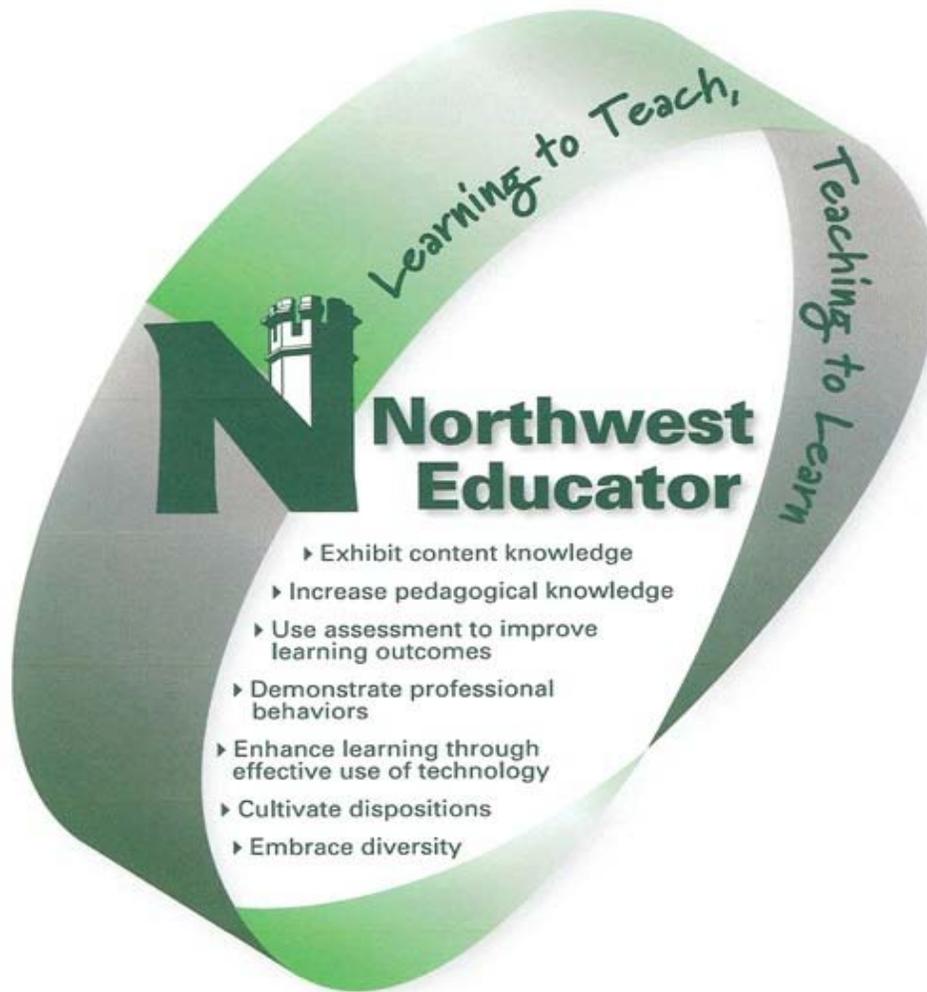


Northwest Missouri State University



Professional Education Handbook

Spring 2013

Introduction

This Professional Education Handbook contains information for students enrolled in the Professional Education program at Northwest Missouri State University. The faculty and staff at Northwest desire that all students enrolled in the Professional Education program are successful. This handbook will become the essential reference for all your questions as you progress toward graduation and a career in education. Many of the items in this booklet are not found in any other publication at Northwest. In the case of conflicting issues as represented in this handbook with those described in the appropriate Undergraduate Catalog, your advisor or the Teacher Education Student Services (TESS) Coordinator will provide clarification. This handbook can also be found online on the Teacher Education Student Services website: <http://www.nwmissouri.edu/dept/peu/tess/index.htm>. Please refer to the online copy for the most up-to-date information.

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Dean and Director of Teacher Education

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Assistant Director of Teacher Education

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Coordinator of Professional Education Assessment and Strategic Research

Amy Wilson
Teacher Education Student Services Coordinator

January 2013 Edition

Student Agreement on Accountability and Responsibility (Keep in handbook)

I (print full name) _____, have received this Professional Education Handbook on (insert date and year) _____.

I will read this handbook. I will be responsible for the material in these pages as a condition of my acceptance into the Professional Education Program at Northwest Missouri State University. I will be responsible for my learning.

If I have questions about the information and policies in the Professional Education Handbook, I will contact:

My Education Advisor and/or

The Teacher Education Student Services (T.E.S.S.) office
(Administration Building 348) 1-(660)-562-1189, tess@nwmissouri.edu

Signed: (Name) _____ 919# _____

Student Agreement on Accountability and Responsibility (turn in to TESS office)

I (print full name) _____, have received this Professional Education Handbook on (insert date and year) _____.

I will read this handbook. I will be responsible for the material in these pages as a condition of my acceptance into the Professional Education Program at Northwest Missouri State University. I will be responsible for my learning.

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Signed: (Name) _____ 919# _____

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College of Education & Human Services

Mission, Vision, and Goals

Vision Statement:

The vision of the College of Education and Human Services is to provide highly competent professionals who are lifelong learners, reflective thinkers, and ethical leaders exemplifying the ideas of literacy, scholarship, and social justice in a diverse and ever-changing world.

Mission Statement:

The mission of the college of Education and Human Services is to create learning communities in which students and professionals develop partnerships with families, communities, schools, businesses, and other public agencies to assist students in acquiring knowledge, skills, and values critical to a democratic society. As a result, we prepare students for leadership careers in business, industry, education, government, recreation, public service, and health and wellness.

The goals of the college are to:

- ❑ Provide students a strong knowledge base in general education.
- ❑ Provide opportunities for specialization through majors and minors.
- ❑ Provide opportunities for developing values and ethics within their academic discipline.
- ❑ Provide opportunities for student and faculty to collaborate in research.
- ❑ Provide services to the community and surrounding region.
- ❑ Provide opportunities for continuing and graduate education.

Professional Education Unit (PEU) Vision, Mission, Pledge and Conceptual Framework

Vision:

The Northwest Missouri State University Professional Education Unit prepares highly effective, ethical, professional educators who possess the knowledge, skills and professional dispositions in order to embrace the responsibility for the learning of all children in a diverse and dynamic society.

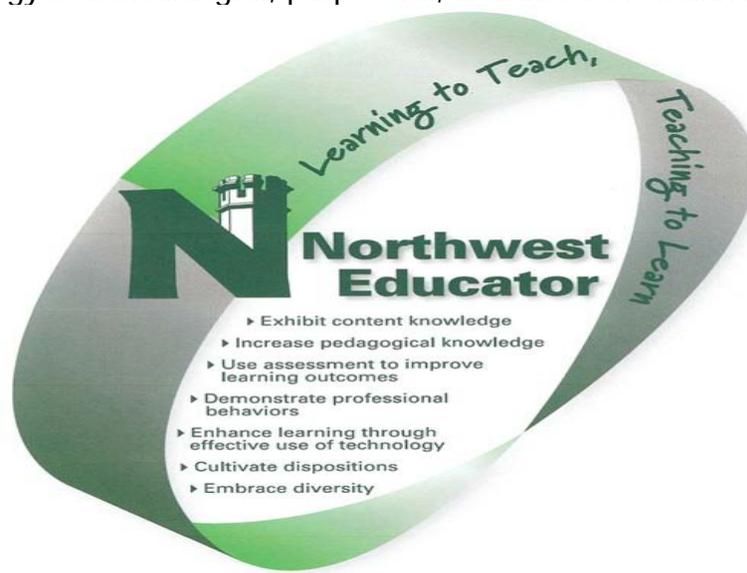
Mission:

The Northwest Missouri State University Professional Education Unit will be a catalyst for education excellence by preparing P-12 professional educators who apply best practices to positively impact learning.

Our Pledge:

Based upon our vision and mission, the Northwest Missouri State University Professional Education Unit serves education candidates as our primary focus in order to develop professionals who:

- Possess the requisite level of knowledge, skills, and professional dispositions;
- Model integrity and professionalism;
- Promote social justice, the inherent worth of each individual, and the ideals of a democratic society;
- Facilitate an educational environment that embraces diversity;
- Collaborate and build partnerships with educational professionals, students, parents, communities, and other social agencies; and
- Use technology in a meaningful, purposeful, and authentic manner.



TEACHER EDUCATION STUDENT SERVICES MISSION

It is the mission of the Teacher Education Student Services (TESS) Office to be a repository for the professional education program; to disseminate information regarding teacher education; and to coordinate the various teacher education processes. To this end, the office strives to courteously help faculty and students in answering their questions regarding the various aspects of the teacher education program at Northwest; accurately and efficiently collect and file confidential student records; responsibly coordinate admission to teacher education; facilitate the Beginning Teacher Assistance Program; assist the Director of Education Field Experiences; and provide pertinent information to the Certification Officer.

Additional information about the TESS Office can be found at
<http://www.nwmissouri.edu/dept/peu/tess/index.htm>

Index of Assistance Offices

Advisement:

<u>Program</u>	<u>Advisement Coordinator</u>	<u>Office</u>	<u>Telephone Extension</u>
Early Childhood Education	Dr. Pradnya Patet	BH 227	1889
Elementary Education	Dr. Barbara Crossland	BH 233	1776
Middle School	Ms. Patricia Thompson	BH 226	1775
Reading	Dr. Margaret Drew	BH 231	1668
Secondary Education	Dr. Janet Glenn	BH 209	1721
Special Education	Ms. Shantel Farnan	BH 229	1450
English Language Learners	Dr. Nissa Ingraham	BH 224	1236

Educational Field Experiences/Student Teaching:

Director	Dr. Vickie Miller	BH 210	1232
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Career Services:

Director	Ms. Joan Schneider	AD 130	1250
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Teacher Certification:m

Certification Officer	Ms. Kim Hullinger	AD 270	1671
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Please visit the DESE homepage for more information about certification: <http://dese.mo.gov/>

Teacher Education Student Services (TESS) :

TESS Coordinator (Admission to Program)	Ms. Amy Wilson	AD 372	1095
Coord. of PEU Assessment & Strategic Research (TK20)	Mr. Michael McBride	AD 373	1089

Alternative Certification:

Director	Dr. Janet Glenn	BH 209	1721
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Institutional Testing Office—Register for ACT, C-BASE, & Praxis II Examination:

Assessment Assistant	Ms. Beth Mason	Owens Library 229	1452
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For further information, visit: ACT: <http://www.actstudent.org/index.html>

C-BASE: <http://arc.missouri.edu/index.php?p=/CB/CBhome.htm>

PRAXIS II: www.ets.org

DESE: <http://dese.mo.gov/divteachqual/teached/praxis.htm>

Talent Development Center:

Talent Development Center	Ms. Linda Standerford	Owens Library 233	1726
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Professional Education Mileposts

New Admission and Exit Requirements in Effect August 1, 2013

Freshman (First) Year:

1. Assignment to an approved Professional Education advisor.
2. *ACT or SAT scores on file with the University and TESS Office.
3. Plan program for completion of prerequisite courses for admission to the Professional Education Program.
4. Work toward attaining and maintaining a *minimum cumulative GPA of 2.75 and a minimum professional education GPA and content area GPA of 3.00 with no more than seven hours below a "C" for all courses used to meet general education requirements.
5. Successfully complete Observation and Activity (62-211) or Practicum I (61-260, 61-262, or 22-260). Please note that 61-260 Secondary Teaching Practicum I may not be taken during the same trimester as 61-360 Secondary Teaching Practicum II.
6. Register with the Family Care Safety Register so that a Criminal Background Check can be completed in Observation and Activity (62-211) or Practicum I (61-260, 61-262, or 22-260).

Sophomore (Second) Year:

1. Complete prerequisite courses for admission to the Professional Education Program.
2. Work toward attaining and maintaining a minimum cumulative GPA of 2.75 and a minimum professional education GPA and content area GPA of 3.00 with no more than seven hours below a "C" for all courses used to meet general education requirements.
3. Complete College-Basic Academic Subject Examination (C-BASE). It is suggested that this test be taken after successfully completing 45 semester hours. Please note that students have two years to pass each subsection of the C-BASE from the time of their initial administration. If a student does not pass all of the CBASE components within the two-year period, all of the individual component scores will expire and the student must retake the entire examination. Lastly, due to an increase in the number of students requesting accommodations for a disability on the C-BASE test, any request for accommodation must be submitted by the regular registration deadline. The Counseling Center will not accept late registration for accommodations. This is to allow testing personnel time to arrange for the necessary accommodations.
4. Apply for admission to Professional Education once all prerequisites have been completed. Apply at the TESS Office, Administration Building 348. (Refer to the admissions checklist on pages 16 and 18).

Junior (Third) Year:

1. Work toward attaining and maintaining a minimum cumulative GPA of 2.75 and a minimum professional education GPA and content area GPA of 3.00 with no more than seven hours below a "C" for all courses used to meet general education requirements.
2. Complete subject area methods courses as required by program. Admission to Professional Education is a prerequisite to enrolling in departmental teaching methods courses (see page 26).
3. Apply for student teaching during the fall or spring trimester prior to student teaching.

Senior (Fourth) Year:

1. Apply for student teaching during the fall or spring trimester prior to student teaching.
2. Pass the Praxis II prior to graduation.
3. Apply on-line for certification through the Department of Elementary and Secondary Education website during the last semester of enrollment. (See page 32 for procedure or the following website: <http://www.nwmissouri.edu/dept/peu/certification/moteacher.htm>).
4. Work toward attaining and maintaining a minimum cumulative GPA of 2.75 and a minimum professional education GPA and content area GPA of 3.00 with no more than seven hours below a "C" for all courses used to meet general education requirements.

NWMSU Criminal Background Check Process

Course Gateways:	Observation and Activity in the Elem Sch and Practicum I	Practicum II and Tchng Rdng/Lang Arts in the Elem Sch	Student Teaching Courses	Certification
Register:	Online Registration through the Family Care Safety Registry (FCRS)	Online Registration through the Family Care Safety Registry (FCRS)	Online registration with MACHS (www.machs.mo.gov)	Online registration with MACHS (www.machs.mo.gov)
Type of Background Check:	Family Care Safety Registry Check	Family Care Safety Registry Check	FBI/Highway Patrol Background Check	FBI/Highway Patrol Background Check
Cost:	One-time registration fee of \$11	No cost if you have previously registered with the FCRS; If students have not registered, there is a one-time registration fee of \$11	\$44.80 (through 3M/Cogent)	\$44.80 (through 3M/Cogent)
How the background check is paid:	Student must pay with a debit or credit card	Not applicable if previously registered with the FCRS; If student has not registered, he/she must pay with a debit or credit card	Student pays from own funds	Student pays from own funds
Timeline:	Student should register with the FCRS by the end of the first week of classes	Will be completed during the first two weeks of classes	Information will be given at Opening Meeting for Student Teachers; Results will be available on each student's DESE profile and the student should give a copy of their results to the Field Experiences Director	Results will be available on your DESE profile.
Follow through:	Student must submit verification of their FCSR registration to the TESS Office; The TESS Office will cross reference with a list of students enrolled in practicum courses.	Students must submit verification of their FCSR registration to the TESS Office if they have not previously done so; The TESS Office will cross reference with a list of students enrolled in practicum courses.	None	None
Results sent to:	TESS Coordinator	TESS Coordinator	Student teacher; The student teacher should then give a copy of the letter received to the Field Experiences Director	DESE
If check/record shows a problem:	TESS Coordinator calls a meeting of the Criminal Background Check Team	TESS Coordinator calls a meeting of the Criminal Background Check Team	Field Experiences Director notifies COTE Chair, Chair calls meeting of Ad-hoc group Teacher Education Guidance Committee	Certification Officer notifies COTE Chair, Chair calls meeting of Ad-hoc group Teacher Education Guidance Committee

Criminal Background Check Procedure During Practica Courses

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

The Family Care Safety Registry conducts a search using name, date of birth, and/or Social Security number against the records maintained by the following Missouri state agencies:

- Criminal History records maintained by the MO State Highway Patrol
- Sex Offender Registry records maintained by the MO State Highway Patrol
- Child abuse/neglect records maintained by the MO Department of Social Services
- Foster parent licensing records maintained by the MO Department of Social Services
- Employee Disqualification list maintained by the MO Department of Health and Senior Services
- Employee Disqualification Registry records maintained by the MO Department of Mental Health
- Child Care licensing records maintained by the MO Department of Health and Senior Services

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

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

First Time Registration:

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

including the zip, city, state, and county. Read and agree to the terms and enter your payment information.

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

Already Registered Students:

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

FBI/Highway Patrol Background Check Procedures for Student Teaching and Certification

Scheduling an Appointment (Missouri residents)

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

School District or Institution Four-Digit Registration Code

The registration codes for Missouri public school districts and institutions may be accessed at the following website: <http://dese.mo.us.gov/eq/cert/eq-cert-fingerprint-background.htm>. Northwest Missouri State University's registration code is 2310.

Fingerprinting Fee

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

Scheduling an Appointment (Non-Missouri residents)

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

Fingerprint Results

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

For More Information

Additional information about the fingerprinting process may be viewed at the following website: <http://dese.mo.gov/eq/cert/eq-cert-fingerprint-background.htm>. You may also contact the Missouri Department of Elementary and Secondary Education Conduct and Investigations Section at 573-522-8761 or 573-522-8315.

