2016 – 2017 Professional Semester Handbook for Cooperating Teachers University Supervisors Teacher Candidates
Special Appreciation

The faculty, staff, administrators, and the Director of Clinical Field Experiences of the Teacher Education Program at Missouri Southern State University wish to express their appreciation to a very special group of educators who serve as members of the Clinical Partnerships and Practices Committee. This committee, composed of public school and university personnel, spends many hours in reviewing, evaluating and revising components of the Clinical Field Experiences Program, including the Professional Semester/student teaching experience.

2016 - 2017 Committee Members Roster

Public School Representatives:
Gretchen DeMasters, Principal, Carl Junction Intermediate School
Steve Garrett, Teacher, Webb City Jr. High School
Trey Moeller, Assistant Superintendent, Webb City R-VII School District
Sarah Mwangi, Principal Irving Elementary, Joplin Schools
Kandy Frazier, Assistant Superintendent, Carthage R-IX School District
Jason Weaver, Assistant Principal, East Middle School, Joplin Schools

MSSU Teacher Education Program Representatives:
Matt Beaver, Coordinator for Teacher Education, MSSU (Committee Secretary)
Sheri Beeler, Faculty, Kinesiology Department, MSSU
Beverly Block, Faculty, Business Department, MSSU
Deborah Brown, Dean, School of Education, MSSU
Jeanie Cozens, Faculty, Teacher Education Department, MSSU
Susan Craig, Faculty, Teacher Education Department, MSSU
Sheila Damer, Director, Clinical Field Experiences, MSSU (Committee Chair)
Lorinda Hackett, Chair, Teacher Education Department, MSSU
Michael Howarth, Director, Honors Program, MSSU
Vickie Roettger, Faculty, Biology Department, MSSU

Contact Information
Sheila Damer, (417) 625-9623, damer-s@mssu.edu
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A Message from the Dean

Dear Teacher Candidate:

Congratulations! You have reached a very important level in your teacher preparation program. You are entering your professional experience as a teacher candidate. This clinical experience is the culmination of your teacher preparation program; it provides you with an opportunity to meld theory and practice. As you continue on your professional journey, you will not be alone. Guiding you through this experience will be your Cooperating Teacher, a University Supervisor, and the Director of Clinical Field Experiences. All will monitor your progress and provide you with feedback on your performance.

On behalf of the School of Education, best wishes during your student teaching. If at any time during your field experience my office can be of assistance, please do not hesitate to contact us.

Sincerely,

Dr. Deborah Brown
Dean, School of Education

It is teachers who have created positive teacher-student relationships that are more likely to have the above average effects on student achievement.

~ John Hattie
Definition of Terms

Clinical Experience: A period of guided or supervised teaching during which the university student takes increasing responsibility for a given group of learners over the course of a semester. Because of limitations of time, it cannot duplicate all the experiences first year teachers have on the job; instead, it is a transitional experience aimed at developing initial teaching competence. (Association for Student Teaching)

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

Cooperating Teacher: A public or private school teacher who has demonstrated exceptional teaching qualities, and who has been selected to supervise the initial teaching efforts of the candidate.

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

Director of Clinical Field Experiences: The university person responsible for placement, direction, and coordination of the clinical and field-based experience programs.

Missouri’s Educator Evaluation System (MEES): The assessment/evaluation system used during the professional semester/student teaching. This is aligned with the Missouri’s Teacher Standards and Quality Indicators.

Missouri Pre-Service Teacher Assessment (MoPTA): An assessment consisting of 4 tasks, one formative and three summative taken during the professional semester. This is aligned with Missouri’s Teacher Standards and Quality Indicators and assesses the candidate instructional capability and is required for certification.

Professional Semester: The student teaching semester consisting of a 16 week placement at the level of the candidate’s initial certification.

Teacher Candidate, Candidate, or Pre-Service Teacher: A university student who has completed all course requirements of the Teacher Education Program, with the exception of the final clinical field experience that includes supervised teaching in an assigned setting and the Critical Issues class, which runs concurrently with the Clinical Field Experience.

University Supervisor: The university faculty member/adjunct professor who has been assigned to a candidate (student teacher) for supervisory purposes. This faculty member/adjunct professor also serves as a liaison between the public/private school system and the Teacher Education and Clinical Experiences Programs.
Philosophy and Objectives of the Professional Semester

Philosophy: The Clinical Field Experience at Missouri Southern State University (MSSU) is designed to be a direct and substantial experience. It provides linkage between the research and theory-based instruction of the university teacher preparation program and the world of pedagogical decision making and implementation of the classroom teacher. The purpose of the clinical field experience is to provide an opportunity for teacher candidates to practice and refine their knowledge and skills under the supervision and guidance of exceptional teachers.

The conceptual framework and knowledge base of the Teacher Education Program at MSSU is the TEACHER AS EDUCATIONAL DECISION MAKER. Program and course requirements are designed to aid the prospective teacher in assuming the role as the primary decision maker in his or her classroom.

Objectives:

- 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 all students.
- The teacher candidate 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.
- The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.
- The teacher candidate uses a variety of instructional strategies and resources to encourage students’ critical thinking, problem solving, and performance skills.
- 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.
- 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.
- 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. The teacher monitors the performance of each student, and devises instruction to enable students to grow and develop, making adequate academic progress.
- The teacher candidate 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.
- The teacher candidate has effective working relationships with students, parents, school colleagues, and community members.
Teacher Candidate Responsibilities

The role of the candidate, in addition to accepting the teaching duties and responsibilities with the classroom teacher, includes the genuine effort to establish a warm, accepting and caring relationship with the assigned students. It is important the candidate establishes firm control of the classroom situations through the development of mutual understanding and respect. It is suggested that the scheduled periods of formal observation and evaluation be used as checkpoints for teaching growth and as a means for setting both long and short term goals for continued development.

Before the semester begins:

Meet with your Cooperating Teacher and visit the school.
- Ask for a copy of the Student Handbook and school calendar to review before the first day. What is the district dress code?
- Request textbooks and other resources used for instruction - familiarize yourself with them.
- What is the procedure for checking into the building each day? Do you need a name badge? Where do I park?
- What is the daily or course schedule? How many students? What is the classroom management plan? Extra duties?
- Prepare your plan of introduction to the students and parents (MoPTA Task 1).
- Prepare your student interest survey (MoPTA Task 1).

During the semester:
- Learn the emergency procedures and other classroom/building routines.
- Learn and live by the host school's rules, policies, and standards. You are a guest in the building. Respect confidential information.
- Maintain a mature, professional attitude and appearance.
- Participate in ALL activities expected of the cooperating teacher. Conform to the cooperating teacher’s schedule, including arrival and departure time. This includes any and all professional development days before or during the semester.
- Participate in co-planning and co-teaching lessons.
- Demonstrate initiative and assume all classroom duties.
- Self-evaluate daily and accept criticism and suggestions to assist you in your professional growth.
- Participate in formal evaluations by your CT, US, and Content Supervisor. Submit the MSSU lesson plan at least a day ahead to the evaluator. Participate in a pre-conference, formal observation, and a post-conference.
Specific MSSU responsibilities:
- Attend the 11 Scheduled Seminars and Critical Issues classes.
- Submit your Daily Teaching schedule at the first seminar.
- Submit other documentation through blackboard as required. Information will be provided at the first seminar.
- Complete a MSSU or district lesson plan for each lesson taught. For scheduled TCFA’s or the TCOF evaluations by your CT, US, or Content Supervisor the MSSU lesson plan must be used.
- Survey students over your instruction and the classroom environment.
- Complete all assignments for Critical Issues class.
- Complete all DESE required MoPTA tasks for certification.
- Complete MSSU requirements for graduation. Passing the MoCA is a graduation requirement.
- Submit Clinical Experience Attendance Forms.

Teacher Candidate Teaching Responsibilities

The Clinical Partnerships and Practices committee recommends the use of the Co-Teaching Model. Co-Teaching is defined as two teacher working together with groups of students – sharing the planning, organization, delivery, and assessment of instruction as well as the physical space.

The following are recommended phases of the student teaching experience. The suggested weeks are just a suggestion, the candidate may be ready for more responsibility more quickly. Candidates who need more time and support before moving into the next phase may require extra coaching and support from the University Supervisor.

Phase 1 - The focus is team planning. The cooperating teacher takes the lead role for instruction and assessment. The role of the teacher candidate is supportive instruction, learning the school and classroom procedures, and learning about the students. Weeks 1-2.

Phase 2 – Co-Teaching with team planning. During this period of time the candidate should assume responsibility for one subject/class at a time until the candidate has assumed the lead role in planning, teaching, and assessment for all subjects/classes. Weeks 3-5.

Phase 3 – Co-Teaching with team planning. The teacher candidate assumes the lead role for planning, instruction, and assessment. This includes the responsibility for all of the work appropriate for a teacher. The cooperating teacher is encouraged
to provide much constructive criticism, encouragement, and positive reinforcement. During this time the cooperating teacher may wish to leave the classroom as appropriate to allow the candidate the opportunity to make and evaluate the results of his/her instructional decisions. **Weeks 6-14.**

Phase 4 – Co-Teaching with team planning. During this time, the cooperating teacher should gradually begin to reassume the lead teaching responsibilities. Teacher Candidates are encouraged to observe other teachers during the final placement week. **Weeks 15-16.**

### Cooperating Teacher Responsibilities

The role of the cooperating teacher is important. The cooperating teacher provides the continual guidance, coaching, modeling, conferencing, and encouragement that are necessary for teaching growth of the candidate.

**Before the semester begins:**

- Collect a set of textbooks, teaching materials, and schedules.
- Provide the candidate with a work area in the classroom.
- Familiarize the candidate with the building facilities, procedures, and school personnel.
- Provide a faculty handbook and review the items that directly affect the teacher candidate.

**During the semester:**

- Explain record keeping procedures such as reporting attendance, preparing report cards, entering grades in grade books and cumulative records.
- Provide daily informal feedback with examples to incorporate the next day.
- Participate in co-planning and select co-teaching strategies to implement in daily lessons.
- Communicate with the University Supervisor concerning the progress of the candidate. If at any time there are immediate concerns the university supervisor is your first point of contact.
- **Provide the university supervisor with a copy of each completed evaluation. The university supervisor will submit all evaluations.**
- Participate in the Missouri Educator Evaluation System (MEE’S) to complete three (3) Teacher Candidate Formative Assessments (TCFA), one (1) Teacher Candidate Observation Form (TCOF), and complete one (1) Teacher Candidate Summative Assessment after the third TCFA. The summative assessment ratings 0 to 3 are based on evidence collected throughout the Clinical Experience.
• The schedule for completion and submission is provided below. Each formal observation requires a pre-conference, observation, and post-conference. The post conference must take place within 3 working days. A copy of each evaluation is provided to the candidate. Forms and information are provided in Appendices C, D, and E. The optional Teacher Candidate Formative Observation can be used to offer additional feedback.

Formal Evaluation Schedule:

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<thead>
<tr>
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<th>Fall 2016</th>
<th>Spring 2017</th>
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<tbody>
<tr>
<td>TCFA 1</td>
<td>September</td>
<td>February</td>
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<td>TCFA 2</td>
<td>October</td>
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<td>TCFA 3</td>
<td>November</td>
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<td>TCOF</td>
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<tr>
<td>TCSA</td>
<td>November</td>
<td>April</td>
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Be sure to print a copy as the electronic copy sometimes does not save correctly. The printed copy can then be scanned and submitted electronically by the university supervisor.

