead>
<tr>
<th>Needs Revision - DOES NOT PASS</th>
<th>Meets Standards - PASS</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Work Sample is well-organized, uses academic language, and demonstrates the use of standard English conventions, such as the correct use of standard grammatical rules (verb tense, subject-verb agreement, quotations, active/passive verbs, etc.) THIS ELEMENT IS PASS/FIAL</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Course Gateways:</td>
<td>Observation and Activity in the Elem Sch and Practicum I</td>
<td>Practicum II and Techng Rdg/Lang Arts in the Elem Sch</td>
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<tr>
<td>-----------------</td>
<td>-----------------------------------------------</td>
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</tr>
<tr>
<td>Register:</td>
<td>Online Registration through the Family Care Safety Registry (FCRS)</td>
<td>Online Registration through the Family Care Safety Registry (FCRS)</td>
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<td>Type of Background Check:</td>
<td>Family Care Safety Registry Check</td>
<td>Family Care Safety Registry Check</td>
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<tr>
<td>Cost:</td>
<td>One-time registration fee of $11</td>
<td>No cost if you have previously registered with the FCRS; If students have not registered, there is a one-time registration fee of $11</td>
</tr>
<tr>
<td>How the background check is paid:</td>
<td>Student must pay with a debit or credit card</td>
<td>Not applicable if previously registered with the FCRS; If student has not registered, he/she must pay with a debit or credit card</td>
</tr>
<tr>
<td>Timeline:</td>
<td>Student should register with the FCRS by the end of the first week of classes</td>
<td>Will be completed during the first two weeks of classes</td>
</tr>
<tr>
<td>Follow through:</td>
<td>Student must submit verification of their FCSR registration to the TESS Office; The TESS Office will cross reference with a list of students enrolled in practicum courses.</td>
<td>Students must submit verification of their FCSR registration to the TESS Office if they have not previously done so; The TESS Office will cross reference with a list of students enrolled in practicum courses.</td>
</tr>
<tr>
<td>Results sent to:</td>
<td>TESS Coordinator</td>
<td>TESS Coordinator</td>
</tr>
<tr>
<td>If check/record shows a problem:</td>
<td>TESS Coordinator calls a meeting of the Criminal Background Check Team</td>
<td>TESS Coordinator calls a meeting of the Criminal Background Check Team</td>
</tr>
</tbody>
</table>
FBI/Highway Patrol Background Check Procedures
for Student Teaching and Certification

Scheduling an Appointment (Missouri residents)
To be fingerprinted for the Department of Elementary and Secondary Education through 3M/Cogent, you must first register with the Missouri Automated Criminal History Site (MACHS), which is located at www.machs.mo.gov. Individuals without access to the Internet may contact the fingerprint processing company, 3M/Cogent, directly at 1-877-862-2425 to have a Fingerprint Services Representative conduct this registration on their behalf. To register with the Missouri Automated Criminal History Site (MACHS) for a fingerprint, you must have a 4-digit registration code. This code ties all agency-identifying information together to ensure that your background check response is returned to the correct agency.

School District or Institution Four-Digit Registration Code
The registration codes for Missouri public school districts and institutions may be accessed at the following website: http://dese.mo.us/eq/cert/eq-cert-fingerprint-background.htm.
Northwest Missouri State University’s registration code is 2310.

Fingerprinting Fee
The fee for the fingerprinting process is $44.80. You will have the option to make this payment online at the time of registration or at your appointment.

Scheduling an Appointment (Non-Missouri residents)
If you live outside the state of Missouri and cannot make an appointment for fingerprinting in Missouri, you may mail fingerprint cards directly to 3M/Cogent. You will need to contact the fingerprinting processing company, 3M/Cogent, at 1-877-862-2425 to make sure all information is recorded on the FBI fingerprint cards correctly before mailing them. The fee for this process is $44.80. A check or money order must be made payable to 3M/Cogent.

Fingerprint Results
If you are an educator, substitute teacher, or student teacher, your fingerprint information will be recorded automatically on your profile page in the online Educator Certification System. If you are an uncertified staff member or a bus driver, your results will be forwarded to the school district based upon the registration code you provided. Results of fingerprints are generally reported to the Educator Certification within 2-3 weeks from the date of the appointment.

For More Information
Additional information about the fingerprinting process may be viewed at the following website: http://dese.mo.gov/eq/cert/eq-cert-fingerprint-background.htm. You may also contact the Missouri Department of Elementary and Secondary Education Conduct and Investigations Section at 573-522-8761 or 573-522-8315.
Northwest Missouri State University
Culturally Diverse Field Experience
Demographic Verification Form

Each education major is required to complete 30 clock hours of field experience in a culturally diverse setting, which may be in conjunction with coursework. This form should be completed by any education major in any course that required time spent in the classroom and for any other activity with a diverse population. This may be observation, practicum, or methods courses.

1. What is your certification area?
2. How many hours were you involved in this experience?
3. Please describe your activity with this population.
4. When did your activity begin and end with this population?
5. In what setting did this experience take place?
6. Please indicate which population in this experience was different from you and how with an “X”:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Students</th>
<th>Teachers</th>
<th>Supervisors</th>
<th>Other</th>
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<tbody>
<tr>
<td>Race</td>
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<td>Socioeconomic Status</td>
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<td>Abilities/Disabilities</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>High Risk Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elderly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Underrepresented Groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. For each population that was different than you, please explain how:
8. What new knowledge or skills did you learn from this experience?
9. What new learning strategies did you adopt?
10. What services did you provide during this experience to fit the needs of this population?
11. How did you communicate with members of this population in a way that was sensitive to their differences?
12. How did you incorporate different and similar perspectives from your own background while providing services?

