

Student Teaching Handbook



OFFICE OF EDUCATIONAL FIELD EXPERIENCES

Northwest Missouri State University
2013

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I. Definition of Terms

Block Program: A period of time, usually one half a semester (eight or nine weeks), when a Teacher Candidate is assigned to student teach.

Candidate (Teacher Candidate): A student preparing to become a teacher participating in directed teaching under the guidance of an experienced, qualified teacher (Cooperating Teacher).

Content Area Supervisor: A Northwest Missouri State University faculty member who teaches in the teacher candidate's major content area

Cooperating School: A public or private elementary or secondary school, which, in agreement with Northwest Missouri State University, regularly uses Teacher Candidates in its program.

Cooperating Teacher: A public or private school teacher, who has under his/her immediate supervision, a Teacher Candidate.

Co-Teaching: Two teachers (Cooperating Teacher and Teacher Candidate) working together with groups of students, sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.

Director of Educational Field Experiences: The person who is charged with the direction and coordination of the student teaching program for elementary and secondary Teacher Candidates at Northwest Missouri State University.

Educational Candidate Disposition Inventory (Dispositions): Tendencies or beliefs that are conveyed or made public through observable behaviors.

GIST: Graduate Internship in Secondary Teaching

Payroll Form: A form completed by the Cooperating Teacher in order to expedite payment of the stipend for working with a Teacher Candidate.

Professional Semester: A semester devoted exclusively to courses in teacher education and student teaching.

Performance Based Candidate Evaluation: A model for determining the Teacher Candidate's performance in the teaching/learning environment.

Performance Improvement Plan (PIP): A form used to assist Candidates who are not meeting expectations in one or more criteria. The University Supervisor or Cooperating Teacher may develop a Professional Improvement Plan any time a deficiency is noted. The form is developed jointly with the Candidate.

Semester Program: A period of time, usually one semester in length (sixteen or seventeen weeks), when a Teacher Candidate is assigned to student teach.

Teacher Candidate (Candidate): A student preparing to become a teacher participating in directed teaching under the guidance of an experienced, qualified teacher (Cooperating Teacher).

TESS: Teacher Education Student Services

TWS: The Teacher Work Sample is one of the performance assessments completed during student teaching. The Candidate must plan, deliver, and assess an instructional sequence of at least five consecutive lessons (unit). The Candidate must also include an analytical report and reflection as described in the TWS guidelines.

University Supervisor: An individual appointed by Northwest Missouri State University to supervise and evaluate the work of Teacher Candidates and to assist public or private school teachers and administrators in working with Candidates. The final grade for the Teacher Candidate is given by the University Supervisor after consultation with appropriate school officials.

II. Philosophy and Objectives of Student Teaching

Student teaching is an experience designed to bridge the gap in teacher education between theory and practice. It is a problem-solving process; a time for trying one's self in the role of a teacher. The self-knowledge and technical skills, which one acquires during the student teaching experience, should provide the prologue for a career-long process of professional development.

The student teaching program should provide Teacher Candidates with an experience which will accomplish the following objectives:

1. Provide the Candidate with first-hand knowledge of professional educational standards, ethics, customs, and organizations.
2. Provide a context in which to develop, practice, and continually upgrade a personal repertoire of teaching skills in order to develop literacy throughout the curriculum. Working closely with an experienced teacher, the Candidate should formulate, for example, his/her own style of questioning, reinforcing, and correcting in ways which will promote student dignity and self-worth. Techniques, such as brainstorming and cooperative learning, which serve to enhance student responsibility, should be encouraged.
3. Develop in the Candidate a familiarity with planning procedures, instructional strategies, assessment procedures, instructional materials and types of equipment, including technology, used in the school.
4. Establish a climate in which the Candidate is instrumental in encouraging students to become life-long learners, creative problem-solvers, and responsible adults in an ever-changing world while allowing the Candidate to demonstrate the knowledge, skills, and dispositions of an exceptional future teacher.
5. Allow the Candidate the opportunity to determine whether his/her personal attributes, desire to be a life-long learner, professional qualifications, and interest in teaching give the prospect of success as a career teacher.
6. Allow the Candidate to work with students from diverse backgrounds. These may include, but are not limited to, age, gender, ability, ethnic background, race, socioeconomic status, grade level, and cultural background.

7. Develop in the Teacher Candidate a sensitivity to the school as a functioning social body. The Teacher Candidate should become aware of formal and informal school customs, the student group and its structure, and the relationship between the school and the community it serves.

III. *Candidate Responsibilities*

1. The Candidate shall know and use good professional ethics, including respect for confidential information given to him/her.
2. The Candidate will accept the premise that the cooperating school is dedicated first and foremost to the well-being of the students in attendance.
3. The Candidate will keep in confidence information which pertains to his cooperating school, teachers, and pupils. Any criticisms or complaints will be made tactfully to the Cooperating Teacher and/or University Supervisor. The Candidate will refrain from discussing the attitudes and activities of students except on a professional basis.
4. The Candidate will complete requirements for a Background Check prior to the first day of student teaching. Results of the Background Check must be forwarded to the Office of Professional Education, 200 Brown Hall, NWMSU.
5. The Candidate will submit required forms through TK20, the University's on-line data acquisition program.
 - A. "5-Day Report" (first week)
 - B. "Demographic Verification Form"
 - C. "Special Education Verification" (if appropriate)
 - D. "Lesson Reflection Sheet" (during TWS unit after evaluation by cooperating teacher)
 - E. "Summative Reflection" (end of student teaching)
 - F. "Dispositions" (end of student teaching)
6. The Candidate is required to complete and submit a Teacher Work Sample (TWS) through TK20. This must be completed and the final score given before the end of the student teaching semester. No grade for student teaching will be given until the TWS is successfully completed. Additional information can be found on the Student Teaching website <http://www.nwmissouri.edu/dept/peu/studentteach/index.htm>. The University Supervisor may be used as a resource for the TWS.
7. The Candidate is expected to be present every day the cooperating school is in session. However, Candidates are expected to return to campus two or three days during the course of the student teaching experience. Other necessary absences should be arranged in consultation with the Cooperating Teacher, building Principal, and University Supervisor. The Candidate shall adhere to the school district calendar.
8. The Candidate must realize that student teaching is a "full-time job" and should not attempt to work during this time.
9. The Candidate is to be dressed appropriately, neat in appearance, and well groomed - remembering that certain informalities in dress are the privilege of the regular faculty members.

10. The Candidate should have established a high level of proficiency in his major subject field and in professional courses, and is expected to exhibit other professional qualities. The Candidate should learn to go through the proper channels in keeping with school policy; one should, for example, make a request for a field trip to the Cooperating Teacher first and then, acting upon this advice, go to the Department Head or Principal for approval. The line of authority will vary between schools.
11. The Candidate will respect the Cooperating Teacher as being an experienced, professional, and capable of guiding the directed teaching experience and will cheerfully accept suggestions for improvement. The University suggests that the Candidate and the Cooperating Teacher regularly plan together for instruction, assessment, and classroom procedures.
12. The Candidate will take advantage of the available opportunities to observe the Cooperating Teacher conduct a class, especially noting classroom management techniques that promote student self-worth.
13. The Candidate will use materials and methods, which are consistent with the philosophy and practices of the cooperating school. The Candidate should recognize that the cooperating school is acting in the capacity of a host, and that the Candidate is in the position of a guest in the school. Therefore, the Candidate should realize that the objective is to gain worthwhile experience in a living laboratory and not to attempt to remake the public school according to one's own philosophy. If the Candidate is not sure whether what he/she proposes to do is in violation of the school's policies, the matter should first be discussed with the Cooperating Teacher.
14. The Candidate will prepare lesson plans for each teaching activity. (NWMSU recommends that the Cooperating Teacher and Candidate participate in joint planning for instruction.) Lesson plans should be shared with the Cooperating Teacher far enough in advance of their use so that the Cooperating Teacher can have sufficient time to look them over and make suggestions for improvement. Check corresponding Section XII. 4. for further comments concerning lesson planning and Northwest Missouri State University requirements.
15. The Candidate is expected to maintain a notebook of lesson plans and resource materials that is available to the University Supervisor. The file should include lesson plans, Formative Observations, Summative Evaluations, notes, final Summative Reflection, and other pertinent information.
16. The Candidate will cheerfully accept various assignments that are given and will be prompt and efficient in carrying them out.
17. The Candidate will arrange times for the Cooperating Teacher to conduct at least two formal observations during the placement. The formative observation should be conducted mid-way through the placement, and the summative evaluation should be completed in the last two weeks of the placement (Appendices C & D).
 - A. The Cooperating Teacher will observe an entire lesson from the anticipatory set (engagement) to the achievement of closure (evaluation).
 - B. Following the observation period, the Cooperating Teacher will complete the appropriate evaluative paperwork.
 - C. The Cooperating Teacher will complete a "Cooperating Teacher Feedback Form" (Appendix H) and the Candidate will complete a "Lesson Reflection Sheet" (Appendix I) after an observed lesson during the TWS unit.