See Appendix I for a sample copy of the Cooperating Teacher Evaluation form completed by the teacher candidate at the last seminar.

**University Supervisor Responsibilities**

University supervisors complete the triad of support for the candidate and for the cooperating teacher. Together the candidate, the cooperating teacher and the university supervisor form a team with a common goal – the successful completion of the clinical field experience. Potential problems and/or concerns of the candidate, cooperating teacher and/or the university supervisor should be addressed immediately, constructively and professionally.

• Visit the school and teacher candidate early in the semester. Make appropriate contact with the cooperating teacher and school principal. Tentatively schedule your formal observations with the candidate. Not all observations need to be scheduled ahead of time.
• Clarify your expectations for the clinical experience.
• Missouri Standards for the Preparation of Educators (MoSPE) requires weekly contact. This can be through email, phone calls, or other electronic means.
• Assist the candidate in self-evaluation and goal setting for professional growth.
• Communicate with the cooperating teacher concerning the progress of the candidate.
• **Provide the cooperating teacher with a copy of each completed evaluation.**
• Participate in the Missouri Educator Evaluation System (MEES) to complete three (3) Teacher Candidate Formative Assessments (TCFA) and complete one (1) Teacher Candidate Summative Assessment after the third TCFA. The summative assessment ratings 0 to 3 are based on evidence collected throughout the Clinical Experience.
• Complete the TCSA Tabulation page for at least the cooperating teacher and university supervisor columns.
• The schedule for completion and submission is provided below. Each formal observation requires a pre-conference, observation, and post-conference. The post conference must take place within 3 working days. A copy of each evaluation is provided to the candidate. Forms and information are provided in Appendices C, D, and E. The optional Teacher Candidate Formative Observation may be used to offer additional feedback.

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<tr>
<td>TCSA Tabulation</td>
<td>November</td>
<td>April</td>
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</tbody>
</table>

Submit the completed evaluations to clinicalexperienceforms@mssu.edu.

The university supervisor is responsible for submitting the cooperating teacher evaluations electronically to clinicalexperienceforms@mssu.edu.

Be sure to print a copy as the electronic copy sometimes does not save correctly. The printed copy can then be scanned and submitted electronically.

See Appendix I for a sample copy of the University Teacher Evaluation form completed by the teacher candidate at the last seminar.

The simplest prescription for improving education must be dollops of feedback

~ John Hattie
Content Area Supervisor Responsibilities

For K - 12 and 9 - 12 candidates, the content area supervisor plays an important role in the evaluation of the candidate’s level of content knowledge and appropriate teaching behaviors in the content field.

- Schedule one (1) formal observation of the candidate about mid semester to observe and complete a Teacher Candidate Formal Assessment, TCFA. This formal observation requires a pre-conference, observation, and post-conference with the candidate. Provide the candidate with a copy of the evaluation.

Submit the completed Teacher Candidate Formative Assessment to the University Supervisor.

Be sure to print a copy as the electronic copy sometimes does not save correctly. The printed copy can then be scanned and submitted electronically.

General Policies

Attendance: Under specific and approved circumstances candidates may miss some scheduled teaching days. Some examples of excused absences are illness, death in the immediate family, a job interview. Extended absenteeism may result in an extended placement. There are no personal days during the professional semester.

In the event of illness or an excused absence first contact the cooperating teacher/school. Then contact your university supervisor.

Calendar and vacations: The professional semester begins the first day the district requires teachers to attend. The semester ends the Thursday before MSSU graduation. The candidate will adhere to the district calendar. MSSU scheduled holidays are no longer observed.

Dress: Teacher candidates will follow the standards and policies of the district. Success in the professional semester relies, in part, on projecting a professional image. Remember every day is an “interview”.
Seminars and Critical Issues Classes: All candidates are required to attend as part of the course requirements. Seminars provide clarification and completion of requirements as well as learning about school related issues. Missed Seminars/CI will need to be made up before the next scheduled Seminar/CI. The make-up video must be viewed at MSSU after the teaching school day and before 5:00 p.m. Therefore it is imperative to attend the scheduled seminar/CI days.

Course work other than Critical Issues: Students may not be enrolled in any other course work during the professional semester. All other required courses must be completed before the first day of the semester.

Work and Outside Activities: Students are strongly urged not to be employed during the professional semester. Student teaching is very demanding of your time and must be done during a semester where it is your first priority.

Substitute Teaching: Teacher candidates may not receive compensation while in the professional semester. All attempts must be made by the district to provide a substitute for full day absences of the cooperating teacher.

In special cases where the cooperating teacher is asked to be away from the school for a district or University meeting, for a short period of time, the candidate would be allowed to be in control of the class.

Supervision and Evaluation of Teacher Candidates: MoSPE Standard 3 requires the use of the Missouri Educator Evaluation System (MEES). Cooperating teachers, on-site supervisors, and educator program supervisors must understand and demonstrate the ability to evaluate the candidates using this performance based system of continuous improvement. The most critical component is providing feedback to the candidate in a manner that promotes growth. The results of the evaluations will become part of the candidate’s Professional Competency Profile and will also be included in the aggregate on the Annual Performance Report for Educator Preparation Programs.

Without education, your children can never really meet the challenges they will face ~ Nelson Mandela
Field Experience Concerns and Chain of Command: If difficulties arise for which the cooperating teacher feels the attention of the university supervisor is required, the cooperating teacher may communicate with the supervisor via phone or through a requested site visitation. If the problem is serious, the Director of Clinical Field Experiences is to be informed.

Candidates experiencing difficulties should pursue the following chain of command for help and resolution:

- Cooperating Teacher
- University Supervisor
- Director of Clinical Field Experiences
- Department Chair
- Admissions & Retention Committee
- Dean of the School of Education
- MSSU Campus Student Grievance Policy

Change of Assignment and Termination: Field and clinical experiences may be terminated by school district, and/or the educator preparation program. Documentation must be provided to validate any change. The teacher candidate should be given a thorough explanation and an opportunity to share their perspective on the situation(s). Depending upon the severity of the incident, the educator preparation program may not be obligated to find another placement for the candidate.

Final Clinical Experience Grade: The Teacher Candidate Observation Form will be completed by the Cooperating Teacher and shared with the candidate. The University Supervisor can be in attendance at the post-conference or the information may be shared at a later date. Both the Cooperating Teacher and University Supervisor will recommend a Credit or Non-Credit for the clinical semester. A recommendation for Non-Credit should be made only after the Director of Clinical Field Experiences has been notified of the difficulties and a conference has ensued.

Missouri Certification: Completion of the Teacher Education Program and the professional semester does not provide the graduate a teaching license and certification. Information regarding the formal application for certification will be provided at the final seminar. The Missouri Department of Education requires the completion of the MoPTA for certification. Missouri Certification is required for certification in other states.
Appendix A

Missouri Southern State University Lesson Plan
Missouri Southern State University

Lesson Plan

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject:</td>
<td>Grade:</td>
</tr>
<tr>
<td>Lesson Title:</td>
<td>Length of Time:</td>
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**Classroom Context** (Describe two student demographics and two classroom contextual factors addressed in the lesson plan):

**Objectives/Learning Goals** (at least three, written in three-part behavioral format):

**Standards/Quality Indicators/Skills** (Missouri Learning Standards and national standards addressed by the lesson. Write each out fully):

**Student Engagement** (Describe how you will prepare students to learn the material and why the material has real-world application):

**Materials Used in the Lesson:**

**Technologies Used by the Teacher** (Specifically describe how each tool enhances learning and engagement):

**Level of Expectations** (Circle all that apply & label examples in your lesson plan.):

- **Depth of Knowledge (DOK)**
  - Recall
  - Skill/Concept
  - Strategic Thinking
  - Extended Thinking

**Interdisciplinary/Integration/Cross-Curricular**: Explain how your lesson cuts across at least two subjects.

**Multiple Intelligences** (Circle all that apply and link to instructional strategies and/or learning activities):

- Naturalistic
- Visual-Spatial
- Musical
- Verbal-Linguistic
- Logical-Mathematical
- Bodily-Kinesthetic
- Intrapersonal
- Interpersonal

**Formative Assessment** (Describe how you will assess student knowledge/performance before the lesson):

- Knowledge Base Corners
- KWL Chart
- Ponder and Pass
- Take a Stand
- Pre-Test
- Signal/Action Responses
- Content Survey
- Bias/Misconception Identification
- Personal Inventory
- Scavenger Hunt
- Investigation/Observation/Interview
- Review Standardized Assessment Data
- Other (Identify):

**Summative Assessment** (Describe how you will formally assess student knowledge/performance after the lesson. This assessment IS reflected in each objective.):

**Instructional Input** (Identify the content, concepts, ideas, and vocabulary necessary for students to achieve the objectives/learning goals):
Instructional Strategies (Identify the strategies you will use to deliver the instructional input. Identify all that apply and label in instructional input.):

- Cooperative Learning
- Read Aloud
- Scaffolding
- Independent Learning
- Classroom Discussion
- Learning Centers
- Lecture
- Flexible Grouping
- Nonlinguistic Representations
- Similarities/Differences
- Summarizing/Note Taking
- Modeling
- Hands-On Learning
- Peer Evaluation
- Inquiry
- Socratic Circle
- Project Based Learning
- Experimental Labs
- Questioning
- Other (Identify.):

Learning Activities (Identify and describe the specific activities your students will do to apply the information in the instructional input.):

Describe how your instructional strategies and learning activities address characteristics of your classroom context:

Formative Assessment (Describe how you will assess student knowledge/performance during the instructional strategies and learning activities.):

- Checking for Understanding
- Numbered Heads
- KWL Chart
- Observation
- Anecdotal Assessment
- Know it Show it
- Response Cards
- High 5
- Student notes/Nonlinguistic organizer
- Quiz
- Homework
- Project
- Draft of Summative
- Other (Identify.):

Student Accommodations (Mandated by IEPs/504 Plans):

- Extended Time Assignments/Homework/Tests
- Text in Alternate Format
- Student Response Cueing System
- Reduced Distraction
- Learning/Testing Environment
- On Task Learning/Behavioral Checklist
- Strategic Seating Choices
- Adaptive/Assistive Technology (Describe)
- Break Down Task into Smaller Parts
- Reduced Vocabulary Content
- Advanced Detailed Organizer
- Other (Identify.):

Enrichment/Extension (Identify additional instructional strategies and learning activities you will use for accelerated learners. Describe technology used by the student.):

Review and Bridge (Describe how students will review key concepts and bridge to real-world application and upcoming lessons.):
Appendix B

Co-Teaching
Co-Teaching is defined as two teachers (cooperating teacher and teacher candidate) working together with groups of students-sharing the planning, organization, delivery and assessment of instruction as well as the physical space. Both teachers are actively involved.

Co-Teaching and Traditional Student Teaching

Procedures that will stay the same...

✓ Solo teaching time
✓ Placement procedures
✓ One teacher candidate per classroom
✓ Total time in the classroom
✓ Evaluation Forms
✓ Individual lesson planning

Procedures that will be different...