13. In the future, how would you develop an environment that values diversity?
14. Were there instances when you demonstrated fairness and the perspective that everyone can learn?
15. How will this experience help you to become a more professional educator?
16. Did this activity take place in a school building? If so, please answer the following:
   District Name:
   School Name:
   Total number of students enrolled in the building
   Total number of students enrolled in your grade level or assigned classes

17. Base the following on your grade level or classes you interacted with:
   % Hispanic
   % Black, non-Hispanic
   % American Indian or Alaska Native
   % Asian or Pacific Islander
   % White, non-Hispanic
   % Two or more races
   % Other
   % Race/ethnicity unknown
   % Eligible for free/reduced lunch
   % Individual Education Plan
   % English Language Learners
   % Physical disability/504

Student Signature and date: ____________________________________________

On-site Supervisor Signature and date: ______________________________________

University Faculty Signature and date: ______________________________________

TESS Coordinator Signature and date: ______________________________________

**All signatures are necessary before this form can be filed in the TESS Office.**
Field Experience/Clinical Hours in the Content Areas

<table>
<thead>
<tr>
<th>Course # and name</th>
<th>Term (Spring, Summer, Fall) of the course</th>
<th>Name of School</th>
<th>Name of Teacher (if available)</th>
<th>Number of Field Experience Hours/Basic Description of Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Learning Context Demographic Verification Form

Based upon NCATE revisions for our upcoming review, the following Learning Context Demographic Verification Form should be completed by teacher candidates in any course that requires time spent in the classroom. This may be observation, practicum, or methods courses. The student would be required to complete this form with assistance from the classroom teacher (Classroom teachers should not have any problem other than the % of free and reduced lunch. This information may have to be obtained from the school office. The office legally will only be able to give out the %. With the emphasis on differentiated learning in our schools today, ALL classroom teachers should be aware of these demographics including the % of students they are teaching that live in poverty.) This is separate from the 30 hours of diversity required by the Teacher Education program. The student may want to keep a copy for themselves to be placed in their own folder.

<table>
<thead>
<tr>
<th>Basic Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
</tr>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td><strong>Name:</strong></td>
</tr>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>919#</td>
</tr>
<tr>
<td><strong>Date</strong></td>
</tr>
<tr>
<td>Date*</td>
</tr>
<tr>
<td><strong>Certification Area(s)</strong></td>
</tr>
<tr>
<td><strong>School District Name:</strong></td>
</tr>
<tr>
<td><strong>School Building Name:</strong></td>
</tr>
<tr>
<td><strong>Co-teaching Placement?</strong></td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td><strong>Total number of students enrolled in the building:</strong></td>
</tr>
<tr>
<td>*</td>
</tr>
</tbody>
</table>
Total number of students enrolled in your grade level or assigned classes. Base the following on your grade level or classes you will be teaching:

*%

<table>
<thead>
<tr>
<th>%</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Latino:</td>
<td></td>
</tr>
<tr>
<td>Black:</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native:</td>
<td></td>
</tr>
<tr>
<td>Asian:</td>
<td></td>
</tr>
<tr>
<td>White:</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander:</td>
<td></td>
</tr>
<tr>
<td>Two or more races:</td>
<td></td>
</tr>
<tr>
<td>Eligible for free/reduced lunch:*</td>
<td></td>
</tr>
<tr>
<td>Individual Education Plan:</td>
<td></td>
</tr>
<tr>
<td>Physical disability/504:*</td>
<td></td>
</tr>
</tbody>
</table>

If there have been substantial demographic changes at this placement since this form was originally completed, please explain.
Five Day Report

Directions: This is a compulsory report. The student teacher must complete by the fifth day of student teaching each block. When prompted for "title", please indicate "Five Day Report".

<table>
<thead>
<tr>
<th>Basic Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Title*</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>Cooperating Teacher Email Address:*</td>
<td></td>
</tr>
<tr>
<td>Address while student teaching:*</td>
<td></td>
</tr>
<tr>
<td>Present Telephone #:*</td>
<td></td>
</tr>
<tr>
<td><strong>School Telephone #:</strong></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>---</td>
</tr>
<tr>
<td><strong>Location of student teaching assignment:</strong></td>
<td>*</td>
</tr>
<tr>
<td><strong>Block:</strong></td>
<td>*</td>
</tr>
<tr>
<td><strong>Has a special starting or concluding date been arranged?</strong></td>
<td>*</td>
</tr>
<tr>
<td><strong>If yes, give dates:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Planned graduation date:</strong></td>
<td>*</td>
</tr>
</tbody>
</table>

*For the following questions, insert your answer by first clicking "Add Row".*

**Copy of Number of student teaching hours you are enrolled in:** *
STUDENT TEACHER’S SCHEDULE: Make certain all information is completed in full. If you have a conference period, write the word “conference” in the space provided under “Name of Class.” If your assignment does not follow this type of schedule, please explain in the text area below. List the days school is not in session in the text area below.

<table>
<thead>
<tr>
<th>Starting Time</th>
<th>Name of Class</th>
<th>Grade Level</th>
<th>Room Location</th>
<th>Cooperating Teacher(s)</th>
</tr>
</thead>
</table>

First Period:

<table>
<thead>
<tr>
<th>Starting Time</th>
<th>Name of Class</th>
<th>Grade Level</th>
<th>Room Location</th>
<th>Cooperating Teacher(s)</th>
</tr>
</thead>
</table>

Second Period:

<table>
<thead>
<tr>
<th>Starting Time</th>
<th>Name of Class</th>
<th>Grade Level</th>
<th>Room Location</th>
<th>Cooperating Teacher(s)</th>
</tr>
</thead>
</table>

Third Period:
<table>
<thead>
<tr>
<th>Starting Time</th>
<th>Name of Class</th>
<th>Grade Level</th>
<th>Room Location</th>
<th>Cooperating Teacher(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Fourth Period:**

<table>
<thead>
<tr>
<th>Starting Time</th>
<th>Name of Class</th>
<th>Grade Level</th>
<th>Room Location</th>
<th>Cooperating Teacher(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Fifth Period:**

<table>
<thead>
<tr>
<th>Starting Time</th>
<th>Name of Class</th>
<th>Grade Level</th>
<th>Room Location</th>
<th>Cooperating Teacher(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sixth Period:**

<table>
<thead>
<tr>
<th>Starting Time</th>
<th>Name of Class</th>
<th>Grade Level</th>
<th>Room Location</th>
<th>Cooperating Teacher(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Starting Time</td>
<td>Name of Class</td>
<td>Grade Level</td>
<td>Room Location</td>
<td>Cooperating Teacher(s)</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------</td>
<td>-------------</td>
<td>---------------</td>
<td>------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Seventh Period:**

<table>
<thead>
<tr>
<th>Starting Time</th>
<th>Name of Class</th>
<th>Grade Level</th>
<th>Room Location</th>
<th>Cooperating Teacher(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Eighth Period:**

<table>
<thead>
<tr>
<th>Starting Time</th>
<th>Name of Class</th>
<th>Grade Level</th>
<th>Room Location</th>
<th>Cooperating Teacher(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