- D. The Cooperating Teacher and Candidate will discuss the observed lesson and/or the evaluation.
 - E. When appropriate, a “Professional Improvement Plan” will be jointly completed by the Cooperating Teacher and Candidate (Appendix E). Both will sign it. A copy will be submitted to the University Supervisor and to the University.
 - F. The content within the formative observation forms and the summative evaluation form will constitute the basis for a final grade, which will be assigned by the University Supervisor in consultation with the Cooperating Teacher.
18. The Candidate will arrange times for the University Supervisor to conduct at least two formative observations during the placement (Appendix C). In addition, a summative evaluation should be completed in the last two weeks of the placement (Appendix D).
- A. The University Supervisor may or may not call the Candidate in advance to determine the most appropriate time for an observation.
 - B. In a scheduled observation, the Candidate will provide the University Supervisor with lesson plans. Textbook and other teaching materials will also be made available upon request.
 - C. The University Supervisor will observe an entire lesson from the anticipatory set (engagement) to the achievement of closure (evaluation).
 - D. Following the observation period, the University Supervisor will be provided with a private area to complete the appropriate evaluative paperwork.
 - E. The University Supervisor and Candidate will be provided with a private area for a conference where the lesson and/or evaluation form will be discussed.
 - F. When appropriate, a “Professional Improvement Plan” will be jointly completed by the University Supervisor and Candidate (Appendix E). Both will sign it. A copy will be submitted to the University.
 - G. The content within the formative observation forms and the summative evaluation form will constitute the basis for a final grade, which will be assigned by the University Supervisor in consultation with the Cooperating Teacher.
19. The Candidate will arrange a time for the Content Area Supervisor to conduct a formative observation during the placement (Appendix C).
20. The Candidate will be available for conferences with the Cooperating Teacher, the Content Area Supervisor, and/or University Supervisor at convenient times.
21. At the completion of the student teaching experience, the Candidate will complete a Summative Reflection (Appendix F) which will be read by the University Supervisor and submitted through the University’s on-line data collection system TK20.
22. The Candidate, the Cooperating Teacher and the University Supervisor will each complete an “Educational Candidate Disposition Inventory” form and submit it through the University’s on-line data collection system TK20 (Appendix G).

IV. Cooperating Teacher's Roles and Responsibilities

The District shall appoint a Cooperating Teacher for each Teacher Candidate placed in student teaching. Missouri Department of Elementary and Secondary Education and Northwest Missouri State University

regulations require that Cooperating Teachers meet the following criteria:

- The Cooperating Teacher shall be a full-time member of the District's faculty.
- The Cooperating Teacher must have taught for a minimum of three years and have been employed by the District for at least one year.
- The Cooperating Teacher must be fully certified by the State in which they teach and teach in an area in which they hold current certification.
- The Cooperating Teacher shall have achieved evaluation ratings of proficient (or its equivalency) or higher through the district's evaluation system. The Cooperating Teacher shall be an exemplary professional educator.
- The Cooperating Teacher must approve of having a Teacher Candidate assigned to them.

Supervising a Teacher Candidate is a very important responsibility. Many studies indicate that graduates of teacher education programs generally consider student teaching the most professionally relevant part of their training. Furthermore, they consider their Cooperating Teacher the most important person involved in training them to teach. This importance carries with it a great responsibility. The Candidate's future career - how he/she teaches, and even whether he/she teaches, may depend largely on you, the Cooperating Teacher.

1. The Cooperating Teacher should be prepared to give the Candidate a warm welcome and introduce the person to the classes in a manner, which is dignified and effective in establishing leadership status.
2. If applicable, the Cooperating Teacher should submit a completed Cooperating Teacher Payroll form to the Office of the Department of Professional Education (Brown Hall 200, NWMSU).
3. The Cooperating Teacher should have weekly contact with the University Supervisor. These communications can be in person, through email or by phone.
4. The Cooperating Teacher should provide an atmosphere of emotional security and stability. The possibility that a Candidate will make some embarrassing mistakes is an important cause of anxiety, which demands sympathetic understanding, helpful outlets, and suggestions from the Cooperating Teacher.
5. The Cooperating Teacher has the best opportunity of anyone concerned with the teacher education program to show to the Candidate the importance of thorough mastery of subject matter and to demonstrate the values, limitations, and adaptations of a variety of teaching methods in specific situations. This information can best be conveyed through use of the "co-teaching model" which includes joint planning.
6. The Cooperating Teacher should encourage the Candidate to put the best of theory into practice. This does not in any way imply that the Candidate should be encouraged to forget all of the theory taught during his/her college career.
7. The Cooperating Teacher must demonstrate a philosophy of educational discipline and classroom control, which supports the Candidate while allowing the Candidate to find his/her own methods with which to stand the test alone.

8. The Cooperating Teacher can do much by modeling and guidance to help the Candidate acquire the necessary poise in establishing an effective, professional relationship with fellow teachers, administrators, parents, and students.
9. The Cooperating Teacher may guide the Candidate in recognizing that subject matter gains its importance when it creates a desire to be a lifelong learner.
10. The Cooperating Teacher can make an outstanding contribution to the success of the future teacher by demonstrating that professional teaching calls for constant effort toward self-improvement.
11. The Cooperating Teacher must be prepared to give the Candidate frank and helpful criticisms throughout the directed teaching experience. Such comments as "fine," "good," or "fair," tell the student little or nothing about his/her progress.
12. The Cooperating Teacher is expected to make written observation notes and to meet with the Candidate at least weekly to discuss observations and suggestions. You may find it helpful to use the Formative Observation form to help direct conferences (Appendix C). The most critical point in supervision, the point where the supervisor either succeeds or fails in bringing about improvement in the Candidate's performance, is the supervisory conference.

A Candidate is much more likely to show steady improvement if, instead of making a lengthy list of flaws, the Cooperating Teacher focuses on specific items in the Performance Based Teacher Evaluation Model (Appendix C). The Cooperating Teacher is in the key position of deciding the real success or failure of the student's directed teaching experience. This demands a conscious effort to provide the best possible example of a truly professional teacher.

13. It is required that the Cooperating Teacher will formally evaluate the Candidate's performance twice during the placement. During the fourth or fifth week, the Formative Observation form should be completed (Appendix C). The Summative Evaluation should be completed near the end of the experience (Appendix D). A Dispositions Inventory must also be completed toward the end of the placement (Appendix G).
 - A. The Candidate and Cooperating Teacher should select the most appropriate lessons for evaluation.
 - B. Detailed notes should be taken during the observation period. A "Cooperating Teacher Feedback Form" should be completed after an observed lesson during the TWS unit and discussed with the Candidate (Appendix H).
 - C. Following the observation period, the Cooperating Teacher will adjourn to a private area to complete the Formative Observation Form (Appendix C).
 - D. Sometime during that same day, the Cooperating Teacher will hold a conference with the Candidate to discuss the evaluation and make suggestions for improvement, if necessary.
 - E. If needed, the Cooperating Teacher will complete the "Professional Improvement Plan" jointly with the Candidate (Appendix E). A copy will be submitted to the University.
 - F. Toward the conclusion of the student teaching experience, the Cooperating Teacher and University Supervisor will each complete the "Student Teaching Summative Evaluation Form" (Appendix D).
 - G. The University Supervisor will conduct a conference with the Cooperating Teacher to discuss the summative evaluation form. This is the basis for the final grade for the Candidate.
14. Toward the end of the placement, the Cooperating Teacher will complete an "Educational Candidate Disposition Inventory" form (Appendix G).