✓ Support and training
✓ Co-planning required (at least 1 hour a week)
✓ Enhanced collaboration and communication
✓ Focus-on-differentiation
✓ Increased opportunities for teacher candidate to offer ideas
✓ Engagement in professional development

Important Points to Remember

❖ Planning is VERY important. Use the planning time wisely, focusing on lessons to be co-taught. Prioritize the time and don’t allow outside distractions to take over.
❖ The goal is to have the cooperating teacher and teacher candidate actively engaged with students as much as possible. However, EVERY teacher candidate DOES need time to manage the classroom on their own.
❖ Full time responsibility means the teacher candidate leads all aspects of the classroom, including how the cooperating teacher and other adults will be involved.
❖ University Supervisors ARE prepared in co-teaching, and should observe at least one co-taught lesson. When they do, they will be observing and evaluating only the teacher candidate.
❖ Encourage an attitude that we’re both TEACHING!
Welcoming Your Teacher Candidate

☐ Arrange to meet with your teacher candidate before the official start of the experience. Spend time learning about one another as people, not just as educators.
☐ Introduce the teacher candidate to other faculty members, support personnel and administrators.
☐ Tour the school...staff work areas, the lounge, adult restrooms, etc.
☐ Post the teacher candidate’s name (Mr./Ms. Smith) along with your name near the classroom door.
☐ Send a note to families to let them know you will have a teacher candidate co-teaching with you.
☐ Provide a desk (preferably not a student-size desk) or designate a work area for the teacher candidate with supplies and copies of necessary manuals, textbooks, the current read-aloud book, etc.
☐ Provide a picture of the class or individual students to help the teacher candidate learn names quickly.
☐ Review items in the faculty handbook that directly affect the teacher candidate: the contractual day, issues related to school security, etc.
☐ Share that “bit of information” that matters: “There is a ‘Peanut Free’ table in the cafeteria” or “Staff members never park in Lot A.”
☐ Explain any staff activities or special events the teacher candidate could choose to participate in or attend.
☐ Discuss classroom rules and expectations for student behavior as well as acceptable rewards and consequences. Review the student handbook.
☐ Assemble a binder with useful information including class lists, daily schedules, classroom rules, discipline referral forms, etc.
☐ On a desk-top calendar or planner, mark important dates for faculty meetings, your week for hall duty, school-wide music programs, etc.
☐ Start a file with your favorite tried-and-true activities and good teaching ideas. Encourage your candidate to add to it throughout the experience.
☐ Leave an inspirational quote or article related to teaching on the candidate’s desk that might spark an interesting discussion.
☐ Gestures of kindness, no matter how small, have a positive impact.
☐ If your teacher candidate will start later in the school year, send an email or letter from the class a few weeks before to share information about current units, upcoming special events, etc.
Planning Tips

Before your planning session:

- Decide what lesson(s) you will use your hour of planning time for.
- Who will lead the planning time or will parts be shared? Usually the cooperating teacher will lead in the beginning of the semester and the teacher candidate will take over as the semester progresses.
- Decide the materials that you will need and don’t take on too much.
- Bring ideas for modifications and accommodations.
- Bring ideas for enrichment activities.
- When the teacher candidate is ready to take over a subject/or period, let him/her know ahead of time that they will be leading the planning time for that lesson. They should preview what they will be teaching and come to the planning time prepared with ideas and lessons where co-teaching could occur.

During co-planning (remember this time is to plan for co-teaching):

- Spend a few minutes communicating about questions or issues (may use planning sheet).
- Share what will be co-taught and ideas from curriculum.
- When will you co-teach? When will each of you teach solo?
- What co-teaching strategies will best meet the needs of the students?
- Eventually, try to incorporate all of the co-teaching strategies.
- Outline questions to be used for parallel, station, etc.
- Discuss a variety of assessment strategies.
- What do each of you need to do when you leave the planning session (tasks, gathering resources, copying, etc)?
- What, if any, changes do you need to make to the layout or organization of the classroom.

After co-planning:

- Teacher candidate writes up lesson plans for each lesson where they have a teaching role.
## Co-Teaching Strategies & Examples

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definition/Example</th>
</tr>
</thead>
</table>
| **One Teach, One Observe**      | One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.  
**Example:** One teacher can observe students for their understanding of directions while the other leads.                                                                                                                                                                                      |
| **One Teach, One Assist**       | An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.  
**Example:** While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.                                                                                                                                               |
| **Station Teaching**            | The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.  
**Example:** One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.                                                                                     |
| **Parallel Teaching**           | Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.  
**Example:** Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.                                                                                                                                                  |
| **Supplemental Teaching**       | This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.  
**Example:** One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.                                                                                           |
| **Alternative/Differentiated**  | Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.  
**Example:** One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story. |
Team Teaching

Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.

Co-Teaching Myths/Realities

Myth #1 – Co-teaching means having two teacher candidates in a classroom.

REALITY: Only one teacher candidate is in a classroom. The co-teaching occurs between the cooperating teacher and the teacher candidate.

Myth #2 – Teacher candidates must be left on their own to sink or swim.

REALITY: Teacher candidates in co-teaching settings are supported in their efforts to becoming a licensed professional. The cooperating teacher models and assists as the teacher candidate acquires the knowledge and skills of teaching. This is in sharp contrast to the sink or swim model that assumes the teacher candidate must learn how to become a teacher on their own.

Myth #3 – Co-teaching inhibits a teacher candidate’s ability to develop classroom management skills.

REALITY: Rather than having to manage a classroom all alone, a teacher candidate has the support necessary to implement effective classroom management strategies. As the skills are gained, the teacher candidate takes the lead to make sure he/she can manage the classroom without support.

Myth #4 – Teacher candidates don’t get enough solo teaching time with co-teaching.

REALITY: Teacher candidates must have opportunities to teach all alone. The amount of time a candidate is left totally alone varies and is based on their skills in managing a classroom. It is important that the teacher candidate demonstrate that they can handle a classroom all by themselves.
Myth # 5 – It takes too much time to co-plan.

REALITY: It may take more time to co-plan in the early stages of co-teaching. In order to co-teach effectively, the cooperating teacher and teacher candidate must have shared planning time. However, the benefits of co-planning are huge. Teacher candidates get a much deeper understanding of the entire curriculum through co-planning and co-taught lessons lead to increased academic performance of P-12 students making the time spent in planning beneficial for all.

Myth #6 – Teacher Candidates will never have full responsibility of the classroom.

REALITY: For a period of time, each teacher candidate will lead the planning, organization, delivery and assessment of instruction in a co-taught classroom. Candidates will also be responsible for directing other adults, including the cooperating teacher, thus learning the skills necessary for effectively managing the human resources in a classroom.

Myth #7 – Co-teaching is not the “real world”. When a teacher candidate becomes certified they will be alone in the classroom.

REALITY: To accommodate large class sizes, students with special needs, English Language Learners, and the push in model of title one and special education, today’s classrooms will often have special education teachers, paraprofessionals and volunteers working alongside the classroom teacher. It is rare to find a classroom where the assigned teacher is working solo. The need to collaborate with other adults in the classroom is a necessity in our schools.

Myth #8 - Co-Teaching doesn’t work at the secondary level.

REALITY: Co-teaching strategies have been used successfully at all grade levels and in every content area. Co-teaching can be especially effective at the secondary level as teachers are dealing with larger class sizes and greater diversity of students.

Myth #9 – Teacher candidates don't have to write lesson plans for co-teaching because they co-plan.

REALITY: Co-planning takes place before formal lesson plans are written. Once a cooperating teacher and a teacher candidate co-plan, the candidate takes the information and writes up lesson plans, which will be reviewed by the cooperating teacher.

Myth #10 - Co-teaching can only work if the teacher candidate and cooperating teacher have the same learning or teaching style.

REALITY: No two people have the same style because we are uniquely different. Teacher Candidates entering the workplace must be able to work with a variety of learning and teaching styles. Through workshops, teacher candidates and cooperating teachers are made aware of many different types of learning and teaching styles, how they work, and how to work together with individuals who have different styles.

Myth #11 - The university supervisor should only observe a teacher candidate when they are teaching solo.
REALITY: When a supervisor observes a teacher candidate co-teaching with a cooperating teacher, they focus the observation on what the candidate is doing. If the candidate is leading a small group, it may be helpful to move closer to that group to observe him/her. If the teacher candidate is teaming with his/her cooperating teacher, focus the observation on the candidate's teaching skills, ability to collaborate with the cooperating teacher, management skills, organization, etc.

References for Co-Teaching in the Student Teaching Experience


Appendix C

MEES
The Teacher Candidate in the Clinical Experience Protocols

DESE Cooperating Teacher Training Video
https://www.youtube.com/watch?v=ZM-nAlqsESI
The Teacher Candidate in the Clinical Experience
Protocols and Forms

Academic Year 2016 - 2017
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Using Missouri’s Educator Evaluation System to Assess the Performance of Teacher Candidates during the Clinical Experience

Introduction
Missouri’s Educator Evaluation System was created, field-tested, piloted, and refined by hundreds of educators across the state. The system is founded on general beliefs about the purpose of the evaluation process. Central to these beliefs is a theory of action which maintains that improving student performance is predicated on the improvement of educator practice. These beliefs include that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and use multiple, balanced measurements that are fair and ethical.

Teacher candidates are an essential part of Missouri’s Professional Continuum. As noted below, teacher candidates are in the preparation process to enter the profession. In the Clinical Experience, teacher candidates are afforded the opportunity to put preparation into practice.

The Professional Continuum of the Teacher

| Candidate: This level describes the performance expected of a potential teacher preparing to enter the profession and enrolled in an approved educator preparation program at a college, university, or state-approved alternate pathway. Content knowledge and teaching skills are being developed through a progression of planned classroom and supervised clinical experiences. |
| Emerging Teacher: This level describes the performance expected of an emerging teacher as they enter the profession in a new assignment. The base knowledge and skills are applied as they begin to teach and advance student growth and achievement in their classroom. |
| Developing Teacher: This level describes the performance expected of a teacher early in their assignment as the teaching, content, knowledge, and skills that he/she possesses continue to develop as they encounter new experiences and expectations in the classroom, school, district, and community while they continue to advance student growth and achievement. |
| Proficient Teacher: This level describes the performance expected of a career, professional teacher who continues to advance his/her knowledge and skills while consistently advancing student growth and achievement. |
| Distinguished Teacher: This level describes the career, professional teacher whose performance exceeds proficiency and who contributes to the profession and larger community while consistently advancing student growth and achievement. The Distinguished Teacher serves as a leader in the school, district, and the profession. |

As prescribed in the Missouri Standards for the Preparation of Educators (MoSPE), teacher candidates in their Clinical Experience are to be assessed using the Missouri Educator Evaluation System. The following provides an introduction to the forms and a description of their use.
Standards and Quality Indicators Webmap

The Missouri Educator Evaluation System contains thirty-six Quality Indicators across nine standards. In the Clinical Experience, sixteen of the thirty-six Quality Indicators have been selected for assessing the performance of the teacher candidate. These were determined by consulting research regarding the effect size of teacher strategies and actions on student achievement and in working with districts across the state to identify indicators that are of particular importance specifically in the first and second years of teaching.

While all thirty-six Quality Indicators are important and addressed throughout the preparation process, these sixteen in particular (shown in blue) are an indication of the readiness of a teacher candidate for his/her first year of teaching. The teacher candidate is assessed on each of these indicators by the Ed Prep Supervisor and the Cooperating Teacher. The Building Administrator or designee provides feedback on four of these sixteen Quality Indicators (shown with red text). The forms included in this process are explained to provide further detail on how this assessment occurs.
Teacher Candidate Performance Rubric

A rubric has been provided for each of the sixteen Quality Indicators. The rubric specifically highlights the transition from “knowing to doing” that occurs during the Clinical Experience and as reflected in the transition of a teacher candidate into an emerging teacher. The first row of the rubric articulates the particular performance represented in the Quality Indicator. This articulation occurs across an entire continuum that includes: Teacher Candidate, Emerging Teacher, Developing Teacher, Proficient Teacher and Distinguished Teacher. The rubric contains the first three levels of that continuum. The Clinical Experience provides teacher candidates the opportunity to begin to demonstrate performance at the Emerging or higher levels.