Professional Education Assessment Fee

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

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

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

Classes in which this fee will be charged include:

Secondary Education:

<u>Course:</u>	<u>Course Fee:</u>
Practicum I (61-260/61-262/22-260)	\$25
Practicum II (61-360/61-362/22-360)	\$25
School and Society (61-461)	\$25
Student Teaching	\$25

Elementary Education:

<u>Course:</u>	<u>Course Fee:</u>
Observation and Activity in the Elem Sch (62-211)	\$25
School and Society (61-461)	\$25
Elementary School Social Studies (62-410)	\$25
Student Teaching	\$25

Tk20 Assessment System

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

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

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

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

For more information about Tk20, students can access the Tk20 information site:

<http://www.nwmissouri.edu/dept/peu/tess/tk20/index.htm>

For other questions about the Tk20 system, please contact the Tk20 Unit Administrator, Mike McBride, at 660-562-1089 or mam77@nwmissouri.edu

Professional Education Unit Implementation Plan

	Teacher Work Sample		Transition Point 0: Admission to the University	Transition Point 1: Novice	Transition Point 2: Developing	Transition Point 3: Nearing Proficiency	Transition Point 4: Candidate	Transition Point 5: Candidate/New Teacher
	Element	MoSPE Standards						
Demonstrating Growth and how are Programs Add Value Data Points and Artifact Collection	1	1, 2, 3, 4, 5, 6, 8, 9		260, 262, 62-211	360, 362, 62-456		Student Teaching	Missouri First Year Teacher Survey administered by the Department of Elementary and Secondary Education (DESE)
	2	1, 2, 3, 4, 5, 6, 8, 9		260, 262, 62-301	360, 362, 62-456		Student Teaching	
	3	1, 2, 3, 4, 5, 6, 8, 9		62-301	360, 362, 62-456	Content Methods	Student Teaching	
	4	1, 2, 3, 4, 5, 6, 7, 8, 9		260, 262, 62-356	360, 362, 62-456		Student Teaching	
	5	1, 2, 3, 4, 5, 6, 7, 8, 9		62-356	360, 362, 62-456		Student Teaching	
	6	1, 2, 3, 4, 5, 6, 7, 8, 9		62-356	360, 362, 62-456	Content Methods	Student Teaching	
	7	1, 2, 3, 4, 5, 6, 7, 8, 9		260, 262, 62-356	360, 362, 62-456		Student Teaching	
Testing Requirements	ACT		Student, Advisor	TESS Office				
	CBASE				TESS Office			
	PRAXIS II					TESS Office		
Criminal Background Checks	CB Check			260, 262, 62-211				
	CB Check				360, 362, 62-356			
	CB Check						Student Teaching	
Dispositions			211, 260, 262	360, 362, 456	Content Methods	Student Teaching		
GPA	Grade Point Average		Student, Advisor	Student, Advisor	Student, Advisor/TESS	Student, Advisor/TESS	Student, TESS/Certification Officer	
Performance Assessment					DESE performance evaluation		DESE formative and summative evaluation	

Requirements for Admission to Teacher Education Program

Fall 2012—July 2013

Please monitor your progress

Yes	No	
_____	_____	Observation and Activity (62-211) or Practicum I (61-262 Middle School or 61-260 Secondary or 22-260 Physical Ed) Grade of C or better
_____	_____	Oral Communication/Speech (29-102) C or better
_____	_____	Two Composition Courses or one Honors Comp.
_____	_____	Math Course (Elementary Majors – 17-171)
_____	_____	Information Technology Competency Course
_____	_____	ACT (Minimum 20) or SAT on file in TESS office. Score _____.
_____	_____	Pass all five subsections of the C-BASE
		<ul style="list-style-type: none">• C-BASE requirement of 265 on three sub-tests & a 235 on remaining two sub-tests if 20 ACT• C-BASE requirement of 235 on each sub-test if 21 or higher ACT Composite
		**All students must have a 235 on all subsections of the C-BASE, as it is a Missouri State requirement
_____	_____	2.5 overall GPA, 2.5 GPA in major and a 2.5 GPA in education courses (_____ overall GPA; _____ major GPA; _____ education GPA)
_____	_____	Minimum of 45 hours (_____ hours).
_____	_____	All qualifications have been met. Please go to the TESS office (AD 348) and apply for admission to the College of Education.

Other requirements:

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

ACT requirement:

- Minimum of 20 ACT Composite Score**

C-BASE requirement:

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

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

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

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

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

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

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

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

Requirements for Admission to Teacher Education Program

Beginning August 1, 2013

Please monitor your progress

Yes	No	
_____	_____	Observation and Activity (62-211) or Practicum I (61-262 Middle School or 61-260 Secondary or 22-260 Physical Ed) Grade of C or better
_____	_____	Oral Communication/Speech (29-102) C or better
_____	_____	Two Composition Courses or one Honors Comp.
_____	_____	Math Course (Elementary Majors – 17-171)
_____	_____	Information Technology Competency Course
_____	_____	ACT or SAT or ACT waiver on file in TESS office.
_____	_____	Pass all five subsections of the C-BASE
_____	_____	*All students must have a 235 on all subsections of the C-BASE, as it is a Missouri State requirement
_____	_____	2.75 overall GPA, 3.00 GPA in major and a 3.00 GPA in professional ed courses (_____ overall GPA; _____ major GPA; _____ education GPA)
_____	_____	Minimum of 45 hours (_____ hours).
_____	_____	Subscription to Tk20
_____	_____	All qualifications have been met. Please go to the TESS office (AD 348) and apply for admission to the College of Education.

Other requirements:

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

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

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

C-BASE requirement:

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

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

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

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

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

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

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

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

Alternative Admission Application Checklist

Complete entire application and attached the required supporting documentation. Incomplete petitions will not be reviewed. All petitions must be submitted one day prior to the scheduled Teacher Education Admission Committee Meeting.

HAVE YOU PASSED THESE GENERAL EDUCATION REQUIREMENTS?

Yes	No	
_____	_____	Observation and Activity (63-211) or Practicum I (65-262 Middle School or 65-260 Secondary) Grade of C or better
_____	_____	Oral Communication/Speech (29-102) C or better
_____	_____	Two Composition Courses or one Honors Comp. Math Course (Elementary Majors – 17-171)
_____	_____	Computers and Information Technology Course
_____	_____	Do you have a 2.5 Cumulative GPA, a 2.5 Subject Area GPA and a 2.5 Professional Education GPA?
_____	_____	Do you have no more than seven hours below a "C" in courses that meet general education requirements?

THE FOLLOWING MATERIALS MUST BE SUBMITTED WITH YOUR ALTERNATIVE ADMISSION APPLICATION:

- _____ Completed Alternative Admission Application with the required signatures
- _____ Current Degree Audit—Request from the Registrar's Office (Administration Building 207)
- _____ Letter describing the extenuating circumstances related to the specific teacher education admissions criteria on which you base your appeal. Include in your letter details of the steps you have taken so far to meet the criteria.
- _____ Letter from your advisor that addresses your deficiency is strongly recommended. If your advisor does not support your application, a letter addressing the reasons why is required.
- _____ Concise, typewritten plan that outlines your remaining coursework.

**APPLICATION FOR ALTERNATIVE ADMISSION TO PROFESSIONAL EDUCATION PROGRAM
Northwest Missouri State University**

Name: _____ 919#: _____

Proposed Student Teaching Date: Fall _____ Spring _____ Year _____

Major: _____ Minor: _____

REASON FOR PETITION:

TEST SCORES: Please attach *official* documentation and a degree audit.

ACT score on file in TESS office (include your highest score if attempted more than once)

ACT/SAT Composite Score _____	ACT Math Score _____	ACT Science Score _____
ACT English Score _____	Subscores: Usage _____	Rhetoric _____
ACT Reading Score _____	Subscores: Literature _____	Social & Natural Science _____

C-BASE score(s) of 265 on three of the five subtests (235 if ACT \geq 21) (include scores for all administrations)

Date of Exam: _____	Math Score: _____
English Score: _____	Writing Score: _____
Science Score: _____	Social Studies Score: _____

GRADE POINT AVERAGE (GPA): Cumulative GPA: _____ Subject Area GPA: _____ Professional Ed GPA: _____

NUMBER OF HOURS: _____

7 HOURS BELOW A "C" RULE:

In courses that meet general education requirements, there should be no more than seven hours below a "C".

The following must accompany your petition:

You must describe in a letter the **extenuating** circumstances related to the specific teacher education admissions criteria on which you base your appeal. Include in your letter details of the steps you have taken so far to meet the criteria. The Committee will look for evidence of extraordinary circumstances that are beyond the control of the student, i.e. under-represented minority, socioeconomically depressed family background (must be able to document), non-traditional student, or specific data suggesting ability to succeed in teacher education.

A letter(s) from your academic advisor is strongly recommended and should address the above issues. If you advisor does not support your petition, please ask your advisor to explain why in their letter.

Student Signature: _____ Date _____

Advisor Signature: _____ Date _____ Support Not support

For Office Use Only:

TESS Coordinator: _____	Date _____	<input type="checkbox"/> Approved	<input type="checkbox"/> Not approved	<i>Refer to TEAC</i>
TEAC Committee: _____	Date _____	<input type="checkbox"/> Approved	<input type="checkbox"/> Not approved	<i>Refer to Dean</i>
Dean, CEHS: _____	Date _____	<input type="checkbox"/> Approved	<input type="checkbox"/> Not approved	<i>Refer to COTE</i>
COTE: _____	Date _____	<input type="checkbox"/> Approved	<input type="checkbox"/> Not approved	

Appeal for Probationary Status in the Teacher Education Program (Permission for 4th c-base attempt)

PLEASE NOTE: To enroll in required courses in the education major, a student must be formally admitted into the Teacher Education Program. See the *Catalog* for a list of these courses.

Name _____ 919# _____

Permanent Address/Phone: _____

Local Address/Phone: _____

Date Proposed to Student Teach _____ Major: _____ Minor: _____

REQUIREMENTS FOR ADMISSION TO TEACHER EDUCATION:

Please attach official documentation that verifies each of the following requirements and a copy of your transcript.

Admissions Index Score

ACT score on file in TESS office

ACT/SAT composite score = _____

ACT English score = _____

Subscores:

Usage _____

Rhetoric _____

ACT Math score = _____

ACT Science score = _____

ACT Reading = _____

Subscores:

Literature _____

Social & Natural Sciences _____

C-BASE score(s) of 265 on **three** of the five subtests
(235 if ACT \geq 21)
(include scores for all administrations of the C-BASE)

Date of Exam = _____

English score = _____

Writing score = _____

Math score = _____

Science score = _____

Social studies score = _____

Composite score = _____

GENERAL EDUCATION REQUIREMENTS:

All new course requirements and criteria for entry into the College of Education as listed in Catalog* or Teacher Education Handbook. ***Please note: General Education Requirements are dependent upon which Catalog student is using. Confer with your advisor and the Registrar to ensure you have updated information.**

_____ Two Composition Courses or one of Honors Composition

_____ Computers and Information Tech. (44-130)

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

_____ Math Course (Elem. Maj. 17-171)

_____ Observation & Activity (62-211) or Practicum I (61-260 Sec, 61-262 MS, 22-260 Physical Education) (C or better)

Number of Hours Completed _____

2.5 or above cumulative GPA

Your cumulative GPA = _____

2.5 or above subject-area GPA

Your subject area GPA = _____

2.5 or above professional education GPA

Your professional ed. GPA = _____

All professional education course grades C or above

Professional education courses below C: _____

The following must accompany your appeal:

The student must describe on the back of this sheet or as an attachment the basis or rationale for her/his appeal for probationary status. If granted, probationary status permits the student to take the C-BASE Exam an additional time. It is important that the student applying for probationary status outline for the admissions committee her/his plan for achieving success on the exam, such as additional course(s) taken in a weak area, extensive tutoring obtained, performance in recent coursework, particularly in areas related to low scoring sub-tests of the admissions exam (C-BASE). A letter(s) of recommendation from faculty with knowledge of the student is welcomed. Please note that students are not limited in the number of times they can take the ACT in an attempt to achieve a 20 or 21.

Student Signature: _____ Date _____

Advisor Signature: _____ Date _____

Support Not support



**PETITION TO ENROLL
IN A BLOCKED CLASS(ES)**

(Please note: This is not a petition for *admittance* to the Teacher Education Program.)

Complete entire petition and attach the required supporting documentation including a copy of your current transcript. Incomplete petitions will not be reviewed. All petitions must be submitted one day prior to the scheduled Teacher Education Admissions Committee Meeting.

Last Name	First Name	MI	PIDM (919#)
ACT: Composite Score _____	English _____	_____	Sci _____
	Comp _____	Usage _____	Rhe _____
	Reading _____	_____	Math _____
	Comp _____	SS _____	Lit _____
C-BASE: Eng _____	Math _____	Sci _____	Soc St _____
	Wri _____	Composite _____	
Date of most recent C-BASE _____			
GRE (if applicable):	Verb _____	Analy _____	Quant _____
Cumulative GPA: _____	Major GPA: _____	Professional Ed GPA: _____	Number of Hours: _____
<input type="checkbox"/> Transfer Student	<input type="checkbox"/> yes <input type="checkbox"/> no	Transfer institution: _____	
<input type="checkbox"/> Graduate Student	Degree: <input type="checkbox"/> yes <input type="checkbox"/> no	If yes, degree held: _____	
Major: _____		Minor: _____	
Proposed Student Teaching Date: Fall _____ Spring _____ Year _____			

I have not been admitted to the College of Education because I have not met one or more of the following criteria (be specific):

I want to enroll in _____

Classes for _____ trimester.

Plan for resolving deficiency (be specific):

Attach a concise, typewritten plan that outlines your remaining coursework and a plan for resolving any deficiencies. Be specific. If your plan for resolving your deficiency is not met, your conditional enrollment becomes void and you could be administratively dropped from those classes.

Note: If your plan for resolving your deficiency is not met, your conditional enrollment becomes void and you could be administratively dropped from those classes.

Student Signature _____	Date _____
Advisor Signature _____	Date _____
	<input type="checkbox"/> Support <input type="checkbox"/> Do Not Support <input type="checkbox"/> Aware

Northwest Missouri State University Teacher Education Student Plan

Student Name: _____ 919 # _____

Major: _____ Minor/ Concentration: _____

Year: Freshman Sophomore Junior Senior Post-Baccalaureate

Proposed Student Teaching Date: _____

Semester: _____

Course #	Course Title

Semester: _____

Course #	Course Title

Semester: _____

Course #	Course Title

Semester: _____

Course #	Course Title

Semester: _____

Course #	Course Title

Semester: _____

Course #	Course Title

Student
Signature: _____

Advisor
Signature: _____

Teacher Education Student Referral Process

The disposition form (p. 44) can be used at any time by an advisor, faculty member or field experience supervisor of any kind who witnesses a disposition which should be recorded. Whether behavior is positive or negative, this information can and will be submitted using this disposition form in the Tk20 system. All disposition results will be shared each semester with advisors. Also, disposition results highlighting extremely unprofessional or otherwise detrimental behavior will be shared immediately with members of the Teacher Education Guidance Committee (TEGC). Consequences for negative behavior, including expulsion from the teacher education program, will be considered by the TEGC.

Teacher Education Guidance Committee

This committee considers those professional education students who have deficiencies which are so serious that their success in the field of teaching would be in jeopardy. Such deficiencies may or may not relate to quantitative criteria.

The guidance committee is an ad hoc subcommittee of the Council on Teacher Education. Although the Council on Teacher Education has overall reviewing authority, this subcommittee, known as the Teacher Education Guidance Committee, develops and implements the necessary procedures. Committee members may include the assistant director of Teacher Education, chairperson of the Department of Professional Education, field experiences representative, chairperson or director of the student's major studies area, the student's advisor, and faculty who have taught the student. These committee members are included since they possess relevant information about the student.

Any University faculty member may refer a student to the Teacher Education Guidance Committee. The chairperson of the Council on Teacher Education will then structure the ad hoc committee and arrange a meeting to which the student may be called to appear. The chairperson will then report the decision of the committee to the student.

The committee will take one of four courses of action in regard to a student in question:

1. No action; the student would continue in the Teacher Education Program.
2. Recommend remedial actions that the student must take, to be followed by further screening.
3. Recommend remedial action and suspension from the Teacher Education Program until the student has met said requirements of the committee.
4. Recommend that the student be terminated from the Teacher Education Program, in which case he or she would not be permitted to complete any program from this University leading to educator certification.

All students will have the right to appeal in person regarding decisions rendered by the Teacher Education Guidance Committee. The purpose of the appeal is not to provide a secondary hearing of a case already heard by the committee, but rather to ensure that students have been able to present all information pertaining to their case and that proper protocols have been followed. Students should provide a basis for their appeal by submitting either new information (e.g. documentation from a doctor, counselor, or official) pertaining to their case, or evidence of error or bias on the part of the previous committee. The students must initiate the appeals process by contacting the Office of the Dean of the College of Education and Human Services.

Courses Requiring Admission to Professional Education as a Prerequisite

The following courses are courses whose undergraduate enrollments are limited to students who have been admitted to the Professional Education Program:

Subject Area:	Courses:		
<u>Agriculture</u>	03-420 Program Planning in Ag Ed	**03-421 Conducting Supervised Ag Experience Programs	**03-580 Methods in Teaching Ag
	**The block on 03-420 and 03-421 can be lifted by getting an approved petition from the Agriculture Education Office.		
<u>Art</u>	13-480 Methods in Secondary School Art		
<u>Business</u>	44-580 Methods in Secondary School Business Education		
<u>Secondary Education</u>	61-360 Secondary Teaching Practicum II*	61-461 School and Society*	61-462 School and Society Seminar**
	61-470 Directed Teaching Elementary-Secondary	61-471 Directed Teaching in the Elementary School	61-472 Directed Teaching in the Secondary School
	61-473 Directed Teaching Early Childhood	61-474 Directed Teaching Middle School	61-480 Directed Teaching in Early Childhood Special Ed
	61-481 Directed Teaching of the Cross Cat Sp Ed: Elem	61-482 Directed Teaching of the Cross Cat Sp Ed: Secondary	61-520 Tech of Classroom Management & Discipline*
	61-521 Seminar in Classroom Management**	61-690 Internship in Secondary Teaching	
<u>Elementary Education</u>	62-380 Diagnostic and Corrective Reading	62-384 Teaching Students in Cross-Categorical Special Ed: Academic/Behavioral	62-385 Teaching Students in Cross-Categorical Special Ed: Acad/Behav, Secondary
	62-386 Teaching Students in Cross-Categorical Special Ed: Function/Physical	62-387 Teaching Students in Cross-Categorical Special Ed: Functional/Physical, Secondary	62-407 Elementary School Language Arts Practicum
	62-410 Elementary School Social Studies	62-420 Content Teaching in Elementary Schools	62-430 Teaching Writing in the Middle School
	62-456 Practicum and Seminar in Elem Sch Reading	62-470 Assessment in Special Education	62-471 Assessment in Special Education Lab
	62-508 Transition/Career Education for Students with Disabilities	62-511 Middle School Curriculum, Methods & Practicum	62-531 Curriculum and Methods in Early Childhood
	62-541 Identifying and Prescribing Instruction in Early Childhood Ed	62-543 Practicum in Early Childhood Education	62-544 Practicum in Early Childhood Special Education
	62-574 Teaching Math to Students with Disabilities		
<u>English</u>	10-580 Methods in Secondary School English		
<u>Family & Consumer Sciences</u>	15-580 Methods in Family and Consumer Sciences Education		
<u>Foreign Language</u>	14-480 Methods in Teaching Foreign Languages		
<u>Mathematics</u>	17-471 Math Meth for Elem Sch Tchrs	17-580 Methods & Literature in Secondary School Math	17-582 Math Meth for Mid Sch Tchrs
<u>Music</u>	19-482 Methods in Secondary School Instrumental Music	19-484 Methods in Secondary School Vocal Music	
<u>Physical Education</u>	22-580 Methods in Secondary Physical Education	22-480 Health Ed Methods in the Secondary School	
<u>Science Education</u>	28-380 Methods in Elem Sch Science	28-480 Methods in Secondary School Science	28-582 Methods in Middle School Science
<u>Social Science</u>	36-480 Methods in Sec Sch Social Science	36-580 Methods in Sec Sch Social Sciences	36-680 Problems of Tchng Sec Social Studies
<u>Speech</u>	29-480 Methods of Teaching Oral Communications in the Secondary School		

- *These courses must be taken in the same trimester as the content methods course.
- **These courses must be taken during the student teaching trimester.
- Commencing Fall 2003, Elementary Majors must complete Physical Science (40-102/103) prior to enrolling in Methods in Elementary School Science (28-380).