If your assignment does not follow this type of schedule, please explain your schedule here:
Please indicate list what days your school is not in session:
## Educational Candidate Disposition Inventory

### ADMINISTRATIVE SECTION

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>Semester:</th>
<th>Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate Name:</td>
<td>Candidate Number:</td>
<td>Gender:</td>
</tr>
<tr>
<td>Program of Study:</td>
<td>Instructor Name:</td>
<td>Position:</td>
</tr>
</tbody>
</table>

Dispositions are operationally defined as tendencies or beliefs that are conveyed or made public through observable behaviors. Identify your choice by filling in the appropriate bubble. Complete the following inventory using the following scale to describe the manner in which each behavior has been exemplified:

- **Strongly Disagree**: 1
- **Disagree**: 2
- **Not Observed**: 3
- **Agree**: 4
- **Strongly Agree**: 5

### Professional Commitment and Responsibility: The candidate demonstrates a commitment to the professional and adheres to the legal and ethical standards set forth by it. The student:

1. Maintains confidentiality as appropriate
2. Demonstrates enthusiasm toward teaching, learning and leading
3. Understands and complies with laws and policies at the local, state, provincial and national level
4. Exhibits professional standards in appearance
5. Is prepared and punctual
6. Is enthusiastic about instructional content
7. Demonstrates academic honesty

### Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger society. The student:

8. Maintains high expectations for self and others
9. Considers diverse opinions and perspectives
10. Exemplifies respect for self and others
11. Recognizes and promotes diversity of individuals and groups
12. Acts compassionately towards others
13. Is patient and flexible
14. Collaborates with peers and supports their development

### Critical Thinking and Reflective Practice: The candidate demonstrates a commitment to continuous development within the profession. The student:

15. Is able to think critically and effectively solve problems
16. Addresses issues and concerns in a professional manner
17. Accepts critical feedback in a professional manner
18. Seeks and accepts help when needed
19. Reflects upon his/her professional practice
20. Sets goals for continuous improvement
21. Evaluates attainment of professional goals
Formative Observation Form

College of Education and Human Services

This form is to be completed by the University Supervisor and/or Cooperating Teacher.

- Practicum
- Directed Teaching
- Alternative Certification

Student's Name:

Major:

Teacher:

Student's BID (919):

Evaluator:

Subject/Grade:

Time Begin:
DEVELOPING KNOWLEDGE

A. Content Knowledge

Understands the central concepts, tools of inquiry, and structure or the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

- Not Meeting Expectations
- Progressing
- Nearing Proficiency
- Proficient
- Not Observed

Comments:
B. Diversity

Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

- Not Meeting Expectations
- Progressing
- Nearing Proficiency
- Proficient
- Not Observed

Comments:

PERFECTING SKILLS

C. Learners and Learning

Understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

- Not Meeting Expectations
- Progressing
- Nearing Proficiency
- Proficient
- Not Observed

Comments:

D. Curriculum

Recognizes the importance of short term and long range planning and curriculum
development and develops, compliments, and evaluates curriculum based upon students, district, and state performance standards.

- Not Meeting Expectations
- Progressing
- Nearing Proficiency
- Proficient
- Not Observed

Comments:

E. Planning Instruction

Uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

- Not Meeting Expectations
- Progressing
- Nearing Proficiency
- Proficient
- Not Observed

Comments:

F. Classroom Management

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

- Not Meeting Expectations
- Progressing
- Nearing Proficiency
G. Communication

Models effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

- Not Clear
- Minimal Clarity
- Clear and Effective
- Very Clear, Effective
- Not Observed

Comments:

H. Assessment

Understands and uses formal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

- Not Meeting Expectations
- Progressing
- Nearing Proficiency
- Proficient
- Not Observed

Comments:
I. Technology

Understands theories and applications of technology in educational settings and has adequate technological skills to create meaning learning opportunities for all students.

☐ Not Meeting Expectations
☐ Progressing
☐ Nearing Proficiency
☐ Proficient
☐ Not Observed

Comments:

________________________________________________________________________

ACQUIRING PROFESSIONAL DISPOSITIONS

J. Reflection and Professional Growth

Is a reflective practitioner who continually assesses the effects of choices and actions on others. Is a reflective practitioner who actively seeks opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

☐ No Reflection
☐ Little Reflection
☐ Some Reflection
☐ Critical Reflection
☐ Not Observed

Comments:
K. Professional Responsibility

Fosters relationships with school colleagues, parents, and educational partners on the larger community to support student learning and well being.

- Not Meeting Expectations
- Progressing
- Nearing Proficiency
- Proficient
- Not Observed

Comments:

Strengths:

Growth Areas:

Comments:
Summative Evaluation Form
(to be completed by the University Supervisor or Coordinating Teacher)

Practicum

Directed Teaching

Alternative Certification

Teacher:

Student's BID (919):

Evaluator:

Subject/Grade:

Date of Teaching Assignment (MM/DD/YY):

School:

Semester/Year:
Developing Knowledge

A. Content Knowledge (1.1-1.5) - Understands the central concepts, tools of inquiry, and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

- Not Meeting Expectations
- Progressing
- Nearing Proficiency
- Proficient

Comments: 

B. Diversity (3.1-3.4) - Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

- Not Meeting Expectations
- Progressing
- Nearing Proficiency
- Proficient

Comments: 

Perfecting Skills

C. Learners and Learning (2.1-2.4) - Understands how students learn and develop, and provides learning opportunities that support the intellectual, social and personal development of all students.

- Not Meeting Expectations
- Progressing
- Nearing Proficiency
- Proficient
D. Curriculum (4.1-4.3) - Recognizes the importance of short-term and long range planning and curriculum development and develops, compliments and evaluates curriculum based upon students, district, and state performance standards.

- Not Meeting Expectations
- Progressing
- Nearing Proficiency
- Proficient

E. Planning Instruction (5.1-5.2) - Uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

- Not Meeting Expectations
- Progressing
- Nearing Proficiency
- Proficient

F. Classroom Management (6.1-6.3) - Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
C. Not Meeting Expectations
C. Progressing
C. Nearing Proficiency
C. Proficient

Comments:

G. Communication (7.1-7.4) - Models effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

C. Not Clear
C. Minimal Clarity
C. Clear and Effective
C. Very Clear, Effective

Comments:

H. Assessment (8.1-8.4) - Understands and uses formal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

C. Not Meeting Expectations
C. Progressing
C. Nearing Proficiency
C. Proficient

Comments:
I. Technology (11.1-11.6) - Understands theories and applications of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.