16. Failure to follow the "Northwest Missouri State University Candidate Performance Based Evaluation" plan, may lead to the lowering of the final grade.
17. The Cooperating Teacher will submit required paperwork to the University through the on-line data collection system TK20.
18. If the student has access to technology, the Candidate has the option to arrange to have one lesson taped during the block. The purpose of this is "self-evaluation" for the Candidate. The Candidate may wish to invite others to view the tape; this, however, is optional. Videos may be made available to the University Supervisor through TK20.

The object of education is to prepare the young to educate themselves throughout their lives.

--- Robert Maynard Hutchins

V. The University Supervisor's Roles and Responsibilities

The University Supervisor functions in the student teacher program as the liaison between the University and the cooperating schools. His/her goal is to see that each Candidate is provided with the opportunity for rich and comprehensive supervised teaching experiences. To this end, the Supervisor works with both the Candidate and Cooperating Teacher, observing, consulting, discussing, and suggesting. The University Supervisor should have weekly contact with the Cooperating Teacher. This may be achieved through meetings, e-mail, or phone conversations. Moreover, it is the responsibility of the University Supervisor to interpret for the cooperating school and Candidate the University policy regarding the program. If any unusual supervised teaching practices or problems exist, they should be discussed with the University Supervisor. They should be brought up by whomever they concern; the Candidate, Cooperating Teacher, or administrator of the cooperating school. The University Supervisor strives to

1. Establish and maintain good relationships between the University and cooperating schools. The first stop during any visitation should be in the school office.
2. Learn the philosophy, objectives, organization, mission and content of the cooperating school program.
3. Meet with Candidates and Cooperating Teachers to review the expectations of the University, the District, and those of the individual school buildings during student teaching.
4. Orient Candidates to the school environment in which they will do their student teaching and the processes to be used in the evaluation of their performance.
5. Guide the Cooperating Teacher to University resources for supervising a Teacher Candidate. Acquaint cooperating school personnel with the philosophy, knowledge base, objectives, organization, and content of the teacher education program. This includes providing information and support on the co-teaching model.

6. Work with University and cooperating school personnel in planning an appropriate program of experiences for Candidates. Establish availability to address needs of both the Teacher Candidate and the Cooperating Teacher
7. Help the Cooperating Teachers and other members of the supervisory team understand, and hence improve, their performance in their supervisory role in the teacher education program.
8. Consult with Cooperating Teachers at least weekly to monitor the performance of Candidates and plan experiences that will lead to their greatest understanding, and therefore, to the improvement of their teaching.
9. Counsel with Candidates concerning problems of adjustment to their teaching role.
10. Guide and support Candidates as they prepare the required Teacher Work Sample.
11. Evaluate the Candidate using a Performance Based Student Evaluation.
 - A. Observe at least two Formative Observations during each placement.
 - i. The University Supervisor may or may not call the Candidate in advance to determine the most appropriate time for an observation.
 - ii. In a scheduled observation, the Candidate will provide the University Supervisor with lesson plans. Textbook and other teaching materials will also be made available upon request.
 - iii. The University Supervisor will observe an entire lesson from the anticipatory set (engagement) to the achievement of closure (evaluation).
 - iv. Following the observation period, the University Supervisor will be provided with a private area to complete the appropriate evaluative paperwork.
 - v. The University Supervisor and Candidate will be provided with a private area for a conference where the lesson and/or evaluation form will be discussed.
 - vi. If appropriate, a “Professional Improvement Plan” will be jointly completed by the University Supervisor and Candidate (Appendix E). Both will sign it. A copy will be submitted to the University.
 - B. The Summative Evaluation will be completed toward the end of each placement.
 - C. The content within these documents will constitute the basis for a final grade, which will be assigned by the University Supervisor in consultation with the Cooperating Teacher.
12. At the end of student teaching, the University Supervisor will review the Summative Reflection prepared by the Candidate (Appendix F). This form will be submitted through TK20.
13. The University Supervisor, Cooperating Teacher and the Candidate will each complete an “Educational Candidate Disposition Inventory” form toward the end of each placement (Appendix G). The dispositions forms are submitted through TK20.
14. Conduct seminars or teach courses designed to supplement Candidate experiences.

15. Consult with cooperating school personnel on curricular, instructional and organizational matters when requested.
16. Cooperate with other University and school personnel in evaluating and refining the teacher education program.
17. Assist the Director of Educational Field Experiences in the assignment of Candidates and recommend reassignment when necessary.

VI. *The Content Area Supervisor's Roles and Responsibilities*

The Content Area Supervisor functions in the student teacher program as a support for the Teacher Candidate. His/her goal is to see that each Candidate is provided with the opportunity for rich and comprehensive supervised teaching experiences. To this end, the Supervisor works with the Candidate to observe, consult, discuss, and suggest. Content Area Supervisors responsibilities include the following:

1. Counsel with Candidates concerning problems of adjustment to their teaching role.
2. Provide support related to content area.
3. Guide and support Candidates as they prepare the required Teacher Work Sample.
4. Evaluate the Candidate using a Performance Based Student Evaluation.
 - A. Conduct at least one Formative Observation during each placement.
 - i. The Content Area Supervisor may or may not call the Candidate in advance to determine the most appropriate time for an observation.
 - ii. In a scheduled observation, the Candidate will provide the Content Area Supervisor with lesson plans. Textbook and other teaching materials will also be made available upon request.
 - iii. The Content Area Supervisor will observe an entire lesson from the anticipatory set (engagement) to the achievement of closure (evaluation).
 - iv. Following the observation period, the Content Area Supervisor will be provided with a private area to complete the appropriate evaluative paperwork.
 - v. The Content Area Supervisor and Candidate will be provided with a private area for a conference where the lesson and/or evaluation form will be discussed.
 - vi. If appropriate, a "Professional Improvement Plan" will be jointly completed by the University Supervisor and Candidate with input from the Content Area Supervisor (Appendix E). The University Supervisor and Candidate will both sign it. A copy will be submitted to the University.

VII. *Orientation for Candidates*

The Candidate should assume initial responsibility for orientation to the school. It is recommended that the Candidate pay visits to the cooperating school prior to beginning student teaching. Preliminary visits should be chiefly for the purpose of meeting the Principal and other members of the administrative staff, the Counselor, and the Cooperating Teacher. Visits will also help the

Candidate become generally acquainted with the physical setting for student teaching. The Candidate's initial contact in the cooperating school should be with the Principal.

1. The Candidate should be oriented to the school facilities and equipment, such as the gymnasium, lunchroom, copy machines, audio-visual materials, and equipment. Arrangements should be made for the supplies the Candidate will be permitted to use in his/her teaching. The Candidate is expected to use reference materials and library materials in teaching; therefore, it is necessary to be oriented to these materials, also.
2. Administrative procedures and policies should be defined clearly for the Candidate, as he/she is expected to adhere to them. The philosophy of education and recommended educational practices of the school should be pointed out explicitly to the Candidate in order to minimize and possibly eliminate any conflicts between school practices and the Candidate's procedures.
3. The Candidate should have a general background of the community in order to better understand school problems, practices, and curriculum. Often the Candidate needs a better understanding of the people, merchants, public officials, and community resources.
4. The Cooperating Teacher and Candidate should strive to develop a positive relationship. Each should give background information about himself/herself to the other to help provide a foundation for a positive relationship and to aid in understanding the practices and procedures in the classroom.
5. The Candidate should be given a seating chart of the students in order to quickly learn the names of the students with whom he/she will be working. The Cooperating Teacher should provide opportunities for the Candidate to study background information about the students in his/her classes. This should include any special needs the student might have.
6. Many of the day-by-day tasks in the school and the classroom are handled routinely. The routine procedures may go unnoticed by the Candidate unless they are pointed out to him/her. The Candidate should be given ample opportunity to observe the Cooperating Teacher conduct the class as a means of orientation to his/her responsibilities as a teacher. Classroom instruction and leadership responsibilities should be shared with the Candidate as soon as appropriate.
7. If the planning that the Candidate must do for classes is to be meaningful, he/she should have an overview of the course planning for the year and should be informed as to the progress to date. The University recommends that the Cooperating Teacher and the Teacher Candidate participate in joint planning for instruction during the student teaching placement.
8. Although the Cooperating Teacher has discretion about using grades prepared by Candidates in evaluating pupil progress, the Cooperating Teacher should orient the Candidate to the school's policies on grading and reporting pupil progress. The Candidate should be given the essential experiences in evaluating and reporting pupil progress. This should not become busy-work by being assigned entirely to Candidates.
9. The extra-class duties of the Cooperating Teacher should be discussed with the Candidate, so that he/she may become acquainted with the nature of outside-of-class responsibilities.