Professional Education Courses Requiring a Minimum Grade

The following courses must be completed with a minimum grade of C to be used in a Professional Education Program that leads to certification. ****Please note that you must have a content area GPA of 3.0.**

All 61 and 62 prefixed courses in the Department of Professional Education

Subject Area:	Courses:		
<u>Agriculture</u>	03-580 Methods in Teaching Agriculture		
<u>Art</u>	13-382 Methods in Elementary Art	13-480 Methods in Secondary School Art	13-380 Art in the Elementary School
<u>Business Education</u>	44-580 Methods in Secondary School Business Education		
<u>English</u>	10-580 Methods in Secondary School English		
<u>Family & Consumer Sciences</u>	15-210 Child Development	15-330 Preschool & Elementary Nutrition Education	15-580 Methods in Family & Consumer Sciences Education
<u>Foreign Language</u>	14-480 Methods in Teaching Foreign Languages		
<u>Mathematics</u>	17-371 Algebra and Geo for Elem Teachers (Math Dept. Rule)	17-471 Mathematical Methods for Elementary Teachers	17-580 Methods and Literature in Secondary School Mathematics
	17-582 Mathematical Methods for Middle School Teachers		
<u>Music</u>	19-481 Methods in Elementary School Music	19-482 Methods in Secondary School Instrumental Music	19-484 Methods in Secondary School Vocal Music
	19-592 Junior High School Music Methods	19-380 Music in the Elementary School	
<u>Physical Education</u>	22-238 Health & Physical Ed Methods in the Elem Sch	22-480 Health Education Methods in the Secondary School	22-523 Motor Development
	22-580 Methods in Secondary Physical Education		
<u>Psychology</u>	08-303 Educational Psychology	08-312 Child Psychology	08-317 Psychology of Early Adolescent
	08-322 Adolescent Psychology	08-333 Developmental Psychology	08-513 Psychology of Language Development
<u>Science Education</u>	28-380 Laboratory Science for the Elementary School	28-580 Methods in Secondary School Science	28-582 Methods in Middle School Science
<u>Social Science</u>	36-480 Methods in Secondary School Social Sciences		
<u>Speech</u>	29-102 Fundamentals of Oral Communication	29-351 Normal Language Development	29-480 Methods of Teaching Oral Comm in the Sec School
	29-553 Language, Speech, and Hearing of the Exceptional Child		

**Pending approval from the Council on Teacher Education (COTE)

Courses Requiring "C" or Better Prior to Student Teaching

Persons applying to student teach will not be allowed to student teach if a grade of "D" or "F" has been obtained in any of the following:

Subject Area:	Courses:		
<u>Agriculture</u>	03-580 Methods in Teaching Agriculture		
<u>Art</u>	13-480 Methods in Secondary School Art		
<u>Business Ed</u>	44-580 Methods in Secondary School Business Education		
<u>Elementary Education</u>	62-356 Teaching Reading/Lang Arts in the Elementary School	62-407 Elementary School Language Arts Practicum	62-410 Elementary School Social Studies
	62-420 Content Teaching in Elementary School	62-456 Practicum and Seminar in Elementary School Reading	62-511 Middle School Curriculum, Methods, and Practicum
	62-543 Practicum in Early Childhood Education	62-544 Practicum in Early Childhood Special Education	
<u>Secondary Education</u>	61-461 School and Society	61-520 Tech of Classroom Management & Discipline	
<u>English</u>	10-580 Methods in Secondary School English		
<u>Family & Consumer Sciences</u>	15-580 Methods in Family and Consumer Sciences Education		
<u>Foreign Language</u>	14-480 Methods in Teaching Foreign Languages		
<u>Mathematics</u>	17-471 Mathematical Methods for Elementary Teachers	17-580 Methods and Literature in Secondary School Mathematics	17-582 Mathematical Methods for Middle School Teachers
<u>Music</u>	19-481 Methods in Elementary School Music	19-482 Methods in Secondary School Instrumental Music	19-484 Methods in Secondary School Vocal Music
<u>Physical Education</u>	22-580 Methods in Secondary Physical Education	22-480 Health Education Methods in the Secondary School	
<u>Science Education</u>	28-380 Laboratory Science for the Elementary School	28-580 Methods in Secondary School Science	28-582 Methods in Middle School Science
<u>Social Science</u>	36-480 Methods in Secondary School Social Studies		
<u>Speech</u>	29-480 Methods of Teaching Oral Communication in the Secondary School		

PRAXIS II

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

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

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

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

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

Secondary Education (Grades 9-12)		
Major	Specialty Area Test (No.)	Minimum MO Qualifying Score
Agriculture	Agriculture (0700)	520
Business Education	Business Education (0101)	154
Business Education (computer-based test)	Business Education (5101) **Beginning December 2012	154
English	English Language and Lit. (0041)	158
English (computer-based test)	English Language and Lit. (5041)	158
Family & Consumer Science B-12	Family & Consumer Sciences (0121)	162
Family & Consumer Science B-12 (computer-based test)	Family & Consumer Sciences (5121) **Beginning December 2012	162
General Science	General Science (0435)	154
General Science (computer-based test)	General Science (5435) **Beginning September 2012	154
Health	Health Education (0550)	620
Health (computer-based test)	Health Education (5550)	620
Marketing Education	Marketing Education (0561)	163
Mathematics	Mathematics (0061)	137
Mathematics (computer-based test)	Mathematics (5061)	137
Physical Education	Physical Education (0091)	153
Physical Education (computer-based test)	Physical Education (5091)	153
Social Science	Social Studies (0081)	152
Social Science (computer-based test)	Social Studies (5081)	152
Speech/Theatre	Speech Communications (0221)	142
Technology & Engineering	Technology Education (0051)	166
Theater	Speech Communications (0221)	142
Unified Science:		
Biology 9-12	Biology (0235)	150
Biology 9-12 (computer-based test)	Biology (5235)	150

Secondary Education (Grades 9-12)		
Major	Specialty Area Test (No.)	Minimum MO Qualifying Score
	**Beginning September 2012	
Chemistry 9-12	Chemistry (0245)	152
Chemistry 9-12 (computer-based test)	Chemistry (5245) **Beginning September 2012	152
Earth Science 9-12	Earth/Space Science (0571)	147
Earth Science 9-12 (computer-based test)	Earth/Space Science (5571) **Beginning October 2012)	147
Physics	Physics (0265)	141
Physics (computer-based test)	Physics (5465) **Beginning September 2012	141

Middle School (Grades 5-9)		
Major	Specialty Area Test (No.)	Minimum MO Qualifying Score
Middle School Science	M.S. Science (0439)	149
Middle School Mathematics	M.S. Math (0069)	158
Middle School Social Studies	M.S. Social Studies (0089)	154
Middle School Social Studies (computer-based test)	M.S. Social Studies (5089)	154
Middle School English Language Arts	M.S. Lang. Arts(0049)	163
Middle School English Language Arts (computer-based test)	M.S. Lang. Arts(5049)	163
Other Middle School Endorsements	Principles of Learning & Teaching, Grades 5-9 (0623)	167
Other Middle School Endorsements (computer-based test)	Principles of Learning & Teaching, Grades 5-9 (5623)	167

Elementary-Secondary Education (Grades K-12)		
Major	Specialty Area Test (No.)	Min. MO Qualifying Score
Art	Art Education (0134)	158
Art (computer-based test)	Art Education (5134) *Beginning February 2013	158
Blind/Partially Sighted B-12	Special Education: Teaching Students with Visual Impairments (0282—new test)	170
Chinese (Mandarin) K-12	Chinese (Mandarin: World Language (5665—new test)	152
Deaf/Hearing Impaired B-12	Special Education: Education of Deaf and Hard of Hearing Students (0272—new test)	167
French (computer-based test)	French: World Language (5174)	162
German (computer-based test)	German: World Language (5183)	163
Instrumental Music	Music: Instrumental & Vocal K-12 (0114—new test)	162
Library Media Specialist K-12	Library Media Specialist (0311)	160
Library Media Specialist K-12 (computer-based test)	Library Media Specialist (5311) **Beginning December 2012	160
M/M Cross Categorical K-12	Ed of Exceptional St: Mild to Moderate Disabilities (0543)	158
M/M Cross Categorical K-12 (computer-based test)	Ed of Exceptional St: Mild to Moderate Disabilities (5543)	158
School Counselor K-8, 7-12	Professional School Counselor (0421—new test)	164
School Counselor K-8, 7-12 (computer-based test)	Professional School Counselor (5421—new test) **Beginning February 2013	164
School Psychologist	School Psychologist (0401)	157
Severely Developmentally Disabled B-12	Special Education: Core Knowledge and Severe to Profound Applications (0545)	158
Severely Developmentally Disabled B-12 (computer-based test)	Special Education: Core Knowledge and Severe to Profound Applications (5545)	158

Elementary-Secondary Education (Grades K-12)		
Major	Specialty Area Test (No.)	Min. MO Qualifying Score
Spanish (computer-based test)	Spanish: World Language (5195)	168
Speech & Lang. Specialist	Speech-Language Pathology (0330)	600
Vocal Music	Music: Instrumental & Vocal K-12 (0114—new test)	162
Building-Level Admin Principal, K-8, 9-12 Special Education Admin Vocational School Director (computer-based test)	School Leaders Licensure Assessment (SLLA) (6011)	163
District Level Admin. (Supt.) K-12	School Superintendent Assessment (SSA) (1020)	158
K-12 or 9-12 teaching certification for which no specialty area test or content Knowledge test is designated	Principles of Learning & Teaching, Grades 7-12 (0624)	164
K-12 or 9-12 teaching certification for which no specialty area test or content Knowledge test is designated (computer-based test)	Principles of Learning & Teaching, Grades 7-12 (5624)	164

Elementary Education (Grades 1-6)		
Major	Specialty Area Test (No.)	Minimum MO Qualifying Score
Elementary Education (paper-based test)	Elem. Ed.: Curr., Inst., & Assess. (0011)	164
Elementary Education (computer-based test)	Elem. Ed.: Curr., Inst., & Assess. (5011)	164
Elementary Mathematics Specialist 1-6	Middle School Mathematics (0069)	158
Early Childhood B-3	Education of Young Children (0021)	166
Early Childhood B-3 (computer-based test)	Education of Young Children (5021)	166
Early Childhood Special Education B-3	Special Education: Preschool/Early Childhood (0691—new test)	166

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

Teacher Education Student Services Access to Student Files

Northwest complies with the Family Educational Rights and Privacy Act (FERPA) which provides guidelines on storage and releasing of student and former student records. Basically, the law says that no one outside the institution shall have access to your education records nor will the institution disclose any information from those records without your written consent. Further information may be found on page 50 of the [Undergraduate Academic Catalog 2012-2014](#) or at the following website: <http://www.nwmissouri.edu/registrar/privacy.htm>.

Copies of student files are available in accordance with the Family Rights and Privacy Act and university guidelines as listed in the academic catalog. A fee of ten cents (\$0.10) will be charged for copies. Items copied from the student file are not to be considered official. Official documents may be requested from the appropriate agency/office.

Student Teaching

1. Students who plan to student teach must attend a Student Teaching Orientation Meeting during the semester immediately preceding the semester scheduled for student teaching. This meeting is usually held in September for spring semester student teaching and early February for fall semester student teaching. **STUDENT TEACHING IS NOT AVAILABLE DURING THE SUMMER SESSION.**
2. Only students who have indicated on their application to Professional Education that they will be student teaching during the subsequent student teaching semester will be sent notification of the orientation meeting. Information concerning the student teaching semester is obtained from the "Application for Admission to Professional Education" form. **It is the student's responsibility to report to the TESS Office any changes in plans to student teach.**
3. Persons enrolling in student teaching must have a minimum GPA of 2.75 in their total college program and a minimum GPA of 3.00 in their teaching field and in their professional education courses, with no course in professional education having a grade lower than a C.
4. The Student Teaching Website (<http://www.nwmissouri.edu/dept/peu/studentteach/>) contains applications for student teaching, required reporting forms, the [Student Teaching Handbook](#), and other information and forms needed for student teaching placement.
5. Northwest students may request placement in schools within specified territorial boundaries. Students who wish to student teach outside the approved area must petition the Student Teaching Placement Committee. Whenever possible, students are encouraged to seek placement at schools whose populations represent diverse populations. Further information concerning student teaching placement may be obtained through the Director of Educational Field Experiences.
6. All student teaching candidates are required to complete a minimum of two blocks (one semester) of student teaching experience.

Teacher Certification

1. During the final semester of enrollment, the Certification Officer of Teacher Certification will send an email to each candidate for graduation in an undergraduate teacher education program with information to apply for their Missouri Initial Professional Certificate (IPC). It is the student's responsibility to submit an application for their Missouri teaching certificate. Specific instructions on how to apply for certification can be found at <http://www.nwmissouri.edu/dept/peu/certification/moteacher.htm>.
2. Upon notification by the Registrar that the appropriate degree has been awarded and verification by the Certification Officer that all requirements have been met, the candidate's application will be submitted to the Missouri Department of Elementary and Secondary Education with a recommendation for issuance of the appropriate teaching certificate(s).
3. Post-baccalaureate students completing an initial certification program must have a Certification Contract with the Teacher Certification Office. **It is the applicant's responsibility to initiate the process for**

certification in Missouri. Information may be obtained from Kim Hullinger (kim@nwmissouri.edu or edcert@nwmissouri.edu) in AD 270.

- Students who wish to be certified in states other than Missouri must first meet Missouri requirements for certification. **It is the student’s responsibility to obtain applications for certification or licensure in states other than Missouri.** Information for certification offices in other states may be obtained through the Teacher Certification Office or at <http://www.nwmissouri.edu/dept/peu/certification/otherstates.htm>. Once completed, these applications may be processed through the Northwest Teacher Certification Office (AD 270).

Certification Checklist

Yes	No	
_____	_____	Complete all coursework
_____	_____	Maintain a 2.75 GPA overall, 3.0 GPA in major, and a 3.0 GPA in professional education courses
_____	_____	Successfully complete the appropriate Praxis II Exam
_____	_____	Complete a Background/Fingerprint Check through 3M/Cogent
_____	_____	Complete online profile and application on the DESE website

It is imperative that you have your Missouri certificate issued to you upon completion of your program. As requirements change in the future, you may not be eligible for certification if you apply at a later date.

In addition, most states require that you provide evidence of certification in Missouri as a stipulation of certification in their state. If you are considering or planning to be certified in a state in addition to Missouri, this should be communicated to your advisor in order that they may advise you about requirements in that state.

Certification Policies

- An applicant for initial certification must meet all program requirements as listed in the undergraduate catalog including completion of an approved major teaching field and requirements for any additional teaching certification requested.
- All requirements for admittance to the Teacher Education Program must be fulfilled.
- An applicant for initial certification in Secondary/K-12/Middle must complete the methods course in the content area(s) and Student Teaching at this institution. An applicant for initial certification in Elementary Education must complete student teaching and all practica courses and their pre-requisites at this institution.
- A minimum of 30 semester hours of credit must be completed at Northwest for a recommendation for initial certification.

5. An applicant who already holds a teaching certificate and wishes to obtain a recommendation for another teaching field must complete all program requirements as listed in the undergraduate catalog or their equivalent.
6. Applicants who hold a teaching certificate in a state in which they wish to extend their certification may earn our verification by completing that state's minimum standards for the teaching endorsement they wish to obtain. This would not be an approved program recommendation and, therefore, this verification would only apply to the state in which they wish to extend their certification.

Note: Missouri institutions are only allowed to verify that minimum state standards have been met in the teaching areas for which they have state approved programs.

7. For applicants requesting our recommendation for an additional area of certification after initial certification has been issued, one-half of the additional course work required, including methods and practica/student teaching, for the additional certification program must be taken at Northwest. Any course work completed at another institution must be approved.
8. Applicants who hold a teaching certificate and need student teaching experience to extend the level of certification may complete this requirement through Northwest. These applicants may then be eligible for verification of completion of minimum state requirements.