- Not Meeting Expectations
- Progressing
- Nearing Proficiency
- Proficient

Comments:

Acquiring Professional Dispositions

J. Reflection and Professional Growth (9.1-9.3) - Is a reflective practitioner who continually assesses the efforts of choices and actions on others. Is a reflective practitioner who actively seeks opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

- No Reflection
- Little Reflection
- Some Reflection
- Critical Reflection

Comments:

K. Professional Responsibility (10.1-10.4) - Fosters relationships with school colleagues, parents, and educational partners of the larger community to support student learning and well-being.

- Not Meeting Expectations
- Progressing
- Nearing Proficiency
- Proficient
Summative Reflection Form

Basic Information

Title*

Description

Summative Reflection

During your assignment as a student teacher there are a number of essential experiences you must have and contacts with various school personnel that you should make. This summative reflection is to be completed when appropriate and given to your University Supervisor before the end of your student teaching assignment for inclusion in your TESS office file. This reflection should be approximately 3-4 pages, word-processed using a12 font and one-inch margins.

Your reflection should include but not be limited to the following:

I. Identification, interaction, and role of various school personnel—superintendent, principal, school secretary, custodian, librarian, nurse, resource teachers, etc.

II. Summary of the curriculum used in your content area or grade level.

III. Description of discipline policy school-wide and classroom.

IV. Interaction with parents and community groups.

V. Professional development opportunities made available during assignment.

VI. Data gathering tools and/or instruments used to assist in determining achievement levels of students.

VII. Various forms of individual and group assessment used to identify student achievement and frequency of use.

VIII. Staffing attended such as meeting with parents, IEP staffing, etc.

In conclusion, your summative reflection should also include:

1. Overall, what you have learned from this field experience?
2. How will you apply this to your own classroom?
3. How would you have changed this experience to make it more meaningful?
   - Curriculum?
   - Classroom management?
   - Teaching strategies?
   - School setting?
Tk20 Feedback Form

Please answer the following questions as honestly as possible. Your responses will be confidential. Your responses will be used by Northwest as we consider further modifications to our student teaching program. All questions with an asterisk next to them are required. If you have questions about the survey, please contact Mike McBride at mam77@nwmissouri.edu. Thank you, Mike McBride

**Tk20 for Student Teachers Survey 11/14/12**

Please rate your level of agreement with the following statements. Tk20 was easy to use in terms of:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My entire student teaching experience. *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uploading pending tasks *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uploading my Field Experience Binder(s) *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uploading my portfolio *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being used by my University Supervisor *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being used by my Cooperating Teacher *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completing surveys *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please rate your level of agreement with the following statements. Tk20 was used effectively when:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>During my entire student teaching experience. *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was uploading pending tasks *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was uploading my Field Experience Binder(s) *</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I was uploading my portfolio *</td>
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<tr>
<td>Being used by my University Supervisor *</td>
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<tr>
<td>Being used by my Cooperating Teacher *</td>
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<tr>
<td>Teacher</td>
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</tr>
<tr>
<td>Completing surveys</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please provide any additional feedback on Tk20 related to how you feel it could be improved for future implementations.

919
Pre-Service and Beginning Teacher Assessment Survey

Please click on the response(s) that represent your best answer.

Certification Area: *
- Early Elementary
- Elementary
- Middle School
- Secondary
- Elementary/Secondary

Major Teacher Area(s) *
- Agriculture
- Art
- Business
- English/Language Arts
- Family & Consumer Science
- Math
- Modern Language: French
- Modern Language: Spanish
- Music: Instrumental
- Music: Vocal
- PE/Health
- Science
- Social Studies
- Special Education
- Speech/Theater

Service Level *
- Pre-Service
- First Year Teacher
- Second Year Teacher
- Third Year Teacher
Choose from the following options: *

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwest prepared me to create learning experiences that make subject matter meaningful to the students. *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwest prepared me to develop lessons that reflect individual needs of diverse learners. *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwest prepared me to use a variety of instructional strategies to promote critical thinking, problem solving, and performance skills. *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwest prepared me to model effective verbal, nonverbal, and media communication skills. *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwest prepared me to use formal and informal assessment strategies to evaluate student development. *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwest prepared me to foster relationships with partners in the educational community for the purpose of supporting student learning. *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwest prepared me to engage in curriculum development and evaluation. *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwest prepared me to practice reflection as it pertains to professional growth. *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwest prepared me to apply learning theories to support intellectual, social, and personal development of students. *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwest prepared me to implement motivation theories and behavior management strategies to create a positive learning environment. *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwest prepared me to develop and utilize the portfolio as a professional improvement tool. *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would choose the Northwest Missouri State University education program I selected again. *</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Describe the most valuable teaching tool you gained from your preparation at Northwest:

Describe the most valuable teaching tool lacking in your preparation at Northwest:

What areas of professional development would benefit or support you professionally?

Would you recommend the Northwest Teacher Education program to another student? *

Why or why not?
Do you plan to continue in the teaching profession?

- Yes
- No

Why or why not?

Which of the following has been the most difficult challenge you have faced when striving to meet the needs of the learners in your classroom?

- Gender
- Language
- Religion
- Poverty-class
- Learning Disabilities
- Race-ethnicity
- Gifted-talented
- Other

919
PRAXIS II

The Northwest Professional Education Program is approved by the Missouri Department of Elementary and Secondary Education (DESE). Therefore, all persons seeking certification must first complete all requirements for a Missouri Teaching Certificate to be recommended for certification in many states. In addition, all Northwest graduates are required to meet at least the minimum qualifying score for their major(s) on the PRAXIS II. Furthermore, all students must successfully complete the Praxis in order to complete their teacher education program and be recommended for graduation/certification.

If you take the Praxis II in Missouri, your scores will automatically be reported to DESE. However, scores are not automatically reported to DESE if you take the Praxis II in another state. If you take the Praxis II in another state, you will need to ensure that you have your Praxis II scores reported to DESE.

A valid test score is required only for each major teaching area. No test is required for a minor area. If a student has two majors, the student may choose which area to complete an examination. An exception to this rule is in Elementary Education. If a student is majoring in Elementary Education and Special Education, the student must take the test in Elementary Education. However, if a student is majoring in Elementary Education and another major, such as Spanish, the student may choose which area to complete an examination.

The following list of Missouri’s required licensure tests and scores are subject to change and are current as of August 2012. Changes for 2012-2013 are bolded.