10. One of the major purposes of the student teaching program is to provide the Candidate the opportunity to participate in the total program of the class – the extracurricular activities as well as the regular classroom procedures. The Candidate, therefore, should deem it a privilege to help the Cooperating Teacher (or another teacher) with an extracurricular assignment, such as sponsoring a class party or dance, or selling tickets for an athletic contest, etc. In like manner, with the permission of the school administrator, the Candidate should welcome the opportunity to attend faculty meetings, committee meetings, and board of education meeting.
11. As early in the student teaching experience as possible, the Candidate should attempt to become acquainted with other teachers in the building, assistant-principals, librarians, guidance personnel, health services personnel, food service personnel, clerical staff, and the custodial staff. It is recommended that the Candidate establish many of these acquaintances during the first week of student teaching. These contacts should be noted and mentioned in the Teacher Work Sample. After meeting personnel providing special services to the school, the Candidate should let them know he/she is interested in what they are doing by discussing their contribution to the total school program and by asking for suggestions.

VIII. Beginning Student Teaching

There is no prescribed length of time that a student should be in observation before he or she assumes instructional responsibilities. **A Candidate, however, should never be given full responsibility in teaching for a long term until he/she has demonstrated a reasonable degree of competency through the part-time activities listed later in this section.** Being confronted with a greeting such as, "How do you do. I am so glad you've come - you can take my second period class today." - can be calamitous for a Candidate. Even the self-confident student rarely has the poise and competence to carry out planned instruction on the first or second day in the class. On the other hand, it can be extremely frustrating to a Candidate to be assigned to the role of observer for an indefinite length of time.

Ideally, the Cooperating Teacher and Candidate will follow the co-teaching model so the Candidate is seen as a "teacher" from the beginning of the placement. In the co-teaching model, the Candidate is an active partner with the Cooperating Teacher using the seven co-teaching strategies. The beginning strategies will utilize the Cooperating Teacher in the leadership position and the Candidate in a more supportive role. During this time, the Candidate is becoming oriented to classroom practices and procedures, such as learning the names of students and becoming acquainted with the standards of discipline employed by the Cooperating Teacher. As a participant, he/she is becoming accustomed to being in control of the students, building rapport with the students, establishing a leadership role, and demonstrating competence to assume the role of leadership in the class. As the Candidate demonstrates competence in the classroom, he/she should have more opportunities to assume a leadership role in the classroom with the Cooperating Teacher providing support. The Cooperating Teacher and the Candidate should cooperatively plan instruction for their class.

In the Candidate's supporting role, the Cooperating Teacher may assign activities such as the following:

- collecting and returning written work
- acting as co-supervisor of laboratory work

- giving demonstrations
- giving assignments
- grading papers
- helping individual students
- keeping records
- making arrangements
- operating technology or audio-visual equipment
- operating office machines
- planning and teaching a particular phase of a day's lesson
- preparing bulletin boards
- preparing teaching materials
- previewing of a film and orienting pupils to the film
- acting as resource person; e.g., giving a report to students to enrich their learning on a particular topic
- reviewing for a test
- taking roll
- working with groups of students

The Cooperating Teacher is not obligated to provide the Candidate with experiences in all of the activities listed above. All of the suggested activities are not necessarily essential to the ultimate goal of full-time teaching; however, the Candidate should have increasing opportunities to be in control of the class before initiation into full-time teaching.

The role of the Candidate should continue to observe the Cooperating Teacher as they implement co-teaching models. Giving the Candidate control of the class for short periods of time and teaching for full class periods spaced over several days enables the Candidate and Cooperating Teacher to evaluate progress and to plan for future teaching experiences. Additionally, spacing the Candidate's introductory teaching experiences enables the Candidate to observe the Cooperating Teacher demonstrating the desirable practices and procedures from time to time.

IX. Suggested Time Schedule for Student Teaching

NOTE: Before planning student teaching activities, be sure to become familiar with information provided in this handbook.

The Director of Educational Field Experiences will utilize length of assignments in accordance with the best interest of Candidate and classroom students in terms of the progress of the Candidate. Suggested time schedules for both the block and semester programs are listed below.

1. BLOCK PROGRAM

Full day with not more than two Cooperating Teachers.

First Week: Observation and supportive activities. It is suggested not to be responsible for leading instruction for the first few days. Begin joint planning for instruction.

Second Week: Several teaching experiences of about twenty minutes in length in each of about one half of the assigned classes.

Third through Sixth Weeks: Candidate assumes leadership role in each of the classes where teaching was initiated during second week.

Seventh and Eighth Weeks: Increased leadership responsibility in the classroom. When the Candidate has demonstrated readiness, the Candidate should have some experiences where he/she is “solo” in the classroom.

2. **SEMESTER PROGRAM**

Full day for sixteen weeks:

First Week: Observation and supportive activities. Begin joint planning for instruction.

Second Week: Several twenty-minute teaching experiences in one of the classes. Supportive activities in all classes.

Third through Seventh Weeks: Several opportunities for leading instruction in the classes.

Eighth through Thirteenth Weeks: Increased leadership responsibility in the classroom. When the Candidate has demonstrated readiness, the Candidate should have some experiences where he/she is “solo” in the classroom. If possible, the Candidate should have the opportunity to observe some other classrooms.

Fourteenth through Sixteenth Weeks: Increased leadership responsibility in the classroom. If the Candidate has demonstrated readiness, he/she should have opportunities to be “solo” in the classroom.

3. **PROFESSIONAL SEMESTER**

Full day for ten or eleven weeks:

First Week: Observation and supportive activities. It is suggested not to begin student teaching classroom presentations immediately. Begin joint planning for instruction.

Second Week: Several teaching experiences of about twenty minutes in length in each of about one half of the assigned classes.

Third through Eleventh Week: Increased responsibility for leading instruction in the classroom. If the Candidate has demonstrated readiness, he/she should have opportunities to be “solo” in the classroom.

X. *Evaluation*

1. Grading

The State of Missouri has developed the Missouri Teacher Standards to communicate the expectations for professional teachers in Missouri. University Supervisors and Cooperating

Teachers are expected to use these standards as they evaluate and communicate with Teacher Candidates (Appendix H).

2. Missouri Teacher Standards (Appendix J)

The Missouri Teacher Standards convey the expectations of performance for professional teachers in Missouri. The standards are based on teaching theory indicating that effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students. Thus these standards recognize that teachers continuously develop knowledge and skills. Therefore the Missouri Teacher Standards employ a developmental sequence to define a professional continuum that illustrates how a teacher's knowledge and skills mature and strengthen throughout the career. Teaching professionals are expected to supply good professional judgment and to use these standards to inform and improve their own practice. (See Appendix H for Missouri Teacher Standards.)

3. Evaluative Guidelines for Student Teaching

Final responsibility for evaluation rests with the University Supervisor, but he/she will customarily rely heavily upon the Cooperating Teacher's recommendation. Along with the Missouri Teacher Standards listed above, the following descriptive guidelines are intended to provide the University Supervisor and Cooperating Teacher with a common frame of reference for Candidate evaluation.

4. Descriptive Guidelines

“A” (Proficient)

The Candidate consistently demonstrates proficiency in his/her student teaching experience. He/she is highly successful in creating conditions for optimal pupil learning and successfully demonstrates the ability to meet the performance criteria as described in the Candidate Level of the Missouri Teacher Standards (Appendix H) and Dispositions (Appendix G).