GRADUATION REQUIREMENTS

Yes	No	
_____	_____	Check that any delayed grades are removed
_____	_____	30 hr. diversity requirement complete
_____	_____	Apply for your degree one semester prior to graduation in the Registrar's Office
_____	_____	Maintain a 2.75 GPA overall, 3.0 GPA in major, and a 3.0 GPA in professional education courses
_____	_____	Successful completion of a Teacher Work Sample
_____	_____	Pass the appropriate Praxis II examination

**2012-2013 Designated Teacher Education Advisors,
Department Chairs with Education Programs and Deans**

College of Arts and Sciences Dr. Charles McAdams, Dean		
Department	Department Chair	Elementary/Secondary Advisor(s) or Secondary Advisor(s)
English and Modern Languages	Dr. Michael Hobbs	Ms. Brenda Ryan Dr. Jeff Loomis Dr. Nancy Mayer (Graduate Advisor) Dr. Jenny Rytting
Fine and Performing Arts (Art, Music, Theater)	Dr. David Oehler	Dr. Rebecca Dunnell Dr. Christopher Gibson Dr. Ernest Kramer Dr. Joe Kreizinger Dr. Brian Lanier Dr. Douglas Overmier Dr. Sheila Phillips Dr. Kendall Prinz Dr. William Richardson Dr. Pamela Shannon Dr. Kim Spradling Dr. Stephen Town
Humanities and Social Sciences (History, Humanities, Philosophy, Political Science)	Dr. Michael Steiner	Dr. Michael Steiner Dr. Joel Benson (Graduate Advisor)
Mathematics, Computer Science, and Information Systems	Dr. Phillip Heeler	Dr. Christine Benson Dr. Cheryl Gregerson Malm Dr. Jennifer Wall Dr. Nancy Zelif (also Graduate Advisor)
Natural Sciences (Biological Sciences, Chemistry/Physics, Geology)	Dr. Mark Corson	Dr. Karen Schaffer Ms. Susan Rená Smith Mr. Jeff Bradley

College of Professional and Applied Studies Dr. Gregory Haddock, Dean		
Department	Department Chair	Elementary/Secondary Advisor(s) or Secondary Advisor(s)
Agriculture Sciences	Dr. Eric Mousel	Mr. Rod Barr Dr. Naveen Musunuru (Graduate Advisor)
Business	Dr. Stephen Ludwig	N/A
Communication & Mass Media	Dr. David Shadinger	N/A

College of Education and Human Services Dr. Joyce Piveral, Dean		
Department	Department Chair	Elementary/Secondary Advisor(s) or Secondary Advisor(s)
Professional Education	Dr. Joseph Kreizinger	Dr. Kristina Alexander(Graduate Only—Specialist) Dr. Jane Andrews Dr. Barbara Crossland Dr. Margaret Drew Dr. Carole Edmonds (Graduate Only—Elementary & Secondary) Dr. Nancy Foley Dr. Terry Lovelace Dr. Barbara Martin Dr. Nissa Ingraham Mrs. Susanne Nuttall (advisor at NCMC site) Ms. Erin Oehler Ms. Vanessa Parsons Dr. Pradnya Patet Dr. Vickie Seeger (Teacher Leader) Dr. Shirley Steffens Ms. Pat Thompson
Health and Human Services (Health, Physical Education, Recreation, and Dance)	Dr. Matthew Symonds	Dr. Loren Butler Mr. Matthew Johnson Dr. Janet Reusser Ms. Gina McNeese Dr. Matt Symonds Dr. Rheba Vetter
Family and Consumer Sciences	Dr. Joyce Piveral	Ms. Charlotte Stiens
Behavioral Sciences	Dr. Carla Edwards	Graduate Education Advisor: Dr. Rochelle (Shelly) Hiatt
Alternative Certification	Dr. Janet Glenn	Dr. Janet Glenn

APPENDICES

Elementary/Middle School/Secondary Information

Course Number _____ Student Name _____
 Student Number _____ District _____
 School _____ Grade Level/Subject _____
 Supervising Teacher _____ Semester _____
 Grade-Classroom Evaluations _____ Grade-Seminar Written Assignments _____
 Course Grade _____ No. of University Classroom sessions _____

CLASSROOM EVALUATION

For the following competencies, please rate the student as:
 1- Satisfactory 2-Unsatisfactory 3-Not observed

	1	2	3
<u>Specialist</u>			
Demonstrates knowledge of content.....			
Designs lesson in a clear and logical format.....			
Selects and presents accurate subject matter.....			
Employs a variety of teaching techniques.....			
Conveys high expectations for students.....			
Constructs tests that reflect what has been taught.....			
<u>Generalist</u>			
Maintains classroom climate conducive to learning.....			
Manages time effectively.....			
Clearly communicates parameters for student behavior.....			
Uses correct grammar.....			
Provides appropriate feedback to students.....			
Accepts different racial, ethnic, cultural, and religious views.....			
<u>Leader</u>			
Willingness to accept responsibility.....			
Enthusiastic about teaching.....			
Emphasizes importance of lifelong learning.....			
Demonstrates positive interpersonal relations with students.....			
Relates well with members of staff.....			
Professional in appearance and behavior.....			

Standards established by the Missouri Department of Elementary and Secondary Education require that this information be discussed with student.

Supervisor _____ Practicum Student _____
 Date _____ Date _____

Signature indicates this has been discussed. (over)

Northwest Missouri State University Diverse Clinical/Field Experience Matrix

Name: _____ PIDM: _____ Certification Area(s): _____

Course #	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Other	School
62-420 Clas Mgr Dis & Con Inst.																
15-210 Child Development																
62-211 Observ. in Elem. School																
62-407/62-456 Elem. Lang. Arts																
62-410 Elementary School Soc. Std.																
62-543 Pract. in Early Childhood																
61-260 Secondary Teach. Prac. 1																
61-262 MS Teach Prac I																
61-360 Secondary Teach. Prac. II																
61-362 MS Teach Prac. II																
62-511 Curr. Dev. in MS/Junior High																
62-371 Intro to Special Education																
62-380 Diag. & Corrective Reading																
62-382 Intro. to Cross. Cat.																
62-384/385 Tchg. Students w/C. Cat. (ADAD/BEH)																
62-386/387 Tchg. Students w/C. Cat. (FUN/PHY)																
62-444 Pract. In Sp. Ed: Cross Cat.																
Dept. Methods																
Other																

In the appropriate box indicate the number of hours on completed of diversity clinical/field experience. Form must be turned in to the TESS office for record-keeping.

List Diverse Setting Experience – School/Agency/Organization

A. _____

B. _____

C. _____

D. _____

Name: _____

919#: _____

Northwest Missouri State University Culturally Diverse Field Experience Demographic Verification Form

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

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

	Students	Teachers	Supervisors	Other
Ethnicity				
Race				
Socioeconomic Status				
Gender				
Abilities/Disabilities				
Language				
Religion				
Sexual Orientation				
Geographic Location				
High Risk Students				
Elderly				
Other Underrepresented Groups				

7. For each population that was different than you, please explain how:
8. What new knowledge or skills did you learn from this experience?
9. What new learning strategies did you adopt?

10. What services did you provide during this experience to fit the needs of this population?
11. How did you communicate with members of this population in a way that was sensitive to their differences?
12. How did you incorporate different and similar perspectives from your own background while providing services?
13. In the future, how would you develop an environment that values diversity?
14. Were there instances when you demonstrated fairness and the perspective that everyone can learn?
15. How will this experience help you to become a more professional educator?
16. Did this activity take place in a school building? If so, please answer the following:

District Name:

School Name:

____ Total number of students enrolled in the building

____ Total number of students enrolled in your grade level or assigned classes

17. Base the following on your grade level or classes you interacted with:

____ % Hispanic

____ % Black, non-Hispanic

____ % American Indian or Alaska Native

____ % Asian or Pacific Islander

____ % White, non-Hispanic

____ % Two or more races

____ % Other

____ % Race/ethnicity unknown

____ % Eligible for free/reduced lunch

____ % Individual Education Plan

____ % English Language Learners

____ % Physical disability/504

Student Signature and date: _____

On-site Supervisor Signature and date: _____

University Faculty Signature and date: _____

TESS Coordinator Signature and date: _____

****All signatures are necessary before this form can be filed in the TESS Office.****

Dispositions Assessment Process

University Supervisor/Instructor/Cooperating Teacher Assessment of Teacher Dispositions

- Intro to Special Ed—62-371
- Practica and Methods Courses: 10-290, 17-471, 17-498, 19-484, 22-433, 22-437, 22-523, 27-305, 62-420, 62-543, 61-360, 61-362, 62-511, 62-371, 62-444, 62-456, 68-629, 78-630
- Student Teaching

General Education/Methods Instructor Assessment of Teacher Dispositions

- 03-580, 10-380, 10-580, 13-382, 13-480, 14-480, 15-580, 17-580, 17-582, 19-482, 28-380, 28-580, 28-582, 29-480, 36-480, 44-580

Self/Peer Assessment of Teacher Dispositions

- 62-211, 61-260, 61-262

Operations:

At the beginning of the course, university instructors will inform students that dispositions will be monitored. Prior to submitting a low disposition rating, the university instructor will notify the student that the rating is being submitted.

Dispositions Monitoring Process:

- Disposition results will be monitored as soon as the student declares education as their major and/or applies to be admitted to Teacher Education
- Dispositions forms will be available on the Tk20 system to all advisors, course instructors, university supervisors and cooperating teachers of students with an education major.
- Each student's advisor will have access to past student disposition results at any time.
- Also, Tk20 will generate annual reports on student disposition results to be shared with each student's advisor.
- If patterns of negative dispositions emerge, this could be cause for a discussion between the student and the advisor.
- If a disposition is extremely negative or a student's negative behavior is not amended after a meeting with their advisor, the matter will be referred to the Teacher Education Guidance Committee (TEGC). Consequences for negative behavior, including expulsion from the teacher education program, will be considered by the TEGC.

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

**NORTHWEST MISSOURI STATE UNIVERSITY
ELEMENTARY PROFESSIONAL EDUCATION PROGRAM-ADVISEMENT CHECKLIST**

- FRESHMAN: (0-29 hrs.) HAVE YOU...? DATE COMPLETED
1. Been assigned an education advisor? _____
 2. Passed at least one (1) of the English Composition Courses? _____
 3. Passed at least one (1) of the required SCIENCE courses taken on the major in Elem Ed with a "C" or better? _____
 4. Passed 62-211 Obs & Act in Elem Sch and 62-216 Lit for Elem Sch with a "C" or better? _____
 5. Passed Freshman Seminar? _____
 6. Discussed MATH sequence with your advisor? _____
 7. Discussed and determined with your advisor your future in Elem Ed in relation to which one of the following six (6) areas of specialization:
 - Elem Ed with an Elem Subject Area Concentration
 - Middle and Jr. High School
 - Early Childhood
 - Early Childhood Special Ed
 - Elem Ed and Special Education Cross Categorical
 - Special Education Cross Categorical

 8. Received and reviewed your copy of the NWMSU Professional Education Handbook (in 62-211 Obs & Act). _____
 9. Started preparation of portfolio? _____
- JUNIORS: (60-90 hrs.) HAVE YOU...?
1. Been officially admitted to the Professional Education Program? _____
 2. Planned the sequence of your remaining courses (including your minor)? _____
 3. Secured a block change petition from the TESS office? (if you want to change student teaching dates) _____
 4. Requested a senior statement (after 75-80 hrs. completed)? _____
 5. Completed 66-356 and made sure artifacts and reflection pieces speak to competencies as defined in State Standards for beginning teachers? _____

- SOPHOMORES: (30-59 hrs.) HAVE YOU...? DATE COMPLETED
1. Passed both English Composition Courses? _____
 2. Passed the Using Computers Course? _____
 3. Passed at least (1) of the sequence of three (3) MATHEMATICS courses taken on the major in Elem. Ed.? _____
 4. Passed at least two (2) of the SCIENCE courses taken on the major in Elem. Ed. With a "C" or better? _____
 5. Submitted your application for admission to the Tchr Ed.I Program with the TESS Office after:
 - a) having completed forty-five (45) hours with a 2.5 grade average,
 - b) completed the General Studies core courses,
 - c) filed an A.C.T. score of 21 or better,
 - d) earned a "C" or better in Speech, Observation and Activity, and other education courses,
 - e) passed the C-BASE? (Apply through Counseling Center)

 6. Added artifacts & reflection pieces to portfolio? _____
- SENIORS: (90-124 hrs.) HAVE YOU...?
1. Reviewed your Senior Statement with your advisor? _____
 2. Applied to do your Directed Teaching? _____
 3. Made sure you have no delayed (DL) grades outstanding? _____
 4. Made application for graduation at least one semester prior to graduation? _____
 5. Visited the Placement Office to set up a credentials file? _____
 6. Earned a GPA of 2.5 or better in major and in C.G.P.A.? _____
 7. Have a study plan for preparing for PRAXIS Exam? _____
 8. Polished and refined portfolio? _____
 9. Check Diversity Hours with TESS _____
 10. Passed the PRAXIS? _____

ADVISORS:
Give one copy of this checklist to the student. Attach a second copy to the student's file. Date each point after discussing with the student.

**NORTHWEST MISSOURI STATE UNIVERSITY
SECONDARY PROFESSIONAL EDUCATION PROGRAM~ADVISEMENT CHECKLIST**

FRESHMAN: (0-29 hrs.) HAVE YOU...?

DATE COMPLETED

1. Been assigned an education advisor? _____
2. Passed at least one (1) of the English Composition Courses? _____
3. Began taking courses required for admittance to the Professional Education Program? _____
4. Passed 62-211 Obs & Act in Elem Sch OR Practicum I (62-260 Sec or 62-262 MS or 22-260 Physical Ed) with C or better? _____
5. Passed Freshman Seminar? _____
6. Received and reviewed your copy of the NWMSU Professional Education Handbook (in 62-211 Obs & Act or 62-260 Sec or 62-262 MS or 22-260 Physical Ed). _____
7. Subscribed to Tk20 and uploaded appropriate key assessments? _____
8. Registered with the Family Care Safety Registry and submitted verification of your registration to the TESS Office? _____

JUNIORS: (60-90 hrs.) HAVE YOU...?

1. Been officially admitted to the Professional Education Program? _____
2. Planned the sequence of your remaining courses (including your minor)? _____
3. Notified the TESS Office if you want to change student teaching dates? _____
4. Requested a senior statement from the Registrar's Office (after 75-80 hrs. completed)? _____
5. Completed appropriate key assessments that speak to competencies as defined in the MoSPE standards and submitted to the Tk20 system? _____

SOPHOMORES: (30-59 hrs.) HAVE YOU...?

DATE COMPLETED

1. Passed both English Composition Courses? _____
2. Passed an Information Technology Competency Course? _____
3. Passed all courses required for admission the Professional Education Program? _____
4. Submitted your application for admission to the Tchr Ed.I Program with the TESS Office after: _____
 - f) having completed forty-five (45) hours with a 2.75 overall GPA, 3.0 major GPA, and 3.0 prof ed GPA
 - g) completed the General Studies core courses,
 - h) A.C.T. score on file
 - i) earned a "C" or better in Speech, Observation and Activity, and other education courses,
 - j) passed the C-BASE? (Apply through Testing Center)
5. Completed appropriate key assessments that speak to competencies as defined in the MoSPE standards and submitted to the Tk20 system? _____

SENIORS: (90-124 hrs.) HAVE YOU...?

1. Reviewed your Senior Statement with your advisor? _____
2. Applied to do your Directed Teaching? _____
3. Made sure you have no delayed (DL) grades outstanding? _____
4. Made application for graduation at least one semester prior to graduation? _____
5. Visited the Placement Office to set up a credentials file? _____
6. Earned a GPA of 3.0 or better in major and professional ed and a 2.75 cumulative GPA? _____
7. Have a study plan for preparing for PRAXIS Exam? _____
8. Check Diversity Hours with TESS _____
9. Passed the PRAXIS? _____
10. Completed appropriate key assessments that speak to competencies as defined in the MoSPE standards and submitted to the Tk20 system? _____
11. Applied for certification? _____

ADVISORS:

Give one copy of this checklist to the student. Attach a second copy to the student's file. Date each point after discussing with the student.

**Post-Baccalaureate
Information For
Secondary Education
Students**

Post-Baccalaureate Mileposts

1. Meet with Secondary Education Coordinator to develop Teacher Certification Contract;
2. Meet with content area advisor to evaluate transcripts and develop plan to address content deficiencies;
3. Check with TESS office (AD 348) to confirm a completed teacher certification contract is on file for you;
4. For GIST students, work with Secondary Education Coordinator and content advisor to complete an Approved Program Form for the master's degree and a certification contract;
5. Take the GRE (Graduate Record Exam) and have official scores sent to Northwest Missouri State University. Take your copy of the scores to the TESS Office and confirm the results have been entered into your file;
6. Subscribe to the Tk20 Assessment System.
7. Apply for admission to Teacher Education at the TESS Office (AD 348) – indicate you are a post-baccalaureate student to receive the appropriate form. This can be done through Tk20.
8. Work towards maintaining a minimum cumulative GPA of 2.75. (If you are completing undergraduate courses to fulfill deficiencies, you must also maintain a minimum GPA of 3.0 in your major area of study and in professional education courses.)
9. All students must complete a Criminal Background Check prior to admission to teacher education. You will register with the Family Care Safety Registry at a cost of \$11. (See p. 10 for procedure).
10. Complete 61-650 Improvement of Teaching with a grade of "B" or above (**you must receive grade of "B" or above to be eligible for student teaching**);
11. Complete diversity hour requirements and submit verification forms and reflections to the Secondary Education Coordinator;
12. Complete practicum requirements (equivalent of 2 credit-hours) in conjunction with the 61-651 Seminar and Practicum course and submit verification forms to the Secondary Education Coordinator;
13. Apply for student teaching during the fall or spring trimester prior to student teaching.
15. During student teaching, complete the Teacher Work Sample project and submit to Tk20. The student teacher is required to pass each TWS element in order to earn a passing grade for student teaching. Failure to earn a passing score on all elements of the TWS will result in a failing grade for all student teaching hours;
16. Take the PRAXIS II exam and achieve a passing score;
17. Apply on-line for certification through the Department of Elementary and Secondary Education website during the last semester of enrollment. (See page 32 for procedure or the following website: <http://www.nwmissouri.edu/dept/peu/certification/moteacher.htm>).
18. Students working towards an M.S.Ed. degree concurrently with completing certification requirements must also apply to take comprehensive examinations and apply for the master's degree in the Graduate Office (AD 257)

**Northwest Missouri State University
RECOMMENDATION FOR CERTIFICATION CONTRACT
Secondary and K-12 Certification Programs**

Date: _____

Name of Person Seeking Certification: _____

Address: _____

Social Security Number: _____ Phone Number: _____

Area and Level of Certification Sought (e.g. Mathematics 9-12): _____

Verification of degree for a regionally accredited institution if not recorded on
Northwest Missouri State University transcript:

Degree Granted: _____ College: _____ Date of Graduation: _____

_____ Admissions/Certification Officer or Advisor

_____ Date

Courses Required (Deficiencies)

The student must: 1) Have a 2.50 GPA overall, in the subject area, and in professional education with no grade lower than a "C" in professional education courses. 2) Be admitted to teacher education at Northwest Missouri State University. 3) Fulfill all exit requirements to be recommended for a teaching certificate.