For specific test questions or information, please contact your advisor, and/or the DESE website http://dese.mo.gov/divteachqual/teached/praxis.htm or call DESE at 573-751-0051.

<table>
<thead>
<tr>
<th>Secondary Education (Grades 9-12)</th>
<th>Specialty Area Test (No.)</th>
<th>Minimum MO Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>Agriculture (0700)</td>
<td>520</td>
</tr>
<tr>
<td>Business Education</td>
<td>Business Education (0101)</td>
<td>154</td>
</tr>
<tr>
<td>Business Education (computer-based test)</td>
<td>Business Education (5101)</td>
<td>154</td>
</tr>
<tr>
<td><strong>Beginning December 2012</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>English Language and Lit. (0041)</td>
<td>158</td>
</tr>
<tr>
<td>English (computer-based test)</td>
<td>English Language and Lit. (5041)</td>
<td>158</td>
</tr>
<tr>
<td>Family &amp; Consumer Science B-12</td>
<td>Family &amp; Consumer Sciences (0121)</td>
<td>162</td>
</tr>
<tr>
<td>Family &amp; Consumer Science B-12</td>
<td>Family &amp; Consumer Sciences (5121)</td>
<td><strong>Beginning December 2012</strong></td>
</tr>
<tr>
<td>(computer-based test)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Science</td>
<td>General Science (0435)</td>
<td>154</td>
</tr>
<tr>
<td>General Science (computer-based test)</td>
<td>General Science (5435)</td>
<td>154</td>
</tr>
<tr>
<td><strong>Beginning September 2012</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>Health Education (0550)</td>
<td>620</td>
</tr>
<tr>
<td>Health (computer-based test)</td>
<td>Health Education (5550)</td>
<td>620</td>
</tr>
<tr>
<td>Marketing Education</td>
<td>Marketing Education (0561)</td>
<td>163</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics (0061)</td>
<td>137</td>
</tr>
<tr>
<td>Mathematics (computer-based test)</td>
<td>Mathematics (5061)</td>
<td>137</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education (0091)</td>
<td>153</td>
</tr>
<tr>
<td>Physical Education (computer-based test)</td>
<td>Physical Education (5091)</td>
<td>153</td>
</tr>
<tr>
<td>Social Science</td>
<td>Social Studies (0081)</td>
<td>152</td>
</tr>
<tr>
<td>Social Science (computer-based test)</td>
<td>Social Studies (5081)</td>
<td>152</td>
</tr>
<tr>
<td>Speech/Theatre</td>
<td>Speech Communications (0221)</td>
<td>142</td>
</tr>
<tr>
<td>Technology &amp; Engineering</td>
<td>Technology Education (0051)</td>
<td>166</td>
</tr>
<tr>
<td>Theater</td>
<td>Speech Communications (0221)</td>
<td>142</td>
</tr>
</tbody>
</table>
### Secondary Education (Grades 9-12)

<table>
<thead>
<tr>
<th>Major</th>
<th>Specialty Area Test (No.)</th>
<th>Minimum MO Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unified Science:</td>
<td></td>
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</tr>
<tr>
<td>Biology 9-12</td>
<td>Biology (0235)</td>
<td>150</td>
</tr>
<tr>
<td>Biology 9-12 (computer-based test)</td>
<td>Biology (5235) <strong>Beginning September 2012</strong></td>
<td>150</td>
</tr>
<tr>
<td>Chemistry 9-12</td>
<td>Chemistry (0245)</td>
<td>152</td>
</tr>
<tr>
<td>Chemistry 9-12 (computer-based test)</td>
<td>Chemistry (5245) <strong>Beginning September 2012</strong></td>
<td>152</td>
</tr>
<tr>
<td>Earth Science 9-12</td>
<td>Earth/Space Science (0571)</td>
<td>147</td>
</tr>
<tr>
<td>Earth Science 9-12 (computer-based test)</td>
<td>Earth/Space Science (5571) <strong>Beginning October 2012</strong></td>
<td>147</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics (0265)</td>
<td>141</td>
</tr>
<tr>
<td>Physics (computer-based test)</td>
<td>Physics (5465) <strong>Beginning September 2012</strong></td>
<td>141</td>
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</tbody>
</table>

### Middle School (Grades 5-9)

<table>
<thead>
<tr>
<th>Major</th>
<th>Specialty Area Test (No.)</th>
<th>Minimum MO Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School Science</td>
<td>M.S. Science (0439)</td>
<td>149</td>
</tr>
<tr>
<td>Middle School Mathematics</td>
<td>M.S. Math (0069)</td>
<td>158</td>
</tr>
<tr>
<td>Middle School Social Studies</td>
<td>M.S. Social Studies (0089)</td>
<td>154</td>
</tr>
<tr>
<td>Middle School Social Studies (computer-based test)</td>
<td>M.S. Social Studies (5089)</td>
<td>154</td>
</tr>
<tr>
<td>Middle School English Language Arts</td>
<td>M.S. Lang. Arts (0049)</td>
<td>163</td>
</tr>
<tr>
<td>Other Middle School Endorsements</td>
<td>Principles of Learning &amp; Teaching, Grades 5-9 (0623)</td>
<td>167</td>
</tr>
<tr>
<td>Other Middle School Endorsements (computer-based test)</td>
<td>Principles of Learning &amp; Teaching, Grades 5-9 (5623)</td>
<td>167</td>
</tr>
</tbody>
</table>