“B” (Nearing Proficiency)

The Candidate often demonstrates proficiency in his/her student teaching experience. He/she is sometimes successful in creating conditions for optimal pupil learning and sometimes successfully demonstrates the ability to meet some of the performance criteria as described in the Candidate Level of the Missouri Teacher Standards (Appendix H) and Dispositions (Appendix G).

“C” (Progressing)

The Candidate occasionally demonstrates proficiency in his/her student teaching experience. He/she is occasionally successful in creating conditions for optimal pupil learning and occasionally demonstrates the ability to meet some of the performance criteria as described in the Candidate Level of the Missouri Teacher Standards (Appendix H) and Dispositions (Appendix G). There is a PIP on file, which has not been met (Appendix E).

“D” (Not Meeting Expectations)

The Candidate does not demonstrate proficiency in the student teaching experience. He/she is not successful in creating optimal pupil learning and does not demonstrate the ability to meet the performance criteria as described in the Candidate Level of the Missouri Teacher Standards (Appendix H) and Dispositions (Appendix G). The Candidate needs additional training before being considered for employment as a classroom teacher.

XI. Reports

The following forms or reports must be submitted through TK20 (unless otherwise noted):

- The Candidate is required to complete the required Background Check prior to Student Teaching. See the Student Teaching website for additional information. This report is not submitted through TK20. A copy of the results should be forwarded to the Office of the Department of Professional Education (Brown Hall 200).
- If applicable, the “Cooperating Teacher Payroll Data Form” must be completed by the Cooperating Teacher and submitted to the Office of the Department of Professional Education (Brown Hall 200). This report may be emailed, faxed or mailed.
- The “5-Day Report” must be submitted by the Candidate during the first week of student teaching.
- The “FE Learning Context Demographic Verification Form” must be completed by the Candidate.
- If appropriate, the “Special Education Verification” form must be completed by the Candidate.
- “Formative Observation” forms are completed periodically during the placement by the Cooperating Teacher, the Content Area Supervisor, and the University Supervisor (Appendix C). They provide detailed feedback to the Candidate.
- During the TWS unit, the Cooperating Teacher completes the “Cooperating Teacher Feedback Form” and discusses it with the student (Appendix H). The Candidate completes the “Lesson Reflection Sheet” for the same lesson (Appendix I). A discussion is held about the lesson and the forms are submitted as part of the Teacher Work Sample.
- The Cooperating Teacher and the University Supervisor each complete a “Summative Observation” form toward the conclusion of the placement (Appendix D).
- The “Summative Reflection” is completed by the Candidate at the end of student teaching (Appendix F).
- “Educational Candidate Disposition Inventory” forms must be completed by the Candidate, the Cooperating Teacher and the University Supervisor at the end of each placement (Appendix G).

- The Candidate must complete a Teacher Work Sample that is submitted on TK20 during student teaching. Additional information may be found on the University's Student Teaching website <http://www.nwmissouri.edu/dept/peu/studentteach/index.htm>.

XII. *Special Situations and Problems*

1. Candidates assigned to Two Cooperating Teachers

It is essential that the Candidate and Cooperating Teachers plan together as to when and where the Candidate will teach and observe according to the schedule recommended on pages 13 and 14 of this handbook.

The Cooperating Teacher who has the Candidate for the greatest part of the day (or in the morning if the distribution of the day is equal) shall assign all routine extra-class assignments, such as homeroom. School clubs and organizational meetings should be agreed upon mutually with consideration to the welfare of the Candidate. It is recommended that Candidates spend no more than two or three weeks in study hall assignments.

The Candidate is expected to make arrangements for regularly scheduled conferences with each of his/her Cooperating Teachers.

2. Candidates Assigned to Laboratory Courses

The term "laboratory courses" as used here involves pupil activity courses, such as art, physical education, industrial arts, bookkeeping, and science experimentation. A Candidate in laboratory courses has excellent opportunities for part-time participation depending upon the nature of the course and the procedures followed. In laboratory assignments the suggested schedule on pages 13 and 14 should be revised to fit needs of all concerned.

A Candidate's experiences in laboratory courses should not be confined to part-time participation, however, as it is essential to provide observation opportunities as well as opportunities to have full responsibility for the supervising of the learning experiences of the pupils. It is realized that because pupils are in the laboratory part of the time, the number of days that the Candidate is in full control or is observing will be limited.

3. Experiences That May Be Provided for the Candidate

- | | |
|--------------------------|--------------------------------|
| ▪ achievement tests | ▪ clubs |
| ▪ activity supervision | ▪ club sponsorship |
| ▪ anecdotal records | ▪ committee work |
| ▪ assembly programs | ▪ community teachers' |
| ▪ assessment | ▪ meeting |
| ▪ athletic events | ▪ copying |
| ▪ attendance reports | ▪ curriculum meeting |
| ▪ audio-visual equipment | ▪ district or state contests |
| ▪ bulletin boards | ▪ dramatizations |
| ▪ child study | ▪ evaluation of pupil progress |
| ▪ class party | ▪ faculty luncheons |
| ▪ class plays | ▪ faculty study groups |

- faculty team meetings
- field trips
- fire drills
- hallway supervision
- health inspection
- health records
- helping select textbooks
- holiday programs
- home calls
- homeroom
- in-service workshops
- institutes
- interest tables
- individual instruction
- library study
- lunchroom duty
- money collections
- nurse visits
- observations
- office duty
- open house
- operettas
- parent conferences
- participation records
- playground duty
- professional teacher
- organizations
- PTA meetings
- public library
- rainy day programs
- report cards
- resource visitors
- running records
- scattergrams
- school publications
- self-rating scales
- sociograms
- sociodrama
- story telling
- student conferences
- student progress charts
- student panels
- supervised study
- supply requisitions
- technology

4. Lesson Planning

The University recommends that the Cooperating Teacher and Candidate participate in joint planning for instruction (as suggested in the Co-Teaching Model).

Whenever the Candidate is to have full control of the class, he/she should submit written lesson plans to the Cooperating Teacher prior to the class period when he/she will be teaching. The lesson plans should be submitted far enough in advance to allow the Cooperating Teacher to approve them or to make suggestions for improvement, and to allow for the time needed to make changes if necessary. The length of the teaching experience does not alter this requirement. Northwest Missouri State University recommends that lesson plans follow the models described (Appendices A & B).

5. Leaving the Candidate Alone in Class

The Cooperating Teacher should check with the school administrators for school policies concerning leaving the Candidate alone with the class; the University endorses school policies in this matter. Ideally, it is desirable for the Cooperating Teacher and the Candidate to work closely together in the classroom through co-teaching during most of the placement. It is suggested that the Candidate should be left alone only after he/she has demonstrated the ability to lead instruction and to control the environment. The amount of time that the Candidate is allowed to “solo” may increase as competence is demonstrated. Since the Cooperating Teacher is responsible for the students in classes, the teacher would not want to leave very often, for long periods of time, or early in the student teaching experience.

6. Cooperating Teacher's Responsibility in Assuming Class Control

The Candidate should understand that interruptions are sometimes necessary. It is hoped, however, that a system has previously been established between the Cooperating Teacher and the Candidate so these interruptions will not diminish the perceived professional status of the Candidate. Some circumstances under which the Cooperating Teacher might intervene are when the Candidate is losing control of the class, is giving information which is not valid, is giving incorrect directions, or is not coping with behavioral problems.

Proper moves by the Cooperating Teacher might be to enter the class discussion and raise questions as a member of the class or to stand by the misbehaving child or group. The Cooperating Teacher may tactfully suggest a change in activity, interrupt to correct errors, or enrich the discussion with comments and keep control of the class until the end of the period. If the Cooperating Teacher has encouraged the Candidate to participate when in an observer's capacity and the Cooperating Teacher has participated even though the Candidate had no problems, the Cooperating Teacher will discover that he/she is in a position to tactfully regain the control of the class at any time.