<u>Specialty Area (Major) Requirements</u>	<u>Completed</u>	<u>Not Completed</u>	<u>Professional Education Requirements</u>
_____	_____	_____	61-651 Sem & Prac in Tchg (3)
_____	_____	_____	62-353 Reading in Content Areas (2) or 62-553 Reading Progs in Sec Sch (3)
_____	_____	_____	62-371/08-503 Intro Sp. Ed. (2-3) or 62-641 Educ the Exceptional Child
_____	_____	_____	61-649 Issues in Education (3) or 61-695 Philosophy of Education (3)
_____	_____	_____	__-480 Methods in Subj. Field (2-3) or __-580 Methods in Subj. Field (2-3)
_____	_____	_____	61-650 Improvement of Teaching (3)
_____	_____	_____	61-472 Dir. Tchg Sec Sch (10) or 61-470 Dir. Tchg El/Sec Sch (10) or 61-690 Internship in Teaching (8)
<u>Exit Requirements:</u>			
<u>MOSTEP Preservice Teaching Portfolio &TWS</u>	_____	_____	08-303 Educ. Psychology (3) or 08-603 Advanced Ed. Psych (3)
<u>Verification of Diversity Hours (6 clock hrs.)</u>	_____	_____	08-322 Adolescent Psych (2) or 08-633 Advanced Adol Psych (3)
<u>Successful Completion of PRAXIS II Exam</u>	_____	_____	

_____ Subject Area Advisor's Signature/Date

_____ Education Advisor's Signature/Date

Requirements for Admission to Teacher Education Program for Secondary Education Post-baccalaureate Candidates

Monitor your program:

Yes	No	
_____	_____	Complete transcripts on file in TESS office
_____	_____	Certification contract on file in the TESS office
_____	_____	Education writing sample scored at a proficient level on file in the TESS office
_____	_____	Official GRE scores on file with the Graduate Office and results submitted to the TESS office (AD 348) (GRE scores must meet admission requirement for specific program – see graduate catalog)
_____	_____	*Minimum cumulative GPA of 2.75 on all transcripts
_____	_____	*Minimum GPA of 3.00 in major field of study related to certification area on transcripts
_____	_____	Complete Criminal Background Check

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

*New requirements will go into effect on August 1, 2013

Procedure for admission to the Professional Education Program

1. Post-baccalaureate students must meet the graduate admission requirements of the major department, regardless of whether the M.S.Ed. Degree is being sought.
2. Qualified students seeking admission to the Professional Education Program must register with the TESS Office (AD 348). NOTE: admission forms will not be issued until all criteria have been met. Post-baccalaureate students should identify themselves as such to insure receiving the proper forms.
3. Students who have meet the admission requirements will be issued an Application for Admission to the Professional Education Program. This form will be sent to the student at the end of the block. Students will meet with the Secondary Education Coordinator for approval. By signing the application, the Coordinator is certifying that she/he met with the student in conference, and that the student is qualified to continue in the Professional Education Program.

Return signed form to the TESS Office for final approval by TESS Coordinator. A copy of the approved form will be sent to the student and advisor. The TESS Office must approve any changes in the anticipated student teaching block/professional semester once admission to the Professional Education Program has been obtained.

4. Students seeking allowable exceptions to admissions requirements must petition through the TESS Coordinator. The student will be notified in writing when a decision concerning the petition has been made.
5. Upon return of the completed application to the TESS office, the student will be admitted to the Professional Education Program. A copy of the application will be given or mailed to the student and the Secondary Education Coordinator.

Teacher Education Guidance Committee

This committee considers those professional education students who have deficiencies which are so serious that their success in the field of teaching would be in jeopardy. Such deficiencies may or may not relate to quantitative criteria.

The guidance committee is an ad hoc subcommittee of the Council on Teacher Education. Although the Council on Teacher Education has overall reviewing authority, this subcommittee, known as the Teacher Education Guidance Committee, develops and implements the necessary procedures. Committee members may include the assistant director of Teacher Education, chairperson of the Department of Professional Education, field experiences representative, chairperson or director of the student's major studies area, the student's advisor, and faculty who have taught the student. These committee members are included since they possess relevant information about the student.

Any University faculty member may refer a student to the Teacher Education Guidance Committee. The chairperson of the Council on Teacher Education will then structure the ad hoc committee and arrange a meeting to which the student may be called to appear. The chairperson will then report the decision of the committee to the student.

The committee will take one of four courses of action in regard to a student in question:

1. No action; the student would continue in the Teacher Education Program.
2. Recommend remedial actions that the student must take, to be followed by further screening.
3. Recommend remedial action and suspension from the Teacher Education Program until the student has met said requirements of the committee.
4. Recommend that the student be terminated from the Teacher Education Program, in which case he or she would not be permitted to complete any program from this University leading to educator certification.

All students will have the right to appeal in person regarding decisions rendered by the Teacher Education Guidance Committee. The purpose of the appeal is not to provide a secondary hearing of a case already heard by the committee, but rather to ensure that students have been able to present all information pertaining to their case and that proper protocols have been followed. Students should provide a basis for their appeal by submitting either new information (e.g. documentation from a doctor, counselor, or official) pertaining to their case, or evidence of error or bias on the part of the previous committee. The students must initiate the appeals process by contacting the Office of the Dean of the College of Education and Human Services.

**For post- baccalaureate students, this process is pending approval from the Council on Teacher Education (COTE) and the Graduate Council.

Graduate Experience In Diverse Setting

Description: Degree seeking graduate students and post baccalaureate students seeking teacher certification are required to complete a six hour diversity experience.* It is expected that this will be a meaningful experience through which the student will evaluate assumptions about teaching/administration/counseling in diverse settings and reflect on how the experience may alter those assumptions. The overall goal is to enable the student to observe and reflect on effective educational practice in diverse settings. All students completing a Graduate Approved Program Form or Teacher Certification Contract after August 1, 2002 are expected to fulfill this requirement. The Graduate Diversity Experience will be listed by the advisor on the Approved Program Form as a requirement. For post-degree graduate students seeking certification only, this requirement will be included in the certification contract.

Procedure:

1. On the attached verification form you will be asked to select from the Menu of Options and provide an explanation of the experience. Types of experiences include:
 - School visit
 - Job Shadowing
 - Teacher Exchange
 - Observation of a classroom/another setting
 - Other as approved by academic advisor
 - Combination of the above experiences totaling six hours
 - Volunteer work
2. Upon completion of the graduate diversity experience, submit the Graduate Experience in Diverse Setting Reflective Thinking Template and the Graduate Experience in Diverse Setting Verification Form to the Secondary Education Coordinator.
3. These forms (see item 2 above) should be included in the MOSTEP portfolio.
4. Note: You should maintain a copy of these forms (see item 2 above) for your use in various diversity related activities in coursework.

*According to NCATE cultural diversity is defined as the variety of cultural backgrounds of candidates, faculty and school personnel based on ethnicity, race, language, religion, socioeconomic status, gender, regional/geographical background and exceptionalities. NCATE does not consider diversity of regional or geographic origins, religion, or language groups to be good faith representation of wide-range cultural diversity.

Graduate Experience Verification in Diverse Setting Form

Student Name: _____

ID#: _____

1. Type of experience(s)

- School visit
- Job Shadowing
- Teacher Exchange
- Observation of a classroom/another setting
- Volunteer work
- Other as approved by academic advisor
- Combination of the above experiences totaling six hours

Population Served

- ___ Racial/Ethnic minority
- ___ Economically disadvantages
- ___ Persons with disabilities
- ___ High risk students

Brief description of the experience:

In the space below, provide a brief explanation/additional details of the diverse experience and setting:

Signature of the on-site professional verifying completion of the experience in a diverse setting:

Title of on-site professional: _____

Name of the school/setting: _____

Location/Address of the school/setting: _____

Phone number where the on-site professional can be contacted: _____

Date diversity experience was completed _____

2. Graduate Diversity Experience Reflective Thinking Template completed and attached to this form

- Reflection based on the experience in a diverse setting has been submitted.

Date: _____

Note: Please be certain you keep a copy of this form for reference in class assignments.

Graduate Experience in Diverse Setting Reflective Thinking Template

Please respond to each of the following in relation to your experiential background and what this diverse experience has meant to you as a professional.

1. Which of your values/beliefs/instructional practices have been_____ by this experience? Explain why.

____Affirmed

____Challenged

2. How would you modify your current teaching/leadership practices as you work with students in a diverse setting?

3. Something I learned from this experience which is valuable to me as a professional is:

4. As a result of this experience...

Graduate Experience in Diverse Setting proposal Form

Student Name: _____

Student ID#: _____

Proposal Submission Date: _____

Brief Description of Proposal:

Advisor Approval _____ Yes _____ NO

Signature of Academic Advisor: _____

Date of Approval: _____

Advanced Program Dispositions

This graduate disposition will be used at four specific times during the academic program of all students in advanced education programs. This will be used for the first time in place of a letter of reference by a supervisor or someone else who can provide reliable disposition information about the potential student. It will be used the second time during a midpoint of the student's degree program. This time it will be completed by an advisor, or if the advisor has not had the student in a course, it will be completed by an instructor who has had the student in a course. This midpoint disposition will be completed after the student has completed 9 or 12 credit hours, depending on the program. The third time the disposition will be used it will be completed as a self-report by the student at the end of their program. The fourth and final iteration will be completed at the end of the program by an advisor or group of faculty who have had the student in their advanced courses. This will provide a post evaluation after the midpoint disposition.

In addition, this form may be used at any time during a student's career when a course instructor, advisor, supervisor or cooperating teacher wishes to report on any extraordinary disposition they have observed by the student. Disposition results highlighting extremely unprofessional or otherwise detrimental behavior will be shared immediately with members of the Teacher Education Guidance Committee (TEGC). Consequences for negative behavior, including expulsion from the program, will be considered by the TEGC.

Advanced Educational Candidate Disposition Inventory

ADMINISTRATIVE SECTION

Candidate Name:

Reference Name:

Program of Study:

Dispositions are 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 by the candidate.

- | | |
|-------------------|---|
| 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 candidate:

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

If you indicated “Disagree” or “Strongly Disagree” for any item from 1-7, please explain:

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

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

If you indicated “Disagree” or “Strongly Disagree” for any item from 8-14, please explain:

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

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

If you indicated “Disagree” or “Strongly Disagree” for any item from 15-21, please explain:

Post-Baccalaureate Practicum Experience

Teacher candidates applying for certification are required by the state to complete clinical field experiences, as follows:

Clinical Experiences:

Certification in grades 9-12 should include clinical experience at the secondary level. A minimum of two (2) semester hours *prior to student teaching* and a minimum of eight (8) semester hours or students teacher in grades 9-12 is required.

(See: [http://www.dese.mo.gov/schoollaw/rulesregs/EducCertManual/04_SecondaryEduc_03\(2\).pdf](http://www.dese.mo.gov/schoollaw/rulesregs/EducCertManual/04_SecondaryEduc_03(2).pdf))

Post-Baccalaureate teacher candidates will complete this practicum requirement as part of the 61-651: Seminar and Practicum Course. Candidates will complete a total of 32 clock-hours in one or more secondary classrooms. The practicum experiences may include a combination of observation, tutoring, small-group instruction, and whole-group instruction. A minimum of 10 clock-hours must be spent in teaching activities (small- or whole-group instruction) as documented with lesson plans developed for these activities.

Teacher candidates will submit one copy of the Practicum Experience Verification Form (see page 61) to the instructor of the 61-651 Seminar and Practicum in Teaching course **and** one copy to the Secondary Education Coordinator. This experience must be verified prior to applying for student teaching.

Practicum Verification Form

Please submit one form for each classroom you visit during the practicum experience. Multiple visits to the same classroom can be shown in the log at the bottom of the page. The signature of your cooperating teacher is needed to verify completion of the activities listed.

Name: _____ ID#: _____

Name of school: _____

Location/Address of school: _____

Phone number where the cooperating teacher may be contacted: _____

Date	Start/End Time	Grade Level	Type of Activity*	Lesson Taught**

*"Type of activity" may include observation, tutoring, small-group instruction, whole-group instruction, assessment activities, etc.

** Attach lesson plans for teaching activities. At least 10 clock-hours of practicum experience must be spent in actual teaching activities (small- or whole-group instruction)

VERIFIED BY _____ DATE: _____
Signature

Information for ALL students

MISSOURI TEACHER STANDARDS

Introduction

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 teaches 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.

Standard #1: Content knowledge and 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 all students. *[SB 291 Section 161.380.2 (3) The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.]*

- Quality Indicator 1: Content knowledge and academic language
- Quality Indicator 2: Engaging students in subject matter
- Quality Indicator 3: Disciplinary research and inquiry methodologies
- Quality Indicator 4: Interdisciplinary instruction
- Quality Indicator 5: Diverse social and cultural perspectives

Standard 1—Quality Indicator 1: Content Knowledge and Academic Language				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
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.	1N1) The new teacher demonstrates breadth and depth of content knowledge in the fields to be taught, demonstrates accuracy during classroom practice, and communicates the meaning of academic language in his/her discipline to students.	1D1) The developing teacher knows the discipline applicable to curriculum standards (local, state, national) and delivers accurate content learning experiences. The developing teacher treats content as not a fixed body, but is complex and ever evolving and is able to research content needed to teach effectively and with fidelity. The developing teacher incorporates academic language into learning activities.	1P1) The proficient teacher expands his/her knowledge applicable to curriculum standards. He/she infuses new information into instructional units and lessons. The proficient teacher displays solid knowledge of the important concepts of the discipline and how these relate to one another. The proficient teacher enables students to use academic language related to their discipline with ease.	1S1) The distinguished teacher has mastery of the subject(s) he/she teaches including a deep understanding of the history, structure and real-world applications of the subject. He/she infuses knowledge into instruction continuously and uses this continuing acquisition of knowledge to contribute to the field's professional learning society or the school/district through research or curriculum development. The distinguished teacher enables students to communicate effectively using academic language.
Standard 1—Quality Indicator 2: Engaging Students in Subject Matter				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
1C2) The teacher candidate demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.	1N2) The new teacher draws from multiple sources to gather knowledge of student level of understanding in order to engage student interest/activity in the content.	1D2) The developing teacher uses knowledge of student level of understanding to select a variety of differentiated instructional strategies to purposefully engage students and advance student content knowledge.	1P2) The proficient teacher uses specific instructional strategies to advance each individual student's learning in the content area.	1S2) The distinguished teacher facilitates student-directed learning activities, individual and collaborative, to deepen student knowledge and understanding in the content area.
Standard 1—Quality Indicator 3: Disciplinary Research and Inquiry Methodologies				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
1C4) The teacher candidate can create and implement interdisciplinary lessons that are aligned with standards.	1N4) The new teacher demonstrates the ability to make interdisciplinary content connections during instruction.	1D4) The developing teacher implements meaningful learning experiences that require students to apply disciplinary knowledge to real work problems with interdisciplinary themes.	1P4) The proficient teacher develops and implements projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines.	1S4) The distinguished teacher connects current interdisciplinary themes to his/her discipline(s) and weaves those themes into meaningful learning experiences through collaboration with students, colleagues, and/or real-world partners.

Standard 1—Quality Indicator 5: Diverse social and cultural perspectives				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
1C5) The candidate demonstrates understanding of diverse cultural perspectives and recognizes the potential for bias in his/her representation of the discipline.	1N5) The new teacher facilitates students' ability to develop balanced, diverse social and cultural perspectives that expand student understanding of local and global issues surrounding disciplinary content while recognizing the potential for bias in his/her representation of the discipline.	1D5) The developing teacher designs instruction that incorporates global perspectives about national/regional/ethnic contributions to, and cultural differences/interpretations of the discipline while critically examining bias in representations of the discipline.	1P5) The proficient teacher builds background knowledge from a variety of perspectives and engages students in the kind of questioning and challenging of conventional assumptions and standard approaches to the discipline that is critical to fostering innovation, solving global challenges, and assuring a healthy democracy.	1S5) The distinguished teacher facilitates student action to address real-world problems related to the discipline that improve their community and/or world.

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. *[SB 291 Section 161.380.2 (1) Students actively participate and are successful in the learning process; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]*

- Quality Indicator 1: Cognitive, social, emotional and physical development
- Quality Indicator 2: Student goals
- Quality Indicator 3: Theory of learning
- Quality Indicator 4: Meeting the needs of every student
- Quality Indicator 5: Prior experiences, learning styles, multiple intelligences, strengths and needs
- Quality Indicator 6: Language, culture, family and knowledge of community

Standard 2—Quality Indicator 1: Cognitive, Social, Emotional, and Physical Development				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
2C1) The teacher candidate knows and identifies child/adolescent development stages and can apply them to students.	2N1) The new teacher understands students' cognitive, social, emotional, and physical development that influences learning and knows how to address these factors when making instructional decisions.	2D1) The developing teacher applies models of child/adolescent growth and development to guide his/her understanding of how young people mature and ranges of individual variation within each domain and uses this knowledge to make instructional decisions.	2P1) The proficient teacher assesses the individual performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, and physical) that leads to the next level of development.	2S1) The distinguished teacher shares effective practices with colleagues to assess individual performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, and physical) that leads to the next level of development.

Standard 2—Quality Indicator 2: Student Goals

Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
2C2) The teacher candidate demonstrates the ability to set short- and long-term goals, organize, implement, and self-reflect.	2N2) The new teacher encourages student responsibility through establishment of clear expectations.	2D2) The developing teacher encourages students to be responsible by helping them set goals.	2P2) The proficient teacher assists students to set short- and long-term goals, organize, implement, and self-reflect in the classroom.	2S2) The distinguished teacher has a mastery of knowing how to help learners work productively and cooperatively with each other to achieve learning goals and is an instructional leader in effective goal setting.