### Elementary-Secondary Education (Grades K-12)

<table>
<thead>
<tr>
<th>Major</th>
<th>Specialty Area Test (No.)</th>
<th>Min. MO Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Art Education (0134)</td>
<td>158</td>
</tr>
<tr>
<td>Art (computer-based test)</td>
<td>Art Education (5134) *Beginning February 2013</td>
<td>158</td>
</tr>
<tr>
<td>Blind/Partially Sighted B-12</td>
<td>Special Education: Teaching Students with Visual Impairments (0282—new test)</td>
<td>170</td>
</tr>
<tr>
<td>Chinese (Mandarin) K-12</td>
<td>Chinese (Mandarin: World Language (5665—new test)</td>
<td>152</td>
</tr>
<tr>
<td>Deaf/Hearing Impaired B-12</td>
<td>Special Education: Education of Deaf and Hard of Hearing Students (0272—new test)</td>
<td>167</td>
</tr>
<tr>
<td>French (computer-based test)</td>
<td>French: World Language (5174)</td>
<td>162</td>
</tr>
<tr>
<td>German (computer-based test)</td>
<td>German: World Language (5183)</td>
<td>163</td>
</tr>
<tr>
<td>Instrumental Music</td>
<td>Music: Instrumental &amp; Vocal K-12 (0114—new test)</td>
<td>162</td>
</tr>
<tr>
<td>Library Media Specialist K-12</td>
<td>Library Media Specialist (0311)</td>
<td>160</td>
</tr>
<tr>
<td>Library Media Specialist K-12 (computer-based test)</td>
<td>Library Media Specialist (5311) <strong>Beginning December 2012</strong></td>
<td>160</td>
</tr>
<tr>
<td>M/H Cross Categorical K-12</td>
<td>Ed of Exceptional St: Mild to Moderate Disabilities (0543)</td>
<td>158</td>
</tr>
<tr>
<td>M/H Cross Categorical K-12 (computer-based test)</td>
<td>Ed of Exceptional St: Mild to Moderate Disabilities (5543)</td>
<td>158</td>
</tr>
<tr>
<td>School Counselor K-8, 7-12</td>
<td>Professional School Counselor (0421—new test)</td>
<td>164</td>
</tr>
</tbody>
</table>
## Elementary-Secondary Education (Grades K-12)

<table>
<thead>
<tr>
<th>Major</th>
<th>Specialty Area Test (No.)</th>
<th>Min. MO Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Counselor K-8, 7-12 (computer-based test)</td>
<td>Professional School Counselor (5421—new test) <strong>Beginning February 2013</strong></td>
<td>164</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>School Psychologist (0401)</td>
<td>157</td>
</tr>
<tr>
<td>Severely Developmentally Disabled B-12</td>
<td>Special Education: Core Knowledge and Severe to Profound Applications (0545)</td>
<td>158</td>
</tr>
<tr>
<td>Severely Developmentally Disabled B-12 (computer-based test)</td>
<td>Special Education: Core Knowledge and Severe to Profound Applications (5545)</td>
<td>158</td>
</tr>
<tr>
<td>Spanish (computer-based test)</td>
<td>Spanish: World Language (5195)</td>
<td>168</td>
</tr>
<tr>
<td>Speech &amp; Lang. Specialist</td>
<td>Speech-Language Pathology (0330)</td>
<td>600</td>
</tr>
<tr>
<td><strong>Vocal Music</strong></td>
<td><strong>Music: Instrumental &amp; Vocal K-12 (0114—new test)</strong></td>
<td><strong>162</strong></td>
</tr>
<tr>
<td>Building-Level Admin. Principal, K-6, 9-12</td>
<td>School Leaders Licensure Assessment (SLLA) (6011)</td>
<td>163</td>
</tr>
<tr>
<td>Special Education Admin.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational School Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(computer-based test)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Level Admin. (Supt.) K-12</td>
<td>School Superintendent Assessment (SSA) (1020)</td>
<td>158</td>
</tr>
<tr>
<td>K-12 or 9-12 teaching certification for which no specialty area test or content Knowledge test is designated</td>
<td>Principles of Learning &amp; Teaching, Grades 7-12 (0624)</td>
<td>164</td>
</tr>
<tr>
<td>K-12 or 9-12 teaching certification for which no specialty area test or content Knowledge test is designated (computer-based test)</td>
<td>Principles of Learning &amp; Teaching, Grades 7-12 (5624)</td>
<td>164</td>
</tr>
</tbody>
</table>

## Elementary Education (Grades 1-6)

<table>
<thead>
<tr>
<th>Major</th>
<th>Specialty Area Test (No.)</th>
<th>Minimum MO Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education (computer-based test)</td>
<td>Elem. Ed.: Curr., Inst., &amp; Assess. (5011)</td>
<td>164</td>
</tr>
<tr>
<td><strong>Elementary Mathematics Specialist 1-6</strong></td>
<td><strong>Middle School Mathematics (0069)</strong></td>
<td><strong>158</strong></td>
</tr>
<tr>
<td>Early Childhood B-3</td>
<td>Education of Young Children (0021)</td>
<td>166</td>
</tr>
<tr>
<td>Early Childhood B-3 (computer-based test)</td>
<td>Education of Young Children (5021)</td>
<td>166</td>
</tr>
<tr>
<td>Early Childhood Special Education B-3</td>
<td>Special Education: Preschool/Early Childhood (0691—new test)</td>
<td>166</td>
</tr>
</tbody>
</table>

- Computer-based tests must be taken by appointment at a Prometric Test Center. To register for the computer-based Praxis II assessments, candidates are asked to call 1-800-853-6773.
- More information on Missouri's Praxis tests and scores can be found at [www.ets.org/praxis/prxmo.html](http://www.ets.org/praxis/prxmo.html)
- DESE State Test Requirements: [http://dese.mo.gov/divteachqual/teached/praxis.htm](http://dese.mo.gov/divteachqual/teached/praxis.htm)
Once a Bearcat, always a Bearcat!

NORTHWEST PLACEMENT SURVEY
Please assist us in making this post-graduate survey as accurate as possible.

Name _______________________________ 919 # _______________________________

Home Address ________________________________________ Email (non-student) _______________________________

City ________________________________________ State ______ Zip ______

Home Phone Number ____________________________ Cellular Phone Number ____________________________

Academic Advisor ____________________________ Graduation Date (month/year) ____________________________

Degree(s) ________________________________________ First Major ____________________________

Second Major ____________________________ Third Major ____________________________

Fourth Major ____________________________ Minor ____________________________

Where did you take most of your course work?
☐ Maryville Campus ☐ Kansas City Center ☐ St. Joseph Center ☐ Online Only ☐ Other ____________________________

POST GRADUATION STATUS (mark the one most appropriate):
☐ Employed ☐ Pursuing Additional Education ☐ Participating in Post-Graduation Internship ☐ Not Employed (seeking work) ☐ Not Employed (not seeking work)

Have you applied to a professional school? ☐ yes ☐ no

If yes, how many did you apply to? ____________________________ How many were you accepted to? ____________________________

EMPLOYMENT INFORMATION

Job Title ________________________________________ Date Accepted ____________________________

Company/School ________________________________________

City ________________________________________ State ______

How related is your present job to your major? Not Related 1 2 3 4 5 Directly Related

How satisfied are you with your job? Not Satisfied 1 2 3 4 5 Very Satisfied

Starting Salary (confidential, only used to aggregate a salary range for your specific major) $ ____________________________