7. Attendance

Candidates are to be present **all** days that their cooperating schools are in session. They must attend professional development days, in-service days, etc. that their Cooperating Teacher is required to attend. Candidates are to follow the local school calendar. Absences are frowned upon and must be cleared by the Cooperating Teacher, building Principal and University Supervisor.

XIII. *Deficiencies in Student Teaching*

1. Timidness and Fear

The Candidate should not be rushed into major teaching responsibilities. Instead, he/she should be allowed to develop confidence through the minor activities, which have been suggested previously. Being aware of this difficulty and slowly extending the length of time in control of the class will enable the Candidate to build on strong points and overcome any feelings of inadequacy in front of the students.

2. Disorganization

Problems in instructional organization vitally affect the quality of teaching, which means that the Cooperating Teacher's guidance of a Candidate that is disorganized is extremely important to the Candidate's success. Under no circumstances should the Candidate be permitted to teach without first having lesson plans approved by the Cooperating Teacher - the lesson plans being detailed and in writing. The Candidate should plan carefully and in writing for both part-time participating activities as well as full-time teaching responsibilities. It is essential that the Cooperating Teacher hold conferences both before and after the Candidate has had control of the class. The

Cooperating Teacher may find it necessary to teach more often to give the Candidate more time to plan for his/her teaching, and to observe well-organized plans in action.

3. Laziness

Regardless of outside work, other University responsibilities, personal problems, or excuses, student teaching demands a certain amount and quality of work. If the Candidate cannot or will not deliver, the Cooperating Teacher must protect the classroom program. The University Supervisor should be notified immediately and a joint effort made to alleviate the situation. The Cooperating Teacher should feel free to put the Candidate in a role that is largely observational until the Candidate earns his/her right to direct the learning experiences of the pupils. University personnel take a dim view of Candidates who are not diligent in meeting all of their responsibilities in student teaching and reserve the right to remove a Candidate for one or more of the deficiencies if so documented by the Cooperating Teacher, University Supervisor and/or building Principal. The University Supervisor should contact the Director of Field Experience as deemed appropriate.

4. Non-Cooperativeness

Since one of the principal reasons for teachers being released from their position is failure in being cooperative, the importance of cooperation cannot be overemphasized. Although most Candidates are extremely cooperative, a few do fail in this trait and create problems in relationships between the Candidate and Cooperating Teacher. It is strongly recommended that an uncooperative Candidate be reported immediately to the University Supervisor, thereby allowing for a three-way approach to the problem. The University Supervisor should contact the Director of Field Experience as deemed appropriate.

5. Over-Confidence

The caution in respect to dealing with over-confidence is to make sure that it is over-confidence and not just a healthy degree of self-confidence. If one is actually over-confident, the trait may stem from either conceit or insecurity. In either event, the problem needs a team attack by the Cooperating Teacher, the principal of the school if available, and the University Supervisor. The Candidate must be made to realize that bluffing does not fool the students, and must also be made to understand the endless amount of planning and preparation necessary to quality teaching. Usually, the problem of over-confidence will be alleviated through conferences with the Candidate. If necessary, however, it may be well to turn the students loose and not intervene for a while. Then use frankness to point out the undesirability of this trait.

6. Poor Communication Skills

The University accepts the viewpoint that every teacher is a teacher of English and every Candidate is expected to perform at a satisfactory level. Only when a person is aware of grammatical errors can they be corrected, so they should be drawn to the Candidate's attention.

The use of the voice in teaching situations is a new experience for Candidates and even the most competent of them will probably need some guidance in the effective use of voice in teaching. The Candidate can gain confidence through observing the Cooperating Teacher in planned demonstrations.

Poor penmanship of a Candidate should be pointed out so that whiteboard demonstrations will become more effective. This includes writing large enough so that all the students can clearly read the words on the board. Candidates should edit very carefully all handouts for grammatical errors, poor sentence construction, spelling, and penmanship if the material is not typed.

7. Tardiness and Absenteeism

Candidates are expected to be at the cooperating school at a specified time every day the cooperating school is in session. Students who have excessive absences and/or tardies are demonstrating a lack of maturity and appropriate action will be taken when awarding the student's grade.

8. Termination of Placement

Northwest Missouri State University reserves the right to remove any Candidate from a situation in which the student's performance is unacceptable due to inadequate supervision or circumstances which do not provide an environment conducive to a successful student teaching experience. Conversely, the University recognizes the right of the host school district to terminate a student's placement at any time.

Regardless of the reason, if it appears a placement is inappropriate, the placement will be reevaluated through the cooperative efforts of the Cooperating Teacher, University Supervisor, and Director of Field Experiences. A recommendation regarding the placement will be made by the Director of Field Experiences to the Assistant Director of Teacher Education who has final jurisdiction governing all placements.

If it appears the student might succeed in another setting, an attempt may be made to seek another placement allowing the student to finish their student teaching experience during the current semester. If an attempt is made, and if a second placement is possible, in most cases it will necessitate extending the dates of the Candidate placement in order to meet course requirements. However, a second placement may be impossible.

It is important to note that all placement terminations are evaluated on an individual basis with no guarantee of an additional placement.

XIV. Contact Information

For additional information, please contact the following individuals:

- TWS or Student Teaching questions
Dr. Vickie Miller, Director of Field Experiences

- vmiller@nwmissouri.edu
Phone: 660-562-1231
- TK20 Data Collection questions
Michael McBride, Institutional Research
mam77@nwmissouri.edu
Phone: 660-562-1089
 - General questions
Joyce Jewett, Secretary, Department of Professional Education
jjewett@nwmissouri.edu
 - Dr. Cheryl Malm
Assistant Director of Teacher Education
cgmalm@nwmissouri.edu

XV. *Conclusion*

Student teaching is one of the most valuable learning experiences in the sequence for the preparation of teachers. It can be made much more rewarding and meaningful by excellent cooperation, careful planning, and dedication. No rigid prescription may be devised to guarantee success in student teaching; however, there are basic principles and practices, which do encourage better results. This handbook is designed to increase the effectiveness of student teaching and make the reader aware of certain principles, which have proven successful.

The true test of a person's ability in his/her chosen profession is his/her performance. The experience of working in a setting with on-the-job professionals is indeed the beginning of that test.

Appendix A

Parallel Lesson Plan (Foley 2001)**Title:****Time:****Materials Needed:** (including integration of technology)**Lesson Objective(s):****Standards Addressed:****Before the Lesson:***Anticipatory Set* (gain students' attention):**During the Lesson (Procedure):*****Instructional Input:***

Present the content through a variety of instructional strategies such as lecture, discussion, group work, etc.; sequence the content logically.

As a teacher, I will

Model:

Provide models or examples, such as: using technically correct written and oral language, courtesy, listening skills, acceptance, project/product, etc.

Check for Understanding:

Plan for monitoring student understanding by seeing a variety of responses from varied students. This may be formative or summative, informal or formal.

Guided Practice:

Break down learning into manageable steps by providing examples, demonstrations, and guided practice to ensure student understanding.

Independent Practice:**After the Lesson:****Closure (summary):**

Briefly review what has been accomplished, reinforce key concepts, and establish a frame of reference for the next lesson.

Follow-up Activities (may be done as homework):**Accommodations/ Modifications**

Accommodations 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.

Modifications are minor or significant changes in academic level, performance criteria, or objective of instruction or task to allow for student participation.

Terms in italics are the components of the Madeline Hunter Lesson Plan Model

Before, during and after reading activities (Betts, 1947)

Appendix B

Parallel Lesson Plan (Foley 2001)**Learning Cycle****Chapter or Unit Topic:****Grade Level:****Learning Cycle Topic:****Big Idea or Broad Concept:****Show-Me Goals/Standards/Frameworks:****National Science Education Standards:****Objectives Related to Big Idea/Concept:****Materials Needed:** (including integration of technology)**Lesson Objective(s):****Process Skills to be Used:****Vocabulary to be Introduced:****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):**Accommodations/Modifications**

Accommodations 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.

Modifications are minor or significant changes in academic level, performance criteria, or objective of instruction or task to allow for student participation.

An Instructional Model: The Learning Cycle. BCSC expanded five-step learning cycle model.

