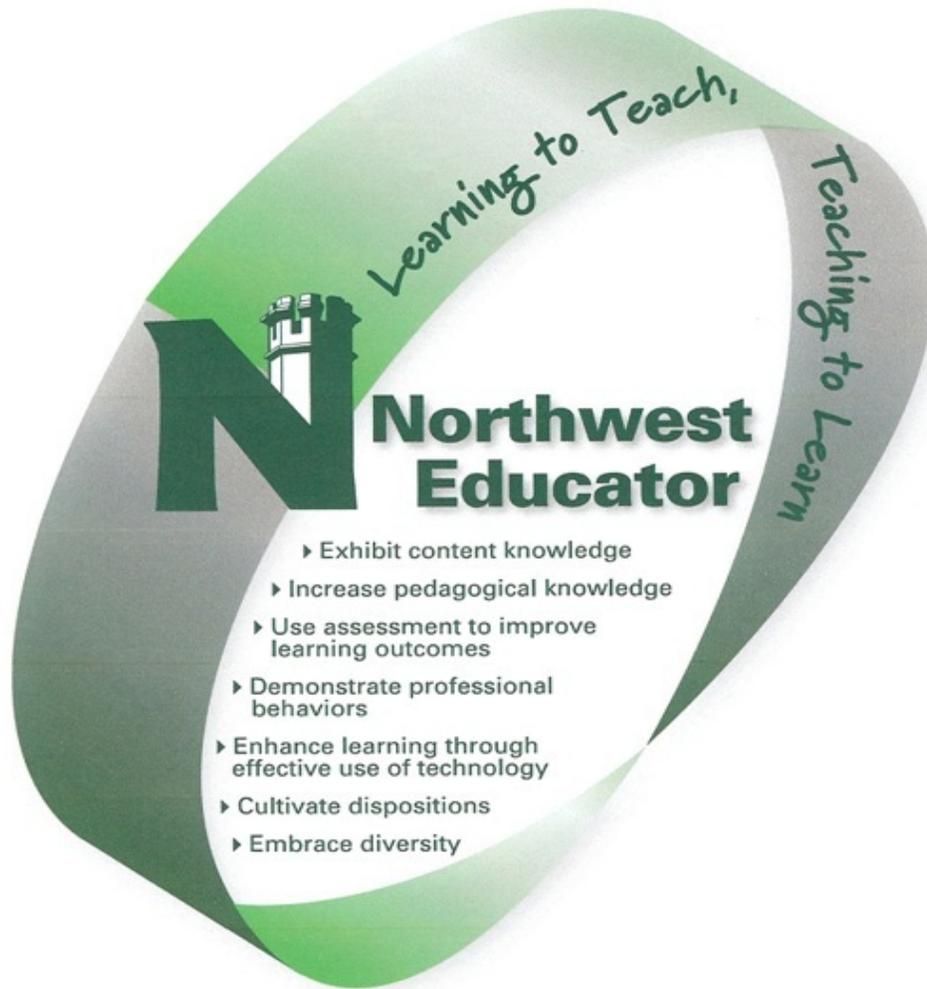


# Northwest Missouri State University



## Professional Education Handbook

Fall 2025/Spring 2026

## Introduction

This Professional Education Handbook contains information for students enrolled in Professional Education programs in the School of Education at Northwest Missouri State University. Northwest faculty and staff desire that all candidates 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 or Graduate 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/education/peu/pdf/tess/ProfEduHandbook.pdf>.

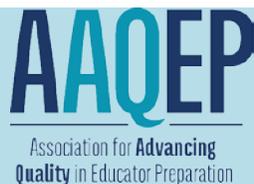
**\*\*Please refer to the online copy for the most up-to-date information.**

Tim Wall, Ed.D.  
Dean and Director of Teacher Education

Joseph Haughey, Ph.D.  
Assistant Director of Teacher Education

Michael McBride, Ed.D.  
Associate Director of Accreditation and Assessment

Amy Wilson  
Teacher Education Student Services Coordinator



Northwest Missouri State University is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP). The programs listed below have been awarded full accreditation by AAQEP through June 30, 2027. Full accreditation acknowledges that a program prepares effective educators who continue to grow as professionals and has demonstrated the commitment and capacity to continue to do so.

AAQEP-Accredited Programs at Northwest Missouri State University
Bachelor of Science in Education
Bachelor of Music Education
Master of Science in Education
Educational Specialist
Certification only (graduate level)

**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  
(Brown Hall 240) 1-(660)-562-1189, [tess@nwmissouri.edu](mailto: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# \_\_\_\_\_

## Table of Contents

Introduction/AAQEP Policy Statement	2
Accountability Statement	3
Table of Contents	4
Professional Education Unit Vision, Mission, Pledge, and Conceptual Framework	5
TESS Mission	6
Index of Assistance Offices	6
Professional Education Mileposts	7
Criminal Background Check Process	8
Criminal Background check Procedure During Practica Courses	9
Professional Education Assessment Fee	11
Requirements for Admission to the NW Professional Education Program	12
Petition Process	13
Petition to Enroll in a Blocked Class(es)	14
Professional Education Student Plan	16
Teacher Education Guidance Committee	17
Educator Improvement Plan	17
Courses Requiring Admission to Professional Education	20
Prof Ed Courses Requiring a Min Grade & Courses Requiring "C" or Better Prior to Student Teaching	22
Content Area Assessments	23
Policy on Access to Student Files	26
Student Teaching	26
Out-Of-Hub/Boundary Placement Policy	26
Teacher Certification	27
Certification Checklist	27
Certification Policies	28
Undergraduate Graduation Requirements	28
Designated Teacher Education Advisors	29
<b>Appendices—Elementary/Middle School/Secondary Information</b>	32
Northwest Missouri State University Diversity	33
NWMSU Diversity Hour Credit Form	34
Dispositions	35
Elementary Education Advisement Checklist	40
Secondary Education Advisement Checklist	41
<b>Post-Baccalaureate Information for Secondary Education Students</b>	42
Post-Baccalaureate Mileposts	43
Requirements for Admission to Professional Education Program for Post-Baccalaureate Candidates	44
Procedure for Admission to Professional Education Program	45
Teacher Education Guidance Committee	46
Graduate Diversity	47
Advanced Program Dispositions	49
Post-Baccalaureate Practicum Experience	51
Practicum Verification Form	52
<b>Information for All Students</b>	53
Missouri Teacher Standards	54
Missouri Educator Evaluation System (MEES)	65
Standardized Test Registration and Dates	82

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

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### **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.

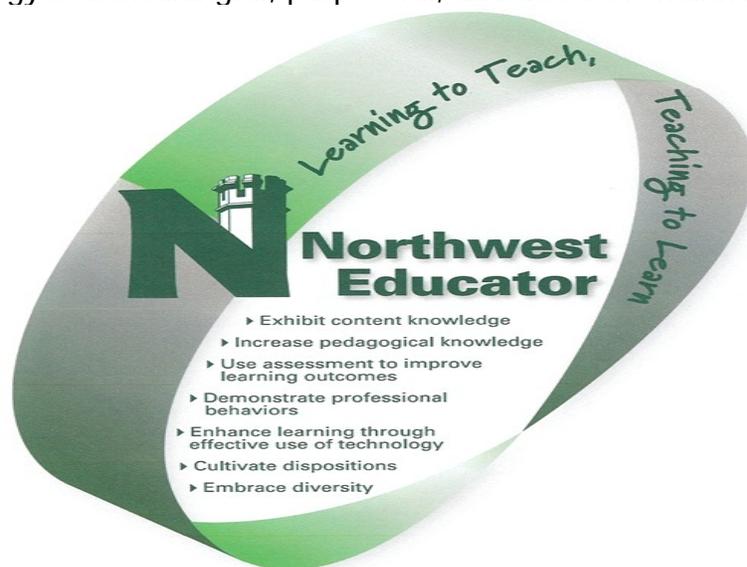
### **Mission:**

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/education/peu/tess/index.htm>

### **Index of Assistance Offices**

#### **Advisement:**

<b><u>Program</u></b>	<b><u>Advisement Coordinator</u></b>	<b><u>Office</u></b>	<b><u>Telephone Extension</u></b>
Early Childhood Education	Dr. Sandy Seipel	BH 210	1889
Elementary Education	Dr. Ashley Strickland	BH 225	1838
Middle School	Dr. Linda Gray Smith	BH 231	1518
Reading (Graduate)	Dr. Beth Gregory	BH 222	1443
Secondary Education	Dr. Linda Gray Smith	BH 231	1518
Special Education (Graduate)	Dr. Shantel Farnan	BH 205	1495
Curriculum and Instruction (Grad)	Dr. Cynthia Schairer-Kessler	BH 232	1232

#### **Educational Field Experiences/Student Teaching:**

Director of Field Experiences	Dr. Gregory Rich	BH 207	1772
Asst. Coord. of Field Experiences	Ms. Cathy Barr	BH 200	1231

#### **Career Services:**

Director of Career Services	Dr. Hannah Christian	AD 130	1251
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#### **Teacher Certification:**

Certification Officer	Mr. Zach Ragan	BH 240	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	BH 240	1095
Coord. of PEU Assessment	Mr. Michael McBride	AD 354	1089

#### **Alternative Certification:**

Director	Dr. Dan Gordon	BH	1235
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#### **Institutional Testing Office—ACT, MoGEO, & Missouri Content Assessment:**

Assessment Office [oaia@nwmissouri.edu](mailto:oaia@nwmissouri.edu) Garrett Strong 1930 1452

For further information, visit:

ACT: <http://www.actstudent.org/index.html>

Praxis: <https://praxis.ets.org/state-requirements/missouri-tests.html>

DESE: <https://dese.mo.gov/>

#### **Student Success Center:**

AVP Enrollment Man/Student Success	Dr. Allison Hoffmann	AD 266	1695
Director, Acad Success & Retention	Ms. Leslie Abarr-Cuenca	Owens Library 252	1695
Assist. Director, Acad Support	Nicholas Kirse	Owens Library	1975
Academic Adv for Education	Sondra Langley	Owens Library	1458

## **Professional Education Mileposts**

### **Freshman (First) Year:**

1. Assignment to an approved Professional Education advisor.
2. ACT or SAT scores on file with the University and TESS Office if available.
3. Plan program for completion of prerequisite courses for admission to the Professional Education Program.
4. Work toward attaining and maintaining a minimum professional education GPA of 3.00 and content area GPA of 2.50.
5. Successfully complete coursework required for admission to the Professional Education Program.
6. Register with the Family Care Safety Register so that a Criminal Background Check can be completed in your beginning practicum course.

### **Sophomore (Second) Year:**

1. Complete prerequisite courses for admission to the Professional Education Program.
2. Work toward attaining and maintaining a minimum professional education GPA of 3.00 and content area GPA of 2.50.
3. Apply for admission to Professional Education once all prerequisites have been completed. Apply by requesting an application from the Teacher Education Student Services (TESS) Office. You will need to email a PDF of your degree audit and your 919# to [tess@nwmissouri.edu](mailto:tess@nwmissouri.edu) to receive an application. (Refer to the admissions checklist on page 12).

### **Junior (Third) Year:**

1. Work toward attaining and maintaining a minimum professional education GPA of 3.00 and content area GPA of 2.50.
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 pages 22 & 23).
3. Successfully complete the appropriate content area assessment(s) prior to student teaching.
4. 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. Successfully complete the appropriate content area assessment(s) prior to student teaching.
3. Apply on-line for certification through the Department of Elementary and Secondary Education website during the last semester of enrollment. (See page 27 for procedure or the following website: <http://www.nwmissouri.edu/dept/peu/certification/moteacher.htm>).
4. Work toward attaining and maintaining a minimum professional education GPA of 3.00 and content area GPA of 2.50.
5. Successfully complete the Missouri Educator Evaluation System (MEES artifacts) during student teaching.

### Northwest Criminal Background Check Process

Course Gateways:	Practicum courses (Must complete a background check for any course that requires a field experience)	Student Teaching Courses	Certification
<b>Register:</b>	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)
<b>Type of Background Check:</b>	Family Care Safety Registry Check	FBI/Highway Patrol Background Check	FBI/Highway Patrol Background Check
<b>Cost:</b>	One-time registration fee of \$15.55 (\$15.00 plus a \$.55 processing fee)	Total cost for a complete background check is approximately between \$40 to \$50 per applicant	Total cost for a complete background check is approximately between \$40 to \$50 per applicant
<b>How the background check is paid:</b>	Student must pay with a debit or credit card	Student pays from own funds	Student pays from own funds
<b>Timeline:</b>	Student should register with the FCRS by the end of the first week of classes; will be completed during the first two weeks of class	Information will be given at Opening Meeting for Student Teachers; Will be completed prior to student beginning student teaching experience	Results will be available on your DESE profile.
<b>Follow through:</b>	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.	Results will be available on your DESE profile	None
<b>Results sent to:</b>	TESS Coordinator	Student teacher; The student teacher should then give a copy of the letter received to the Field Experiences Director	DESE
<b>If check/record shows a problem:</b>	TESS Coordinator notifies the Teacher Education Guidance Committee (TEGC) Chair who calls a meeting of the ad-hoc COTE committee.	Field Experiences Director notifies the Teacher Education Guidance Committee (TEGC) Chair who calls a meeting of the ad-hoc COTE committee.	Certification Officer notifies the Teacher Education Guidance Committee (TEGC) Chair who calls a meeting of the ad-hoc COTE committee.