EDUCATION INFORMATION

Do you plan to pursue an additional graduate or professional program? ☐ yes ☐ no

Program ________________________________________ Start date ____________________________

Institution ________________________________________

City ________________________________________ State ______

INTERNSHIP/STUDENT TEACHING INFORMATION

Did you participate in an internship (either for credit or non-credit) or student teach for this degree? ☐ yes ☐ no

If yes, company/school name ____________________________

City ________________________________________ State ______

How related was your experience to your present job? Not Related 1 2 3 4 5 Directly Related

How satisfied were you with your experience? Not Satisfied 1 2 3 4 5 Very Satisfied

CAREER SERVICES

Did you interact with Career Services? ☐ yes ☐ no (if yes mark all that apply)

☐ Resume Critique(s) ☐ Classroom Presentations ☐ Internship Assistance ☐ Education Expo ☐ On-Campus Interviews

☐ Major Counseling ☐ Job Search Assistance ☐ Career Day ☐ Mock Interviews ☐ Other ____________________________

COMMENTS
Please share your comments or suggestions with other graduates in your major: ____________________________

Northwest proudly shares Bearcat experiences and success stories. Please give permission for usage of your experience, photos, name, and contact information by checking the appropriate box. ☐ Yes, I agree to share my experience ☐ No, I would rather not participate.

Please see reverse side. 12/11
Please circle each activity or organization you were involved in while attending Northwest

102 River Wildlife Club
Academy Hall Council
Accounting Society
Advertising Club-Ad Ink
African Friends Assn.
Agriculture Club
Agronomy Club
Alliance of Black Collegians
Alpha Chi
Alpha Psi Omega
Alpha Sigma Lambda
Alpha Tau Alpha (Collegiate FFA)
Alternative Spring Break
American Assn.-Fam/Cons. Sci.
American Assn. of Petroleum Geologists
American Choral Directors Assn.
American Inst. Graphic Artists
American Marketing Assn.
American Sign Language Club
Amnesty International
Anime Club
Art Club
Asian Student Assn.
Assn. for Computing Machinery
Assn. of Non-Traditional Students
Baptist Student Union
Bearcat Football Ambassadors
Bearcat Marching Band
Bearcat Steppers
Beta Beta Beta
Blue Key Honor Society
Campus Crusade for Christ
Cardinal Key
Chi Alpha
Christian Campus House
Club Green
College Bass
College Republicans
College Coeds for Change
College Farm Bureau
Comedy INC
Common Ground
Country Faith
Criminal Justice Club
Delta Epsilon Chi (DECA)
Delta Mu Delta
Delta Tau Alpha
Dietrich Hall Council
DigEm
Fellowship of the Tower Gaming Society
Financial Management Assn.
Flag Corps
Franken Hall Council
Futbol Club
Gamma Alpha Lambda
Gamma Sigma Epsilon
Gamma Theta Upsilon
Geology/Geography Club
German Club
Heartland View Online Magazine
Hispanic American Leadership Org.
History Club
Horticulture Club
HPERD Club
Hudson Hall Council
Indian Student Assn.
International Student Org.
Jazz Ensemble
K.I.D.S.
Kappa Kappa Psi
Kappa Omicron Nu
KDLX/KZLX
KNWT - Channel 8
Korean Student Assn.
KXCV Radio
Lamba Pi Eta
Letters Day Saints Student Org.
Liahsa Org. of Christian Fellowship
Lions Club
Lutheran Campus Center
M-Club
Math Ed Club
Mathematical Assn. of America
Medium Weight Forks
Middle Eastern Student Assn.
Millikan Hall Council
MO Academy of Science/Math/Comp SGA
Mortar Board
Music Educators Natl. Conference
Natl. Ag. Marketing Assn.
Natl. Residence Hall Honorary
Natl. Society of Collegiate Scholars
Northwest Missourian
NW Advocates for Animal Awareness
NW Athletic Training Assn.
NW Business and Professional Women
NW Celebration/Madrilers
NW Chapter of Hillel
NW Cinema Society
NW Dance Company
NW Discardiens
NW Environmental Org.
NW Equestrian Team
NW Fencing
NW Forensics
NW Horsemen's Assn.
NW Independent Filmmakers Club
NW Missouri Toastmasters Club
NW Mock Trial
NW Muslim Student Assn.
NW Newman Catholic Center
NW Student Dietetics Assn.
NW Student Veterans Assn.
NW Wrestling Club
Omicron Delta Kappa
Orchestra
Order of Omega
Peer Educators
Perrin Hall Council
Phi Alpha Theta
Phi Beta Lambda (FBLA)
Phi Delta Sigma
Phi Mu Alpha Simonia
Phi Mu Epsilon Fraternity
Phi Sigma Tau
Phillips Hall Council
Philosophy Club
Pi Omega Pi
Pi Sigma Alpha
Political Science Club
Pre-Health Occupations Club
Pre-Law Society
Pre-Med Club
PRSSA
Psi Chi Honor Society
Psychology/Sociology Society
Radio and TV, News Directors Assn. (RTNDA)
Residence Hall Assn. (RHA)
Rhythm of Diversity (ROD)
Roberta House Council
Rodeo Club
ROTC
Rugby Club
S.I.S.T.A.H. Students Taking Action Through Service
Scribblers
Shirtless Bearcats
Sigma Alpha (Ag. Women)
Sigma Alpha Iota
Sigma Gamma Epsilon
Sigma Pi Sigma
Sigma Society
Sigma Tau Delta
Social Sciences Research Group
Society for Human Resource Mgmt.
Society of Professional Journalists
South Complex Hall Council
Student Activities Council
Student Ambassadors
Student Council for Exceptional Children
Student Government Assn.
Student MO State Teachers Assn.
Student Senate
Student Society of New Design
Students for Political Awareness
Students In Free Enterprise
Study Abroad
Symphonic Band
The Fusion Council
The Navigators
Tower Choir
Tower Suites Squad
Tower Yearbook
TUG (Talents Used for God)
University Choral
University Players
Up 'til Dawn
Upsilon Pi Epsilon
US Institute of Theatre Technology
Wesley Student Center
Who's Who
Your Voice, Your Choice
Young Democrats

OTHER

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________
PERSONNEL RECORD VERIFICATION FORM

EMPLOYEE INFORMATION:

Last Name ____________________________ First Name ____________________________ MI ______ Sex ______

Street Address ____________________________ City ____________________________ State ______ Zip Code ______

County ____________________________ Telephone ____________________________ Date of Birth ____________________________

Marital Status ____________________________ E-mail Address ____________________________

DEGREE INFORMATION:

INSTITUTION ____________________________ ____________________________ ____________________________ ____________________________

DEGREE ____________________________ ____________________________ ____________________________ ____________________________

GRAD DATE ____________________________ ____________________________ ____________________________ ____________________________

TERMINAL DEGREE? Y/N ____________________________ ____________________________ ____________________________ ____________________________

RACE/ETHNICITY INFORMATION:

Your completion of these two questions will allow Northwest to provide accurate data and comply with mandated data collections. Education statistics are used for many purposes including: planning federal education programs, apportioning federal funds among the states, predicting public education staffing and financing needs, and research to allow business leaders, prospective students and the general public to make intelligent decisions concerning educational issues.