The second row articulates the evidence supporting the various levels of performance. Evidence is clustered into three professional frames: Commitment, Practice and Impact. Commitment speaks in part to the quality of the teacher and includes things like preparation, planning and materials. Practice speaks to the quality of teaching through specific teacher candidate behaviors and occurs through the observation process. Impact is about outcomes and results and includes things like student behaviors and products of student learning.

The final row offers possible observable data for each of the levels. It is important to note that data offered does not represent a checklist and is certainly not the only possible data that could be included. Rather, these are suggestions of ways the particular performance in the Quality Indicator might be demonstrated and represented.

Included in this form is a chart listing Possible Sources of Evidence in each professional frame for each of the standards. Like Possible Observable Data, these sources are not a checklist or even a comprehensive list of evidence, but rather suggestions to be considered when assigning ratings.

The Teacher Candidate Performance Rubric is offered for informational purposes for the Teacher Candidate, Ed Prep Supervisor, Cooperating Teacher, and Building Administrator or Designee. The notes section is offered as a place to capture thoughts about evidence or possible data. The overall purpose of the rubric is to create common language around the expected performance of the Teacher Candidate in the Clinical Experience.
Teacher Candidate Formative Assessment

In compliance with MoSPE, the teacher candidate receives feedback throughout their Clinical Experience by the Ed Prep Supervisor and their Cooperating Teacher. This form may be used by both of them. It includes each of the sixteen highlighted Quality Indicators, which must be assessed on the teacher candidate at some point during their clinical experience. For each indicator, there is a place to note a numerical rating. The numerical ratings range from a score of "baseline" to a score of "3". The Teacher Candidate Performance Rubric (see page 6) assists with the consideration of evidence of the teacher candidate's ability to demonstrate skills at the Emerging and Developing Levels. Scores on the teacher candidate's performance are assigned as follows:

The "baseline" score is selected when the teacher candidate is knowledgeable about a particular performance articulated in the indicator but is unable to demonstrate that performance in any meaningful way. It is assumed all teacher candidates are at this point at the beginning of their clinical experience.

A score of "1" is selected when the teacher candidate is able to demonstrate the performance articulated at the Emerging Level, but their performance of it is inconsistently or incompletely demonstrated.

A score of "2" is selected when the teacher candidate is able to demonstrate the performance articulated at the Emerging Level consistently and completely.

A score of "3" is selected when the candidate not only demonstrates the performance of the indicator consistently and completely at the Emerging Level, but is also able to at least demonstrate to some extent the performance articulated at the Developing Level.

There is an option for "not observed" and a place for comments for each of the standards. It is important to note that the teacher candidate must be assessed in all sixteen of the Quality Indicators by the end of the clinical experience. Overall comments and signatures are provided on the final page of this form.
Formative Observation Feedback Form

This form is used to offer general feedback to the teacher candidate in a variety of different areas. As opposed to the Teacher Candidate Formative Assessment (see page 7), which is organized by Standard and Quality Indicator, this form is organized by different areas related to instruction and classroom environment. As noted in its title, this form is for optional use by the Ed Prep Supervisor, Cooperating Teacher and even the Building Administrator or Designee, should they choose. Each area is aligned to corresponding Quality Indicators and provides opportunity for the following feedback to the teacher candidate:

<table>
<thead>
<tr>
<th>Teacher Candidate</th>
<th>Student</th>
<th>Ed Prep Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td></td>
<td>Name:</td>
</tr>
<tr>
<td>ID#:</td>
<td></td>
<td>ID#:</td>
</tr>
<tr>
<td>School:</td>
<td></td>
<td>School:</td>
</tr>
<tr>
<td>Cooperating Teacher</td>
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<td>Cooperating Teacher:</td>
</tr>
<tr>
<td>Subject/Grade:</td>
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<td>Subject/Grade:</td>
</tr>
<tr>
<td>Date:</td>
<td></td>
<td>Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>&quot;Teacher Candidate&quot; Observation (Select one most applicable observation)</th>
<th>&quot;Student Engagement&quot; (Select one most applicable engagement)</th>
<th>&quot;Observed Classroom Structure&quot; (If yes, list one most applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced/Graphic Organizers</td>
<td>Observation of Engaged Work (1-3)</td>
<td>Non-Engaged Classroom Structure (5-7)</td>
</tr>
<tr>
<td>Classroom Discussion</td>
<td>Learning Environment (1-3)</td>
<td>Non-Engaged Classroom Structure (5-7)</td>
</tr>
<tr>
<td>Cooperative Learning</td>
<td>Instructional Environment (1-3)</td>
<td>Non-Engaged Classroom Structure (5-7)</td>
</tr>
<tr>
<td>Group Work</td>
<td>Instructional Environment (1-3)</td>
<td>Non-Engaged Classroom Structure (5-7)</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>Instructional Environment (1-3)</td>
<td>Non-Engaged Classroom Structure (5-7)</td>
</tr>
<tr>
<td>Hands On/Active Learning</td>
<td>Instructional Environment (1-3)</td>
<td>Non-Engaged Classroom Structure (5-7)</td>
</tr>
<tr>
<td>Independent Student Work</td>
<td>Instructional Environment (1-3)</td>
<td>Non-Engaged Classroom Structure (5-7)</td>
</tr>
<tr>
<td>Learning Center</td>
<td>Instructional Environment (1-3)</td>
<td>Non-Engaged Classroom Structure (5-7)</td>
</tr>
<tr>
<td>Lecture</td>
<td>Instructional Environment (1-3)</td>
<td>Non-Engaged Classroom Structure (5-7)</td>
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<tr>
<td>Nonlinguistic Representations</td>
<td>Learning Assessments Observed (3, 4, 5, 7, 8)</td>
<td>Non-Engaged Classroom Structure (5-7)</td>
</tr>
<tr>
<td>Other</td>
<td>Learning Assessments Observed (3, 4, 5, 7, 8)</td>
<td>Non-Engaged Classroom Structure (5-7)</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>Learning Assessments Observed (3, 4, 5, 7, 8)</td>
<td>Non-Engaged Classroom Structure (5-7)</td>
</tr>
<tr>
<td>Presentations</td>
<td>Learning Assessments Observed (3, 4, 5, 7, 8)</td>
<td>Non-Engaged Classroom Structure (5-7)</td>
</tr>
<tr>
<td>Project Based Learning</td>
<td>Learning Assessments Observed (3, 4, 5, 7, 8)</td>
<td>Non-Engaged Classroom Structure (5-7)</td>
</tr>
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<td>Question/Answer</td>
<td>Learning Assessments Observed (3, 4, 5, 7, 8)</td>
<td>Non-Engaged Classroom Structure (5-7)</td>
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<tr>
<td>Similarities/Differences</td>
<td>Learning Assessments Observed (3, 4, 5, 7, 8)</td>
<td>Non-Engaged Classroom Structure (5-7)</td>
</tr>
<tr>
<td>Summarizing/Reviewing</td>
<td>Learning Assessments Observed (3, 4, 5, 7, 8)</td>
<td>Non-Engaged Classroom Structure (5-7)</td>
</tr>
</tbody>
</table>

Teacher Strategies – the observer identifies the particular strategy or strategies the teacher candidate demonstrates during the observation. This may be one single strategy throughout the lesson, or a combination of strategies.

Student Engagement – for each selected strategy from the first column, a level of student engagement is noted in response to the strategy. Student engagement can be perceived as being high, moderate, low or disengaged. These engagement levels reference both the intensity and level of activity of the students as well as a percentage of the students to which it applies.

Classroom Structure, Classroom/Instruction, and Learning Assessments – the observer notes specific details regarding the structure of the learning environment for the students. The observer also notes particular details related to curriculum and instruction. Finally, the observer notes the type(s) of assessment the teacher candidate uses to determine if learning is taking place.

There is space provided for overall comments/observations and signatures. The comments can relate to anything data collected through the Formative Observation Feedback Form.

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**Key:**
- H = High, M = Moderate, L = Low, D = Disengaged

**Revised Apr. 2023**

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29
Teacher Candidate Summative Assessment

This form is used by the Ed Prep Supervisor and the Cooperating Teacher at the culmination of the Clinical Experience. The structure of this form is much like the Teacher Candidate Formative Assessment (see page 7). As with the formative form, a rating of “baseline” through “3” is provided on each of the Quality Indicators. Those ratings are determined based on evidence collected throughout the Clinical Experience and captured on forms like the Teacher Candidate Performance Rubric (see page 6) and the two available formative feedback forms (see pages 7-8). The ratings are determined as follows:

A score of “baseline” is selected when the teacher candidate is knowledgeable about the particular performance articulated in the indicator but is unable to demonstrate or apply that performance in any meaningful way.

A score of “1” is selected when the teacher candidate is able to demonstrate the performance articulated at the Emerging Level, although their performance is inconsistent or incomplete.

A score of “2” is selected when the teacher candidate is able to demonstrate the performance articulated at the Emerging Level consistently and completely.

A score of “3” is selected when the candidate not only demonstrates the performance of the indicator consistently and completely at the Emerging Level, but is also able to at least demonstrate to some extent the performance articulated at the Developing Level.

A chart used for tabulating scores is provided on the final page. On this chart, scores are captured from the Cooperating Teacher, the Ed Prep Supervisor and the Building Administrator or Designee. All sixteen Quality Indicators are evaluated by the Ed Prep Supervisor and the Cooperating Teacher. Four of those Indicators are also assessed by the Building Administrator or Designee. Scores of all teacher candidates are submitted to DESE as a part of the continuous improvement process for educator preparation programs.
Administrator Evaluation of the Teacher Candidate

Research on educator evaluation emphasizes the importance of multiple measures to increase the reliability of performance ratings. Additionally, feedback from a Building Administrator or a Designee can be very valuable to a teacher candidate. It is generally expected that the Building Administrator or Designee will have informally observed the teacher candidate prior to completing this at the culmination of the clinical experience. There is both a long and short form available to be used by the Building Administrator or Designee. The criterion the Building Administrator or Designee uses to determine a score is the same as was used with the Teacher Candidate Summative Assessment completed by the Cooperating Teacher and the Ed Prep Supervisor. Those ratings are determined as follows:

A score of “baseline” is selected when the teacher candidate is knowledgeable about the particular performance articulated in the indicator but is unable to demonstrate that performance in any meaningful way.

A score of “1” is selected when the teacher candidate is able to demonstrate the performance articulated at the Emerging Level, although their performance is inconsistent or incomplete.

A score of “2” is selected when the teacher candidate is able to demonstrate the performance articulated at the Emerging Level consistently and completely.

A score of “3” is selected when the candidate not only demonstrates the performance of the indicator consistently and completely at the Emerging Level, but is also able to at least demonstrate to some extent the performance articulated at the Developing Level.

