



NORTHWEST MISSOURI STATE UNIVERSITY

ELEMENTARY AND SPECIAL EDUCATION MAJORS

RESIDENCY PRACTICUM AND STUDENT TEACHING EXPERIENCE

Northwest Missouri State University's two-semester Residency Practicum/Student Teaching Experience immerses Elementary teacher candidates in a full year of teaching experience as a part of their four year program. This provides teacher candidates an authentic teaching experience that allows them to observe, collaborate, teach and reflect throughout an entire school year.

RESIDENCY PRACTICUM - ELEMENTARY	STUDENT TEACHING - ELEMENTARY
<p>Elementary Residency Practicum teacher candidates are in a field experience that quickly transitions from observation to active learning.</p> <ul style="list-style-type: none"> Experiences individually designed to meet the needs of teacher candidates Focus on co-teaching Focus on classroom and behavior management Coaching by University Supervisor Planning, collaborating and day-to-day reflective conversations with the cooperating teacher Observing and participating in day-to-day operation of a classroom and school In-depth weekly reflection in written format Becoming a classroom researcher Refining knowledge of curriculum and assessment based on standards and resources Applying lesson planning skills Participating in school district professional development Observing an Individual Education Plan (IEP) meeting Observing parent-teacher conferences 	<p>Elementary Teacher candidates continue their full year teaching experience in the same school and district, transitioning to skillful practice teaching. Continue all aspects of Residency Practicum in addition to the following:</p> <ul style="list-style-type: none"> Participation in Unit Planning Focus on planning and implementing lessons on a daily basis, including small and large group instruction in all content areas Increased responsibility for managing classroom procedures and student behavior Assessing students and planning of instructions based on assessment results Continued reflective writing and conversations with university supervisor and cooperating teacher Participating in school district professional development Completing action research
<p>What to Expect as an Elementary Residency Practicum Teacher Candidate</p> <ul style="list-style-type: none"> Monday to Thursday full day at school Friday off for substituting, work, and course work Follow the Northwest Academic Calendar for beginning and ending the semester Observation and coaching resulting in goal setting Introduction to the Missouri Educator Evaluation System (MEES) 5 coaching visits from University Supervisor 6 required Professional Course seminars on main campus Successful completion of all Residency Practicum coursework 	<p>What to Expect as an Elementary Teacher Candidate during Student Teaching</p> <ul style="list-style-type: none"> Monday to Friday according to school district calendar Follow the school district calendar for beginning the semester and the Northwest Academic Calendar for ending the semester Formative and summative observations using the MEES 5 Formative Observations by University Supervisors 3 required Professional Learning Community (PLC) classes (Call Back) days on main campus Successful completion of all PLC and Student Teaching coursework Pass the MEES Performance Assessment
<p>Courses Taken During the Elementary Residency Practicum</p> <ul style="list-style-type: none"> 62431 Residency Practicum 62432 Professional Capstone 62433 Professional Learning Community VII 62216 Literature in the Elementary School 62456 Practicum for Elementary School Reading 	<p>Courses Taken During the Elementary Student Teaching</p> <ul style="list-style-type: none"> 62434 Professional Learning Community VIII 61471 Directed Student Teaching

Northwest Missouri State University's two-semester Residency Practicum/Student Teaching Experience immerses Special Education (dual certified) teacher candidates in a full year of teaching experience as a part of their four year program. This provides teacher candidates an authentic teaching experience that allows them to observe, collaborate, teach and reflect throughout an entire school year in both special education (K-6 and 7-12) and elementary classrooms.

RESIDENCY PRACTICUM SPECIAL EDUCATION	STUDENT TEACHING SPECIAL EDUCATION
<p>Residency Practicum Special Education teacher candidates are in a field experience that quickly transitions from observation to active learning.</p> <ul style="list-style-type: none"> Experiences individually designed to meet the needs of teacher candidates Focus on co-teaching Focus on classroom and behavior management Coaching by University Supervisor(s) Planning, collaborating and day-to-day operation of a classroom and school In-depth weekly reflection in written format Becoming a classroom researcher Refining knowledge of curriculum and assessment based on standards, student needs/IEPs, and resources Applying lesson planning skills through lesson development and teaching Participating in school district professional development Observing meetings throughout the Special Education process including Individual Education Plan (IEP) meetings Observing parent-teacher conferences 	<p>Special Education Teacher candidates continue their full year teaching experience in the same school and district, transitioning to skillful practice teaching. Continue all aspects of Residency Practicum in addition to the following:</p> <ul style="list-style-type: none"> Participation in Unit Planning Focus on planning and implementing lessons on a daily basis, including small and large group instruction in all content areas in both placements Increased responsibility for managing classroom procedures and student behavior Assessing students and planning of instruction based on assessment results Participating in aspects of the Special Education process Continued reflective writing and conversations with university supervisor and cooperating teacher Participating in school district professional development Completing action research
<p>What to Expect as a Residency Practicum Special Education Teacher Candidate</p> <ul style="list-style-type: none"> Monday to Thursday full day at school Friday off for substituting, work and course work Split placement (50/50) between elementary education and secondary special education Observation and coaching resulting in goal setting Introduction o the Missouri Educator Evaluation System (MEES) 5 coaching visits from University Supervisor (including one in special education setting) 2 virtual observations from Special Education University Supervisor and one video obervation and reflection 6 required Professional Course seminars on main campus Successful completion of all Residency Practicum coursework 	<p>What to Expect as a Special Education Teacher Candidate during Student Teaching</p> <ul style="list-style-type: none"> Monday to Friday according to school district calendar Follow the school district calendar for beginning the semester and the Northwest Academic Calendar for ending the semester Split placement (50/50) between elementary education and elementary special education Formative and summative observations using the MEES 5 Formative Observations by University Supervisors 3 required Professional Learning Community (PLC) classes (Call Back) days on main campus Successful completion of all PLC and Student Teaching coursework Pass the MEES Performance Assessment
<p>Courses Taken During the Special Education Residency Practicum</p> <ul style="list-style-type: none"> 62431 Residency Practicum 62454 Special Education Residency Practicum 62432 Professional Capstone 62433 Professional Learning Community VII 62216 Literature in the Elementary School 62456 Practicum for Elementary School Reading 	<p>Courses Taken During the Special Education Student Teaching</p> <ul style="list-style-type: none"> 62434 Professional Learning Community VIII 61471 Directed Student Teaching 61481 Directed Student Teaching Special Education