## **Criminal Background Check Procedure During Practica Courses**

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 (Ecology of Teaching 62-111 or Professional Learning Community I 62-113 or Ecology & Developmental Foundations of Education 62-107, Observation and Activity in Physical Education 22-260, Foundations of Agricultural Education 03-320, Introduction to Music Education 19-180 and Foundations in Art Education 13-180), upon admission to the Professional Education Program, and in upper level Professional Education Practicum Courses. Students should email verification of their FCSR registration to the TESS Office in Brown Hall 240 at [tess@nwmissouri.edu](mailto:tess@nwmissouri.edu) during their 1<sup>st</sup> week of enrollment in their beginning practicum courses (62-111, 62-113, 62-107, 22-260, 03-320, 13-180, and 19-180).

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 \$15.00 plus a \$.55 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 \$13.00 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. Please notify the TESS Office at [tess@nwmissouri.edu](mailto:tess@nwmissouri.edu) that you have completed your registration so 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.

To check to see if you are registered, follow the steps below:

1. Go the following site: <https://webapp02.dhss.mo.gov/bsees/Main.aspx>
2. Click the Registration Tab and then Register.
3. 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 and you do not need to do anything further unless contacted by the TESS Office.

\*\*If a student has previously completed a criminal background check that they would like to use in place of the Family Care Safety Registry check, the background check **MUST** be less than a year old and **MUST** clearly indicate the results of the check. If the background check meets these two requirements, the student may bring a copy to the TESS Office.

\*\*\*Please note that if there is an issue with registration, the TESS Office will contact the student and the student will be responsible for contacting the FCSR at (866) 422-6872 to resolve the issue. The student will then need to notify the TESS Office that the issue has been resolved and that the background check can be completed.

## **Professional Education Assessment Fee**

Due to resource constraints and increased costly activities and assessments within the Professional Education Unit, it was decided to assess a \$35 per credit hour fee to partially cover these costs and this fee covers costs all through the preparation program. This fee will cover but is not limited to the following items:

- Transportation Costs for Practicum courses and Diversity trips
- Student Teaching Seminar Guest Speakers' Stipends and/or Expenses
- Student Teaching Seminar associated expenses
- ID Badges for Horace Mann
- Cover partial cost of increased field experiences and diversity hour eligible field trips

## Requirements for Admission to the Professional Education Program

**All education majors must successfully complete all Phase I coursework with a grade of C or better for their major**

Yes	No	Education Major Coursework Requirements	Agricultural Education Major Coursework Requirements	Art Education Major Coursework Requirements	Music Education Coursework Requirements	Physical Education Major Coursework Requirements
		Ecology & Developmental Foundations of Education (62-107)  **These classes can be used for admission in place of 62-107: Ecology of Teaching (62-111) <b>and</b> Developmental Foundations of Learning (62-112).	Foundations of Agricultural Education (03-320)	Foundations in Art Education (13-180)	Introduction to Music Education (19-180)	Ecology & Developmental Foundations of Education (62-107)  **These classes can be used for admission in place of 62-107: Ecology of Teaching (62-111) <b>and</b> Developmental Foundations of Learning (62-112).
	Professional Learning Community I (62-113)	Observation and Practicum I in PE (22-260)				
	Introduction to Curriculum, Instruction & Assessment (62-108)  **These classes can also be used for admission in place of 62-108: Introduction to Curriculum & Instruction (62-114) <b>and</b> Principles of Assessment (62-115).	Designing Integrated and Developmental Foundations of Adolescent and Content Literacy in PE (22-445)				
		Professional Learning Community II (62-116)				
		Introduction to Special Education (62-371)  **These classes can also be used for admission in place of 62-371:  Communication in a Positive & Inclusive Classroom (62-109) <b>and</b> Professional Learning Community II (62-119) <b>OR</b> Inclusive Classrooms & Positive Learning Environments (62-117), Teaching is Communication (62-118) <b>and</b> Professional Learning Community II (62-119).	Introduction to Special Education (62-371)  **These classes can also be used for admission in place of 62-371:  Communication in a Positive & Inclusive Classroom (62-109) <b>and</b> Professional Learning Community II (62-119) <b>OR</b> Inclusive Classrooms & Positive Learning Environments (62-117), Teaching is Communication (62-118) <b>and</b> Professional Learning Community II (62-119).	Introduction to Special Education (62-371)  **These classes can also be used for admission in place of 62-371:  Communication in a Positive & Inclusive Classroom (62-109) <b>and</b> Professional Learning Community II (62-119) <b>OR</b> Inclusive Classrooms & Positive Learning Environments (62-117), Teaching is Communication (62-118) <b>and</b> Professional Learning Community II (62-119).	Introduction to Special Education (62-371)  **These classes can also be used for admission in place of 62-371:  Communication in a Positive & Inclusive Classroom (62-109) <b>and</b> Professional Learning Community II (62-119) <b>OR</b> Inclusive Classrooms & Positive Learning Environments (62-117), Teaching is Communication (62-118) <b>and</b> Professional Learning Community II (62-119).	Introduction to Special Education (62-371)  **These classes can also be used for admission in place of 62-371:  Communication in a Positive & Inclusive Classroom (62-109) <b>and</b> Professional Learning Community II (62-119) <b>OR</b> Inclusive Classrooms & Positive Learning Environments (62-117), Teaching is Communication (62-118) <b>and</b> Professional Learning Community II (62-119).

Yes	No	Other Requirements for ALL education majors:
		3.00 Professional Education GPA (_____ prof ed GPA)
		Successfully complete Criminal Background Check through the Family Care Safety Registry/TESS approval
		Demonstrate appropriate professional dispositions as measured by the dispositions assessment
		<b>ALL qualifications have been met. Please email the TESS Office (BH 240) at <a href="mailto:tess@nwmissouri.edu">tess@nwmissouri.edu</a> &amp; apply for admission to the Professional Education Program.</b>

**\*\*If you have not met all qualifications, you will not be eligible for an application. This includes completing all coursework with a grade on your degree audit and meeting the professional education minimum GPA requirement.**

Appeals procedures available. **Contact your education advisor** to discuss a "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

## Petition Process

All Petitions to Enroll in a Blocked Class are reviewed by the Teacher Education Admissions Committee (TEAC). The TEAC ensures that the admissions process to the Professional Education Program is managed carefully and fairly and that students entering Northwest as teacher education majors have early feedback on admittance expectations and potential deficiencies and that the Assessment System empowers teacher candidates to utilize multiple measures to demonstrate their capability to be a teacher. The primary focus of this team is to assure talented students have the support necessary to qualify for entry into the Professional Education Program and to hear cases of students who have not yet met these expectations.

All petitions must be completed in their entirety and the required supporting documentation should be attached. Signatures are required from the student and his/her advisor on both the petition form and the student plan accompanying both petitions. **Petitions that are incomplete or are missing a signature will not be reviewed.** All petitions **MUST** be submitted to the Teacher Education Student Services (TESS) Office by 5:00 p.m. on the day prior to the scheduled TEAC meeting.

### **Petition to Enroll in a Blocked Class(es)**

The Petition to Enroll in a Blocked Class(es) form is for Teacher Education Students who have not met one or more of the requirements for admission to the Professional Education Program and want to enroll in courses that require admission to the Professional Education Program as a prerequisite. If approved, students will have to complete a Schedule Change (drop/add) Form to enroll in blocked courses which will need to be signed by the TESS Coordinator, the course instructor and in some cases, the department chair. Please note that enrollment is not guaranteed without the instructor's approval. Additionally, if a course is already closed, students may be placed on a course entrance wait list at the discretion of the course instructor.

During pre-registration, students approved to enroll in blocked courses will not be allowed to enroll in the approved courses until students who have completed 60 or more credit hours have pre-registered and the enrollment window has opened for students who have completed 59 or less credit hours. The TESS Coordinator will not sign any Schedule Change Forms prior to this date.

## Petition to Enroll in a Blocked Class 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?

<b>All education majors must successfully complete all Phase I coursework with a grade of C or better for their major</b>						
Yes	No	Education Major Coursework Requirements	Agricultural Education Major Coursework Requirements	Art Education Major Coursework Requirements	Music Education Major Coursework Requirements	Physical Education Major Coursework Requirements
		Ecology & Developmental Foundations of Ed (62-107)  **These classes can be used for admission in place of 62-107: Ecology of Teaching (62-111) <b>and</b> Developmental Foundations of Learning (62-112).	Foundations of Agricultural Education (03-320)	Foundations in Art Education (13-180)	Introduction to Music Ed (19-180)	Ecology & Developmental Foundations of Ed (62-107)  **These classes can be used for admission in place of 62-107: Ecology of Teaching (62-111) <b>and</b> Developmental Foundations of Learning (62-112).
		Professional Learning Community I (62-113)				Observation and Practicum I in PE (22-260)
		Introduction to Curriculum, Instruction & Assessment (62-108)  **These classes can also be used for admission in place of 62-108: Introduction to Curriculum & Instruction (62-114) <b>and</b> Principles of Assessment (62-115).				Designing Integrated and Developmental Foundations of Adolescent and Content Literacy I in PE (22-445)
		Professional Learning Community II (62-116)				
		Introduction to Special Education (62-371)  **These classes can also be used for admission in place of 62-371: Communication in a Positive & Inclusive Classroom (62-109) <b>and</b> Professional Learning Community II (62-119) <b>OR</b> Inclusive Classrooms & Positive Learning Environments (62-117), Teaching is Communication (62-118) <b>and</b> Professional Learning Community II (62-119).	Introduction to Special Education (62-371)  **These classes can also be used for admission in place of 62-371: Communication in a Positive & Inclusive Classroom (62-109) <b>and</b> Professional Learning Community II (62-119) <b>OR</b> Inclusive Classrooms & Positive Learning Environments (62-117), Teaching is Communication (62-118) <b>and</b> Professional Learning Community II (62-119).	Introduction to Special Education (62-371)  **These classes can also be used for admission in place of 62-371: Communication in a Positive & Inclusive Classroom (62-109) <b>and</b> Professional Learning Community II (62-119) <b>OR</b> Inclusive Classrooms & Positive Learning Environments (62-117), Teaching is Communication (62-118) <b>and</b> Professional Learning Community II (62-119).	Introduction to Special Education (62-371)  **These classes can also be used for admission in place of 62-371: Communication in a Positive & Inclusive Classroom (62-109) <b>and</b> Professional Learning Community II (62-119) <b>OR</b> Inclusive Classrooms & Positive Learning Environments (62-117), Teaching is Communication (62-118) <b>and</b> Professional Learning Community II (62-119).	Introduction to Special Education (62-371)  **These classes can also be used for admission in place of 62-371: Communication in a Positive & Inclusive Classroom (62-109) <b>and</b> Professional Learning Community II (62-119) <b>OR</b> Inclusive Classrooms & Positive Learning Environments (62-117), Teaching is Communication (62-118) <b>and</b> Professional Learning Community II (62-119).
		Do you have a 3.00 Professional Education GPA?				

### THE FOLLOWING MATERIALS MUST BE SUBMITTED WITH YOUR PETITION:

- \_\_\_\_\_ Completed Blocked Class Petition with the required signatures
- \_\_\_\_\_ Current Degree Audit—Can be printed through CatPAWS
- \_\_\_\_\_ Letter describing the deficiencies related to the specific teacher education admissions criteria on which you base your appeal. Include in your letter details of the steps you plan to take to meet the criteria.
- \_\_\_\_\_ Professional Education Revised 4-year Student Plan with the required signatures
- \_\_\_\_\_ Grades from ALL courses in which you are currently enrolled



**Northwest Missouri State University  
Professional Education Revised 4 Year Student Plan**

**Outline on this form your plan to complete your remaining coursework.**

Student Name: \_\_\_\_\_ 919 #: \_\_\_\_\_

Major: \_\_\_\_\_ Minor/Concentration: \_\_\_\_\_

Year: (Circle one)      Freshman      Sophomore      Junior      Senior      Post-Baccalaureate

Proposed Student Teaching Date: \_\_\_\_\_

**Semester:** \_\_\_\_\_

**Semester:** \_\_\_\_\_

Course #	Course Title

Course #	Course Title

**Semester:** \_\_\_\_\_

**Semester:** \_\_\_\_\_

Course #	Course Title

Course #	Course Title

**Semester:** \_\_\_\_\_

**Semester:** \_\_\_\_\_

Course #	Course Title

Course #	Course Title

Student  
Signature: \_\_\_\_\_

Advisor  
Signature: \_\_\_\_\_

## **Teacher Education Guidance Committee**

This committee is responsible for issues affecting teacher candidates after admission to the professional education program. This may include curricular issues, dispositional issues and/or have deficiencies which are so serious that the candidate's success in the field of teaching would be in jeopardy. Such deficiencies may or may not relate to quantitative criteria.

The guidance committee is a standing 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 necessary policies. Due to the sensitive and confidential nature of the issues acted upon by this committee, the membership will be limited as follows: 1) Asst. Director of Teacher Education (chair), 2) Clinical Field Experience Coordinator, 3) Education Compliance Specialist/Certification Officer, 4) Asst. Coordinator of Clinical Field Experience, 5) TESS Coordinator, 6) Undergraduate Coordinator Representative, and 7) COTE chair, and 8) an additional member designated by the Director of Teacher Education. Additionally, a candidate's academic advisor will be invited to attend meetings and hearings on a case-by-case basis in a non-voting role to serve as an advocate and to provide support for the candidate.

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 in 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 three 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 insure 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 in the School of Education.

## **Educator Improvement Plan**

Instructors, advisors, cooperating teachers, and university supervisors will have the opportunity to complete an Educator Improvement Plan (EIP) on a student. An EIP is an assessment on dispositions detrimental to the student, the program, K-12 students or staff. The EIP is not meant to be a punishment. Rather, it is a tool to identify barriers keeping the student from becoming an effective educator, and a strategic outline on how the student may improve.

An EIP will be completed in hard copy outlining the dispositional or behavior issue and include a plan on how the issue may be resolved. A printable copy is available here on the TESS website.