Appendix C

Practicum

Directed Teaching

*(MO Step Indicator)

College of Education and Human Services
FORMATIVE OBSERVATION FORM
 (To be completed by the University Supervisor and/or Cooperating Teacher)

Teacher _____ PIDM _____

Evaluator _____

Subject/Grade _____ Time Begin _____ End _____

Date _____

School _____ Semester/Year _____

DEVELOPING KNOWLEDGE

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

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

PERFECTING SKILLS

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

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

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

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.

Not Meeting Expectations	Progressing	Nearing Proficiency	Proficient

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.

Not Clear	Minimal Clarity	Clear and Effective	Very Clear, Effective

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.

Not Meeting Expectations	Progressing	Nearing Proficiency	Proficient

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

ACQUIRING PROFESSIONAL DISPOSITIONS

Reflection and Professional Growth *(9.1-9.3)

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

No Reflection	Little Reflection	Some Reflection	Critical Reflection

Professional Responsibility *(10.1-10.4)

Fosters relationships with school colleagues, parents, and educational partners on the larger community to support student learning and well being. **(Use input from Cooperating Teacher.)**

Not Meeting Expectations	Progressing	Nearing Proficiency	Proficient

Comments:

Strengths:

Growth Areas:

Student's Signature

Date

Evaluator's Signature

Appendix D

- Practicum
- Directed Teaching

WHITE-TESS Office
CANARY-Supervisor
PINK- Student

*(MOSStep Indicator)

College of Education and Human Services
SUMMATIVE OBSERVATION FORM
(To be completed by the University Supervisor and/or Cooperating Teacher)

Teacher _____ PIDM _____ Evaluator _____

Subject/Grade _____ Date of Teaching Assignment _____

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

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

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.

Not Meeting Progressing Nearing Proficient
Expectations Proficiency

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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.

Not Meeting Progressing Nearing Proficient
Expectations Proficiency

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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.

Not Meeting Progressing Nearing Proficient
Expectations Proficiency

--	--	--	--

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 Progressing Nearing Proficient
Expectations Proficiency

--	--	--	--

ACQUIRING PROFESSIONAL DISPOSITIONS**J. Reflection and Professional Growth *(9.1-9.3)**

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 assessment and professional growth to generate more learning for more students.

Not Meeting Progressing Nearing Proficient
Expectations Proficiency

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K. Professional Responsibility *(10.1-10.4)

Fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being. **(Use input from Cooperating Teacher.)**

Not Meeting Progressing Nearing Proficient
Expectations Proficiency

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Comments:

Student's Signature

Date

Evaluator's Signature

Final Grade

Appendix E

Professional Improvement Plan

The Professional Improvement Plan is used to assist Candidates not meeting Northwest expectations in one or more criteria. The Cooperating Teacher/supervisor can assign a Professional Improvement Plan at any time a deficiency is noted.

Teacher_____ Date____/____/____ School_____

Criterion:

Performance Indicators:

Activities/ Steps to be Taken	Resources/ Persons Needed	Data to be Collected	Timelines/ Deadlines	Initial Appr.

.....Date.../.../.....
Teacher's signature

.....Date.../.../.....
Cooperating Teacher/Supervisor's signature

Plan complete___ Plan revised___ Plan continued___

Date plan reviewed

.....Date.../.../.....
Teacher's signature

.....Date.../.../.....
Cooperating Teacher/Supervisor's signature

Signatures indicate that the above has been reviewed and discussed. Copies to Candidate, supervisor, and TESS Office

Appendix F

Summative Reflection

During your assignment as a Candidate 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 a 12 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?
 - a. Curriculum?
 - b. Classroom management?
 - c. Teaching strategies?
 - d. School setting?

Appendix G

Educational Candidate Disposition Inventory

ADMINISTRATIVE SECTION

Course Number:	Semester:	Year:
Candidate Name:	Candidate Number:	Gender:
Program of Study:	Instructor Name:	Position:

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

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 | ① | ② | ③ | ④ | ⑤ |
| 9. Considers diverse opinions and perspectives | ① | ② | ③ | ④ | ⑤ |
| 10. Exemplifies respect for self and others | ① | ② | ③ | ④ | ⑤ |
| 11. Recognizes and promotes diversity of individuals and groups | ① | ② | ③ | ④ | ⑤ |
| 12. Acts compassionately towards others | ① | ② | ③ | ④ | ⑤ |
| 13. Is patient and flexible | ① | ② | ③ | ④ | ⑤ |
| 14. Collaborates with peers and supports their development | ① | ② | ③ | ④ | ⑤ |

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	①	②	③	④	⑤
16. Addresses issues and concern in a professional manner	①	②	③	④	⑤
17. Accepts critical feedback in a professional manner	①	②	③	④	⑤
18. Seeks and accepts help when needed	①	②	③	④	⑤
19. Reflects upon his/her professional practice	①	②	③	④	⑤
20. Sets goals for continuous improvement	①	②	③	④	⑤
21. Evaluates attainment of professional goals	①	②	③	④	⑤

Appendix H

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

Appendix I

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, meet with your cooperating teacher and discuss/compare your reactions to the following items. A signed 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

Missouri Teacher Standards and

Candidate Level Descriptors MOSTEP & MOSPE Combined

Following are the Missouri Teacher Standards and Descriptors for the Candidate level of development cross-walked with the MOSTEP Standards and Descriptors. These Standards and Descriptors should be used as the basis for performance evaluation of preservice teachers.

MOSTEP: 1.2.1 The preservice teacher 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.

- 1.2.1.1 knows the discipline applicable to the certification area(s) as defined by Subject Competencies for Beginning Teachers in Missouri;
- 1.2.1.2 presents the subject matter in multiple ways;
- 1.2.1.3 uses students' prior knowledge when identifying learning objectives and choosing instructional strategies;
- 1.2.1.4 engages students in the methods of inquiry used in the discipline;
- 1.2.1.5 creates interdisciplinary learning.

Standard #1 Content knowledge, including varied perspectives, aligned with appropriate instruction. The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.				
Standard 1 --- Quality Indicator 1: Content knowledge and academic language	Standard 1 --- Quality Indicator 2: Engaging students in subject matter	Standard 1 --- Quality Indicator 3: Disciplinary research and inquiry methodologies	Standard 1 --- Quality Indicator 4: Interdisciplinary instruction	Standard 1 --- Quality Indicator 5: Diverse social and cultural perspectives
1C1) The teacher candidate demonstrates knowledge of the discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. The candidate knows the academic language of his/her discipline	1C2) The teacher candidate demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.	1C3) The teacher candidate demonstrates an understanding of how to engage students in the methods of inquiry/research in his/her respective discipline.	1C4) The teacher candidate can create and implement interdisciplinary lessons that are aligned with standards.	1C5) The candidate demonstrates understanding of diverse cultural perspectives and recognizes the potential for bias in his/her representation of the discipline.

MOSTEP: 1.2.2 The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

- 1.2.2.1 knows and identifies child/adolescent development;
- 1.2.2.2 strengthens prior knowledge with new ideas;
- 1.2.2.3 encourages student responsibility;
- 1.2.2.4 knows theories of learning.

Standard #2 Understanding and Encouraging Student, Learning Growth and Development					
The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.					
Standard 2 --- Quality Indicator 1: Cognitive, social, emotional and physical development	Standard 2 --- Quality Indicator 2: Student Goals	Standard 2 --- Quality Indicator 3: Theory of Learning	Standard 2 --- Quality Indicator 4: Meeting the needs of every student	Standard 2 --- Quality Indicator 5: Prior experiences, learning styles, multiple intelligences, strengths and needs	Standard 2 --- Quality Indicator 6: Language, culture, family and knowledge of community values
2C1) The teacher candidate knows and identifies child/adolescent development stages and can apply them to students.	2C2) The teacher candidate demonstrates the ability to set short- and long-term goals, organize, implement, and self-reflect.	2C3) The teacher candidate applies knowledge of the theory of learning.	2C4) The teacher candidate recognizes diversity and the impact it has on education.	2C5) The teacher candidate is aware that students' prior experiences, learning styles, multiple intelligences, strengths and needs impact learning.	2C6) The teacher candidate shows an understanding that instruction should be connected to students' prior experiences and family, culture, and community.