Standard 2—Quality Indicator 3: Theory of Learning

Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
2C3) The teacher candidate applies knowledge of the theory of learning.	2N3) The new teacher applies theories of learning by intentionally aligning planned instruction with delivered instruction.	2D3) The developing teacher applies theories of learning by differentiating instruction to meet individual student needs.	2P3) The proficient teacher continuously applies theories of learning in instruction and stays current on research-based learning theories and applies them in the classroom.	2S3) The distinguished teacher continuously applies theories of learning in instruction, stays current on research-based learning theories, applies them in the classroom, models and/or shares effective learning and teaching alignments with other teachers.

Standard 2—Quality Indicator 4: Meeting the Needs of Every Student				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
2C4) The teacher candidate recognizes diversity and the impact it has on education.	2N4) The new teacher acknowledges differences in others and is self-aware of his or her own limitations related to fostering an effective learning environment.	2D4) The developing teacher respects and values each student with whom they work.	2P4) The proficient teacher establishes an inviting and nurturing educational environment.	2S4) The distinguished teacher cultivates the unique skills and talents of every child. The distinguished teacher creates a trusting relationship with students that engages them in learning and encourages them to ask questions, take risks, and enjoy learning.
Standard 2—Quality Indicator 5: Prior Experiences, Learning Styles, Multiple Intelligences, Strengths, and Needs				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
2C5) The teacher candidate is aware that students' prior experiences, learning styles, multiple intelligences, strengths, and needs impact learning.	2N5) The new teacher identifies students' prior experiences, learning styles, multiple intelligences, strengths and needs when designing and implementing lessons.	2D5) The developing teacher creates lessons and instructional activities that recognize the individual needs of all learners and variation in prior knowledge/experiences, learning styles, multiple intelligences, strengths, and needs.	2P5) The proficient teacher meets every child where they are—developmentally, cognitively, physically, affectively, and plans instructions that will engage the student and help them to move forward in their learning and development as informed by district/state guidelines.	2S5) The distinguished teacher shares with others ways to meet every student where they are, provides clear, accurate instruction that advances each student's learning of the curriculum as established by district/state guidelines, employs authentic strategies for students to become more successful learners and excites interest in students so they want to learn more about the subject being taught.
Standard 2—Quality Indicator 6: Language, Culture, Family and Knowledge of Community Values				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
2C6) The teacher candidate shows an understanding that instruction should be connected to students' prior experiences and family, culture, and community.	2N6) The new teacher modifies instruction to reflect his/her understanding of how students' learning is influenced by individual experience, talents, and prior learning, as well as language, culture, family and community values.	2D6) The developing teacher anticipates and responds to differentiated learning needs by reviewing demographic and biographical data of students.	2P6) The proficient teacher creates a learning community in which individual differences are respected, uses approaches that incorporate and are sensitive to the multiple experiences of learners, their family, culture, and community and teaches respect for all students.	2S6) The distinguished teacher seeks to understand students' families, culture, and communities through mutual communication and connects instruction to students' experiences while creating a trusting environment by employing multicultural strategies, teaching tolerance, (multicultural strategies, prejudice reduction) and draws explicit connections during instruction and assignments that are related to students' experiences and culture.

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.

[SB 291 Section 161.380.2 (1) Students actively participate and are successful in the learning process; (2) Various forms of assessment are used to monitor and manage student learning; (3) The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior; (5) The teacher keeps current on instructional knowledge and seeks and explores teaching behaviors that will improve student performance.]

Quality Indicator 1: Implementation of curriculum standards

Quality Indicator 2: Develop lessons for diverse learners 3.2

Quality Indicator 3: Analyze instructional goals and differentiated instructional strategies

Standard 3—Quality Indicator 1: Implementation of Curriculum Standards				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
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.	3N1) The new teacher uses state and district curriculum guidelines and students' prior knowledge to make informed decisions about instructional objectives and plans keeping with district curriculum map/pacing guides and selects and creates learning experiences that are appropriate for state and district curriculum and assessments.	3D1) The developing teacher consistently formulates a variety of learning experiences that are appropriate for curriculum and are aligned with state and district curriculum and assessments.	3P1) The proficient teacher is able to evaluate the appropriateness of a curriculum, anticipates content, skill gaps, and/or misconceptions of the student, and aligns curriculum objectives to learning activities that correspond with state and district curriculum and assessments.	3S1) The distinguished teacher demonstrates leadership for the evaluation and development of curriculum aligned to national, state, and district curriculum and assessments.
Standard 3—Quality Indicator 2: Develop Lessons for Diverse Learners				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
3C2) The teacher candidate knows and understands learning styles and learning theory and selects appropriate strategies for addressing individual student needs.	3N2) The new teacher develops and implements lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance.	3D2) The developing teacher consistently formulates and implements lessons and activities based on available resources, the need of diverse learners, multiple assessment data, and ongoing analysis of student performance based on multiple assessment data and an analysis of student needs.	3P2) The proficient teacher selects, implements and evaluates a variety of instructional strategies based on multiple assessment data and an analysis of student needs.	3S2) The distinguished teacher demonstrates leadership in the development of instructional strategies and interventions to accomplish instructional goals based on multiple assessment data and an analysis of student needs.
Standard 3—Quality Indicator 3: Analyze Instructional Goals and Differentiated Instructional Strategies				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
3C3) The teacher candidate knows and understands the concept of differentiated instruction and short- and long-term instructional goal planning to meet student needs.	3N3) The new teacher can evaluate lesson plans relative to long- and short-term instructional goals and identify differentiated instructional strategies and content to meet student needs and enhance learning.	3D3) The developing teacher consistently evaluates lesson plans relative to long- and short-term instructional goals and selects differentiated instructional strategies and content to meet student needs and enhance learning.	3P3) The proficient teacher evaluates lesson plans relative to long- and short-term goals and adjusts instructional goals and modifies instructional strategies, content, and adjusts time to meet students' needs and enhance learning.	3S3) The distinguished teacher demonstrates leadership for the evaluation of long- and short-term instructional goals to modify instructional strategies, content, and adjust time to meet students' needs and enhance learning.

Standard #4: Teaching for critical thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including instructional resources. [SB 291 Section 161.380.2 (1)

Students actively participate and are successful in the learning process.]

Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

Quality Indicator 3: Cooperative learning

Standard 4—Quality Indicator 1: Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
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.	4N1) The new teacher selects various types of instructional strategies and appropriate resources to achieve instructional goals and meet student needs and engages students in active learning that promotes the development of critical thinking and problem solving skills.	4D1) The developing teacher assures student growth by keeping students motivated and focused with frequent instructional opportunities for students to use higher order and problem solving skills.	4P1) The proficient teacher effectively and consistently applies a range of instructional techniques that require students to think critically and problem solve.	4S1) The distinguished teacher moves fluently through a range of instructional techniques that keeps students motivated, engaged and focused to think critically and problem solve, allowing them to assume responsibility for their own learning. The teacher can serve as a leader by offering constructive assistance and modeling the use of instructional strategies, materials and technology that maximize student learning.
Standard 4—Quality Indicator 2: Appropriate Use of Instructional Resources to Enhance Student Learning				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
4C2) The teacher candidate demonstrates knowledge and its application of current instructional resources and how they benefit the teaching and learning process.	4N2) The new teacher uses a variety of instructional resources to enhance the teaching and learning process.	4D2) The developing teacher consistently selects and uses developmentally appropriate instructional resources to enhance individual student academic performance and technological literacy.	4P2) The proficient teacher effectively selects and uses developmentally appropriate instructional resources to enhance individual student academic performance and technological literacy.	4S2) The distinguished teacher implements and applies instructional resources which promote student engagement in analysis, synthesis, interpretation, and creation of original products and can apply research on teaching and learning with technology to enhance their own teaching and of others.
Standard 4—Quality Indicator 3: Cooperative Learning				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
4C3) The candidate demonstrates knowledge and its application of multiple strategies for effective student engagement.	4N3) The new teacher identifies opportunities to employ individual and collaborative learning activities.	4D3) The developing teacher uses a variety of learning situations, such as independent, small group and whole class and creates guidelines for modeling individual and collaborative learning activities to help students define roles, strengthen social ties, and improve communication and collaborative skills.	4P3) The proficient teacher effectively combines flexible and varied independent, collaborative and whole-class learning situations to maximize student understanding and learning and applies grouping strategies to help students interact with people from different cultures and backgrounds.	4S3) The distinguished teacher models and mentors others on the use of flexible and varied independent, collaborative and whole-class learning situations that maximize student understanding and learning and increased interaction with people from different cultures and backgrounds.

Standard #5: Creating a positive classroom learning environment

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. *[SB 291 Section 161.380.2 (3) The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]*

Quality Indicator 1: Classroom management, motivation, and engagement

Quality Indicator 2: Managing time, space, transitions, and activities

Quality Indicator 3: Classroom, school and community culture

Standard 5—Quality Indicator 1: Classroom Management, Motivation, and Engagement				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
5C1) The teacher candidate recognizes the importance of the relationship between classroom management, motivation, and engagement strategies and techniques.	5N1) The new teacher understands the relationship between motivation and engagement strategies and techniques.	5D1) The developing teacher demonstrates an understanding of the relationship between motivation and engagement strategies and techniques in most classroom situations.	5P1) The proficient teacher consistently uses and builds upon the relationship between motivation and engagement strategies.	5S1) The distinguished teacher evaluates current research on the relationship between motivational and engagement theories and strategies then self-selects and implements strategies while evaluating their effectiveness.
Standard 5—Quality Indicator 2: Managing Time, Space, Transitions, and Activities				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
5C2) The teacher candidate recognizes the necessity of managing time, space, transitions, and activities.	5N2) The new teacher understands the value of managing time, space, transitions, and activities while considering student engagement.	5D2) The developing teacher engages students through the effective management of time, space, transitions, and activities.	5P2) The proficient teacher continuously uses effective management of time, space, transitions, and activities creating an environment that ensures student engagement.	5S2) The distinguished teacher organizes, allocates, and manages time, space, transitions, and activities which cause all students to be self-directed and take ownership of learning.
Standard 5—Quality Indicator 3: Classroom, School and Community Culture				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
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.	5N3) The new teacher learns the culture of the school and community and how to use it to influence student relationships in building an effective classroom learning environment.	5D3) The developing teacher utilizes the culture of the classroom and school to establish a classroom environment which positively affects student relationships and learning.	5P3) The proficient teacher incorporates the culture of the classroom, school, and community in establishing a classroom environment which maximizes positive student relationships and learning.	5S3) The distinguished teacher actively engages students in discussing and evaluating the culture of the classroom, school and community and their impact on relationships and learning.

Standard #6: Utilizing effective communication

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

291 Section 161.380.2 (4) The teacher uses professional communication and interaction with the school community; (6) The teacher acts as a responsible professional in the overall mission of the school.]

Quality Indicator 1: Verbal and nonverbal communication

Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

Quality Indicator 3: Learner expression in speaking, writing and other media

Quality Indicator 4: Technology and media communication tools.

Standard 6—Quality Indicator 1: Verbal and Nonverbal Communication				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
6C1) The teacher candidate develops the ability to use effective, verbal, nonverbal and communication techniques.	6N1) The new teacher uses correct, effective verbal and non-verbal communication skills.	6D1) The developing teacher consistently uses correct, effective verbal and non-verbal communication skills.	6P1) The proficient teacher fosters correct, effective verbal and nonverbal communication in their classroom through modeling and instructional practices. The teacher uses or develops strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.	6S1) The distinguished teacher facilitates correct, effective verbal and nonverbal communication in their school and community.
Standard 6: Quality Indicator 2: Sensitivity to Culture, Gender, Intellectual and Physical Differences				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
6C2) The teacher candidate develops sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and in responses to students' communications.	6N2) The new teacher demonstrates sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications.	6D2) The developing teacher examines their own bias, demonstrates and promotes sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications.	6P2) The proficient teacher helps students develop respect for all and sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and beyond.	6S2) The distinguished teacher promotes a respect for all and sensitivity to cultural, gender, intellectual, and physical ability differences throughout the school and community.
Standard 6—Quality Indicator 3: Learner Expression in Speaking, Writing and Other Media				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
6C3) The teacher candidate develops the ability to facilitate learner expression in speaking, writing, listening, and other media.	6N3) The new teacher supports and expands learner expression in speaking, writing, listening, and other media.	6D3) The new teacher supports and expands learner expression in speaking, writing, listening, and other media.	6P3) The proficient teacher develops students who direct their own safe, free and respectful expression in speaking, writing, listening, and other media.	6S3) The distinguished teacher promotes respect, safe and free expression in the school and the larger school community.
Standard 6—Quality Indicator 4: Technology and Media Communication Tools				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
6C4) The candidate develops skills in using a variety of media communication tools.	6N4) The new teacher demonstrates knowledge and understanding of technology and media communication tools.	6D4) The developing teacher models knowledge and understanding of technology and media communication tools.	6P4) The proficient teacher facilitates the students' effective use of technology and media communication tools.	6S4) The distinguished teacher mentors members of the school and community in the use of technology and media communication tools.

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. [SB 291 Section 161.380.2

(2) Various forms of assessment are used to monitor and manage student learning; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]

Quality Indicator 1: Effective use of assessments

Quality Indicator 2: Assessment data to improve learning

Quality indicator 3: Student-led assessment strategies

Quality Indicator 4: Effect of instruction on individual/class learning

Quality Indicator 5: Communication of student progress and maintaining records

Quality Indicator 6: Collaborative data analysis process

Standard 7—Quality Indicator 1: Effective Use of Assessments				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
7C1) The teacher candidate describes, develops, analyzes and implements formal and informal assessments.	7N1) The new teacher demonstrates the ability to create a variety of formal and informal student assessments to address specific learning goals, including modifications for students with special needs.	7D1) The developing teacher effectively uses multiple assessment modes and approaches that are aligned with learning goals (objectives), including modifications for students with special needs, to assess student learning before, during and after instruction.	7P1) The proficient teacher identifies student's prior knowledge, progress during instruction and achievement at the end of an instructional unit to demonstrate individual and whole class learning.	7S1) The distinguished teacher identifies every student's beginning knowledge/skill level and monitors each individual's development during and after each instructional unit.
Standard 7—Quality Indicator 2: Assessment Data to Improve Learning				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
7C2) The teacher candidate demonstrates an understanding of how assessment data can be accessed and appropriately used to improve learning activities.	7N2) The new teacher uses data information and assessment results to improve learning activities.	7D2) The developing teacher can review trend data and show growth in learning through comparison student work, of pre-/post-test results or similar mechanisms to ensure that the individual student and the whole class are advancing.	7P2/7S2) The proficient/distinguished teacher has clearly defined learning goals using tools such as rubrics, scoring guides, performance analyses, etc., that identify the knowledge and skills they intend for their students to acquire and uses those in the instructional process to help the student understand the objectives, set personal goals and learn.	
Standard 7—Quality Indicator 3: Student Led Assessment Strategies				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
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.	7N3) The new teacher demonstrates an understanding of how students can be taught and value assessing their own and other's learning and performance and prepares students for the demands of particular assessment formats.	7D3) The developing teacher uses assessment strategies and timely descriptive feedback to involve learners in some personal-goal setting and self-assessment activities to help students become aware of their learning behaviors, strengths, needs and progress.	7P3) The proficient teacher purposefully teaches his/her students how to think about and monitor their own learning, including setting personal goals, by providing timely descriptive feedback.	7S2) The distinguished teacher can model for others how to provide timely descriptive feedback, frequently engaging students in establishing personal learning goals and self-assessment, and using evidence to report on their own progress to the teacher, parents, and others.

Standard 7—Quality Indicator 4: Effect of Instruction on Individual/Class Learning				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
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.	7N4) The new teacher observes the effect of class instruction on individual learning and the class as a whole, collecting information through observation of classroom interactions, higher order questioning, and analysis of student work and uses this information to plan future instruction.	7D4) The developing teacher observes the effect of class instruction on individual learning and the class as a whole, collecting information through observation of classroom interactions, higher order questioning, and analysis and uses this information to modify instruction.	7P4) The proficient teacher engages in ongoing assessment of progress of individual students as well as the whole class and uses this information to make decisions that modifying instruction.	7S4) The distinguished teacher can model for others the use of seamless assessment throughout the instructional process to gather data about individual and class achievement and to use that information continuously to monitor and advance each individual's learning of instructional objectives.
Standard 7—Quality Indicator 5: Communication of Student Progress and Maintaining Records				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
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.	7N5) The new teacher maintains confidential, useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents and families, or other colleagues.	7D5) The developing teacher maintains confidential, useful records of student work and performances and can communicate/provide evidence of student progress, knowledgeably and responsibly, based on appropriate indicators to students, parents, and families, or other colleagues.	7P5) The proficient teacher maintains clear, confidential, useful, records of student performance and uses multiple data points to detail student achievement and elicits and uses feedback from colleagues and stakeholders.	7S5) The distinguished teacher is able to mentor colleagues in the process of effective communication techniques and records management.
Standard 7—Quality Indicator 6: Collaborative Data Analysis Process				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
7C6) The teacher candidate demonstrates an understanding of the department/grade level/school data analyses process.	7N6) The new teacher participates in the department/grade level/school data analyses process.	7D6) The developing teacher works in teams to share and analyze data to measure accomplishment of curricular goals and uses this information to inform grade-department level and/or school-wide decisions.	7P6) The proficient teacher works in teams to share and analyze data to measure accomplishment of curricular goals and uses this information to inform his/her instruction.	7S6) The distinguished teacher helps to establish and/or maintain professional learning communities to share and analyze data to measure accomplishment of curricular goals and plans for curricular modification.

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. [SB 291 Section 161.380.2 (2) Various forms of assessment are used to monitor and manage student learning; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance; (6) The teacher acts as a responsible professional in the overall mission of the school.]