The form completer will share the EIP with the student and send a copy to the Director of Field Experience who will load it into Dynamic Forms. If the student agrees with the results, he/she will begin to take steps outlined in the EIP to resolve the issue and progress will be monitored by the Director of Field Experience and the form completer. If the student disagrees with the findings on the EIP, he/she may appeal to the Teacher Education Guidance Committee (TEGC) to modify the findings or strategic plan. The TEGC will have the final decision on EIP results.

Again, the EIP is meant as a tool to improve the student's skill as an educator, not act as a punishment. However, if a student fails to follow the strategies put forth in the EIP that has been agreed upon by the TEGC, the TEGC has authority to move forward on consequences, up to and including program expulsion.

## Educator Improvement Plan

Initial Conference

**Improvement Plan for:** \_\_\_\_\_  
Name
Date
School
Subject
Academic Year

**Identify Indicator:** Select Standard \_\_\_\_\_ Select Indicator \_\_\_\_\_  
Standard number and name
Quality Indicator number and name

**Rationale:** Describe why improvement on this performance indicator is required

<p><b>1. IMPROVEMENT TARGET</b>  <i>State specifically the improvement required based on the performance indicator referenced above.</i></p>	<p><b>2. SPECIFIC STRATEGIES</b>  <i>Create a goal statement addressing the IMPROVEMENT TARGET. This goal statement should include essential, measureable qualities.</i></p>
<p><b>3. BENCHMARKS AND TIMELINES</b>  <i>Describe the specific benchmarks and/or relevant timelines that will demonstrate growth or completion of the improvement target.</i></p>	<p><b>4. MEASURES</b>  <i>Describe the measures providing evidence that the improvement target has been accomplished or adequately addressed</i></p>

**Initial Evaluation Signature** (teacher signature indicates knowledge of the report, not necessarily agreement)

\_\_\_\_\_  
Signature of Teacher/Leader
Date
Signature of Evaluator
Date

**Educator Improvement Plan**  
Follow-up Observation & Meeting

Date: \_\_\_\_\_

<p><u>NOTES ON PROGRESS</u></p> <p><i>Using the timeline set during the Initial Evaluation, determine progress to date towards achieving each benchmark and accomplishing improvement targets.</i></p>

**Follow-up Meeting Signature** (teacher signature indicates knowledge of the report, not necessarily agreement)

\_\_\_\_\_  
Signature of Teacher/Leader

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

## 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:

**Teacher Candidates should be admitted to the Professional Education Program by their 6th trimester of coursework and all upper level 61 and 62 prefixed courses in the School of Education require admission to the Professional Education Program as prerequisite for enrollment. Please check your Catalog for the course prerequisite for a specific course.**

**\*Please note classes are subject to change**

<b>Subject Area:</b>	<b>Courses:</b>		
<b><u>Agriculture</u></b>	<b>03-581</b> Program Planning in Ag Ed	<b>03-421</b> Conducting Supervised Ag Experience Programs	<b>03-580</b> Methods of Instruction and Assessment in Agricultural Education
<b><u>Art</u></b>	<b>13-480</b> Methods in Secondary School Art		
<b><u>Business</u></b>	<b>44-480</b> Methods of Teaching Business and Marketing		
<b><u>Education: Curriculum &amp; Instruction</u></b>	<b>62-324</b> Content Practicum	<b>62-325</b> Professional Learning Community VI	<b>62-331</b> Designing Intervention and Assessment
	<b>62-342</b> Literacy Practicum	<b>62-380</b> Diagnostic and Corrective Reading	<b>62-384</b> Teaching Students in Cross Categorical Special Ed: Acad/Behav
	<b>62-385</b> Teaching Cross Categorical Special Ed: Acad/Behav, Secondary	<b>62-386</b> Teaching Students in Cross Categorical Special Ed: Functional/Physical	<b>62-387</b> Teaching Students in Cross Categorical Special Ed: Functional/Physical, Secondary
	<b>62-396</b> Special Education: Implementing Techniques & Strategies of Evaluation, Instruction and Behavior	<b>62-404</b> Practicum in Preschool	<b>62-405</b> Practicum in Kindergarten
	<b>62-407</b> Elementary School Language Arts Practicum	<b>62-408</b> Transition & Career Readiness, Families and Partnerships: Theory and Techniques	<b>62-410</b> Elementary School Social Studies
	<b>62-420</b> Content Teaching in Elementary Schools	<b>62-430</b> Teaching Writing in Middle School	<b>62-431</b> Residency Practicum
	<b>62-442</b> Early Childhood Professional Capstone	<b>62-443</b> Early Childhood Professional Learning Community VII	<b>62-445</b> Early Childhood Professional Learning Community VIII
	<b>62-446</b> Trauma Informed Practices and Culturally Responsive Pedagogy	<b>62-447</b> Methods in Early Childhood Special Education	<b>62-470</b> Assessment in Special Education
	<b>62-471</b> Assessment in Special Education Lab	<b>62-472</b> Capstone Practicum Experience	<b>62-504</b> Creating Inclusive Classrooms
	<b>62-508</b> Transition/Career Education for Students with Disabilities	<b>62-511</b> Middle School Curriculum, Methods & Practicum	<b>62-522</b> Technology for Teaching and Learning
	<b>62-531</b> Curriculum and Methods in Early Childhood	<b>62-540</b> Behavior Management Techniques	<b>62-541</b> Assessment and Early Intervention in Early Childhood
	<b>62-542</b> Curriculum and Methods in Early Childhood Special Education		
	<b><u>Education: General Leadership</u></b>	<b>61-360</b> Secondary Teaching Practicum II	<b>61-430</b> Middle School Practicum
<b>61-432</b> Professional Education Capstone		<b>61-461</b> School and Society	<b>61-462</b> School and Society Seminar
<b>61-463</b> Secondary Methods and Techniques		<b>61-470</b> Directed Teaching in Elem & Secondary School	<b>61-471</b> Directed Teaching in the Elementary School
<b>61-472</b> Directed Teaching in the Secondary School		<b>61-473</b> Directed Teaching Early Childhood	<b>61-474</b> Directed Teaching in the Middle School
<b>61-480</b> Directed Teaching in Early Childhood Special Education		<b>61-481</b> Directed Teaching in Cross Categorical Special Education: Elementary	<b>61-482</b> Directed Teaching in Cross Categorical Special Education: Secondary
<b>61-520</b> Techniques of Classroom Management and Discipline			

<b><u>English</u></b>	<b>10-580</b> Methods in Secondary School English		
<b><u>Languages</u></b>	<b>14-480</b> Methods of Teaching Foreign Languages		
<b><u>Mathematics</u></b>	<b>17-323</b> Math Assessment & Intervention: Theories & Techniques	<b>17-580</b> Methods in Secondary School Math	<b>17-582</b> Math Meth for Mid Sch Tchrs
<b><u>Music</u></b>	<b>19-430</b> K-12 Practicum in Music Education	<b>19-482</b> Methods in Secondary School Instrumental Music	<b>19-484</b> Methods in Secondary School Vocal Music
<b><u>Physical Education</u></b>	<b>22-433</b> Senior Seminar in Physical Education	<b>22-437</b> Practicum: Physical Education in the Elementary School	<b>22-480</b> Health Ed Methods in the Secondary School
	<b>22-580</b> Methods in Secondary Physical Education		
<b><u>Science Education</u></b>	<b>28-580</b> Methods in Secondary School Science	<b>28-582</b> Methods in Middle School Science	
<b><u>Social Science</u></b>	<b>33-480</b> Methods in Secondary School Social Studies		
<b><u>Speech/Theatre</u></b>	<b>29-480</b> Methods of Teaching Speech/Theatre in the Secondary School		

- 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 and Courses Requiring “C” or Better Prior to Student Teaching

The following courses must be completed with a minimum grade of C to be used in a Professional Education Program that leads to certification. 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 courses . **Please note that you must have a content area GPA of 2.5 and a professional education GPA of 3.0.**

**All 61 and 62 prefixed courses in the School of Education.**

Subject Area:	Courses:		
<b><u>Agriculture</u></b>	<b>03-580</b> Methods of Instruction and Assessment in Agricultural Education		
<b><u>Art</u></b>	<b>13-380</b> Art in the Elementary School	<b>13-382</b> Methods in Elementary Art	<b>13-480</b> Methods in Secondary School Art
<b><u>Business Education</u></b>	<b>44-580</b> Methods of Teaching Business and Marketing		
<b><u>English</u></b>	<b>10-580</b> Methods in Secondary School English		
<b><u>Languages</u></b>	<b>14-480</b> Methods of Teaching Foreign Languages		
<b><u>Mathematics</u></b>	<b>17-171</b> Fundamentals of Math	<b>17-226</b> Math in the Elementary Classroom	<b>17-227</b> Math in the Elementary School
	<b>17-280</b> Methods in Teaching with Technology	<b>17-323</b> Math Assessment & Intervention: Theories & Techniques	<b>17-371</b> Algebra and Geo for Elem Teachers (Math Dept. Rule)
	<b>17-471</b> Mathematical Methods for Elementary Teachers	<b>17-580</b> Methods in Secondary School Math	<b>17-582</b> Mathematical Methods for Middle School Teachers
<b><u>Music</u></b>	<b>19-250</b> Vocal Methods	<b>19-270</b> Instrumental Methods for Non-Instrumental Majors	<b>19-275</b> Vocal Methods for Non-Vocal Majors
	<b>19-380</b> Music in the Elementary School	<b>19-481</b> Elementary General Music Methods	<b>19-482</b> Methods in Secondary School Instrumental Music
	<b>19-483</b> General Music Methods	<b>19-484</b> Methods in Secondary School Vocal Music	<b>19-592</b> Secondary General Music Methods
<b><u>Physical Education</u></b>	<b>22-238</b> Health & Physical Ed Methods in the Elem Sch	<b>22-480</b> Health Education Methods in the Secondary School	<b>22-523</b> Motor Development
	<b>22-580</b> Methods in Secondary Physical Education		
<b><u>Psychology</u></b>	<b>08-299</b> Educational Psychology	<b>08-312</b> Child Psychology	<b>08-317</b> Psychology of Early Adolescent
	<b>08-322</b> Adolescent Psychology	<b>08-333</b> Developmental Psychology	
<b><u>Science Education</u></b>	<b>28-226</b> Science in the Elementary School	<b>28-580</b> Methods in Secondary School Science	<b>28-582</b> Methods in Middle School Science
<b><u>Social Science</u></b>	<b>33-480</b> Methods in Secondary School Social Sciences		
<b><u>Speech</u></b>	<b>29-351</b> Normal Language Development	<b>29-480</b> Methods of Teaching Speech/Theatre in the Secondary School	<b>29-553</b> Language, Speech, and Hearing of the Exceptional Child and Adult

**\*Please note that a complete list of all courses comprising a certification area are available through an advisor and their “DESE Matrix” Canvas site. These are the courses that are included in the Professional Education GPA.**

**If you are in the 2023-2024 or later Catalog, you can find an approximate Professional Education GPA on your degree audit under the DESE Matrix section. Students in earlier Catalogs can find their approximate Professional Education GPA by using the “what-if” function on the degree audit, setting it to the 2023-2024 Catalog and scrolling to the DESE Matrix section.**

## Content Area Assessments

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 Missouri. **All students must successfully complete the appropriate content area assessment in order to be recommended for certification. Furthermore, all teacher candidates will be required to attempt the appropriate initial certification, state-mandated content examination(s) prior to finalizing placement into student teaching.**

**Please note the Praxis Exams through ETS is the content assessment requirement for teacher certification in Missouri. However, MoCA exams passed prior to July 1, 2024 will still be accepted for certification. The one exception to this is the Elementary Education content assessment. If only one subtest of the Elementary Education MoCA had been passed by July 1, 2024, then a teacher candidate will need to pass the Praxis Elementary Education tests for certification in Elementary Education.**

**A valid test score is required for each major and/or minor teaching area.** If you take the Content Assessment in Missouri, your scores will automatically be reported to DESE.

**Important Reminder Regarding Your Score Reports:** Candidates should **IMMEDIATELY** download and save their content assessment score report. It is important for each educator to take care of his/her test report(s) and other professional certification documentation! When registering for each test, please be sure to include your college/university code so that the institution receives a copy of your score report.

**To register for the Praxis, please go to <https://praxis.ets.org/state-requirements/missouri-tests.html> or contact the Northwest Assessment Office at 660-562-1452.**

Missouri's required licensure tests and scores are subject to change. The minimum qualifying score for the Praxis assessments vary by test and can be found <https://praxis.ets.org/scores>. (Select Missouri in State or Agency drop-down menu.) For specific test questions or information, please contact your advisor, and/or the DESE website or call DESE at 573.751.0051. 220 is the minimum qualifying score for EACH MoCA Content Assessment.