As noted previously (see Standards and Quality Indicators Webmap page 5), the Building Administrator or Designee provides feedback and a rating to the teacher candidate on only four of the sixteen Quality Indicators. These four indicators were selected using the following criteria:

- Indicators were selected that correlate to higher effect size of teacher strategies and actions on student achievement
- Input from administrators in the state confirming the importance of the performance represented by these indicators
- Indicators that are of particular importance specifically in the first and second years of teaching
- Indicators that administrators could readily observe in a minimum of short walkthroughs
A final page of the long form of the Administrator Evaluation of the Teacher Candidate Form includes a chart for capturing the separate scores of the Building Administrator or Designee. The Building Administrator or Designee is encouraged to provide feedback to the teacher candidate on his/her teaching performance, including the ratings for each of the four indicators. The separate scores for each of these indicators provided by the Building Administrator or Designee are transferred to the chart on the final page of the Teacher Candidate Summative Assessment (see page 9).

The collection of ratings on the Teacher Candidate Summative Assessment is an overall assessment of the teacher candidate’s performance at the culmination of their Clinical Experience based on multiple sources of evidence as provided by the Ed Prep Supervisor, the Cooperating Teacher and a Building Administrator or Designee. The assessments provide a determination on the degree to which the teacher candidate is able to put their knowledge articulated at the Candidate Level into practice as represented by demonstrating performance at the Emerging of Developing Levels. There is particular focus on the sixteen of the thirty-six Quality Indicators that have been targeted as specifically important for success as a first year teacher.
Appendix D

The Teacher Candidate in the Clinical Experience Forms
Teacher Candidate Formative Assessment

Teacher Candidate: ____________________________ Student ID: ____________________________ Ed Prep Supervisor: ____________________________ Date: ____________________________

School: ____________________________ Cooperating Teacher: ____________________________ Subject/Grade: ____________________________

**Definition of Candidate Rating Descriptors (refer to the Rubric for Teacher Candidate for a detailed description)**

**Baseline – 0:** the teacher candidate possesses the necessary knowledge but cannot apply or demonstrate the performance

**Emerging – 1:** the teacher candidate possesses the necessary knowledge and *inconsistently* and somewhat effectively demonstrates the performance at the Emerging Level

**Emerging – 2:** the teacher candidate possesses the necessary knowledge and *consistently* and effectively demonstrates the performance at the Emerging Level

**Developing – 3:** the teacher candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level

<table>
<thead>
<tr>
<th>Standard #1: Content Knowledge Aligned with Appropriate Instruction</th>
<th>Baseline 0</th>
<th>Emerging 1</th>
<th>Consistent 2</th>
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<tbody>
<tr>
<td>1.1 Content Knowledge and Academic Language</td>
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<td>1.2 Student Engagement in Subject Matter</td>
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**Standard #1 Comments:**

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<tbody>
<tr>
<td>2.4 Differentiated Lesson Design</td>
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**Standard #2 Comments:**

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<th>Emerging 1</th>
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<th>Developing 3</th>
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<tbody>
<tr>
<td>3.1 Implementation of Curriculum Standards</td>
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<tr>
<td>3.2 Lessons for Diverse Learners</td>
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**Standard #3 Comments:**

*Revised April 2016*
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<tr>
<th>Standard #4: Critical Thinking</th>
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<tr>
<td>4.1 Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking</td>
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Standard #4 Comments:

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<th>Standard #5: Positive Classroom Environment</th>
<th>Baseline</th>
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<tbody>
<tr>
<td>5.1 Classroom Management Techniques</td>
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<tr>
<td>5.2 Management of Time, Space, Transitions, and Activities</td>
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<tr>
<td>5.3 Classroom, School, and Community Culture</td>
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Standard #5 Comments:

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<tr>
<td>6.1 Verbal and Non-Verbal Communication</td>
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Standard #6 Comments:

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<td>7.1 Effective Use of Assessments</td>
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<tr>
<td>7.2 Assessment Data to Improve Learning</td>
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<td>7.5 Communication of Student Progress and Maintaining Records</td>
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Standard #7 Comments:

Revised April 2016
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<thead>
<tr>
<th>Standard #8: Professionalism</th>
<th>Baseline</th>
<th>Emerging</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Self-Assessment and Improvement</td>
<td>0</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Standard #8 Comments:

<table>
<thead>
<tr>
<th>Standard #9: Professional Collaboration</th>
<th>Baseline</th>
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<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 Induction and Collegial Activities</td>
<td></td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>9.3 Cooperative Partnerships in Support of Student Learning</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Standard #9 Comments:

Formative Comments/Observations:

Teacher Candidate Signature ___________________________ Date ____________

Ed Prep Supervisor Signature __________________________ Date ____________

Cooperating Teacher Signature __________________________ Date ____________

*Signatures required are at Ed Prep discretion

Revised April 2016
# Teacher Candidate Summative Assessment

**Teacher Candidate:** ___________________________  **Student ID:** __________  **Ed Prep Supervisor:** ___________________________  **Date:** ___________________________

**School:** ___________________________  **Cooperating Teacher:** ___________________________  **Subject/Grade:** ___________________________

---

**Definition of Candidate Rating Descriptors (refer to the Rubric for Teacher Candidate for a detailed description)**

- **Baseline – 0:** the teacher candidate possesses the necessary knowledge but cannot apply or demonstrate the performance.
- **Emerging – 1:** the teacher candidate possesses the necessary knowledge and **inconsistently** and somewhat effectively demonstrates the performance at the Emerging Level.
- **Emerging – 2:** the teacher candidate possesses the necessary knowledge and **consistently** and effectively demonstrates the performance at the Emerging Level.
- **Developing – 3:** the teacher candidate demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level.

---

### Standard #1: Content Knowledge Aligned with Appropriate Instruction

<table>
<thead>
<tr>
<th>1.1 Content Knowledge and Academic Language</th>
<th>Baseline 0</th>
<th>Emerging 1 - Inconsistent 2 - Consistent</th>
<th>Developing 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Student Engagement in Subject Matter</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standard #1 Comments:**

---

### Standard #2: Student Learning Growth and Development

<table>
<thead>
<tr>
<th>2.4 Differentiated Lesson Design</th>
<th>Baseline 0</th>
<th>Emerging 1 - Inconsistent 2 - Consistent</th>
<th>Developing 3</th>
</tr>
</thead>
</table>

**Standard #2 Comments:**

---

### Standard #3: Curriculum Implementation

<table>
<thead>
<tr>
<th>3.1 Implementation of Curriculum Standards</th>
<th>Baseline 0</th>
<th>Emerging 1 - Inconsistent 2 - Consistent</th>
<th>Developing 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 Lessons for Diverse Learners</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standard #3 Comments:**

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*Revised April 2016*
<table>
<thead>
<tr>
<th>Standard #4: Critical Thinking</th>
<th>Baseline</th>
<th>Emerging</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1 - Inconsistent</td>
<td>2 - Consistent</td>
</tr>
<tr>
<td>4.1 Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standard #4 Comments:**

<table>
<thead>
<tr>
<th>Standard #5: Positive Classroom Environment</th>
<th>Baseline</th>
<th>Emerging</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1 - Inconsistent</td>
<td>2 - Consistent</td>
</tr>
<tr>
<td>5.1 Classroom Management Techniques</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2 Management of Time, Space, Transitions, and Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3 Classroom, School, and Community Culture</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standard #5 Comments:**

<table>
<thead>
<tr>
<th>Standard #6: Effective Communication</th>
<th>Baseline</th>
<th>Emerging</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1 - Inconsistent</td>
<td>2 - Consistent</td>
</tr>
<tr>
<td>6.1 Verbal and Non-Verbal Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standard #6 Comments:**

Revised April 2016
<table>
<thead>
<tr>
<th>Standard #7: Student Assessment and Data Analysis</th>
<th>Baseline 0</th>
<th>Emerging 1 - Inconsistent</th>
<th>Emerging 2 - Consistent</th>
<th>Developing 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Effective Use of Assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.2 Assessment Data to Improve Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.5 Communication of Student Progress and Maintaining Records</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard #7 Comments: :</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Standard #8: Professionalism</th>
<th>Baseline 0</th>
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<tr>
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<table>
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<tr>
<th>Standard #9: Professional Collaboration</th>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Standard #9 Comments: :</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Summative Comments/Observations:

Targets for Professional Development (Address all standards marked "Baseline - 0 or Emerging - 1"): 

__________________________  ______________________  ______________________  ______________________
Grade                                                Date                                                Ed Prep Supervisor Signature  Date

__________________________  ______________________
Teacher Candidate Signature  Date

__________________________  ______________________
Cooperating Teacher Signature  Date

*Signatures required are at Ed Prep discretion

Revised April 2016
### 1.2 Student engagement in subject matter – check one rating indicator

<table>
<thead>
<tr>
<th>Baseline – 0</th>
<th>Inconsistent – 1</th>
<th>Consistent – 2</th>
<th>Developing – 3</th>
</tr>
</thead>
</table>

**The baseline teacher candidate** demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.

**The emerging teacher candidate** chooses from multiple sources to engage student interest and activity in the content.

**The developing teacher candidate** also uses a variety of differentiated instructional strategies which purposefully engage students in content.

### 2.4 Differentiated lesson design – check one rating indicator

<table>
<thead>
<tr>
<th>Baseline – 0</th>
<th>Inconsistent – 1</th>
<th>Consistent – 2</th>
<th>Developing – 3</th>
</tr>
</thead>
</table>

**The baseline teacher candidate** recognizes diversity and the impact it has on education.

**The emerging teacher candidate** designs and implements instruction that considers the needs of students.

**The developing teacher candidate** also designs and implements instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment.

### 5.1 Classroom management techniques – check one rating indicator

<table>
<thead>
<tr>
<th>Baseline – 0</th>
<th>Inconsistent – 1</th>
<th>Consistent – 2</th>
<th>Developing – 3</th>
</tr>
</thead>
</table>

**The baseline teacher candidate** knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using this to promote student interest and learning.

**The emerging teacher candidate** demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.

**The developing teacher candidate** also uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.

### 7.2 Assessment data to improve learning – check one rating indicator

<table>
<thead>
<tr>
<th>Baseline – 0</th>
<th>Inconsistent – 1</th>
<th>Consistent – 2</th>
<th>Developing – 3</th>
</tr>
</thead>
</table>

**The baseline teacher candidate** has knowledge of how data can be accessed, analyzed, and appropriately used to design instruction and improve learning activities.

**The emerging teacher candidate** demonstrates basic strategies for accessing, analyzing and appropriately using information and assessment results to improve learning activities.

**The developing teacher candidate** also reviews student trend data and growth in learning through a comparison of student work (i.e. pre-/post-test results or similar mechanisms) to inform instructional decisions.

**Comments:**

---

Teacher Candidate Signature: ___________________________  Date: ____________  Building Administrator/Designee Signature: ___________________________  Date: ____________

---

Revised April 2016
# Building Administrator or Designee Evaluation of the Teacher Candidate

*To be completed by a Building Administrator or Designee*

<table>
<thead>
<tr>
<th><strong>Teacher Candidate:</strong></th>
<th><strong>Student ID:</strong></th>
<th><strong>Ed Prep Supervisor:</strong></th>
<th><strong>Date:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>School:</strong></th>
<th><strong>Cooperating Teacher:</strong></th>
<th><strong>Subject/Grade:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standard 1:** Content knowledge aligned with appropriate instruction.

1.2 **Student engagement in subject matter**

**1C2)** The *baseline teacher candidate* demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.

**1E2)** The *emerging teacher candidate* chooses from multiple sources to engage student interest and activity in the content.

1D2) The *developing teacher candidate* also uses a variety of differentiated instructional strategies which purposefully engage students in content.