Quality Indicator 1: Self-assessment and improvement

Quality Indicator 2: Professional learning

Quality Indicator 3: Professional rights, responsibilities and ethical practices

Standard 8—Quality Indicator 1: Self-Assessment and Improvement				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
8C1) The teacher candidate reflects on teaching practices to refine his/her instructional process.	8N1) The new teacher applies a variety of self-assessment and problem-solving strategies for reflecting on their practice, their influence on students' growth and learning, and the complex interactions between them and applies to his/her instructional process and results and uses reflections to modify future instruction.	8D1) The developing teacher consistently engages in reflective practice and consistently applies his/her instructional process and results and uses reflections to modify future instruction.	8P1) The proficient teacher continuously engages in a variety of self-assessment and problem-solving strategies which have implications for student growth and learning, within the classroom and the larger school environment and reflects on his/her instructional process and results and uses reflections to direct future instruction, monitor progress and evaluate results.	8S1) The distinguished teacher serves as a mentor, teaching colleagues how to engage in reflective practice and provides leadership in the use of, policies about, and training for use of assessment data and other sources of information about student performance in school and/or district.
Standard 8—Quality Indicator 2: Professional Learning				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
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.	8N2) The new teacher utilizes resources available for professional learning.	8D2) The developing teacher applies knowledge gained from a variety of sources to the benefit of students in the classroom.	8P2) The proficient teacher shares expertise with colleagues to the benefit of students in multiple classrooms.	8S2) The distinguished teacher provides leadership at the school and district levels in evaluating, procuring and creating resources for professional learning and also actively participates in professional learning in the larger professional community.
Standard 8—Quality Indicator 3: Professional Rights, Responsibilities and Ethical Practices				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
8C3) The teacher candidate is aware of the influence of district policies and school procedures on classroom structure.	8N3) The new teacher understands the influence of district policies and school procedures on classroom structure.	8D3) The developing teacher aligns his/her classroom practices with district policies and school procedure.	8P3) The proficient teacher is able to assist colleagues and mentor novice teachers in consistently implementing classroom practices with an understanding of the importance and impact of supporting policies and procedures.	8S3) The distinguished teacher takes a leadership role in advocating for and framing policies and procedures.

Standard #9: Professional collaboration

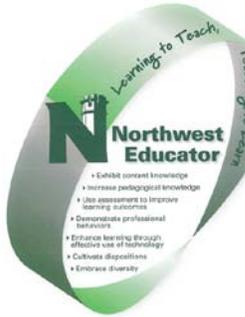
The teacher has effective working relationships with students, parents, school colleagues, and community members. [SB 291 Section 161.380.2 (4) The teacher uses professional communication and interaction with the school community; (6) The teacher acts as a responsible professional in the overall mission of the school.]

Quality Indicator 1: Roles, responsibilities, and collegial activities

Quality Indicator 2: Collaborating with historical, cultural, political and social context to meet the needs of students

Quality Indicator 3: Cooperative partnerships in support of student learning

Standard 9—Quality Indicator 1: Roles, Responsibilities, and Collegial Activities				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
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.	9N1) The new teacher works with a mentor on all standards in order to build a shared mission, vision, values and goals, monitor and evaluate progress toward these goals, develop an understanding of curriculum and staff development at the school and the district levels, and begins to develop relationships in the school and community.	9D1) The developing teacher participates in building a school-wide shared mission, vision, values and goals, monitors and evaluates progress toward these goals, participates in curriculum and staff development, and works with his/her trained mentor to strengthen relationships in the school and community.	9P1) The proficient teacher actively participates in building a school-wide shared mission, vision, values and goals, monitors and evaluates progress toward these goals, participates in curriculum and staff development, and participates in mentor training and relationship building efforts in the school, district, and community.	9S1) The distinguished teacher takes a leadership role in building a school-wide shared mission, vision, values and goals and is able to act as a trained mentor to assist with relationship building efforts in the school and community for the benefit of students.
Standard 9—Quality Indicator 2: Collaborating with Historical, Cultural, Political, and Social Context to Meet the Needs of Students				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
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.	9N2) The new teacher implements school-based systems to address student needs, works with a mentor to assist the larger professional community and knows how to work with others across the system to identify and provide needed services to support individual learners.	9D2) The developing teacher works with colleagues and administrators at the school level and in the larger professional community to develop strategic, school-based systems to address student needs as well as with others across the system to identify and provide needed services to support individual learners.	9P2) The proficient teacher consistently works with colleagues and administrators at the school level to develop strategic, school-based systems to address student needs, is a school leader who works with the larger professional community, and knows how to work with others across the system to identify and provide needed services to support individual learners.	9S2) The distinguished teacher takes a leadership role in working with colleagues and administrators at the school and district level to develop school and district-based systems to address student needs, expands this leadership in working with the larger professional community and knows how to work with others across the system to identify and provide needed services to support individual learners.
Standard 9—Quality Indicator 3: Cooperative Partnerships in Support of Student Learning				
Candidate	New Teacher	Developing Teacher	Proficient Teacher	Distinguished Tchr
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.	9N3) The new teacher seeks opportunities to develop relationships and cooperative partnerships with students, families, and communities in support of student learning and well-being.	9D3) The developing teacher works with colleagues and administrators at the school and district level to cultivate partnerships with students, families and communities in support of student learning and well-being.	9P3) The proficient teacher consistently engages with colleagues and administrators at the school and district level to develop partnerships with students, families, and communities in support of student learning and well-being.	9S3) The distinguished teacher takes an active leadership role with colleagues and administrators at the school and district level to develop partnerships with students, families, and communities in support of student learning and well-being.



Northwest Missouri State University

College of Education

Teacher Work Sample¹

Cover Sheet

Teacher Candidate: Type here PIDM: 919 Type here

Degree Program: Type here

Major: Type here Minor: Type here

University Supervisor: Type here

Cooperating Teacher: Type here School: Type here

Advisor: Type here

TWS Grade Level: Type here Content Area: Type here

Academic Integrity Statement:

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

Teacher Candidate's Signature

Date

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

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The Northwest Missouri State Teacher Work Sample: An Overview Guidelines for Preparation

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

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

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

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

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

1. **Standard #1 Content knowledge, including varied perspectives, aligned with appropriate instruction:** The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.
2. **Standard #2 Understanding and Encouraging Student, Learning Growth and Development:** The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.
3. **Standard #3 Implementing the Curriculum:** The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.
4. **Standard #4 Teaching for critical thinking:** The teacher uses a variety of instructional strategies to encourage students' development and critical thinking, problem solving, and performance skills including instructional resources.
5. **Standard #5 Creating a positive classroom environment for learning:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.
6. **Standard #6 Utilizing Effective Communication:** The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. **Standard #7 Use of Student Assessment Data to Analyze and Modify Instruction:** The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.
8. **Standard #8 Professional Practice:** The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
9. **Standard #9 Professional collaboration:** The teacher has effective working relationships with students, parents, school colleagues and community members.

Required Components of the Teacher Work Sample

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

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

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

Type title of unit here

Teacher Work Sample

Element 1: Learning Context

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

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

Element 1.1

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

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

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

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

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

Element 1.2

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

Element 1.3

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

Element 1.4

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

Element 1.5

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

Definition of Terms

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

	Needs Revision			Meets Standards				
	Not attempted (no evidence provided) and/or does not address the criteria	Attempted but little evidence of meeting criteria and/or incomplete information	Some evidence of meeting criteria and/or lacks clarity	Satisfactory evidence of meeting criteria	Strong evidence of meeting criteria			
	0	1	2	3	4	Comments	MoSPE Standards	
Element 1: Learning Context: Data Reporting and Planning								
1.1 Learning context includes detailed description of student, classroom, school and community characteristics (may include racial, socioeconomic, special needs, linguistic, culture, etc.), reference your 5 day report and learning context demographic form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1. Content Knowledge 2. Learners and Diversity 3. Curriculum 4. Instruction 5. Classroom Management 6. Effective Communication 8. Professional Practice 9. Professional Collaboration	<input type="checkbox"/>
1.2 Candidate explains how your specific student, classroom, school, and community characteristics influenced your classroom management plan (outline district/building/classroom plan; discuss specific plans for developmental/special needs behaviors, rate/ability, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
1.3 Candidate explains how specific characteristics influence the development of your learning objectives (prior knowledge, student support, necessary modifications, adaptations and/or accommodations, rate/ability, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
1.4 Candidate anticipates how specific characteristics may influence your selection of teaching strategies (grouping considerations, utilize community expertise, use of technology, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
1.5 Candidate documents interview /collaborative discussion w ith cooperating teacher regarding learning context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>

Element 2: Learning Objectives

In this section of your Teacher Work Sample, you must

1. list the learning objectives that guide the planning, delivery, and assessment of your instructional unit (or sequence);
2. show how these objectives align with appropriate national, state, and/or local standards;
3. show how the learning objectives are linked to multiple instructional strategies (including use of technology) and developmentally appropriate learning theories;
4. reflect on possible assessments (both formative and summative) connected to these objectives;
5. develop and administer a content pre-test;
6. based on those pre-test results, explain what changes you will make to the learning objectives.

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

Elements 2.1, 2.2, 2.3, and 2.4

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

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

Element 2.5

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

Element 2.6

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

Definition of Terms

- *National, state, and/or local standards:* General statements about learning expectations for what P-12 students should know and be able to do as required by national, state, or local standards
- *Developmentally appropriate:* Appropriate for the student's level of learning based on knowledge of his/her physical, social, emotional, intellectual development and/or prior level of achievement

	Needs Revision			Meets Standards			
	Not attempted (no evidence provided) and/or does not address the criteria	Attempted but little evidence of meeting criteria and/or incomplete information	Some evidence of meeting criteria and/or lacks clarity	Satisfactory evidence of meeting criteria	Strong evidence of meeting criteria		
Element 2: Learning Objectives	0	1	2	3	4	Comments	MoSPE Standards
2.1 Learning objectives are written in a research-based format (such as audience, behavior, condition, degree [ABCD] or specific, measurable, attainable, related, time-bound [SMART]) (organized in table).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1. Content Knowledge 2. Learners and Diversity 3. Curriculum 4. Instruction 5. Classroom Management 6. Effective Communication 8. Professional Practice 9. Professional Collaboration
2.2 Learning objectives are aligned to standards (national or state or district curriculum maps, if appropriate). Are you using a national, state, or local curriculum map? Include the language of the standard (organized in a table).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
2.3 Candidate links learning objectives to multiple instructional strategies (appropriate for the objective), appropriate learning theories (organized in table).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
2.4 Candidate lists possible assessment strategies, both formative and summative, appropriate for each learning objective (organized in table).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
2.5 Candidate justifies in detail why and how each possible learning objective is aligned with the indicated instructional strategies and technology (narrative).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
2.6 Based on pre-test results, candidate explains any needed changes to learning objectives and/or explains why no changes are needed (includes completed student copies of pre-test and revised objectives) (narrative).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

Element 3: Assessment Plan

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

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

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

1. Construct a table that outlines the assessment plan for your unit.
2. Include copies of each assessment you will use, including the student copy and the answer key for each assessment.
3. Write a reflection statement about how your chosen assessments match the instructional strategies you will employ in your unit.

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

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

Element 3.1, 3.2, 3.3, and 3.4

After considering these key questions for assessment, you can begin to develop your unit assessment plan. Remember to review the rubric for this section as you develop your assessment plan table. Please using the following format:

Learning Objectives	Assessment Methods	Rationale	Adaptations
List each learning objective in a separate row. Remember, your learning objective should include a Standard of Performance or Expectation	List and briefly describe the appropriate assessment method you have chosen for this objective. Indicate whether the assessment is formative or summative.	Explain why you chose this assessment. Explain how you will administer, score, and interpret this assessment.	What modifications will you make to this assessment to meet the needs of individual students in your class who have special needs?
Example	Example	Example	Example

Element 3.5

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

	Needs Revision			Meets Standards		Comments	MoSPE Standards	
	Not attempted (no evidence provided) and/or does not address the criteria	Attempted but little evidence of meeting criteria and/or incomplete information	Some evidence of meeting criteria and/or lacks clarity	Satisfactory evidence of meeting criteria	Strong evidence of meeting criteria			
Element 3: Assessment plan	0	1	2	3	4			
3.1 Candidate identifies all formative and summative learning assessments (column 2) used for each learning objective (column 1 of the table) included in the unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1. Content Knowledge 2. Learners and Diversity 3. Curriculum 4. Instruction 5. Classroom Management 6. Effective Communication 8. Professional Practice 9. Professional Collaboration	<input type="checkbox"/>
3.2 Candidate includes <u>multiple</u> assessment strategies appropriate to the context and objectives. (include in column 2 table).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
3.3 Candidate <u>explains</u> in detail why each formative and summative assessment was chosen in the rationale column of the table.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
3.4 Candidate includes consistent and appropriate accommodations/adaptations for the context and objectives (column 3 of the table).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
3.5 Candidate anticipates/connects learning objectives to instructional strategies to assessments planned for the unit (narrative paragraph: addresses how and why).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>

Element 4: Instructional Plans

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

1. Re-read the reflection written at the end of Element 2 regarding changes to the learning objectives based on the results of the pre-test. Think carefully: How will these revised learning objectives impact the lessons you plan?
2. Re-read the reflection written at the end of Element 3 outlining possible instructional strategies. Review the needs of the students in your class and the content you will be teaching. Carefully select the most appropriate instructional strategies to help students learn the content you are teaching in this unit.
3. Write detailed lesson plans for a five-lesson sequence. Include copies of all instructional materials, i.e., handouts, worksheets, PowerPoint slides, SmartBoard materials, etc. as well as selected copies of student work to illustrate the formative (and/or summative) assessment(s) associated with each lesson.

What do I need to do?

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

Element 4.1

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

Element 4.2

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

Element 4.3

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

Element 4.4

Plans must include strategies for facilitating students' expression through speaking, writing, listening, or communicating in other ways, for example using media or other technology.

Element 4.5

Lesson plans must include strategies used to keep students actively and effectively engaged during the lesson, i.e., questioning techniques, group accountability, hands-on activities, etc.

Element 4.6

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

Element 4.7

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

	Needs Revision			Meets Standards				
	Not attempted (no evidence provided) and/or does not address the criteria	Attempted but little evidence of meeting criteria and/or incomplete information	Some evidence of meeting criteria and/or lacks clarity	Satisfactory evidence of meeting criteria	Strong evidence of meeting criteria			
Element 4: Instructional Plans	0	1	2	3	4	Comments	MoSPE Standards	
4.1 Instructional plans are consistent with a research-based format in parallel format (Hunter, learning cycle, district model, etc.). Indicate if you have made adjustments to objectives following pre-assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1. Content Knowledge 2. Learners and Diversity 3. Curriculum 4. Instruction 5. Classroom Management 6. Effective Communication 7. Assessment 8. Professional Practice 9. Professional Collaboration	<input type="checkbox"/>
4.2 Instructional plans demonstrate the candidate's knowledge of the content and academic language of the discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
4.3 Instructional plans demonstrate the candidate's ability to use multiple (minimum of 3) subject-specific teaching strategies appropriate to the context of the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
4.4 Instructional plans include appropriate ways (minimum of 2) of facilitating learner expression in speaking, writing, listening, and communicating through other media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
4.5 Instructional plans list specific strategies for maintaining student engagement throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
4.6 Instructional plans indicate candidate's ability to manage time, space, transitions, and activities (pacing, routines, stations, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
4.7 Candidate includes copies of all instructional materials (handouts, worksheets, powerpoints, assessments, rubrics, answer keys, and samples of student work).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>

Parallel Instructional/Lesson Plan (Hunter/Betts)

<p>Title:</p> <p>Time:</p> <p>Materials Needed: (including integration of technology)</p> <p>Lesson Objective(s):</p> <p>Standards Addressed:</p> <p>Before the Lesson: <i>Anticipatory Set</i> (gain students' attention):</p> <p>During the Lesson (Procedure):</p> <p><i>Instructional Input:</i> 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</p> <p><i>Model:</i> Provide models or examples, such as: using technically correct written and oral language, courtesy, listening skills, acceptance, project/product, etc.</p> <p><i>Check for Understanding:</i> Plan for monitoring student understanding by seeing a variety of responses from varied students. This may be formative or summative, informal or formal.</p> <p><i>Guided Practice:</i> Break down learning into manageable steps by providing examples, demonstrations, and guided practice to ensure student understanding.</p> <p><i>Independent Practice:</i></p> <p>After the Lesson:</p> <p>Closure (summary): Briefly review what has been accomplished, reinforce key concepts, and establish a frame of reference for the next lesson.</p> <p>Follow-up Activities (may be done as homework):</p>	<p>Accommodations/ Modifications</p> <p>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.</p> <p>Modifications are minor or significant changes in academic level, performance criteria, or objective of instruction or task to allow for student participation.</p> <p><i>Terms in italics are the components of the Madeline Hunter Lesson Plan Model</i></p> <p>Before, during and after reading activities (Betts, 1947)</p>
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The During the Lesson and After Lesson Components may vary. Components may be used more than once in a lesson. If "N/A" is used, you must explain why it is not applicable. (i.e. "There will be no independent practice because the students will complete the assignment in guided practice.")

Parallel lesson plan format developed by Dr. Nancy Foley

Adapted from The Renaissance Group (2001, 2002) and Idaho State University (2003) by Carole Edmonds, Joyce Piveral and Tim Wall for NWMSU (August, 2003). Revised by Matt Symonds and Tim Wall (January, 2008).

Parallel Instructional/Lesson Plan (Learning Cycle)

Chapter or Unit Topic:	Accommodations/Modifications
Grade Level:	<p>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.</p>
Learning Cycle Topic:	
Big Idea or Broad Concept:	<p>Modifications are minor or significant changes in academic level, performance criteria, or objective of instruction or task to allow for student participation.</p>
GLEs/CLEs/Standards:	
National Science/Math 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:	
<p>Engagement: Purpose: To motivate, create interest, and foster curiosity. Make connections to prior knowledge</p>	
<p>Exploration Activity: Manipulatives, demonstrations, brainstorming, analogies</p>	
<p>Explanation: Discuss activity / explain / introduce vocabulary / reading / videos (Check for understanding and modeling)</p>	
<p>Elaboration Activity: Apply, develop and extend the concept with inquiry or problem solving (performance task opportunity)</p>	
<p>Formative Evaluation: Should match behavioral objectives.</p>	
Evaluations (closure):	An Instructional Model: The Learning Cycle. BCSC expanded five-step learning cycle model.