<b>Early Childhood Education and Elementary Education</b>		
<b>Major</b>	<b>Specialty Area Test (No.)</b>	<b>Minimum Score</b>
Early Childhood Education (Birth to Grade 3)	Early Childhood Education (5025)	145
Elementary Education (Grade 1 to Grade 6) <b>Candidates must pass all subtests.</b>	<b>Individual subtests:</b>	
	<ul style="list-style-type: none"> <li>• Elementary Ed: Reading (7002) <span style="float: right;">129</span></li> <li>• Elementary Ed: Math (7003) <span style="float: right;">139</span></li> <li>• Elementary Ed: Social Studies (7004) <span style="float: right;">140</span></li> <li>• Elementary Ed: Science (7005) <span style="float: right;">144</span></li> </ul>	
	<b>To take all subtests at once:</b>	
	<ul style="list-style-type: none"> <li>• Elementary Ed: Multiple Subjects (7001) <span style="float: right;">See above</span></li> </ul>	

<b>Special Education</b>		
<b>Major</b>	<b>Specialty Area Test (No.)</b>	<b>Minimum Score</b>
Special Education: Early Childhood	Special Education: Early Childhood/Early Intervention (5692)	148
Special Education: Blind & Low Vision	Special Education: Teaching Students with Visual Impairments (5282)	153
Special Education: Deaf & Hard of Hearing	Special Education: Education of Deaf and Hard of Hearing Students (5272)	149
Special Education: Severe/Profound	Special Education: Severe to Profound (5547)	143
Special Education: Mild to Moderate Cross-Categorical	Special Education: Foundational Knowledge (5355)	132

<b>Middle School Education (Grades 5-9)</b>		
<b>Major</b>	<b>Specialty Area Test (No.)</b>	<b>Minimum Score</b>
Agriculture	Agriculture Education (5701)	137
Business	Business Education: Content Knowledge (5101)	144
Middle School Language Arts	Middle School English Language Arts (5047)	153
Middle School Mathematics	Middle School Mathematics (5164)	143
Middle School Science	Middle School Science (5442)	140
Middle School Social Science	Middle School Social Studies (5089)	154
Speech & Theatre	Speech and Theatre (5222)	139
Technology & Engineering	Technology Education (5053) <b>NEW TEST</b>	144
Technology & Engineering	Technology Education (5051) <b>*accepted through August 31, 2025</b>	149

<b>Secondary Education</b>		
<b>Major</b>	<b>Specialty Area Test (No.)</b>	<b>Minimum Score</b>
Agriculture	Agriculture Education (5701)	137
Biology	Biology (5236)	144
Business	Business Education: Content Knowledge (5101)	144
Chemistry	Chemistry (5246)	135
Earth Science	Earth and Space Sciences (5572)	141
English	English Language Arts: Content Knowledge (5038)	158
General Science	General Science (5436) <b>NEW TEST</b>	128
Journalism	Journalism (5224)	140
Marketing	Marketing Education (5561)	154
Mathematics	Mathematics (5165)	145
Physics	Physics (5266)	133
Social Science	Social Studies (5581) <b>NEW TEST</b>	141
Social Science	Social Studies: Content Knowledge (5081) <b>*Accepted through August 31, 2025</b>	158
Speech & Theatre	Speech and Theatre (5222)	139
Technology & Engineering	Technology Education (5053) <b>NEW TEST</b>	144
Technology & Engineering	Technology Education (5051) <b>*accepted through August 31, 2025</b>	149

<b>K-12 Education</b>		
<b>Major</b>	<b>Specialty Area Test (No.)</b>	<b>Minimum Score</b>
Art	Art: Content Knowledge (5134)	147
Chinese (Mandarin)	Chinese (Mandarin): World Language (5665)	155
Computer Science	Computer Science (5652)	137
Family and Consumer Sciences	Family and Consumer Sciences (5123) <b>NEW TEST</b>	138
Family & Consumer Sciences	Family & Consumer Sciences (5122) <b>*Accepted through August 31, 2025</b>	144
French	French: World Language (5174)	152
German	German: World Language (5183)	153
Health	Health Education (5551)	155
Japanese	Japanese: World Language (5661)	144
Latin	Latin (5601)	165
Library Media Specialist	School Librarian (5312)	144
Music: Instrumental & Vocal	Music: Content Knowledge (5113)	150
Physical Education	Physical Education: Content Knowledge (5091)	147
Russian	Russian: World Language (5671)	119
Spanish	Spanish: World Language (5195)	158

<b>Advanced Licensure</b>		
<b>Major</b>	<b>Specialty Area Test (No.)</b>	<b>Minimum Score</b>
Career and Technical Education Administrator	Educational Leadership: Administration and Supervision (5412)	135
Elementary Mathematics Specialist (Grades 1-6)	Elementary Education: Math Specialist (5037)	137
English Language Learners	English to Speakers of Other Languages (5362)	145
Gifted Education	Gifted Education (5358)	147
School Counselor	School Counselor (5422)	149
School Principal	Educational Leadership: Administration and Supervision (5412)	135
School Psychologist	School Psychologist (5403)	145
Special Education Leader	Educational Leadership: Administration and Supervision (5412)	135
Special Reading	Reading Specialist (5302)	154
Superintendent	School Superintendent Assessment (6991)	152

<b>Temporary Authorization Certificate</b>		
<b>Major</b>	<b>Specialty Area Test (No.)</b>	<b>Minimum Score</b>
Principles of Learning and Teaching, 5-9	Principles of Learning and Teaching (PLT): Grades 5-9 (5623)	150
Principles of Learning and Teaching, 7-12	Principles of Learning and Teaching (PLT): Grades 7-12 (5624_)	147

## 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 the following website: <https://www.nwmissouri.edu/policies/academics/Family-Educational-Rights-and-Privacy-Act.pdf>.

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 two Student Teaching Orientation Meetings during the semester immediately preceding the semester scheduled for student teaching. One meeting is usually held in September for spring semester student teaching and January for fall semester student teaching and the other meeting will be held at the end of the semester prior to student teaching. **Candidates may not student teach in the Northwest laboratory school(s) without express written permission from the Dean of the School of Education. 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 2.50 in their content area and a minimum GPA of 3.00 in professional education, with no course in professional education having a grade lower than a C.
4. Furthermore, all teacher candidates will be required to attempt the appropriate initial certification, state-mandated content examination(s) prior to finalizing placement into student teaching.
5. The Student Teaching Website <https://www.nwmissouri.edu/education/peu/studentteach/index.htm> contains information on the application for student teaching, required reporting forms, the Student Teaching Handbook, and other information and forms needed for student teaching placement.
6. Northwest students may request placement in schools within specified territorial boundaries. 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.
7. All student teaching candidates are required to complete a minimum of two blocks (one semester) of student teaching experience.

### **Policy on Requesting an out-of-Hub/Boundary Placement for Residency Practicum and Student Teaching for Missouri placements only.**

If a Northwest teacher candidate seeks approval from the Northwest Office of Field and Clinical Experiences to student teach more than 50 miles from a designated student teaching hub, this is the process they must follow:

1. Contact the Director of Clinical Field Experiences (Dr. Greg Rich; [grich@nwmissouri.edu](mailto:grich@nwmissouri.edu)) and apply to student teach and/or complete residency practicum Out-of-Bounds of Northwest's student teaching hub.
  1. The Teacher Education Guidance Committee will evaluate evidence of student capability and readiness, including:
    1. GPA

2. Dispositions
  3. Content knowledge
  4. Advisor support/nonsupport
  5. Other relevant information germane to fitness to begin student teaching/residency practicum out-of-bounds
2. Teacher Education Guidance Committee will evaluate the application and determine if the application is accepted.
    1. If not accepted, the student may appeal the decision to the Director of Teacher Education/Dean of the School of Education
    2. For Elementary and Special Education Majors: If accepted, the \$1,050 charge to student teach out of bounds will apply for the Residency Practicum and Student Teaching terms and be charged to the student account for each academic term (both residency practicum and student teaching)
    3. For all other majors: If accepted, the \$1,050 charge to student teach out of bounds will apply for the Student Teaching term and be charged to the student account.

### 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 <https://www.nwmissouri.edu/education/peu/certification/index.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 Zach Ragan ([zragan@nwmissouri.edu](mailto:zragan@nwmissouri.edu) or [edcert@nwmissouri.edu](mailto:edcert@nwmissouri.edu)) in BH 240.**
4. 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/education/peu/certification/otherstates.htm>. Once completed, these applications may be processed through the Northwest Teacher Certification Office (BH 240).

### Certification Checklist

Yes	No	
_____	_____	Complete all coursework
_____	_____	Maintain a 2.5 GPA in major and a 3.0 GPA in professional education courses
_____	_____	Successfully complete the appropriate Content Area Assessment(s)
_____	_____	Successfully pass the Missouri Educator Evaluation System (MEES)
_____	_____	Complete a Background/Fingerprint Check
_____	_____	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**

1. 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.
2. All requirements for admittance to the Teacher Education Program must be fulfilled.
3. 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.
4. 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.
5. 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.

### **UNDERGRADUATE GRADUATION REQUIREMENTS**

Yes	No	
_____	_____	Check that any delayed grades are removed
_____	_____	Apply for your degree one semester prior to graduation in the Registrar's Office
_____	_____	Maintain a 2.5 GPA in major, and a 3.0 GPA in professional education courses

**2025-2026 Designated Teacher Education Advisors,  
School Chairs with Education Programs and Deans**

<b>College of Agriculture and Natural Sciences</b> Dr. Rod Barr, Dean		
<b>School</b>	<b>School Chair</b>	<b>Elementary/Middle/Secondary Advisor(s) or Secondary Advisor(s)</b>
Agriculture Sciences	Ms. Jacqueline Lacy, Chair	Mr. Matt Bax Ms. Jacqueline Lacy
Natural Sciences (Biological Sciences, Chemistry/Physics, Geology)	Dr. Jeff Thornsberry, Chair  Dr. David Richardson, Assistant Chair	Dr. Rebekah Snyder

<b>College of Arts, Communication and Social Sciences</b> Dr. Elise Hepworth, Dean		
<b>School</b>	<b>School Chair</b>	<b>Elementary/Middle/Secondary Advisor(s) or Secondary Advisor(s)</b>
Communication & Mass Media	Dr. Matt Walker, Chair  Dr. Bayo Joachim, Assistant Chair	N/A
Fine and Performing Arts (Art, Music, Theatre)	Dr. Adam Zrust, Chair  Dr. Karen Britt, Assistant Chair	<b>Art:</b> Dr. Eunjin Kim (K-12 Art advisor)  <b>Primary Music Education Advisors:</b> Dr. Debra Brown (Elementary Music Advisor) Dr. Katy Strickland (Secondary Instrumental Music Advisor) Dr. Adam Zrust (Secondary Choral Music Advisor)  <b>Speech/Theatre:</b> Dr. Joe Kreizinger (9-12 speech/theatre advisor)
Humanities and Social Sciences (Geography, History, Humanities, Philosophy, Political Science)	Dr. Jessica Gracey, Chair  Dr. Ethan Bottone, Assistant Chair	Dr. Robert Voss (Also Graduate Advisor) Ms. Dana Ternus
Language, Literature and Writing	Dr. Robin Gallaher, Chair  Dr. Jenny Rytting, Assistant Chair	<b>English:</b> Dr. Ashley Black Dr. Joseph Haughey Ms. CJ (Catherine) Holthaus  <b>Spanish:</b> Dr. Jose Palacios Perez

**College of Business, Mathematics and Technology**

Dr. Ben Blackford, Dean

<b>School</b>	<b>School Chair</b>	<b>Elementary/Middle/Secondary Advisor(s) or Secondary Advisor(s)</b>
Business	Dr. Steve Ludwig, Chair Dr. Chi Lo Lim, Assistant Chair	N/A
Computer Science & Information Systems	Dr. Joni Adkins, Chair Diana Linville, Assistant Chair	<b>Business:</b> Ms. Crystal Combs
Mathematics and Statistics	Dr. Brian Haile, Chair	<b>Primary Mathematics Education Advisor:</b> Dr. Jennifer Wall  <b>Other Mathematics Advisors:</b> Dr. Taylor Harrison Dr. Amanda Meiners Mr. Brian Swink

**College of Education, Health and Human Services**

Dr. Tim Wall, Dean

<b>School</b>	<b>School Chair</b>	<b>Elementary/Middle/Secondary Advisor(s) or Secondary Advisor(s)</b>
Education	Dr. Nissa Ingraham, Chair	<p><b>Professional Education Advisors:</b>                      Ms. Robyn Akins                      Dr. Kristina Alexander (Graduate Only—Specialist)                      Ms. Jill Baker                      Dr. Jeff Blackford                      Dr. Travis Dimmitt                      Dr. Shantel Farnan                      Dr. Beth Gregory                      Dr. Nissa Ingraham                      Dr. Alicia Kershaw                      Dr. David Kiene (Graduate Only)                      Ms. Laura King                      Ms. Tamara Lynn                      Ms. Rebecca Moore                      Dr. Greg Rich                      Dr. Kally Roberts                      Dr. Cynthia Schairer-Kessler                      Dr. Sandy Seipel                      Dr. Linda Gray Smith                      Dr. Ashley Strickland                      Dr. Sara Taylor</p> <p><b>Alternative Certification Advisor:</b>                      Dr. Dan Gordon</p>
Health Science & Wellness	Dr. Rhonda Beemer, Chair  Dr. Chase O'Gwin, Assistant Chair	<p><b>Health and Physical Education Advisors:</b>                      Dr. Jodie Leiss                      Dr. Gina McNeese                      Dr. Christy Suits (begins advising in Spring 2026)</p> <p><b>School Counseling Advisor:</b>                      Ms. Michele Veasey</p>

## **APPENDICES**

# **Elementary/Middle School/Secondary Information**

## **Northwest Missouri State University Statement on Diversity, Equity & Inclusion**

As a Professional Education Unit (PEU) that envelops multiple content areas and faculty/student backgrounds, we seek to not only define diversity but also to enrich the diversity of our Unit.

### **Northwest Missouri State PEU Diversity Definition**

Northwest Missouri State University defines diversity as differences and similarities among people by ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

### **Diversity Proficiencies**

The Northwest PEU recognizes the importance of defining the idea of diversity. We strive to instill our students with an understanding of diversity and how it interconnects within education practice. We have developed the following proficiencies to be acquired by our education students.