MOSTEP: 1.2.3 The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

- 1.2.3.1 identifies prior experience, learning styles, strengths, and needs;
- 1.2.3.2 designs and implements individualized instruction for students based on their prior experience, learning styles, strengths, and needs;
- 1.2.3.3 knows when and how to access specialized services to meet students' needs;
- 1.2.3.4 connects instruction to students' prior experiences and family, culture, and community.

MOSTEP: 1.2.4 The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

1.2.4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., encourages exploration and problem solving, building new skills from those previously acquired);

1.2.4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance;

1.2.4.3 evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning.

Standard #3 Implementing the Curriculum		
The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.		
Standard 3 --- Quality Indicator 1: Implementation of curriculum standards	Standard 3 --- Quality Indicator 2: Develop lessons for diverse learners	Standard 3 --- Quality Indicator 3: Analyze instructional goals and differentiated instructional strategies
3C1) The teacher candidate knows and understands the components and organization of an effective curriculum, is able to create aligned learning experiences. The candidate can locate national and state standards and align to learning outcomes.	3C2) The teacher candidate knows and understands learning styles and learning theory and selects appropriate strategies for addressing individual student needs.	3C3) The teacher candidate knows and understands the concept of differentiated instruction and short- and long-term instructional goal planning to meet student needs.

MOSTEP: 1.2.5 The preservice teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

1.2.5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs;

1.2.5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.

Standard #4 Teaching for critical thinking The teacher uses a variety of instructional strategies to encourage students' development and critical thinking, problem solving, and performance skills including instructional resources.		
Standard 4 --- Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking	Standard 4 --- Quality Indicator 2: Appropriate use of instructional resources to enhance student learning	Standard 4 --- Quality Indicator 3: Cooperative learning
4C1) The teacher candidate demonstrates knowledge and its application of researched based models of critical thinking and problem solving and identifies and distinguishes between various types of instructional strategies and appropriate resources.	4C2) The teacher candidate demonstrates knowledge and its application of current instructional resources and how they benefit the teaching and learning process.	4C3) The candidate demonstrates knowledge and its application of multiple strategies for effective student engagement.

MOSTEP: 1.2.6 The preservice teacher 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.

- 1.2.6.1 knows motivation theories and behavior management strategies and techniques;
- 1.2.6.2 manages time, space, transitions, and activities effectively;
- 1.2.6.3 engages students in decision making.

Standard #5 Creating a positive classroom environment for learning The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.		
Standard 5 --- Quality Indicator 1: Classroom management, motivation, and engagement	Standard 5 --- Quality Indicator 2: Managing time, space, transitions, and activities	Standard 5 --- Quality Indicator 3: Classroom, School and Community Culture
5C1) The teacher candidate recognizes the importance of the relationship between classroom management, motivation, and engagement strategies and techniques.	5C2) The teacher candidate recognizes the necessity of managing time, space, transitions, and activities.	5C3) The teacher candidate recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning.

MOSTEP: 1.2.7 The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

1.2.7.1 models effective verbal/non-verbal communication skills;

1.2.7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communications;

1.2.7.3 supports and expands learner expression in speaking, writing, listening, and other media;

1.2.7.4 uses a variety of media communication tools.

Standard #6 Utilizing Effective Communication			
The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.			
Standard 6 --- Quality Indicator 1: Verbal and nonverbal communication	Standard 6 --- Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences	Standard 6 --- Quality Indicator 3: Learner expression in speaking, writing and other media	Standard 6 --- Quality Indicator 4: Technology and media communication tools
6C1) The teacher candidate develops the ability to use effective verbal, nonverbal and communication techniques	6C2) The teacher candidate develops sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and in responses to students' communications.	6C3) The teacher candidate develops the ability to facilitate learner expression in speaking, writing, listening, and other media.	6C4) The candidate develops skills in using a variety of media communication tools.

MOSTEP: 1.2.8 The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

1.2.8.1 employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor his/her knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies;

1.2.8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning;

1.2.8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work;

1.2.8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues.

Standard #7 Use of Student Assessment Data to Analyze and Modify Instruction					
The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.					
Standard 7 --- Quality Indicator 1: Effective Use of Assessments	Standard 7 --- Quality Indicator 2: Assessment Data to Improve Learning	Standard 7 --- Quality Indicator 3: Student led Assessment Strategies	Standard 7 --- Quality Indicator 4: Effect of instruction on individual/class learning	Standard 7 --- Quality Indicator 5: Communication of Student Progress and Maintaining Records	Standard 7--- Quality Indicator 6: Collaborative Data Analysis Process
7C1) The teacher candidate describes, develops, analyzes and implements formal and informal assessments.	7C2) The teacher candidate demonstrates an understanding of how assessment data can be accessed and appropriately used to improve learning activities.	7C3) The teacher candidate describes and analyzes a variety of self and peer assessment strategies, can explain the purpose of such strategies, understands the need to prepare students for the demands of particular assessment formats, can set their own learning goals and is able to teach students to set learning goals.	7C4) The teacher candidate develops a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions, higher order questioning, and analysis, and the effect of class instruction on individual and whole class learning	7C5) The teacher candidate explains ethical and legal implications of confidentiality of student records and can describe and analyze strategies to communicate student progress to students, families, colleagues and administrators.	7C6) The teacher candidate demonstrates an understanding of the department/grade level/school data analyses process.

MOSTEP: 1.2.9 The preservice teacher is a reflective practitioner who applies the ethical practices of the profession and continually assesses the effects of his/her choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

- 1.2.9.1 applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influences on students' growth and learning, and the complex interactions between them;
- 1.2.9.2 uses resources available for professional development;
- 1.2.9.3 practices professional ethics.

Standard #8 Professional Practice The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.		
Standard 8 --- Quality Indicator 1: Self-Assessment and Improvement	Standard 8 --- Quality Indicator 2: Professional Learning	Standard 8 --- Quality Indicator 3: Professional rights, responsibilities and ethical practices
8C1) The teacher candidate reflects on teaching practices to refine his/her instructional process	8C2) The teacher candidate identifies and reflects on the array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities	8C3) The teacher candidate is aware of the influence of district policies and school procedures on classroom structure.

MOSTEP: 1.2.10 The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.

- 1.2.10.1 participates in collegial activities designed to make the entire school a productive learning environment;
- 1.2.10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems;
- 1.2.10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being;
- 1.2.10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential.

Standard #9 Professional collaboration The teacher has effective working relationships with students, parents, school colleagues and community members.		
Standard 9 --- Quality Indicator 1: Roles, Responsibilities, and Collegial Activities	Standard 9 --- Quality Indicator 2: Collaborating with historical, cultural, political and social context to meet the needs of students	Standard 9 --- Quality Indicator 3: Cooperative Partnerships in support of student learning
9C1) The teacher candidate observes and reflects upon the importance of collegial activities designed to build a shared mission, vision, values and goals, participates in collaborative curriculum and staff development meetings at their school site, and demonstrates the ability to collaborate with his/her cooperating teacher and supervisor/or instructor to establish relationships in the school, district and community.	9C2) The teacher candidate understands school-based systems designed to address the individual needs of students and works with his/her cooperating teacher and/or supervisor to engage with the larger professional community and with others across the system to identify and provide needed services to support individual learners.	9C3) The teacher candidate reflects on the importance of developing relationships with students, families and communities in support of student learning and seeks opportunities to develop cooperative partnerships in support of student learning and well-being.

MOSTEP: 1.2.11 The preservice teacher understands theories and applications of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.

- 1.2.11.1 demonstrates an understanding of instructional technology concepts and operations;
- 1.2.11.2 plans and designs effective learning environments and experiences supported by informational and instructional technology;
- 1.2.11.3 implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning;
- 1.2.11.4 uses technological applications to facilitate a variety of effective assessment and evaluation strategies;
- 1.2.11.5 uses technology to enhance personal productivity and professional practice;
- 1.2.11.6 demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in pre-kindergarten through grade twelve (PK-12) schools and applies that understanding in practice.