<table>
<thead>
<tr>
<th><strong>Evidence</strong></th>
<th><strong>Evidence of Practice</strong></th>
<th><strong>Evidence of Impact</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is knowledgeable of different strategies that result in increased levels of student engagement</td>
<td>Use various engagement strategies to maintain student interest</td>
<td>Students are interested and engaged in the content</td>
</tr>
<tr>
<td>Evidence of Practice</td>
<td>Evidence of Practice</td>
<td>Evidence of Impact</td>
</tr>
<tr>
<td>Use various engagement strategies to maintain student interest</td>
<td>Uses engagement strategies to increase students' levels of interest and activity</td>
<td>Students' engagement causes content knowledge to advance</td>
</tr>
</tbody>
</table>

**Possible Observable Data**

- Is knowledgeable on how to assess student engagement while in the process of instruction
- Familiarity with possible strategies for building student engagement
- Understands different strategies for adjusting pacing to enhance student engagement

**Possible Observable Data**

- Implementation of strategies that prompt engagement by most students
- Some variance in pacing that generally captures student interest and attention
- Most but not all students visibly paying attention
- Most but not all students providing accurate responses

**Possible Observable Data**

- Scanning of room regularly to identify low engagement
- Consistent use of strategies to prompt engagement by all
- Variance in pacing enhances student interest and attention
- Students visibly paying attention
- Students providing accurate responses

**Possible Observable Data**

- Scans room consistently, identifies low engagement, and promptly uses strategies that result in an increase of student engagement
- Effectively uses pacing and other engagement strategies that result in higher levels of student interest and participation
- Evidence that higher levels of engagement result in increased learning
- Students accurate responses reflect deeper learning and retention of content

- Check One Candidate Rating Descriptor

- Baseline - 0
- Inconsistent - 1
- Consistent - 2
- Developing - 3

*Revised April 2016*
## Standard 2: Student Learning, Growth and Development

### 2.4 Differentiated lesson design

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2C4</strong> The <strong>baseline teacher candidate</strong> recognizes diversity and the impact it has on education.</td>
<td><strong>2E4</strong> The <strong>emerging teacher candidate</strong> designs and implements instruction that considers the needs of students.</td>
<td><strong>2D4</strong> The <strong>developing teacher candidate</strong> also designs and implements instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment.</td>
</tr>
</tbody>
</table>

**Evidence**

- Knowledgeable about the significance of student differences and how varying lessons and activities can address those differences

**Possible Observable Data**

- Can characterize various types of student differences and their potential impact on student learning
- Understands the role that assessment plays in identifying student differences
- Is knowledgeable about possible ways to adjust instruction based on student differences

**Possible Observable Data**

- Lessons and activities include the occasional use of informal and formal assessment to determine student needs
- Can describe particular learning characteristics of some students
- Some adjustments made to instruction to address variations in student learning
- Student confusion and struggling is sometimes resolved
- Students respond mostly to teachers' instruction and appear motivated

**Possible Observable Data**

- Lessons and activities include the frequent use of informal and formal assessment to determine student needs
- Can describe particular learning characteristics of most students
- Adjustments routinely made to instruction to address variations in student learning
- Student confusion and struggling is resolved
- Students visibly respond to teachers' instruction and appear motivated

**Possible Observable Data**

- Lesson design and activities communicate respect and value for each student by addressing their unique needs
- Instructional strategies link to the different needs and attributes of students in the class to address variations in student learning
- Student perception reflects a feeling that the teacher cares and respects them
- Students actively respond to the encouragement to learn
- Evidence that students learn at higher levels based on the teacher addressing particular learning needs

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0: Baseline</td>
<td>1: Inconsistent</td>
<td>2: Consistent</td>
<td>3: Developing</td>
</tr>
<tr>
<td>Check One Candidate Rating Descriptor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised April 2016
### 5.1 Classroom management techniques

<table>
<thead>
<tr>
<th>SC1</th>
<th>SE1</th>
<th>SD1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The baseline teacher candidate</strong> knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using this to promote student interest and learning.</td>
<td><strong>The emerging teacher candidate</strong> demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.</td>
<td><strong>The developing teacher candidate</strong> also uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.</td>
</tr>
</tbody>
</table>

#### Evidence
- Is knowledgeable about various strategies and techniques for managing student behavior in the classroom

#### Evidence of Commitment
- Classroom artifacts (posted rules and protocols) support effective techniques

#### Evidence of Practice
- Engages in techniques to manage behavior in the classroom

#### Evidence of Impact
- Student misbehavior is addressed

#### Possible Observable Data

- **Understanding how teacher movement around the classroom can be used to manage student behavior**
  - Has developed verbal and non-verbal signals as a means for managing student behavior
  - Understands the importance of exhibiting calm and in-control behavior at all times

- **Frequent movement around the room to monitor and manage student behavior**
  - Misbehavior is generally addressed when it occurs
  - Verbal and non-verbal signals generally management behavior
  - Teacher response and demeanor is generally calm and in control
  - Students generally respond quickly to prompts and directions

- **Efficient and effective movement around the room to monitor and manage student behavior**
  - Misbehavior is addressed quickly when it occurs
  - Effective use of verbal and non-verbal signals as a management technique
  - Teacher demonstrates calm, controlled behavior
  - Students respond quickly to prompts and directions

#### Check One Candidate Rating Descriptor
- [ ] Baseline - 0
- [ ] Inconsistent - 1
- [ ] Consistent - 2
- [ ] Developing - 3

*Revised April 2016*
### Standard 7: Student Assessment and Data Analysis

#### 7.2 Assessment data to improve learning

<table>
<thead>
<tr>
<th>7C2) The <strong>baseline teacher candidate</strong> has knowledge of how data can be accessed, analyzed, and appropriately used to design instruction and improve learning activities.</th>
<th>7E2) The <strong>emerging teacher candidate</strong> demonstrates basic strategies for accessing, analyzing and appropriately using information and assessment results to improve learning activities.</th>
<th>7D2) The <strong>developing teacher candidate</strong> also reviews student trend data and growth in learning through a comparison of student work (i.e. pre-/post-test results or similar mechanisms) to inform instructional decisions.</th>
</tr>
</thead>
</table>
| **Evidence**  
Understands the importance of data for instructional planning and decision-making | **Evidence of Practice**  
Collects data information and assessment results for instructional planning and decision-making  
**Evidence of Impact**  
Students engage in learning goals that advance mastery of content | **Evidence of Practice**  
Uses pre and post results or other comparison data to confirm growth in learning and impact future instructional decisions  
**Evidence of Impact**  
Individual students and the whole class advance in their learning |

**Possible Observable Data**  
- Is knowledgeable of different ways to gather and analyze assessment data  
- Understands the process for using informal and formal assessment to inform modifications to the instructional process  
- Assessment data sometimes informs changes to instructional plans and activities  
- Informal and formal assessment data sometimes result in adjustments to learning activities  
- Student mastery of content sometimes improves as a result to adjustments made to instruction based on data  
- Assessment data consistently informs changes to instructional plans and activities  
- Informal and formal assessment data consistently create adjustments to learning activities  
- Student mastery of content frequently improves as a result to adjustments made to instruction based on data  
- Student growth data using a variety of different means of assessment is used to determine trend data  
- Trend data reveals positive growth in student learning  
- Pre-and Post Tests are used to determine the extent of student growth  
- Teacher has some type of mechanism or structure for tracking trend data or changes in student growth |

<table>
<thead>
<tr>
<th>□ Baseline - 0</th>
<th>□ Inconsistent - 1</th>
<th>□ Consistent – 2</th>
<th>□ Developing – 3</th>
</tr>
</thead>
</table>

*Check One Candidate Rating Descriptor*

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Revised April 2016
Appendix E

Missouri’s Educator Evaluation System Rubric
Rubric for the Teacher Candidate during the Clinical Experience

Standard 1: Content knowledge aligned with appropriate instruction.

<table>
<thead>
<tr>
<th>1.1 Content knowledge and academic language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1C1) The <strong>baseline teacher candidate</strong> demonstrates knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri.</td>
</tr>
<tr>
<td>1E1) The <strong>emerging teacher candidate</strong> knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.</td>
</tr>
<tr>
<td>1D1) The <strong>developing teacher candidate</strong> also delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.</td>
</tr>
</tbody>
</table>

**Evidence**

Demonstrates knowledge of the appropriate content, learning outcomes and academic language as related to various subject areas

**Evidence of Commitment**

Is well prepared to guide students to a deeper understanding of content

**Evidence of Practice**

Instruction reflects accuracy of content knowledge

**Evidence of Impact**

Students are generally familiar with academic language

**Evidence of Commitment**

Stays current on new content and incorporates it into lessons

**Evidence of Practice**

Instruction indicates an appreciation of the complexity and ever evolving nature of the content

**Evidence of Impact**

Students are able to use academic language

<table>
<thead>
<tr>
<th>Standard 1.1 – Content Knowledge and Academic Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate-0</td>
</tr>
<tr>
<td>-Demonstrates a general awareness of appropriate content relevant to the learning objective</td>
</tr>
<tr>
<td>-Understands the importance of teaching content and using academic language accurately</td>
</tr>
<tr>
<td>-Identifies high impact instructional strategies</td>
</tr>
<tr>
<td>-Understands that providing opportunities for students to engage actively with the content and academic language is important</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Standard 1: Content knowledge aligned with appropriate instruction.

### 1.2 Student engagement in subject matter

<table>
<thead>
<tr>
<th>Evidence</th>
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<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is knowledgeable of different strategies that result in increased levels of student engagement.</td>
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<td>Is knowledgeable of different strategies that result in increased levels of student engagement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 1.2 – Student Engagement in Subject Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate-0</td>
</tr>
<tr>
<td>-Identifies strategies teachers use to assess student engagement while in the process of instruction</td>
</tr>
<tr>
<td>-Has an awareness of possible strategies for building student engagement</td>
</tr>
<tr>
<td>-Describes several questioning strategies that increase student engagement</td>
</tr>
<tr>
<td>-Understands different strategies for adjusting pacing to enhance student engagement</td>
</tr>
<tr>
<td>-Identifies strategies teachers use to assess student engagement while in the process of instruction</td>
</tr>
<tr>
<td>-Has an awareness of possible strategies for building student engagement</td>
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<tr>
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</tbody>
</table>
### Standard 2: Student Learning, Growth and Development

#### 2.4 Differentiated lesson design

<table>
<thead>
<tr>
<th>Evidence</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>2C4</strong> The <strong>baseline teacher candidate</strong> recognizes diversity and the impact it has on education.</td>
<td><strong>2C4</strong> The <strong>baseline teacher candidate</strong> recognizes diversity and the impact it has on education.</td>
</tr>
</tbody>
</table>

**Evidence**

Is knowledgeable about the significance of student differences and how varying lessons and activities can address those differences

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Evidence</th>
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<tbody>
<tr>
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**Evidence**

Is knowledgeable about the significance of student differences and how varying lessons and activities can address those differences