### **Northwest PEU Diversity Proficiencies:**

In order to create an intercultural competent educator, candidates will connect with their own cultural identities and how those identities influence their interactions with diverse learners by:

- Exploring one's own socio-historical background and its role in identity formation;
- Analyzing one's own biases and assumptions;
- Examining how their identity impacts their interactions with others;
- Synthesizing the above competencies to understand a larger system of inequities.

### **Diversity Hour Experience**

Degree seeking undergraduate/graduate students and post baccalaureate students seeking educator certification are required to complete hours in diverse settings. These will provide meaningful experiences through which the candidate will interact with diverse populations, evaluate assumptions about teaching/administrating/counseling in diverse settings and reflect on how the experience may alter those assumptions and impact professional practice. The overall goal is to enable the student to observe/interact within and reflect on effective educational practice in diverse settings.

These diversity hours have been built into the coursework and will be tracked internally by the Teacher Education Student Services Office. If a form is needed to document diversity hours, please use the NWMSU Diversity Hour Credit Form. All signatures are required on the form and the form should be submitted to the TESS Office (BH 240).

## NWMSU Diversity Hour Credit Form

Event \_\_\_\_\_ Date \_\_\_\_\_ Time of Event \_\_\_\_\_ to \_\_\_\_\_

Location \_\_\_\_\_ Description of Activity \_\_\_\_\_

Student Name \_\_\_\_\_ Number of Hours Completed \_\_\_\_\_

Student 919 # \_\_\_\_\_

Please indicate if these are undergraduate or graduate diversity hours: \_\_\_\_\_ Undergrad \_\_\_\_\_ Grad

The educational theory discussed in the event was relevant to which diversity definition qualifiers?\*

ethnicity  race  socioeconomic status  gender  exceptionalities  language  religion  
 sexual orientation  geographical area  age

*(The experience must coordinate with the events outlined by the COTE Diversity Committee.)*

Which Northwest Diversity Proficiency do you feel this event covers?

- Exploring one's own socio-historical background and its role in identify formation;
- Analyzing one's own biases and assumptions;
- Examining how their identity impacts their interactions with others;
- Synthesizing the above competencies to understand a larger system of inequities.

*(If the experience does not connect/fulfill/cover any of the above mentioned Diversity Proficiencies, it may not be used as Diversity Hours credit.)*

How would you apply this diversity aspect/educational theory to your future classroom? (10 sentence minimum)

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On-site supervisor: \_\_\_\_\_ Date: \_\_\_\_\_  
*(Your signature verifies that the NW student fully participated in this event and that the student has represented the event correctly in the information provided above.)*

Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

\*\*Please ensure that you have both signatures before submitting to the TESS Office

**Initial Candidate Disposition Assessment  
School of Education  
Northwest Missouri State University**

**The Assessment Process**

To be most effectively used, dispositions should be assessed frequently and at specified points on a teacher candidate’s journey to certification. Candidates should be assessed by multiple mentor faculty and cooperating teachers as to assure that personality conflicts or other personal issues that may arise with one faculty member or cooperating teacher do not create biased results. This also allows the teacher candidate to receive feedback and mentoring from a broad range of mentors and sources, allowing the candidate to become truly self-reflective.

Teacher candidates will have dispositions formally assessed on the following timeline:

<b>Phase</b>	<b>Major/Program</b>	<b>Fall 23 Course/Activity</b>
Phase 1	All education majors	62-371 Intro to Special Education
Phase 2	Special Ed.:	62-342 Literacy Practicum
Phase 2	Elementary	62-342 Literacy Practicum
Phase 2	Early Childhood:	62404 Practicum in Preschool 62304 Early Childhood Practicum I
Phase 2	Middle School:	61-311 Designing Integrated Curriculum, Middle/Secondary
Phase 2	Secondary/K12:	Secondary Methods Content Courses
Phase 3	All education majors	Student teaching

At each formal assessment, the assessor will observe and record the candidate’s dispositions. Candidates with no dispositional concerns should be encouraged and require no additional intervention. Candidates who consistently demonstrate exceptional performance should be recognized by the instructor.

In addition to formal assessments, at any time during the candidate’s education, instructors and appropriate Professional Education Unit staff members can complete an at-large disposition assessment not tied to a course. At-large dispositions alert the advisor to a problem that has arisen and allow the advisor an opportunity to make contact with the candidate. At-large dispositions will be referenced during any formal review of dispositions results.

**Assessment Instrument**

Candidates will be assessed using the form titled “Disposition Tool for Educators”, or DTE. This instrument was developed over the course of the 2017-2018 academic year by a committee of teacher education faculty. The tool itself was created after reviewing several different assessment tools in use at other educator preparation programs. Candidates will be scored using a three-column system:

1 (Not Demonstrating; or Not Progressing) indicating the candidate needs assistance,

2 (Partially Demonstrating; or Progressing with Support) indicating the candidate's disposition is progressing toward the desired level, with the support of supervisors,

3 (Demonstrating; or Progressing Independently) indicating the candidate's disposition meets the desired criteria.

### **Admission Requirement**

According to the Professional Education Unit Handbook (<https://www.nwmissouri.edu/education/peu/pdf/tess/ProfEduHandbook.pdf>), education majors are required to "demonstrate appropriate professional dispositions as measured by the dispositions assessment" in order to be admitted to the teacher education program. The DTE administered during Phase 1 will act as this formal assessment of dispositions required for admission to teacher education. Disposition concerns will be noted and presented to the Teacher Education Admission Committee (TEAC).

In addition, dispositional results will be reviewed during the application for student teaching by candidate advisors and the director of field experience. Finally, disposition assessment results during student teaching will be monitored by the director of field experience and the Teacher Education Guidance Committee.

If at any time the candidate demonstrates dispositions that would negatively impact the candidate, their students or the Professional Education Unit, actions will be taken to rectify the situation. These remediations may range from a conversation to an Educator Improvement Plan. These steps are outlined in the document "Dispositions Protocol for Teacher Education Candidates". If remediation is unsuccessful and the candidate continues to demonstrate poor disposition(s), the Teacher Education Admission Committee or Teacher Education Guidance Committee may prohibit the candidate from entering or continuing teacher education or student teaching.

### **Due Process**

At each point in the dispositions evaluation process teacher candidates are asked to self-reflect on their dispositional progress. Candidates have the opportunity to discuss concerns raised by the assessor and ask for support from additional faculty or staff should they have concerns about the accuracy of their dispositional assessments. Dispositional scores will be stored on an online assessment system so that candidates may access their dispositional data at any time and may ask for clarification or support. Should a candidate feel their disposition was unfairly assessed, they may ask for an appeal meeting with either the Chair, Dean, Assistant Director, or School Director to address concerns. The Dean has the authority to override a disposition assessment should they find that the candidate was assessed in an unjust or inappropriate manner.

## Northwest Dispositions Document

Name: _____ 919 _____ Date: _____ Rater: _____	<b>Not Demonstrating; or Not Progressing.</b> <b>Rate as 1</b>	<b>Partially Demonstrating; or Progressing with Support.</b> <b>Rate as 2</b>	<b>Demonstrating; or Progressing Independently.</b> <b>Rate as 3</b>
<b>Commitment to Positive Environment and Growth-Oriented Interactions:</b>  <i>Demonstrates an inclination to seek learning from any situation and to encourage others to do the same.</i>	Displays little confidence in one's own ability to complete tasks. Frequently demonstrates a failure-oriented attitude.	Needs reminders and support to demonstrate confidence	Demonstrates confidence in one's own ability to be successful as a teacher.
	Shifts the morale of teams with whom they work to the negative.	Is an adequate participant in work with team members. Neither shifts toward the negative nor goes out of the way to build morale.	Improves the morale of the team with whom they work.
	Attempts to shift the discussion of teams with whom they work away from the task at hand.		
	Attempts to dominate or control conversations with team members.		
	Does not identify personal or professional goals.	Identifies goals but lacks the ability to self-monitor progress and adjust behaviors accordingly	Identifies personal and professional goals and checks progress toward goals and adjusts behaviors to meet goals.
Believes there is only one way to learn and complete a task.	Identifies multiple ways to complete a task but has not risen to the level of advocating for others as they seek new paths for learning and growth.	Envisions and advocates for opportunities for others to make their own choices in paths for learning and growth.	

Name: _____ 919 _____ Date: _____ Rater: _____	<b>Not Demonstrating; or Not Progressing.</b> <b>Rate as 1</b>	<b>Partially Demonstrating; or Progressing with Support.</b> <b>Rate as 2</b>	<b>Demonstrating; or Progressing Independently.</b> <b>Rate as 3</b>
<b>Responsibility:</b> <i>Demonstrates reliability in attendance, promptness, notification of emergencies, reliability when making commitments.</i>	Exhibits a pattern of absence and/or tardiness. Fails to complete missed work. Gives no reason for missing class/field experiences. Actions disrupts class/field experiences by arriving late. Disengaged.	Rarely misses or is tardy for class/field experiences. Is reliable and keeps commitments.	Consistently attends class/field experiences and is on time.  Absences are legitimate and properly excused. Flexible.
<b>Preparation:</b> <i>Work is completed with attention to detail, thoughtful analysis, and submitted on time.</i>	Work completed with little attention to quality. Assignments are late or missing. Comes unprepared to class and/or field experiences (no text or class material, hasn't read, etc.). Views work as an assignment and not as professional growth.	Assignments are completed correctly and with accuracy. Work shows basic grasp of the assignments intent. Meets assignment deadlines adequately. Is prepared for class and/or field experiences most of the time.	Work is timely and completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated.
<b>Collaboration (x2):</b> <i>Works effectively with professional colleagues and others.</i>	Consistently chooses to not participate in collaborative activities.	Collaborates and consults with others. Accepts ideas of others.	Considers diverse styles of collaboration. Recognizes personal strengths and contributes positively to the collaboration in the style most comfortable to the student. Recognizes and promotes diversity of individuals within the group. Provides input to the collaboration.

Name: _____ 919 _____ Date: _____ Rater: _____	<b>Not Demonstrating; or Not Progressing.</b> <b>Rate as 1</b>	<b>Partially Demonstrating; or Progressing with Support.</b> <b>Rate as 2</b>	<b>Demonstrating; or Progressing Independently.</b> <b>Rate as 3</b>
<b>Professionalism: Oral Communications</b>  <i>Demonstrates professional and ethical behavior in all interactions with classmates, faculty, staff, and stakeholders.</i>	Consistently demonstrates poor oral communication skills. Significant errors in grammar, usage, word choice, and oral presentation skills not related to the acquisition of a second language.	Oral communication skills developing. Requires support to communicate in appropriate ways for the professional setting, e.g. grammatical, usage, word choice and oral presentation errors not related to the acquisition of a second language.	Oral communication skills are appropriate to the professional setting, e.g. grammar, usage, word choice, and oral presentation skills.
<b>Professionalism: Written Communication</b>	Consistently demonstrates poor written communication skills. Significant errors in grammar, usage, punctuation, capitalization and spelling not related to acquisition of a second language.	Written communication skills developing. Requires support to communicate in appropriate ways for the professional setting, e.g. grammatical, usage, punctuation, capitalization, and spelling errors not related to the acquisition of a second language.	Written communication skills are appropriate to the professional setting, e.g. grammar, usage, punctuation, capitalization, and spelling.
<b>Professionalism: Professional Ethics</b>	Lacks confidentiality, familiarity with professional codes of conduct, and uses spoken, written, and online forms of communication in ways that lack professionalism.	Requires occasional reminders and support to act in a professional manner with regard to professional codes of conduct, spoken, written, and online forms of communication.	Displays familiarity with professional ethics and codes of conduct for the professional field, and acts accordingly in spoken, written, and online forms of communication.
<b>Standard 6: Professionalism: Appearance</b>	Appearance is frequently displayed in a manner inconsistent with the expectations outlined in the confidentiality and dress agreement.	Requires occasional reminders regarding professional dress in order to meet the expectations outlined in the confidentiality and dress agreement.	Appearance projects an image consistent with professional expectations.

Adapted from References: Niagara Disposition  
University of Northern Michigan Dispositions Document  
Winona State University Dispositions Document

**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 Freshman Seminar? \_\_\_\_\_
5. Discussed MATH sequence with your advisor and passed at at least (1) course of the math sequence? \_\_\_\_\_
6. Began taking courses required for admitted to the Professional Education Program? \_\_\_\_\_
7. Reviewed the NWMSU Professional Education Handbook (TESS website). \_\_\_\_\_
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? \_\_\_\_\_
3. Notified the TESS Office if you want to change student teaching dates? \_\_\_\_\_
4. Requested an advisor graduation check (after 90 hrs. completed)? \_\_\_\_\_
5. Applied to do you Residency Practicum/Student Teaching? \_\_\_\_\_
6. Have a study plan for preparing for the content area assessment? \_\_\_\_\_

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

DATE COMPLETED

1. Passed both English Composition Courses? \_\_\_\_\_
2. Passed either 62-130 or 44-130 Info Tech Course? \_\_\_\_\_
3. Passed at least (2) of the sequence of four (4) MATHEMATICS courses taken on the major in Elem. Ed.? \_\_\_\_\_
4. Passed 40-102/103 Physical Science & Lab and 04-102/103 General Biology & Lab with a "C" or better? \_\_\_\_\_
5. Passed all courses required for admission to the Professional Education Program? \_\_\_\_\_
6. Submitted your application for admission to the Prof Ed Program with the TESS Office after:
  - a) a 3.00 prof ed GPA,
  - b) registered with the FCSR,
  - c) completed all Phase I coursework with a C or better,
 \_\_\_\_\_

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

1. Reviewed your degree audit with your advisor? \_\_\_\_\_
2. Made sure you have no delayed (DL) grades outstanding? \_\_\_\_\_
3. Made application for graduation at least one semester prior to graduation? \_\_\_\_\_
4. Visited the Career Services Office to set up a credentials file? \_\_\_\_\_
5. Earned a content area GPA of 2.5 or better and a professional education GPA of 3.0 or better? \_\_\_\_\_
6. Passed the appropriate Content Area Assessment? \_\_\_\_\_
7. 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.