Parallel lesson plan format developed by Dr. Nancy Foley

Adapted from The Renaissance Group (2001, 2002) and Idaho State University (2003) by Carole Edmonds, Joyce Piveral and Tim Wall for NWMSU (August, 2003). Revised by Matt Symonds and Tim Wall (January, 2008).

Element 5: Instructional Decision Making

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

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

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

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

Element 5.1*

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

Element 5.2

For each of the two instances/examples you provide,

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

Definition of Terms

- **Reflection-in-Action:** Reflection that occurs during teaching
- **Modifications:** Change from original instructional plan, i.e., materials, learning environment, strategies, etc. based on information about students
- **Accommodations:** Changes or alterations in any aspect of the instructional plan that do not substantially change academic level, performance criteria, or objective of instructional or tasks
- **Instructional strategy:** Teaching strategies such as reciprocal teaching, cooperative learning, etc.

	Needs Revision			Meets Standards				
	Not attempted (no evidence provided) and/or does not address the criteria	Attempted but little evidence of meeting criteria and/or incomplete information	Some evidence of meeting criteria and/or lacks clarity	Satisfactory evidence of meeting criteria	Strong evidence of meeting criteria			
Element 5: Instructional Decision-Making	0	1	2	3	4	Comments	MoSPE Standards	
5.1 Candidates discusses (post-teaching) 2 TWS lessons with the cooperating teacher and documents these discussions (include a lesson reflection sheet from each of your discussions with your cooperating teacher (2 required).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1. Content Knowledge 2. Learners and Diversity 3. Curriculum 4. Instruction 5. Classroom Management	<input type="checkbox"/>
5.2 Candidate explains two changes made during your student teaching experience due to unforeseen circumstances and reflects upon how these affected student learning (such as technology malfunctions, fire alarms, student illness, unexpected learning outcomes, incorporating current events associated with the lesson, etc.) (May not be related to your TWS unit).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		6. Effective Communication 7. Assessment 8. Professional Practice 9. Professional Collaboration	<input type="checkbox"/>

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

Element 6: Analysis of Student Learning

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

Before you begin, think about the following questions:

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

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

Element 6.1

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

- A. the percent of the students who achieved the objective according to the criteria stated in your assessment plan, and
- B. the number of students who showed improvement from the pretest to the post-test.

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

Element 6.2

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

target, and explain what the two graphs illustrate about the learning of the sub-group in comparison to the whole class.

Elements 6.3 and 6.4

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

1. discuss what students appear to understand well and where they continue to struggle, including any misunderstandings, errors, confusion, or needs;
2. describe any modifications/accommodations to the planned assessment or procedure that allowed students with specific needs to demonstrate their learning.
3. cite evidence of common patterns across the class, as well as groups of students with similar strengths or needs.

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

Definition of Terms:

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

	Needs Revision			Meets Standards				
	Not attempted (no evidence provided) and/or does not address	Attempted but little evidence of meeting criteria and/or incomplete	Some evidence of meeting criteria and/or lacks clarity	Satisfactory evidence of meeting criteria	Strong evidence of meeting criteria			
Element 6: Analysis of Student Learning	0	1	2	3	4	Comments	MoSPE Standards	
6.1 Candidate presents quantitative data with graphic representation or data table of <u>whole class achievement</u> on at least <u>two objectives</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1. Content Knowledge 2. Learners and Diversity 3. Curriculum 4. Instruction 5. Classroom Management 6. Effective Communication 7. Assessment 8. Professional Practice 9. Professional Collaboration	<input type="checkbox"/>
6.2 Candidate presents quantitative data with graphic representation or data table of selected <u>subgroup achievement</u> on at least <u>two objectives</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
6.3 Candidate analyzes the data to explain what the graphs illustrate regarding student learning for <u>the whole class</u> (Were the objectives met? Why or why not?) (Narrative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
6.4 Candidate analyzes the data to explain what the graphs illustrate regarding student learning for the <u>subgroups</u> (Were the objectives met? Why or why not?) (Narrative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>

Element 7: Reflection

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

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

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

Element 7.1

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

Element 7.2

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

Element 7.3

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

	Needs Revision			Meets Standards		Comments	MoSPE Standards	
	Not attempted (no evidence provided) and/or does not address the criteria	Attempted but little evidence of meeting criteria and/or incomplete information	Some evidence of meeting criteria and/or lacks clarity	Satisfactory evidence of meeting criteria	Strong evidence of meeting criteria			
Element 7: Reflection and Self-Evaluation	0	1	2	3	4			
7.1 Candidate reflects on effectiveness of his/her classroom management plan (I learned.....I applied.....I changed [or would change]....)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1. Content Knowledge 2. Learners and Diversity 3. Curriculum	<input type="checkbox"/>
7.2 Candidate reflects on the importance of collegial and collaborative activities and professional development (I learned.....I applied.....I changed...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		4. Instruction 5. Classroom Management 6. Effective Management	<input type="checkbox"/>
7.3 Candidate reflects on self-improvement <u>in planning and teaching</u> the unit, identifying strengths and weaknesses (I learned.....I applied.....I changed...) Address at least 2 of the following: objectives, lesson plans, instructional strategies, assessments, student engagement, student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		7. Assessment 8. Professional Practice 9. Professional Collaboration	<input type="checkbox"/>

Element 8: Organization, Academic Language, Spelling, and Grammar

Element 8.1

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

1. Organization. Your TWS should be well organized.
2. Use of Academic Language. You should use the appropriate, accepted academic language of your discipline.
3. Spelling and Grammar. Your TWS should demonstrate your use of standard English conventions, grammar, punctuation, and spelling.

Proofread your TWS thoroughly before you submit it for grading.

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

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

	Needs Revision - DOES NOT PASS	Meets Standards - PASS			
Element 8: Organization, readability, spelling, and grammar	0	3	Comments		
8.1 Work Sample is well-organized, uses academic language, and demonstrates the use of standard English conventions, such as the correct use of standard grammatical rules (verb tense, subject-verb agreement, quotations, active/passive verbs, etc.) THIS ELEMENT IS PASS/FAIL	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>

Teacher Work Sample Scoring Rubric - Northwest Missouri State University

Teacher Candidate:		Date:		Evaluator:		
Major:		919#:		University Supervisor:		
* If a teacher candidate scores less than 3 points on any section, he/she will correct and resubmit the teaching unit before a grade in student teaching is issued						
	Needs Revision			Meets Standards		
	Not attempted (no evidence provided) and/or does not address the criteria	Attempted but little evidence of meeting criteria and/or incomplete information	Some evidence of meeting criteria and/or lacks clarity	Satisfactory evidence of meeting criteria	Strong evidence of meeting criteria	
Element 1: Learning Context: Data Reporting and Planning	0	1	2	3	4	Comments
1.1 Learning context includes detailed description of student, classroom, school and community characteristics (may include racial, socioeconomic, special needs, linguistic, culture, etc.), reference your 5 day report and learning context demographic form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Candidate explains how your specific student, classroom, school, and community characteristics influenced your classroom management plan (outline district/building/classroom plan; discuss specific plans for developmental/special needs behaviors, rate/ability, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3 Candidate explains how specific characteristics influence the development of your learning objectives (prior knowledge, student support, necessary modifications, adaptations and/or accommodations, rate/ability, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4 Candidate anticipates how specific characteristics may influence your selection of teaching strategies (grouping considerations, utilize community expertise, use of technology, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5 Candidate documents interview /collaborative discussion with cooperating teacher regarding learning context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
						MoSPE Standards
						1. Content Knowledge 2. Learners and Diversity 3. Curriculum 4. Instruction 5. Classroom Management 6. Effective Communication 8. Professional Practice 9. Professional Collaboration
						<input type="checkbox"/>
						<input type="checkbox"/>
						<input type="checkbox"/>
						<input type="checkbox"/>

	Needs Revision			Meets Standards				
	Not attempted (no evidence provided) and/or does not address the criteria	Attempted but little evidence of meeting criteria and/or incomplete information	Some evidence of meeting criteria and/or lacks clarity	Satisfactory evidence of meeting criteria	Strong evidence of meeting criteria			
Element 2: Learning Objectives	0	1	2	3	4	Comments	MoSPE Standards	
2.1 Learning objectives are written in a research-based format (such as audience, behavior, condition, degree [ABCD] or specific, measurable, attainable, related, time-bound [SMART]) (organized in table).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1. Content Knowledge 2. Learners and Diversity 3. Curriculum 4. Instruction 5. Classroom Management 6. Effective Communication 8. Professional Practice 9. Professional Collaboration	<input type="checkbox"/>
2.2 Learning objectives are aligned to standards (national or state or district curriculum maps, if appropriate). Are you using a national, state, or local curriculum map? Include the language of the standard (organized in a table).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
2.3 Candidate links learning objectives to multiple instructional strategies (appropriate for the objective), appropriate learning theories (organized in table).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
2.4 Candidate lists possible assessment strategies, both formative and summative, appropriate for each learning objective (organized in table).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
2.5 Candidate justifies in detail why and how each possible learning objective is aligned with the indicated instructional strategies and technology (narrative).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
2.6 Based on pre-test results, candidate explains any needed changes to learning objectives and/or explains why no changes are needed (includes completed student copies of pre-test and revised objectives) (narrative).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>

	Needs Revision			Meets Standards				
	Not attempted (no evidence provided) and/or does not address the criteria	Attempted but little evidence of meeting criteria and/or incomplete information	Some evidence of meeting criteria and/or lacks clarity	Satisfactory evidence of meeting criteria	Strong evidence of meeting criteria			
Element 3: Assessment plan	0	1	2	3	4	Comments	MoSPE Standards	
3.1 Candidate identifies all formative and summative learning assessments (column 2) used for each learning objective (column 1 of the table) included in the unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1. Content Knowledge 2. Learners and Diversity 3. Curriculum 4. Instruction 5. Classroom Management 6. Effective Communication 8. Professional Practice 9. Professional Collaboration	<input type="checkbox"/>
3.2 Candidate includes <u>multiple</u> assessment strategies appropriate to the context and objectives. (include in column 2 table).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
3.3 Candidate <u>explains</u> in detail why each formative and summative assessment was chosen in the rationale column of the table.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
3.4 Candidate includes consistent and appropriate accommodations/adaptations for the context and objectives (column 3 of the table).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
3.5 Candidate anticipates/connects learning objectives to instructional strategies to assessments planned for the unit (narrative paragraph: addresses how and why).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>

	Needs Revision			Meets Standards				
	Not attempted (no evidence provided) and/or does not address the criteria	Attempted but little evidence of meeting criteria and/or incomplete information	Some evidence of meeting criteria and/or lacks clarity	Satisfactory evidence of meeting criteria	Strong evidence of meeting criteria			
Element 4: Instructional Plans	0	1	2	3	4	Comments	MoSPE Standards	
4.1 Instructional plans are consistent with a research-based format in parallel format (Hunter, learning cycle, district model, etc.). Indicate if you have made adjustments to objectives following pre-assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1. Content Knowledge 2. Learners and Diversity 3. Curriculum 4. Instruction 5. Classroom Management 6. Effective Communication 7. Assessment 8. Professional Practice 9. Professional Collaboration	<input type="checkbox"/>
4.2 Instructional plans demonstrate the candidate's knowledge of the content and academic language of the discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
4.3 Instructional plans demonstrate the candidate's ability to use multiple (minimum of 3) subject-specific teaching strategies appropriate to the context of the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
4.4 Instructional plans include appropriate ways (minimum of 2) of facilitating learner expression in speaking, writing, listening, and communicating through other media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
4.5 Instructional plans list specific strategies for maintaining student engagement throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
4.6 Instructional plans indicate candidate's ability to manage time, space, transitions, and activities (pacing, routines, stations, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
4.7 Candidate includes copies of all instructional materials (handouts, worksheets, powerpoints, assessments, rubrics, answer keys, and samples of student work).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>

	Needs Revision			Meets Standards				
	Not attempted (no evidence provided) and/or does not address the criteria	Attempted but little evidence of meeting criteria and/or incomplete information	Some evidence of meeting criteria and/or lacks clarity	Satisfactory evidence of meeting criteria	Strong evidence of meeting criteria			
Element 5: Instructional Decision-Making	0	1	2	3	4	Comments	MoSPE Standards	
5.1 Candidates discusses (post-teaching) 2 TWS lessons with the cooperating teacher and documents these discussions (include a lesson reflection sheet from each of your discussions with your cooperating teacher (2 required).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1. Content Knowledge 2. Learners and Diversity 3. Curriculum 4. Instruction 5. Classroom Management	<input type="checkbox"/>
5.2 Candidate explains two changes made during your student teaching experience due to unforeseen circumstances and reflects upon how these affected student learning (such as technology malfunctions, fire alarms, student illness, unexpected learning outcomes, incorporating current events associated with the lesson, etc.) (May not be related to your TWS unit).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		6. Effective Communication 7. Assessment 8. Professional Practice 9. Professional Collaboration	<input type="checkbox"/>
Element 6: Analysis of Student Learning	0	1	2	3	4	Comments	MoSPE Standards	
6.1 Candidate presents quantitative data with graphic representation or data table of <u>whole class achievement</u> on at least <u>two objectives</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1. Content Knowledge 2. Learners and Diversity 3. Curriculum 4. Instruction 5. Classroom Management	<input type="checkbox"/>
6.2 Candidate presents quantitative data with graphic representation or data table of <u>selected subgroup achievement</u> on at least <u>two objectives</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		6. Effective Communication 7. Assessment 8. Professional Practice 9. Professional Collaboration	<input type="checkbox"/>
6.3 Candidate analyzes the data to explain what the graphs illustrate regarding student learning for <u>the whole class</u> . (Were the objectives met? Why or why not?) (Narrative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
6.4 Candidate analyzes the data to explain what the graphs illustrate regarding student learning for the <u>subgroups</u> . (Were the objectives met? Why or why not?) (Narrative)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>

	Needs Revision			Meets Standards				
	Not attempted (no evidence provided) and/or does not address the criteria	Attempted but little evidence of meeting criteria and/or incomplete information	Some evidence of meeting criteria and/or lacks clarity	Satisfactory evidence of meeting criteria	Strong evidence of meeting criteria			
Element 5: Instructional Decision-Making	0	1	2	3	4	Comments	MoSPE Standards	
5.1 Candidates documents post-teaching discussion with cooperating teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1. Content Knowledge 2. Learners and Diversity 3. Curriculum 4. Instruction 5. Classroom Management	<input type="checkbox"/>
5.2 Candidate describes two changes made during lesson(s) due to unforeseen circumstances (such as technology malfunctions, fire alarms, student illness, unexpected learning outcomes, incorporating current events associated with the lesson, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		6. Effective Communication 7. Assessment 8. Professional Practice 9. Professional Collaboration	<input type="checkbox"/>
	Needs Revision			Meets Standards				
	Not attempted (no evidence provided) and/or does not address	Attempted but little evidence of meeting criteria and/or incomplete	Some evidence of meeting criteria and/or lacks clarity	Satisfactory evidence of meeting criteria	Strong evidence of meeting criteria			
Element 6: Analysis of Student Learning	0	1	2	3	4	Comments	MoSPE Standards	
6.1 Candidate presents qualitative and quantitative data with graphic representation or data table of whole class achievement on at least two objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1. Content Knowledge 2. Learners and Diversity 3. Curriculum 4. Instruction 5. Classroom Management	<input type="checkbox"/>
6.2 Candidate presents qualitative or quantitative data with graphic representation or data table of selected subgroup achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		6. Effective Communication 7. Assessment 8. Professional Practice 9. Professional Collaboration	<input type="checkbox"/>
6.3 Candidate analyzes the data to explain what the graphs illustrate regarding student learning (Were the objectives met? Why or why not?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>

	Needs Revision			Meets Standards				
	Not attempted (no evidence provided) and/or does not address the criteria	Attempted but little evidence of meeting criteria and/or incomplete information	Some evidence of meeting criteria and/or lacks clarity	Satisfactory evidence of meeting criteria	Strong evidence of meeting criteria			
Element 7: Reflection and Self-Evaluation	0	1	2	3	4	Comments	MoSPE Standards	
7.1 Candidate reflects on effectiveness of his/her classroom management plan (I learned.....I applied.....I changed [or would change]...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1. Content Knowledge 2. Learners and Diversity 3. Curriculum	<input type="checkbox"/>
7.2 Candidate reflects on the importance of collegial and collaborative activities and professional development (I learned.....I applied.....I changed...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		4. Instruction 5. Classroom Management 6. Effective Management	<input type="checkbox"/>
7.3 Candidate reflects on self-improvement <u>in planning and teaching</u> the unit, identifying strengths and weaknesses (I learned.....I applied.....I changed...) Address at least 2 of the following: objectives, lesson plans, instructional strategies, assessments, student engagement, student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		7. Assessment 8. Professional Practice 9. Professional Collaboration	<input type="checkbox"/>
	Needs Revision - DOES NOT PASS			Meets Standards - PASS				
Element 8: Organization, readability, spelling, and grammar	0			3		Comments	MoSPE Standards	
8.1 Work Sample is well-organized, uses academic language, and demonstrates the use of standard English conventions, such as the correct use of standard grammatical rules (verb tense, subject-verb agreement, quotations, active/passive verbs, etc.) THIS ELEMENT IS PASS/FAIL		<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>

2012-2013 NWMSU Standardized Test Dates

Test	Registration Dates	Test Dates
ACT English & Reading Comprehension Tutoring	See registration deadlines and guidelines at http://www.actstudent.org	September 8, 2012
		October 27, 2012
		December 8, 2012
		February 9, 2013
		April 13, 2013
C-BASE	To Register: Sign into MyNorthwest and click the CatPAWs tab. You will see a box labeled C-Base Registration. You will receive notification that your registration has been received. Registration Deadlines are approx. 2 weeks prior to each test administration.	September 22, 2012
		December 1, 2012
		January 26, 2013
		March 23, 2013
		June 15, 2013
Praxis II	See registration deadlines and guidelines at http://www.ets.org/ Registration Deadlines are approx. 4 weeks prior to each test administration.	November 3, 2012
		January 26, 2013
		April 13, 2013
		June 8, 2013