#### Standard 2.4 – Differentiated Lesson Design

<table>
<thead>
<tr>
<th>Candidate-0</th>
<th>Emerging-1</th>
<th>Emerging-2</th>
<th>Developing-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Describes various types of learning characteristics and their potential impact on student learning</td>
<td>-Describes various types of learning characteristics and their potential impact on student learning</td>
<td>-Describes various types of learning characteristics and their potential impact on student learning</td>
<td>-Describes various types of learning characteristics and their potential impact on student learning</td>
</tr>
<tr>
<td>-Understands the role that informal and formal assessment plays in identifying student needs</td>
<td>-Understands the role that informal and formal assessment plays in identifying student needs</td>
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<td>-Understands the role that informal and formal assessment plays in identifying student needs</td>
</tr>
<tr>
<td>-Describes the possible ways to adjust instruction based on student differences</td>
<td>-Describes the possible ways to adjust instruction based on student differences</td>
<td>-Describes the possible ways to adjust instruction based on student differences</td>
<td>-Describes the possible ways to adjust instruction based on student differences</td>
</tr>
<tr>
<td>-Understands the importance of differentiation in teacher presentation and student response</td>
<td>-Understands the importance of differentiation in teacher presentation and student response</td>
<td>-Understands the importance of differentiation in teacher presentation and student response</td>
<td>-Understands the importance of differentiation in teacher presentation and student response</td>
</tr>
</tbody>
</table>
**Standard 3: Curriculum Implementation**

<table>
<thead>
<tr>
<th>3.1 Implementation of curriculum standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>3C1) The <strong>baseline teacher candidate</strong> understands the components and organization of an effective curriculum; is able to create aligned learning experiences; can locate national and state standards; and is able to align them to learning outcomes.</td>
</tr>
<tr>
<td>Evidence</td>
</tr>
<tr>
<td>Demonstrates awareness of the need to build learning experiences that are appropriate and directly linked to district curriculum and assessments and state and national standards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 3.1 – Implementation of Curriculum Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate-0</strong></td>
</tr>
<tr>
<td>-Identifies appropriate curriculum, learning activities, and assessments</td>
</tr>
<tr>
<td>-Is knowledgeable on how to locate national, state and district curriculum standards</td>
</tr>
<tr>
<td>-Selects evidence-based practice aligned to grade level curriculum standards</td>
</tr>
<tr>
<td><strong>Emerging-1</strong></td>
</tr>
<tr>
<td>-Identifies appropriate curriculum, learning activities, and assessments</td>
</tr>
<tr>
<td>-Is knowledgeable on how to locate national, state and district curriculum standards</td>
</tr>
<tr>
<td>-Selects evidence-based practice aligned to grade level curriculum standards</td>
</tr>
<tr>
<td><strong>Emerging-2</strong></td>
</tr>
<tr>
<td>-Identifies appropriate curriculum, learning activities, and assessments</td>
</tr>
<tr>
<td>-Is knowledgeable on how to locate national, state and district curriculum standards</td>
</tr>
<tr>
<td>-Selects evidence-based practice aligned to grade level curriculum standards</td>
</tr>
<tr>
<td><strong>Developing-3</strong></td>
</tr>
<tr>
<td>-Identifies appropriate curriculum, learning activities, and assessments</td>
</tr>
<tr>
<td>-Is knowledgeable on how to locate national, state and district curriculum standards</td>
</tr>
<tr>
<td>-Selects evidence-based practice aligned to grade level curriculum standards</td>
</tr>
</tbody>
</table>
### Standard 3: Curriculum Implementation

#### 3.2 Lessons for diverse learners

<table>
<thead>
<tr>
<th>Candidate-0</th>
<th>Emerging-1</th>
<th>Emerging-2</th>
<th>Developing-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documents each student’s interest, ability, and learning style</td>
<td>Documents each student’s interest, ability, and learning style</td>
<td>Documents each student’s interest, ability, and learning style</td>
<td>Documents each student’s interest, ability, and learning style</td>
</tr>
<tr>
<td>Identifies appropriate instructional strategies with the student’s learning needs</td>
<td>Identifies appropriate instructional strategies with the student’s learning needs</td>
<td>Identifies appropriate instructional strategies with the student’s learning needs</td>
<td>Identifies appropriate instructional strategies with the student’s learning needs</td>
</tr>
<tr>
<td>Identifies a variety of activities to meet the needs of each student</td>
<td>Identifies a variety of activities to meet the needs of each student</td>
<td>Identifies a variety of activities to meet the needs of each student</td>
<td>Identifies a variety of activities to meet the needs of each student</td>
</tr>
<tr>
<td>Recognizes the need for effective feedback to students</td>
<td>Recognizes the need for effective feedback to students</td>
<td>Recognizes the need for effective feedback to students</td>
<td>Recognizes the need for effective feedback to students</td>
</tr>
</tbody>
</table>

**Evidence**

Understands the need to use different types of activities to address individual needs of diverse learners including variations in learning styles and performance.

**Evidence**

Understands the need to use different types of activities to address individual needs of diverse learners including variations in learning styles and performance.
### Standard 4: Critical Thinking

#### 4.1 Student engagement in critical thinking

| 4C1 | The **baseline teacher candidate** can demonstrate knowledge of researched-based models of critical thinking and problem-solving, including various types of instructional strategies, to support student engagement in higher level thinking skills. |
| 4C1 | The **baseline teacher candidate** can demonstrate knowledge of researched-based models of critical thinking and problem-solving, including various types of instructional strategies, to support student engagement in higher level thinking skills. |

**Evidence**
- Demonstrates knowledge of various types of instructional strategies and resources that result in enhanced critical thinking skills in students

| 4C1 | The **baseline teacher candidate** can demonstrate knowledge of researched-based models of critical thinking and problem-solving, including various types of instructional strategies, to support student engagement in higher level thinking skills. |
| 4C1 | The **baseline teacher candidate** can demonstrate knowledge of researched-based models of critical thinking and problem-solving, including various types of instructional strategies, to support student engagement in higher level thinking skills. |

**Evidence**
- Demonstrates knowledge of various types of instructional strategies and resources that result in enhanced critical thinking skills in students

---

### Standard 4.1 – Student Engagement in Problem Solving and Critical Thinking

<table>
<thead>
<tr>
<th>Candidate-0</th>
<th>Emerging-1</th>
<th>Emerging-2</th>
<th>Developing-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Has an understanding of how to generate learning goals that stretch student thinking</td>
<td>-Has an understanding of how to generate learning goals that stretch student thinking</td>
<td>-Has an understanding of how to generate learning goals that stretch student thinking</td>
<td>-Has an understanding of how to generate learning goals that stretch student thinking</td>
</tr>
<tr>
<td>-Is knowledgeable of different types of questioning techniques to generate responses from students requiring critical thinking and analysis</td>
<td>-Is knowledgeable of different types of questioning techniques to generate responses from students requiring critical thinking and analysis</td>
<td>-Is knowledgeable of different types of questioning techniques to generate responses from students requiring critical thinking and analysis</td>
<td>-Is knowledgeable of different types of questioning techniques to generate responses from students requiring critical thinking and analysis</td>
</tr>
<tr>
<td>-Understands knowledge is gained when students are prompted to defend their thinking</td>
<td>-Understands knowledge is gained when students are prompted to defend their thinking</td>
<td>-Understands knowledge is gained when students are prompted to defend their thinking</td>
<td>-Understands knowledge is gained when students are prompted to defend their thinking</td>
</tr>
<tr>
<td>-Has the ability to consider various interpretations of problems and solutions</td>
<td>-Has the ability to consider various interpretations of problems and solutions</td>
<td>-Has the ability to consider various interpretations of problems and solutions</td>
<td>-Has the ability to consider various interpretations of problems and solutions</td>
</tr>
</tbody>
</table>
Standard 5: Positive Classroom Environment

5.1 Classroom management techniques

| SC1 | The baseline teacher candidate knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using this to promote student interest and learning. |
| SC1 | The baseline teacher candidate knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using this to promote student interest and learning. |

**Evidence**

*Is knowledgeable about various strategies and techniques for managing student behavior in the classroom*

**Evidence**

*Is knowledgeable about various strategies and techniques for managing student behavior in the classroom*

**Standard 5.1 – Classroom Management Techniques**

<table>
<thead>
<tr>
<th>Candidate-0</th>
<th>Emerging-1</th>
<th>Emerging-2</th>
<th>Developing-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Is aware of classroom management techniques but does not implement -Understands through conversation and/or in lesson planning how teacher movement around the classroom can be used to manage student behavior -Has developed verbal and nonverbal signals as a means for managing student behavior -Understands the importance of exhibiting calm and in-control behavior at all times.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Is aware of classroom management techniques but does not implement -Understands through conversation and/or in lesson planning how teacher movement around the classroom can be used to manage student behavior -Has developed verbal and nonverbal signals as a means for managing student behavior -Understands the importance of exhibiting calm and in-control behavior at all times.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>-Is aware of classroom management techniques but does not implement -Understands through conversation and/or in lesson planning how teacher movement around the classroom can be used to manage student behavior -Has developed verbal and nonverbal signals as a means for managing student behavior -Understands the importance of exhibiting calm and in-control behavior at all times.</td>
<td></td>
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</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Standard 5: Positive Classroom Environment

### 5.2 Management of time, space, transitions, and activities

<table>
<thead>
<tr>
<th>Candidate-0</th>
<th>Emerging-1</th>
<th>Emerging-2</th>
<th>Developing-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Is knowledgeable about the importance of managing transitions to protect essential learning time</td>
<td>- Is knowledgeable about the importance of managing transitions to protect essential learning time</td>
<td>- Is knowledgeable about the importance of managing transitions to protect essential learning time</td>
<td>- Is knowledgeable about the importance of managing transitions to protect essential learning time</td>
</tr>
<tr>
<td>- Has an understanding of the importance of appropriate pacing in effective teaching and learning</td>
<td>- Has an understanding of the importance of appropriate pacing in effective teaching and learning</td>
<td>- Has an understanding of the importance of appropriate pacing in effective teaching and learning</td>
<td>- Has an understanding of the importance of appropriate pacing in effective teaching and learning</td>
</tr>
<tr>
<td>- Has developed strategies for managing time and space to enhance learning but has not implemented them</td>
<td>- Has developed strategies for managing time and space to enhance learning but has not implemented them</td>
<td>- Has developed strategies for managing time and space to enhance learning but has not implemented them</td>
<td>- Has developed strategies for managing time and space to enhance learning but has not implemented them</td>
</tr>
</tbody>
</table>

**Evidence**

**Has an understanding of the importance of managing time, space, transitions, and activities to enhance student learning**

<table>
<thead>
<tr>
<th>Candidate-0</th>
<th>Emerging-1</th>
<th>Emerging-2</th>
<th>Developing-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Is knowledgeable about the importance of managing transitions to protect essential learning time</td>
<td>- Is knowledgeable about the importance of managing transitions to protect essential learning time</td>
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</tr>
<tr>
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</tr>
<tr>
<td>- Has developed strategies for managing time and space to enhance learning but has not implemented them</td>
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<td>- Has developed strategies for managing time and space to enhance learning but has not implemented them</td>
</tr>
</tbody>
</table>

**Evidence**

**Has an understanding of the importance of managing time, space, transitions, and activities to enhance student learning**
## Standard 5: Positive Classroom Environment