**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 Freshman Seminar? \_\_\_\_\_
5. Reviewed the NWMSU Professional Education Handbook (on TESS website)? \_\_\_\_\_
6. 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 an advisor graduation check from the Registrar's Office (after 90 hrs. completed)? \_\_\_\_\_

**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: \_\_\_\_\_
  - a) a 3.00 prof ed GPA,
  - b) registered with the FCSR,
  - c) completed all Phase I coursework with a C or better,

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

1. Reviewed your degree audit 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 Career Service Office to set up a credentials file? \_\_\_\_\_
6. Earned a content area GPA of 2.5 or better and a professional education GPA of 3.0 or better? \_\_\_\_\_
7. Have a study plan for preparing for Missouri Content Assessment ? \_\_\_\_\_
8. Passed the appropriate Content Area Assessment? \_\_\_\_\_
9. 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 Post-Baccalaureate Advisor 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 (BH 240) to confirm a completed teacher certification contract is on file for you;
4. Work with Post-Baccalaureate Advisor 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) if required for your program 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;
7. Apply for admission to Teacher Education at the TESS Office (BH 240) – indicate you are a post-baccalaureate student to receive the appropriate form.
8. Work towards maintaining a minimum 2.5 GPA in your major and a minimum 3.0 GPA in your professional education courses.
9. All students must complete a Criminal Background Check prior to admission to professional education. You will register with the Family Care Safety Registry at a cost of \$15.55. (See p. 9 for procedure).
10. Complete 61-615 Organizing for Learning 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 Post-Baccalaureate Advisor;
12. Complete practicum requirements in conjunction with the 61-614 Introduction to Teaching (30 hour field experience) and 61-616 (45 hour field experience);
13. Apply for student teaching during the fall or spring trimester prior to student teaching.
14. During student teaching, complete the Missouri Educator Evaluation System (MEES). Successful completion of the MEES is required for certification;
15. Take the Missouri Content Assessment and achieve a passing score prior to student teaching;
16. Apply on-line for certification through the Department of Elementary and Secondary Education website during the last semester of enrollment. (See page 27 for procedure or the following website: <http://www.nwmissouri.edu/dept/peu/certification/moteacher.htm>).
17. 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)

## Requirements for Admission to the Professional Education Program for Middle/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
_____	_____	Official GRE scores on file with the Graduate Office and results submitted to the TESS office (BH 240) if required for program (GRE scores must meet admission requirement for specific program – see graduate catalog)
_____	_____	*Minimum GPA of 2.50 in major field of study related to certification area on transcripts and minimum GPA of 3.00 in professional education coursework
_____	_____	Complete Criminal Background Check

All qualifications have been met. Please email the TESS Office (BH 240) at [tess@nwmissouri.edu](mailto:tess@nwmissouri.edu) and apply for admission to the Professional Education Program.

## 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 apply through the TESS Office (BH 240). NOTE: admission forms will not be issued until all criteria have been met. **Post-baccalaureate students should identify themselves as such to ensure receiving the proper forms.**
3. Students who have met the admission requirements will be issued an Application for Admission to the Professional Education Program. Students will meet with their Post-Baccalaureate Advisor for approval. By signing the application, the advisor 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. Any changes in the anticipated student teaching semester must be reported to the TESS Office once admission to the Professional Education Program has been obtained.

4. Students seeking allowable exceptions to admissions requirements must petition through the Teacher Education Admissions Committee (TEAC). 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 emailed to the student and the Post-Baccalaureate Advisor.

## Teacher Education Guidance Committee

This committee is responsible for issues effecting teacher candidates after admission to the profession education program. This may include curricular issues, dispositional issues and/or have deficiencies which are so serious that the candidate's success in the field of teaching would be in jeopardy. Such deficiencies may or may not relate to quantitative criteria.

The guidance committee is a standing 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 necessary policies. Due to the sensitive and confidential nature of the issues acted upon by this committee, the membership will be limited as follows: 1) Asst. Director of Teacher Education (chair), 2) Clinical Field Experience Coordinator, 3) Education Compliance Specialist/Certification Officer, 4) Asst. Coordinator of Clinical Field Experience, 5) TESS Coordinator, 6) Undergraduate Coordinator Representative, and 7) COTE chair, and 8) an additional member designated by the Director of Teacher Education. Additionally, a candidate's academic advisor will be invited to attend meetings and hearings on a case-by-case basis in a non-voting role to serve as an advocate and to provide support for the candidate.

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 in 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 three 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 insure 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.

## **Northwest Missouri State University Statement on Diversity, Equity & Inclusion**

As a Professional Education Unit (PEU) that envelops multiple content areas and faculty/student backgrounds, we seek to not only define diversity but also to enrich the diversity of our Unit.

### **Northwest Missouri State PEU Diversity Definition**

Northwest Missouri State University defines diversity as differences and similarities among people by ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

### **Diversity Proficiencies**

The Northwest PEU recognizes the importance of defining the idea of diversity. We strive to instill our students with an understanding of diversity and how it interconnects within education practice. We have developed the following proficiencies to be acquired by our education students.

### **Northwest PEU Diversity Proficiencies:**

In order to create an intercultural competent educator, candidates will connect with their own cultural identities and how those identities influence their interactions with diverse learners by:

- Exploring one's own socio-historical background and its role in identity formation;
- Analyzing one's own biases and assumptions;
- Examining how their identity impacts their interactions with others;
- Synthesizing the above competencies to understand a larger system of inequities.

### **Diversity Hour Experience**

Degree seeking undergraduate/graduate students and post baccalaureate students seeking educator certification are required to complete hours in diverse settings. These will provide meaningful experiences through which the candidate will interact with diverse populations, evaluate assumptions about teaching/administrating/counseling in diverse settings and reflect on how the experience may alter those assumptions and impact professional practice. The overall goal is to enable the student to observe/interact within and reflect on effective educational practice in diverse settings.

These diversity hours have been built into the coursework and will be tracked internally by the Teacher Education Student Services Office. If a form is needed to document diversity hours, please use the NWMSU Diversity Hour Credit Form. All signatures are required on the form and the form should be submitted to the TESS Office (BH 240).

**NWMSU Diversity Hour Credit Form**

Event \_\_\_\_\_ Date \_\_\_\_\_ Time of Event \_\_\_\_\_ to \_\_\_\_\_

Location \_\_\_\_\_ Description of Activity \_\_\_\_\_

Student Name \_\_\_\_\_ Number of Hours Completed \_\_\_\_\_

Student 919 # \_\_\_\_\_

Please indicate if these are undergraduate or graduate diversity hours: \_\_\_\_\_ Undergrad \_\_\_\_\_ Grad

The educational theory discussed in the event was relevant to which diversity definition qualifiers?\*

\_\_ethnicity \_\_race \_\_socioeconomic status \_\_gender \_\_exceptionalities \_\_language \_\_religion  
\_\_sexual orientation \_\_geographical area \_\_age

*(The experience must coordinate with the events outlined by the COTE Diversity Committee.)*

Which Northwest Diversity Proficiency do you feel this event covers?

\_\_Exploring one's own socio-historical background and its role in identify formation;

\_\_Analyzing one's own biases and assumptions;

\_\_Examining how their identity impacts their interactions with others;

\_\_Synthesizing the above competencies to understand a larger system of inequities.

*(If the experience does not connect/fulfill/cover any of the above mentioned Diversity Proficiencies, it may not be used as Diversity Hours credit.)*

How would you apply this diversity aspect/educational theory to your future classroom? (10 sentence minimum)

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On-site supervisor: \_\_\_\_\_ Date: \_\_\_\_\_  
*(Your signature verifies that the NW student fully participated in this event and that the student has represented the event correctly in the information provided above.)*

Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

\*\*Please ensure that you have both signatures before submitting to the TESS Office

## Advanced Candidate Disposition Assessment

### The Assessment Process

Advanced candidate dispositions will be assessed at three specific validation points.

- The first validation point will be early in the program (either as part of the admission process or within the first 6 hours of coursework) and will be completed by a supervisor who has professional knowledge of the candidate.
- The second validation point will be during a midpoint (usually after the completion of 9-12 credit hours) of the candidate's degree program. Dispositions will be assessed by an advisor or a course instructor who has knowledge of the candidate.
- The third validation point will be completed by the advisor, course instructor, or site supervisor in the final semester of the candidate's program.

In addition to these formal disposition validation points, the dispositions form may be used at any time during a candidate's program when a course instructor, advisor, or site supervisor wishes to report dispositions that are below expectations.

### Assessment Instrument

Advanced programs will use a version of the Niagara Disposition, also known as the Educational Candidate Disposition Inventory. This instrument has been tested for reliability and validity. While all programs will use a version of this instrument, they will use either the entire instrument with 21 items, or the smaller, "Mini-Disposition" assessment instrument, which consists of only 7 items.

### Due Process

Candidates will be asked to reflect on their disposition results. The candidate's advisor will review the results from dispositions forms each semester. If the advisor finds cause for concern or the need for remedial action based upon the review of disposition forms submitted, the advisor will note the action taken within the university's online system for documenting student records.

The steps that may be taken are:

1. An individual conference is held with the student;
2. A letter is sent to the student with remedial actions and a timeline;
3. The student is asked to develop a plan to rectify the disposition; or
4. In the case of severe or multiple dispositional offenses, the student is referred to the appropriate committee within the school or department.

### Quality Assurance

The Quality Assurance Team (QAT), as a subcommittee of COTE, will be tasked with evaluating data collected by all dispositional assessments. Using the most recent version of the QAT rolling calendar, disposition data will be reviewed:

- First Fall Meeting
  - Program exit data review
  - COTE annual report

- Third Fall Meeting
  - EIP data analysis
- Second Spring Meeting
  - Program admission data review
- Third Spring Meeting
  - Student teaching application data review

Disposition data results will be analyzed by program and unit, and these results will be shared with individual programs. This could lead to potential program changes. In addition, each of these meetings will include a discussion of whether or not the disposition assessment process for initial or advanced candidates needs to be adjusted based on data.

## 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 student teaching in grades 9-12 is required.

Certification in grades 5-9 should include clinical experience at the middle school level. A minimum of two (2) semester hours *prior to student teaching* and a minimum of eight (8) semester hours or student teaching in grades 5-9 is required.

Post-Baccalaureate teacher candidates will complete practicum requirements in 61-614 Introduction to Teaching (30 hour field experience) and 61-616 Teaching Strategies (45 hour field experience). 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 69) to the instructors of 61-614 Introduction to Teaching and 61-616 Teaching Strategies **and** one copy to the Secondary Education Coordinator for each course. These experiences must be verified prior to applying for student teaching.

## Practicum Verification Form

For Course Number 61- \_\_\_\_\_

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 teachers continuously develop knowledge and skills.** Therefore, the Missouri Teacher Standards employ a developmental sequence to define a professional continuum that illustrates how a teacher's knowledge and skills mature and strengthen throughout the career. Teaching professionals are expected to supply good professional judgment and to use these standards to inform and improve their own practice.

## **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

<b>Standard 1—Quality Indicator 1: Content Knowledge and Academic Language</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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.
<b>Standard 1—Quality Indicator 2: Engaging Students in Subject Matter</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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.
<b>Standard 1—Quality Indicator 3: Disciplinary Research and Inquiry Methodologies</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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.
<b>Standard 1—Quality Indicator 5: Diverse social and cultural perspectives</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
1C5) The candidate demonstrates understanding of diverse cultural perspectives and recognizes the potential	1N5) The new teacher facilitates students' ability to develop balanced, diverse social and cultural perspectives that	1D5) The developing teacher designs instruction that incorporates global perspectives about national/regional/ethnic contributions to, and cultural	1P5) The proficient teacher builds background knowledge from a variety of perspectives and engages students in the kind of questioning and	1S5) The distinguished teacher facilitates student action to address real-world problems related to the discipline that improve their community and/or world.

for bias in his/her representation of the discipline.	expand student understanding of local and global issues surrounding disciplinary content while recognizing the potential for bias in his/her representation of the discipline.	differences/interpretations of the discipline while critically examining bias in representations of the discipline.	challenging of conventional assumptions and standard approaches to the discipline that is critical to fostering innovation, solving global challenges, and assuring a healthy democracy.	
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## 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.

<b>Standard 2—Quality Indicator 5: Prior Experiences, Learning Styles, Multiple Intelligences, Strengths, and Needs</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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.
<b>Standard 2—Quality Indicator 6: Language, Culture, Family and Knowledge of Community Values</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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

<b>Standard 3—Quality Indicator 1: Implementation of Curriculum Standards</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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.
<b>Standard 3—Quality Indicator 2: Develop Lessons for Diverse Learners</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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.
<b>Standard 3—Quality Indicator 3: Analyze Instructional Goals and Differentiated Instructional Strategies</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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

<b>Standard 4—Quality Indicator 1: Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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 engaged 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.
<b>Standard 4—Quality Indicator 2: Appropriate Use of Instructional Resources to Enhance Student Learning</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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.
<b>Standard 4—Quality Indicator 3: Cooperative Learning</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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

<b>Standard 5—Quality Indicator 1: Classroom Management, Motivation, and Engagement</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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.
<b>Standard 5—Quality Indicator 2: Managing Time, Space, Transitions, and Activities</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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.
<b>Standard 5—Quality Indicator 3: Classroom, School and Community Culture</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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.