1) Do you consider yourself to be Hispanic/Latino?   ____Yes  ____No

2) In addition, select one or more of the following racial categories to describe yourself:
   a. American Indian or Alaska Native
   b. Asian
   c. Black or African American
   d. Native Hawaiian or Pacific Islander
   e. White

OFFICE USE ONLY:

Position Title ____________________________ Position Number ____________________________

Department ____________________________ Start Date ____________________________ $ __________

Salary ____________________________
Evaluation of Cooperating Teacher

The data collected through the use of this instrument will be used to provide a composite picture of the cooperating teacher. No data will be supplied to the cooperating teacher. Your cooperation is appreciated. Please rate your cooperating teacher on the following questions. Write the name of your cooperating teacher in the blank space provided below.

Please indicate your level of agreement with the following statement: *

<table>
<thead>
<tr>
<th>Overall, my student teaching experience was positive.*</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

My cooperating teacher (name): *

<table>
<thead>
<tr>
<th>My cooperating teacher: *</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is a teacher who I would recommend for another Northwest student teacher.*</td>
<td>c</td>
<td>c</td>
<td>c</td>
<td>c</td>
<td>c</td>
</tr>
<tr>
<td>Creates learning experiences that make the subject meaningful to students.*</td>
<td>c</td>
<td>c</td>
<td>c</td>
<td>c</td>
<td>c</td>
</tr>
<tr>
<td>Creates lessons that meet diverse students' needs.*</td>
<td>c</td>
<td>c</td>
<td>c</td>
<td>c</td>
<td>c</td>
</tr>
<tr>
<td>Applies learning theories for total student development.*</td>
<td>c</td>
<td>c</td>
<td>c</td>
<td>c</td>
<td>c</td>
</tr>
<tr>
<td>Demonstrates curriculum development and evaluation.*</td>
<td>c</td>
<td>c</td>
<td>c</td>
<td>c</td>
<td>c</td>
</tr>
<tr>
<td>Uses varied instructional strategies to develop critical thinking.*</td>
<td>c</td>
<td>c</td>
<td>c</td>
<td>c</td>
<td>c</td>
</tr>
<tr>
<td>Description</td>
<td>Rating</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-----------------------------------------------------------------------------</td>
<td>--------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Models effective verbal and nonverbal communication for all students.</td>
<td>☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses technology for teacher resource and student learning.</td>
<td>☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates effective classroom management techniques for optimal learning.</td>
<td>☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practices reflection to develop professionally (to be a better teacher).</td>
<td>☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treats students with dignity and respect.</td>
<td>☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborates well with other teachers, staff and parents.</td>
<td>☐</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Provided ample opportunities for teacher candidate to assume instructional responsibilities in the classroom.</td>
<td>☐</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Included teacher candidate in instructional planning and reflection on professional practice.</td>
<td>☐</td>
<td></td>
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</tr>
<tr>
<td>Was willing to hear any meaningful feedback from the student teacher.</td>
<td>☐</td>
<td></td>
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</tr>
</tbody>
</table>
Evaluation of University Supervisor

The data collected through the use of this instrument will be used to provide a composite picture of the university supervisor. No data will be supplied to the university supervisor until he or she has reported all final student teaching grades. Your cooperation is appreciated. Directions: Please rate your university supervisor on the following questions. Write the name of your university supervisor in the blank space provided below.

University Supervisor's Name: *

During your entire semester, how many times did your university supervisor visit you and/or your cooperating teacher? *

Please indicate your level of agreement with the following statements: *

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My university supervisor provided me with adequate support through the student teaching experience. *</td>
<td></td>
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</tr>
<tr>
<td>I was provided with the opportunity to confer with my university supervisor. *</td>
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</tr>
<tr>
<td>My university supervisor was fair and unbiased during conferences in assessing my performance. *</td>
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</tr>
<tr>
<td>My university supervisor maintained a friendly attitude of helpfulness and encouragement while treating me with dignity and respect. *</td>
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</tr>
<tr>
<td>My university supervisor was responsive to my requests for help in terms of general improvement. *</td>
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</tr>
<tr>
<td>My university supervisor allowed me to discuss problems or concerns. *</td>
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<tr>
<td>---------------------------------------------------------------------------------------</td>
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<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>My university supervisor spent enough time during visitations to be effective.</strong></td>
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</tr>
<tr>
<td><strong>My university supervisor and cooperating teacher worked effectively together to help my student teaching experiences.</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>My university supervisor made suggestions to help improve or enrich my student teaching experience.</strong></td>
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</tr>
<tr>
<td><strong>My university supervisor kept me informed concerning my progress during student teaching.</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>My university supervisor answered my questions regarding the Teacher Work Sample and other questions related to the student teaching experience.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Please provide any additional feedback related to your University Supervisor.
# TEACHER EDUCATION FACULTY PROFESSIONAL DEVELOPMENT PLAN FOR DIRECT INVOLVEMENT IN P-12 SCHOOLS

### Untitled Group

<table>
<thead>
<tr>
<th>Faculty member's name:</th>
<th>Time Period covered:</th>
</tr>
</thead>
</table>

Please click "Add a Row" to enter each experience of direct involvement with a public school.

<table>
<thead>
<tr>
<th>Describe the public school activities involving the teacher education faculty member</th>
<th>Identify public school/district with which faculty member will work/has worked</th>
<th>Identify the specific objectives of the teacher education faculty members involvement in the public school</th>
<th>Proposed timeline or amount of time required</th>
<th>Outcomes, expected or realized, of faculty members involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>❌</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>