<b>Standard 6—Quality Indicator 1: Verbal and Nonverbal Communication</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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.
<b>Standard 6: Quality Indicator 2: Sensitivity to Culture, Gender, Intellectual and Physical Differences</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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.
<b>Standard 6—Quality Indicator 3: Learner Expression in Speaking, Writing and Other Media</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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.
<b>Standard 6—Quality Indicator 4: Technology and Media Communication Tools</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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

<b>Standard 7—Quality Indicator 1: Effective Use of Assessments</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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.
<b>Standard 7—Quality Indicator 2: Assessment Data to Improve Learning</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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.	
<b>Standard 7—Quality Indicator 3: Student Led Assessment Strategies</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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.

<b>Standard 7—Quality Indicator 4: Effect of Instruction on Individual/Class Learning</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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.
<b>Standard 7—Quality Indicator 5: Communication of Student Progress and Maintaining Records</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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.
<b>Standard 7—Quality Indicator 6: Collaborative Data Analysis Process</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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

<b>Standard 8—Quality Indicator 1: Self-Assessment and Improvement</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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.
<b>Standard 8—Quality Indicator 2: Professional Learning</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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.
<b>Standard 8—Quality Indicator 3: Professional Rights, Responsibilities and Ethical Practices</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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

<b>Standard 9—Quality Indicator 1: Roles, Responsibilities, and Collegial Activities</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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.
<b>Standard 9—Quality Indicator 2: Collaborating with Historical, Cultural, Political , and Social Context to Meet the Needs of Students</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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.
<b>Standard 9—Quality Indicator 3: Cooperative Partnerships in Support of Student Learning</b>				
<b>Candidate</b>	<b>New Teacher</b>	<b>Developing Teacher</b>	<b>Proficient Teacher</b>	<b>Distinguished Tchr</b>
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.

## Missouri Educator Evaluation System (MEES)

Teacher candidates are assessed during student teaching with the Missouri Educator Evaluation System (MEES) as a certification requirement.

This is now mandated by DESE, and these results will be collected by DESE as a certification requirement. In Academic Year 2025-2026, a minimum combined score of 42, added between the total score given by a cooperating teacher and a university supervisor summatively, is required for Missouri teacher certification. Candidates must meet or exceed the minimum passing score in order to be recommended for certification.

Instructors will not be required to assess candidates on every item on the MEES when it is used formatively. Only items related to behaviors or dispositions that were observable will be assessed. Students with low scores on MEES items should consult their instructors in order to improve before student teaching. During student teaching, the cooperating teacher and university supervisor will be required to complete the entire summative MEES form.

### MEES Teacher Candidate Rubric Scoring Protocol

- For levels 0 – 3, a score earned on a majority of the strands will be the score assigned to that standard.
- For standards with an even number of strands, if the scores are split evenly between two adjacent levels, the lower score will be given.
- If neither of the first two rules applies, the mean of all strand scores should be calculated and used as the standard score. This score should be rounded down if the mean is \*.5 or lower and rounded up if it is greater than \*.5.
- Teacher candidates must demonstrate all of the skilled level (3) plus at least one of the exceeding descriptors to earn a 4.
- If a particular strand within a standard is not observable, score the standard based on the evidence available.
- All standards must be scored on the Summative Evaluation.
- If a Teacher Candidate has two cooperating teachers with time equally split between them, the scores for the standard will be averaged by the EPP. For other lengths of placements, please consult your EPP.
- Scores are reported as whole numbers only.
- Each EPP may require artifacts to support scoring.

## MEES Teacher Candidate Assessment Rubric

<b>Standard 1: Content knowledge aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.</b>				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge, but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/student response.
<b>1.1 Vocabulary and Terminology</b>				
Provides no evidence of addressing needed vocabulary and/or terminology for student understanding of content.	Plans to introduce vocabulary and terminology but does not use strategies to enhance student engagement and responses.	Introduces vocabulary and terminology necessary to understand content, but uses limited strategies to engage students.	Conveys vocabulary and terminology necessary to understand content and uses evidence-based instructional strategies to engage students.	Promotes students' application of authentic use of vocabulary and terminology relevant to the content.
<b>1.2 Content Delivery</b>				
Shares incorrect information.	Demonstrating an understanding of basic content.	Conveys accurate information when teaching content.	Conveys accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning.	Makes intentional connections between and among relevant content areas.
<b>1.3 Student Application of Content</b>				
Provides no opportunity for students to process content.	Demonstrates an awareness of strategies to allow students to process content.	Provides students with limited opportunities to process content.	Provides students with multiple opportunities to process the content.	Implements additional individualized learning resources and instruction in the content to meet the unique needs of students.
<b>1.4 Student Engagement with Content</b>				
Provides no evidence of planning for student engagement.	Plans for student engagement but no evidence of implementation.	Inconsistently engages students with the content.	Consistently engages the majority of students with the content.	Facilitates a lesson in which every student in the class is actively engaged for the duration of the lesson.

<b>Standard 2: Student Learning, Growth, and Development. The teacher candidate understands how students learn, develop, and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.</b>				
0-The teacher candidate does not possess the necessary knowledge, therefore; the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/student response.
<b>2.1 Differentiated Lesson Design</b>				
Provides no evidence of differentiating content, process, product, or environment or shows no awareness of student differences.	Describes strategies to differentiate and adjust instruction based on student differences.	Varies activities and strategies within a lesson but does not intentionally consider individual student differences represented in the classroom.	Implements lessons that intentionally vary one or more of the following in order to address student differences: content, process, product or environment.	Adjusts strategies in the moment based on individual student needs.
<b>2.2 Differentiation of Instruction to Meet Students' Needs</b>				
Provides no evidence of understanding students' background knowledge and learning needs.	Demonstrates understanding that some students may require differentiation based on cognitive, social, emotional, and physical needs.	Uses evidence-based strategies for differentiation, though choices in strategies are not matched to some students' individual needs and interests.	Applies knowledge of individual students' needs and interests by selecting a variety of evidence-based strategies, including any necessary accommodations or modifications.	Uses individual student data or assessments to inform the selection and modification of strategies.
<b>2.3 Diverse Social and Cultural Perspectives</b>				
Provides no evidence of understanding students' languages, family, culture, and community needs.	Demonstrates understanding of students' languages, family, culture, and community in planning.	Affirms students' languages, family, culture, and community during learning opportunities.	Integrates understanding of students' languages, family, culture, and community when selecting, creating, and facilitating learning opportunities.	Goes beyond food, holidays, and customs to acknowledge and explore deeper cultural connections and communication strategies in classroom instruction and interactions.

<b>Standard 3: Curriculum Implementation. The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district, and state standards.</b>				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/student response.
<b>3.1 Alignment of Learning Activities to Standards</b>				
Provides no evidence of learning activities with alignment to standards.	Plans for learning activities that are appropriately aligned to standards.	Implements learning activities aligned to standards.	Implements learning activities aligned to chosen standards and incorporates embedded formative assessment.	Delivers lessons and assessments that illustrate a high degree of understanding of the intended standards and considers scope and sequence when implementing lessons.
<b>3.2 Articulation of Learning Objectives</b>				
Provides no evidence of posting or mentioning the learning objectives during the lesson.	Posts the learning objectives but does not mention the objective during the lesson.	States the learning objectives so that some students are able to articulate the objective of the lesson.	Clearly conveys objectives in student-friendly language so that the majority of students are able to articulate the objective of the lesson.	Connects learning objectives to other content areas and applications to enhance student learning.

<b>Standard 4: Critical Thinking. The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving and performance skills.</b>				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/student response.
<b>4.1 Instructional Strategies Leading to Student Centered Ideas and Solutions</b>				
Demonstrates no awareness of the importance of students sharing ideas and generating possible solutions.	Plans strategies to facilitate opportunities for students to share ideas and generate possible solutions.	Uses strategies for some students to share ideas and generate possible solutions.	Implements strategies in which most students convey their ideas or solutions through product or process.	Facilitates student-centered lessons in which students discover for themselves the desired knowledge or skills through product or process.
<b>4.2 Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking</b>				
Provides no evidence of knowledge of importance of student analysis and discussion of problems and possible solutions.	Plans strategies for analyzing and discussing problems and possible solutions.	Creates opportunities for some students to analyze and discuss problems and possible solutions.	Facilitates opportunities in which most students analyze and discuss problems and possible solutions.	Provides opportunities for students to engage in creative and collaborative problem identification and generation of possible solutions.
<b>4.3 Questioning Techniques</b>				
Provides no evidence of using questions that promote critical thinking.	Plans to use questions that promote critical thinking.	Uses questioning techniques that promote students' critical thinking.	Uses questioning techniques that result in most students providing answers reflecting critical thinking.	Poses questions to provide opportunities for student thinking to delve into real-world topics, which address differing viewpoints, and allows students to respectfully justify their own opinion and solutions to a problem.
<b>4.4 Higher Order Thinking</b>				
Provides no evidence of higher order thinking.	Plans for higher order thinking.	Uses strategies to incorporate higher order thinking.	Consistently uses evidence-based strategies to promote higher order thinking.	Provides opportunities for all students to utilize higher order thinking to analyze and discuss real-world topics.

<b>Standard 5: Positive Classroom Environment. The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.</b>				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/student response.
<b>5.1 Classroom Expectations</b>				
Provides no evidence of classroom expectations that would contribute to a safe learning environment.	Plans to communicate expectations to maintain a safe learning environment.	Communicates expectations to students in advance, though may not consistently maintain these expectations throughout the lesson.	Implements developmentally appropriate expectations to maintain a respectful and safe learning environment.	Involves all students in promoting a safe learning environment that respects differences and individual preferences.
<b>5.2 Positive Classroom Environment, Relationships, and Interactions</b>				
Displays a lack of awareness of how to build appropriate relationships with students.	Describes strategies for building appropriate relationships with students.	Fosters positive social interactions in the classroom.	Maintains positivity in formal and informal interactions, which encourages students to actively engage in learning.	Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning.
<b>5.3 Classroom Management Strategies</b>				
Provides no evidence of strategies for monitoring student behavior and addressing disruptions.	Explains strategies for monitoring student behavior and minimizing disruptions.	Responds appropriately to classroom disruptions.	Proactively uses varied classroom management strategies to minimize disruptions to the learning environment.	Effectively uses varied management and organizational strategies to motivate students and minimize interference with classroom instruction.

**Standard 6: Effective Communication. The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues, and families to foster active inquiry, collaboration, and supportive interaction in the classroom.**

0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/student response.
<b>6.1 Verbal and Non-Verbal Communication</b>				
Provides no evidence of instructions in lesson plan.	Plans to provide instructions.	Conveys instructions to students through verbal OR non-verbal cues.	Conveys clear instructions through verbal AND non-verbal cues or other communication strategies; follows up with students not understanding instructions.	Purposefully adjusts communication and interactions to support individual student understanding.
<b>6.2 Models Expectations for Student Communication</b>				
Provides no evidence of understanding the need to articulate expectations for student communication and interaction.	Plans to articulate expectations for respectful student communication and interaction.	Articulates vague expectations to students about respectful communication and interaction.	Articulates or models expectations for student communication and interaction with respect for diverse backgrounds or differing opinions.	Articulates and models expectations for student communication and interaction with respect for diverse backgrounds or differing options and provides opportunities for students to practice with feedback.
<b>6.3 Communication Positively Impacts Lesson Delivery</b>				
Uses volume, tone, inflection, or sight lines that negatively impact lesson delivery.	Displays self-awareness of the impact of volume, tone, inflection, or sight lines on lesson delivery.	Uses volume, tone, inflection, or sight lines that periodically impact lesson delivery.	Ensures volume, tone, inflection, and sight lines positively impact lesson delivery that is sensitive to the diverse needs of students.	Ensures volume, tone, inflection, and sight lines positively impact lesson delivery and utilizes visuals and resources to enhance communication while remaining sensitive to the diverse needs of students.
<b>6.4 Communication Conventions</b>				
Consistently includes distracting communication errors that interfere with meaning.	Includes communication errors that interfere with meaning.	Usually models proper spelling and grammar in written and verbal communication.	Consistently models proper spelling and grammar in written and verbal communication.	Consistently models and encourages students to use proper spelling and grammar in written and verbal communication.
<b>6.5 Communication with Respect for Diverse Backgrounds and Experiences</b>				
Provides no evidence of culturally and linguistically appropriate communication, resources, or examples.	Plans for culturally and linguistically appropriate communication, resources, or examples.	Uses culturally and linguistically appropriate communication, resources, or examples.	Intentionally integrates and responds to culturally and linguistically appropriate communication, resources, or examples based on audience and context.	Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.

**Standard 7: Student Assessment and Data Analysis. The teacher candidate understands and uses formative and summative assessment strategies to assess the learner’s progress and uses both classroom and standardized assessment data to plan ongoing instruction.**

0-The teacher candidate does not possess the necessary knowledge; therefore; the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/student response.
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**7.1 Use of Data to Monitor Student Learning**

Provides no evidence of data from assessments to monitor the progress of students.	Articulates the importance of collecting assessment data.	Uses formative and/or summative assessment data to monitor the progress of the class as a whole.	Uses formative and/or summative assessment data to effectively monitor the progress of individual students and the class as a whole.	Analyzes trend data to respond instructionally, resulting in a positive impact on student learning.
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**7.2 Formative Assessment Strategies**

Provides no awareness that formative assessments are needed to guide future instruction.	Articulates the need to use formative assessment strategies to gather data on student understanding to guide future instruction.	Uses some formative assessment strategies to partially gather data on student understanding and sporadically implements adjustments to plan future instruction.	Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction.	Uses multiple assessments to accurately monitor, analyze, and adjust mid-lesson instruction, to increase the progress of each student and the class as a whole.
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**7.3 Assessment Records**

Provides no evidence of an understanding of maintaining student assessment records.	Articulates a process for maintaining student assessment records.	Confidentially maintains student assessment records, though processes are inconsistent.	Maintains student assessment records consistently and confidentially.	Maintains detailed student assessment records consistently and confidentially and uses the data to inform collaboration with data teams, students, and families.
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<b>Standard 8: Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.</b>				
0-The teacher candidate does not possess the necessary knowledge, therefore; the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/student response.
<b>8.1 Reflection on Lesson Effectiveness</b>				
Provides no evidence of reflection on the lesson.	Reflects on the lesson when prompted by the evaluator.	Independently reflects on aspects of the lesson.	Reflects on the effectiveness of a lesson based on student learning and engagement.	Reflects on the effectiveness of a lesson based on student learning outcomes and implements strategies to increase learning, critical thinking, and engagement.
<b>8.2 Use of Feedback to Improve Practice</b>				
Provides no evidence of acceptance of feedback provided by the evaluator.	Accepts feedback but does not use feedback to adjust and improve practice.	Accepts and uses feedback inconsistently to adjust and improve practice.	Accepts and uses feedback consistently to adjust and improve practice.	Actively seeks and implements feedback to improve practice.
<b>8.3 Reflection on Professional Conduct</b>				
Provides no evidence of recognition of own weaknesses even when prompted.	Acknowledges weaknesses when prompted but does not improve professional conduct.	Monitors and adjusts professional conduct when prompted.	Monitors and adjusts professional conduct through self-assessment.	Monitors and adjusts conduct through self-assessment. With collegial input, sets goals and implements appropriate strategies.
<b>8.4 Professional Learning and Development</b>				
Provides no acknowledgement of the importance of professional development.	Acknowledges the importance of professional development but does not attend.	Attends approved professional development.	Uses techniques or strategies introduced in approved professional development to improve student learning.	Identifies areas of growth, seeks out opportunities to strengthen professional knowledge, e.g., webinars, books, professional development opportunities, professors, etc. and implements new strategies to enhance student learning.

<b>Standard 9: Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members.</b>				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/student response.
<b>9.1 Professional Collaboration</b>				
Provides no evidence of understanding the importance of professional collaboration with colleagues.	Recognizes the importance of professional collaboration with colleagues.	Participates in professional collaboration with colleagues.	Prepares for and fully engages in professional collaboration with colleagues to enhance student learning.	Actively participates in school or district events to build a broader network of collaboration to enhance student learning.
<b>9.2 Positive Relationships</b>				
Provides no evidence of understanding the importance of building relationships.	Recognizes the importance of building relationships with students, colleagues, and families.	Builds and maintains appropriate relationships with a limited number of students, colleagues, and families.	Builds, maintains, and seeks out positive, appropriate relationships with students, colleagues, and families to support student success.	Builds, maintains, and seeks out positive, appropriate relationships with students, colleagues, and families to support student success. Broadens their network of collaboration by connecting with additional building and district colleagues such as special education professionals, school counselors, media specialists, etc.

# MEES Artifact Instruction

**Standard 7—Student Assessment and Data Analysis: The teacher candidate understands and uses formative and summative assessment strategies to assess the learner’s progress and uses both classroom and standardized assessment data to plan ongoing instruction.**

## **Standard 7: Assessment MEES Artifacts**

Administer a formative and a summative assessment that is:

- Aligned with the topic/lesson/unit you are teaching
- Either selected response, written response, or performance assessment (or other appropriate assessment approved by the cooperating teacher)
- Appropriate to your content area and topic
- Formative and summative assessments could use the same questions or format, but might not
- Please do not upload live links or Google docs. Acceptable formats include Word, PDF, JPEG, Excel.

### NOTES:

- The MEES summative form mentions “multiple types of assessments”. For the purposes of this artifact, that only needs to include formative and summative assessments.
- The MEES summative form also mentions “maintains student records in a confidential and ethical manner”. While this is a vital professional practice, this will not be assessed as part of this artifact.

### **7.1 Analyze the results of the formative and summative assessment. Analysis may be narrative, or a combination of narrative and quantitative or qualitative analysis.**

Text Box for 7.1, Analysis of Student Learning on the Pre and Post Assessment (250 word limit).

**7.2 Reflect on the results by answering these questions:**

**1. *What happened?***

- How did your students perform?
- How did you identify the level of proficiency on this assessment?
- What percentage of students were proficient?
- How does that compare with what you thought your findings would be?
- Did your formative assessments predict the summative results?
- What assessments did you use throughout the lesson/unit to make modification/accommodations?
- How did information you gathered formatively reflect on level of assessment?

**2. *So what and now what?***

- What do these results mean, concerning your students' performance?
- How did you (or will you) communicate the results so all students can improve?
- What will you modify the next time you teach the lesson? Why?

Place your responses in the text box below:

Text Box for 7.2.1 and 7.2.2, Student Assessment Performance, Feedback, and Implications for Action. (400 word limit)

**7.3 Please upload copies of the following:**

A formative assessment completed by a student (please remove, cover or obscure student name)

A summative assessment completed by a student (please remove, cover or obscure student name)

**Standard 8—Professionalism: The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.**

**Standard 8: Professionalism MEES Artifacts**

**8.1 Provide a professionally written reflection (12 pt font, double space, grammatically correct, 150-300 words) addressing the following:**

1. Cite two specific instances in which feedback from your cooperating teacher, university supervisor, mentor, co-teacher, etc. impacted you or supported your improvement as a professional educator.
2. Explain how you reflected on a lesson and used your own self-assessment to improve as a professional educator.

**8.2.1 Upload a professional development log listing 5-10 opportunities which contributed to your professional development. These may include: workshops, seminars, curriculum meetings, data team meetings, or other significant learning opportunities. Please include dates and times.**

<b>Professional Development Log</b>	
Date/Time: <input type="radio"/> Workshop <input type="radio"/> Seminar <input type="radio"/> Curriculum Meeting <input type="radio"/> Data Team Meeting <input type="radio"/> Other: _____	One takeaway from this experience:
Date/Time: <input type="radio"/> Workshop <input type="radio"/> Seminar <input type="radio"/> Curriculum Meeting <input type="radio"/> Data Team Meeting <input type="radio"/> Other: _____	One takeaway from this experience:
Date/Time: <input type="radio"/> Workshop <input type="radio"/> Seminar <input type="radio"/> Curriculum Meeting <input type="radio"/> Data Team Meeting <input type="radio"/> Other: _____	One takeaway from this experience:
Date/Time: <input type="radio"/> Workshop <input type="radio"/> Seminar <input type="radio"/> Curriculum Meeting <input type="radio"/> Data Team Meeting <input type="radio"/> Other: _____	One takeaway from this experience:
Date/Time: <input type="radio"/> Workshop <input type="radio"/> Seminar <input type="radio"/> Curriculum Meeting <input type="radio"/> Data Team Meeting <input type="radio"/> Other: _____	One takeaway from this experience:
Date/Time: <input type="radio"/> Workshop <input type="radio"/> Seminar <input type="radio"/> Curriculum Meeting <input type="radio"/> Data Team Meeting <input type="radio"/> Other: _____	One takeaway from this experience:
Date/Time: <input type="radio"/> Workshop <input type="radio"/> Seminar <input type="radio"/> Curriculum Meeting <input type="radio"/> Data Team Meeting <input type="radio"/> Other: _____	One takeaway from this experience:
Date/Time: <input type="radio"/> Workshop <input type="radio"/> Seminar <input type="radio"/> Curriculum Meeting <input type="radio"/> Data Team Meeting <input type="radio"/> Other: _____	One takeaway from this experience:
Date/Time: <input type="radio"/> Workshop <input type="radio"/> Seminar <input type="radio"/> Curriculum Meeting <input type="radio"/> Data Team Meeting <input type="radio"/> Other: _____	One takeaway from this experience:

Date/Time: <ul style="list-style-type: none"> <li>○ Workshop</li> <li>○ Seminar</li> <li>○ Curriculum Meeting</li> <li>○ Data Team Meeting</li> <li>○ Other: _____</li> </ul>	One takeaway from this experience:
Date/Time: <ul style="list-style-type: none"> <li>○ Workshop</li> <li>○ Seminar</li> <li>○ Curriculum Meeting</li> <li>○ Data Team Meeting</li> <li>○ Other: _____</li> </ul>	One takeaway from this experience:

Candidates are encouraged to save this log for further use after student teaching.

**8.2.2. What PD experience listed above was the most impactful and why? How did you implement what you learned to improve learning and engagement for all students? (200-400 words).**

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

**Standard 9: Collaboration MEES Artifacts**

**9.1 The Teacher Candidate will maintain on-going parent and community interaction throughout student teaching.**

9.1.1 Please complete the Working Relationship Log below. This should be done in an on-going fashion throughout the semester. Candidates must engage in **at least one interaction** with each of the following: Student, Family, Colleague, and Community. Please do not include parent/student names.

Working Relationship Log			
Interaction with: <ul style="list-style-type: none"> <li>• Student</li> <li>• Family</li> <li>• Colleague</li> <li>• Community</li> </ul>	Date: Student Initials: Parent or Guardian Initials:	Type of Interaction: <ul style="list-style-type: none"> <li>• Phone</li> <li>• Email</li> <li>• Note</li> <li>• Letter</li> <li>• Visit</li> </ul>	Notes/Comments:
Interaction with: <ul style="list-style-type: none"> <li>• Student</li> <li>• Family</li> <li>• Colleague</li> <li>• Community</li> </ul>	Date: Student Initials: Parent or Guardian Initials:	Type of Interaction: <ul style="list-style-type: none"> <li>• Phone</li> <li>• Email</li> <li>• Note</li> <li>• Letter</li> <li>• Visit</li> </ul>	Notes/Comments:
Interaction with: <ul style="list-style-type: none"> <li>• Student</li> <li>• Family</li> <li>• Colleague</li> <li>• Community</li> </ul>	Date: Student Initials: Parent or Guardian Initials:	Type of Interaction: <ul style="list-style-type: none"> <li>• Phone</li> <li>• Email</li> <li>• Note</li> <li>• Letter</li> <li>• Visit</li> </ul>	Notes/Comments:
Interaction with: <ul style="list-style-type: none"> <li>• Student</li> <li>• Family</li> <li>• Colleague</li> <li>• Community</li> </ul>	Date: Student Initials: Parent or Guardian Initials:	Type of Interaction: <ul style="list-style-type: none"> <li>• Phone</li> <li>• Email</li> <li>• Note</li> <li>• Letter</li> <li>• Visit</li> </ul>	Notes/Comments:
Interaction with: <ul style="list-style-type: none"> <li>• Student</li> <li>• Family</li> <li>• Colleague</li> <li>• Community</li> </ul>	Date: Student Initials: Parent or Guardian Initials:	Type of Interaction: <ul style="list-style-type: none"> <li>• Phone</li> <li>• Email</li> <li>• Note</li> <li>• Letter</li> <li>• Visit</li> </ul>	Notes/Comments:
Interaction with: <ul style="list-style-type: none"> <li>• Student</li> <li>• Family</li> <li>• Colleague</li> <li>• Community</li> </ul>	Date: Student Initials: Parent or Guardian Initials:	Type of Interaction: <ul style="list-style-type: none"> <li>• Phone</li> <li>• Email</li> <li>• Note</li> <li>• Letter</li> <li>• Visit</li> </ul>	Notes/Comments:
Interaction with: <ul style="list-style-type: none"> <li>• Student</li> <li>• Family</li> <li>• Colleague</li> <li>• Community</li> </ul>	Date: Student Initials: Parent or Guardian Initials:	Type of Interaction: <ul style="list-style-type: none"> <li>• Phone</li> <li>• Email</li> <li>• Note</li> <li>• Letter</li> <li>• Visit</li> </ul>	Notes/Comments:

Interaction with: <ul style="list-style-type: none"> <li>• Student</li> <li>• Family</li> <li>• Colleague</li> <li>• Community</li> </ul>	Date: Student Initials: Parent or Guardian Initials:	Type of Interaction: <ul style="list-style-type: none"> <li>• Phone</li> <li>• Email</li> <li>• Note</li> <li>• Letter</li> <li>• Visit</li> </ul>	Notes/Comments:
Interaction with: <ul style="list-style-type: none"> <li>• Student</li> <li>• Family</li> <li>• Colleague</li> <li>• Community</li> </ul>	Date: Student Initials: Parent or Guardian Initials:	Type of Interaction: <ul style="list-style-type: none"> <li>• Phone</li> <li>• Email</li> <li>• Note</li> <li>• Letter</li> <li>• Visit</li> </ul>	Notes/Comments:

9.1.2 In addition, submit two items to document interactions included in the log (i.e. parent/guardian letter, email, newsletter, blog, note, etc.). Regarding these interactions, please include evidence that you provided a way for parents to contact/interact with you.

Directions for item 9.2: In 200 words or fewer, reflect on one activity listed above where you:

- Collaborated with parents or colleagues for the benefit of students.
- Collaborated with community members for the benefit of students.

## NWMSU Standardized Test Registration and Dates

<b>Test</b>	<b>Registration Dates</b>	<b>Test Dates</b>
<b>ACT</b> English & Reading Comprehension Tutoring	See registration deadlines and guidelines at <a href="http://www.actstudent.org">http://www.actstudent.org</a>	Test dates are available on the Assessment Office website at <a href="http://www.nwmissouri.edu/assessment/tests.htm">http://www.nwmissouri.edu/assessment/tests.htm</a>
<b>Praxis</b>	To Register for any of the Content Area Assessment, please go to <a href="https://praxis.ets.org/state-requirements/missouri-tests.html">https://praxis.ets.org/state-requirements/missouri-tests.html</a>	Once you have completed your registration, you may schedule a testing date.