### 5.3 Classroom, school & community culture

<table>
<thead>
<tr>
<th>Candidate-0</th>
<th>Emerging-1</th>
<th>Emerging-2</th>
<th>Developing-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Has knowledge about how to organize the room in order to facilitate learning</td>
<td>-Has knowledge about how to organize the room in order to facilitate learning</td>
<td>-Has knowledge about how to organize the room in order to facilitate learning</td>
<td>-Has knowledge about how to organize the room in order to facilitate learning</td>
</tr>
<tr>
<td>-Has developed skills for building positive relationships and culture but does not demonstrate in teaching</td>
<td>-Has developed skills for building positive relationships and culture but does not demonstrate in teaching</td>
<td>-Has developed skills for building positive relationships and culture but does not demonstrate in teaching</td>
<td>-Has developed skills for building positive relationships and culture but does not demonstrate in teaching</td>
</tr>
<tr>
<td>-Understands how positive relationships and culture contribute to enhanced learning experiences but does not demonstrate in teaching</td>
<td>-Understands how positive relationships and culture contribute to enhanced learning experiences but does not demonstrate in teaching</td>
<td>-Understands how positive relationships and culture contribute to enhanced learning experiences but does not demonstrate in teaching</td>
<td>-Understands how positive relationships and culture contribute to enhanced learning experiences but does not demonstrate in teaching</td>
</tr>
</tbody>
</table>
### Standard 6: Effective Communication

#### 6.1 Verbal, nonverbal communication

<table>
<thead>
<tr>
<th>Candidate-0</th>
<th>Emerging-1</th>
<th>Emerging-2</th>
<th>Developing-3</th>
</tr>
</thead>
</table>
| - Understands the importance of using clear communication for providing guidance to students  
- Has skills for demonstrating positive verbal and non-verbal communication  
- Has written lesson objectives but does not communicate to students  
- Realizes the value of technology use to enhance student understanding of content  
- Understands the importance of visually modeling desired skills | - Understands the importance of using clear communication for providing guidance to students  
- Has skills for demonstrating positive verbal and non-verbal communication  
- Has written lesson objectives but does not communicate to students  
- Realizes the value of technology use to enhance student understanding of content  
- Understands the importance of visually modeling desired skills | - Understands the importance of using clear communication for providing guidance to students  
- Has skills for demonstrating positive verbal and non-verbal communication  
- Has written lesson objectives but does not communicate to students  
- Realizes the value of technology use to enhance student understanding of content  
- Understands the importance of visually modeling desired skills | - Understands the importance of using clear communication for providing guidance to students  
- Has skills for demonstrating positive verbal and non-verbal communication  
- Has written lesson objectives but does not communicate to students  
- Realizes the value of technology use to enhance student understanding of content  
- Understands the importance of visually modeling desired skills |

---

**Evidence**

*Is aware of the importance and can demonstrate effective verbal and nonverbal communication*
### Standard 7: Student Assessment and Data Analysis

#### 7.1 Effective use of assessments

<table>
<thead>
<tr>
<th>7C1</th>
<th>The <strong>baseline teacher candidate</strong> has knowledge of the development, use and analysis of formal and informal assessments.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence</strong></td>
<td>Is knowledgeable of various types of formal and informal assessments and the importance of their use</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7C2</th>
<th>The <strong>baseline teacher candidate</strong> has knowledge of the development, use and analysis of formal and informal assessments.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence</strong></td>
<td>Is knowledgeable of various types of formal and informal assessments and the importance of their use</td>
</tr>
</tbody>
</table>

#### Standard 7.1 – Effective Use of Assessments

<table>
<thead>
<tr>
<th>Candidate:0</th>
<th>Emerging-1</th>
<th>Emerging-2</th>
<th>Developing-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Recognizes the process for using different types of assessments to facilitate the tracking of student progress</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Knows the difference between informal and formal assessments and when each is most appropriate |
- Knows how to gather information about students’ experiences, learning, behavior, needs, strengths, and progress from parents, other colleagues, and students |
| -Recognizes the process for using different types of assessments to facilitate the tracking of student progress |
- Knows the difference between informal and formal assessments and when each is most appropriate |
- Knows how to gather information about students’ experiences, learning, behavior, needs, strengths, and progress from parents, other colleagues, and students |
| -Recognizes the process for using different types of assessments to facilitate the tracking of student progress |
- Knows the difference between informal and formal assessments and when each is most appropriate |
- Knows how to gather information about students’ experiences, learning, behavior, needs, strengths, and progress from parents, other colleagues, and students |
| -Recognizes the process for using different types of assessments to facilitate the tracking of student progress |
- Knows the difference between informal and formal assessments and when each is most appropriate |
- Knows how to gather information about students’ experiences, learning, behavior, needs, strengths, and progress from parents, other colleagues, and students |
### Standard 7: Student Assessment and Data Analysis

#### 7.2 Assessment data to improve learning

<table>
<thead>
<tr>
<th>Candidate-0</th>
<th>Emerging-1</th>
<th>Emerging-2</th>
<th>Developing-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Explains how pre and post-data can be used to determine the extent of student growth</td>
<td>-Explains how pre and post-data can be used to determine the extent of student growth</td>
<td>-Explains how pre and post-data can be used to determine the extent of student growth</td>
<td>-Explains how pre and post-data can be used to determine the extent of student growth</td>
</tr>
<tr>
<td>-Explains how assessment tools can be used for lesson planning</td>
<td>-Explains how assessment tools can be used for lesson planning</td>
<td>-Explains how assessment tools can be used for lesson planning</td>
<td>-Explains how assessment tools can be used for lesson planning</td>
</tr>
<tr>
<td>-Has awareness of assessment tools to check for understanding</td>
<td>-Has awareness of assessment tools to check for understanding</td>
<td>-Has awareness of assessment tools to check for understanding</td>
<td>-Has awareness of assessment tools to check for understanding</td>
</tr>
</tbody>
</table>
### Standard 7: Student Assessment and Data Analysis

#### 7.5 Communication of student progress and maintaining records

| 7CS5 | The baseline teacher candidate is able to explain 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. |

**Evidence**

Is knowledgeable regarding the importance of confidentiality of student data and the purpose for clear communication about student progress and records

---

| 7CS5 | The baseline teacher candidate is able to explain 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. |

**Evidence**

Is knowledgeable regarding the importance of confidentiality of student data and the purpose for clear communication about student progress and records

---

#### Standard 7.5 – Communication of Student Progress and Maintaining Records

<table>
<thead>
<tr>
<th>Candidate 0</th>
<th>Emerging-1</th>
<th>Emerging-2</th>
<th>Developing-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Understands how to use scales and/or rubrics as a way to accurately track student progress -Is knowledgeable about the importance of ethical behavior as it applies to student records and the legal responsibilities of confidentiality -Identifies effective skills for communicating student data on status and progress to students and parents -Is knowledgeable of a variety of record keeping systems implemented by the cooperating teacher and school district</td>
<td>-Understands how to use scales and/or rubrics as a way to accurately track student progress -Is knowledgeable about the importance of ethical behavior as it applies to student records and the legal responsibilities of confidentiality -Identifies effective skills for communicating student data on status and progress to students and parents -Is knowledgeable of a variety of record keeping systems implemented by the cooperating teacher and school district</td>
<td>-Understands how to use scales and/or rubrics as a way to accurately track student progress -Is knowledgeable about the importance of ethical behavior as it applies to student records and the legal responsibilities of confidentiality -Identifies effective skills for communicating student data on status and progress to students and parents -Is knowledgeable of a variety of record keeping systems implemented by the cooperating teacher and school district</td>
<td>-Understands how to use scales and/or rubrics as a way to accurately track student progress -Is knowledgeable about the importance of ethical behavior as it applies to student records and the legal responsibilities of confidentiality -Identifies effective skills for communicating student data on status and progress to students and parents -Is knowledgeable of a variety of record keeping systems implemented by the cooperating teacher and school district</td>
</tr>
</tbody>
</table>
## Standard 8: Professionalism

### 8.1 Self-assessment & improvement

8C1) The **baseline teacher candidate** understands strategies for reflecting on teaching practices to refine their own instructional process in order to promote the growth and learning of students.

**Evidence**

Is aware of the importance of self-reflection as an effective strategy for improving professional practice and the overall impact on student learning

### Standard 8.1 – Self Assessment and Improvement

<table>
<thead>
<tr>
<th>Candidate-0</th>
<th>Emerging-1</th>
<th>Emerging-2</th>
<th>Developing-3</th>
</tr>
</thead>
</table>
| - Has developed skills for how to reflect on practice for the purpose of improvement  
- Understands how to problem-solve in order to improve practice  
- Is aware of the need for daily conferencing  
- Is aware of need to meet deadlines  
- Is aware of the need to reflect on daily teaching  
- Is aware of the need to problem solve to improve student learning  
- Is aware of the importance of teacher engagement in extracurricular activities  
- Is aware of cumulative files on students  
- Understands that resources are available that directly relate to student learning  
- Is aware that constructive criticism will help them be better teachers  
- Is aware of appropriate dress and decorum  
- Is aware of development and maintaining a professional development plan | - Has developed skills for how to reflect on practice for the purpose of improvement  
- Understands how to problem-solve in order to improve practice  
- Is aware of the need for daily conferencing  
- Is aware of need to meet deadlines  
- Is aware of the need to reflect on daily teaching  
- Is aware of the need to problem solve to improve student learning  
- Is aware of the importance of teacher engagement in extracurricular activities  
- Is aware of cumulative files on students  
- Understands that resources are available that directly relate to student learning  
- Is aware that constructive criticism will help them be better teachers  
- Is aware of appropriate dress and decorum  
- Is aware of development and maintaining a professional development plan | - Has developed skills for how to reflect on practice for the purpose of improvement  
- Understands how to problem-solve in order to improve practice  
- Is aware of the need for daily conferencing  
- Is aware of need to meet deadlines  
- Is aware of the need to reflect on daily teaching  
- Is aware of the need to problem solve to improve student learning  
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- Is aware of need to meet deadlines  
- Is aware of the need to reflect on daily teaching  
- Is aware of the need to problem solve to improve student learning  
- Is aware of the importance of teacher engagement in extracurricular activities  
- Is aware of cumulative files on students  
- Understands that resources are available that directly relate to student learning  
- Is aware that constructive criticism will help them be better teachers  
- Is aware of appropriate dress and decorum  
- Is aware of development and maintaining a professional development plan |
Standard 9: Professional Collaboration

### 9.1 Induction & collegial activities

<table>
<thead>
<tr>
<th>Candidate-0</th>
<th>Emerging-1</th>
<th>Emerging-2</th>
<th>Developing-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Understands the importance of observation and feedback as a means to improving professional practice</td>
<td>- Understands the importance of observation and feedback as a means to improving professional practice</td>
<td>- Understands the importance of observation and feedback as a means to improving professional practice</td>
<td>- Understands the importance of observation and feedback as a means to improving professional practice</td>
</tr>
<tr>
<td>- Understands how the mission, vision, values, and goals guide the learning of all students</td>
<td>- Understands how the mission, vision, values, and goals guide the learning of all students</td>
<td>- Understands how the mission, vision, values, and goals guide the learning of all students</td>
<td>- Understands how the mission, vision, values, and goals guide the learning of all students</td>
</tr>
<tr>
<td>- Has developed skills to effectively communicate with colleagues, Pk-12 students, staff, and families</td>
<td>- Has developed skills to effectively communicate with colleagues, Pk-12 students, staff, and families</td>
<td>- Has developed skills to effectively communicate with colleagues, Pk-12 students, staff, and families</td>
<td>- Has developed skills to effectively communicate with colleagues, Pk-12 students, staff, and families</td>
</tr>
<tr>
<td>- Understands the importance of frequent, positive interactions and relationships with students, staff, faculty, colleagues, and/or families</td>
<td>- Understands the importance of frequent, positive interactions and relationships with students, staff, faculty, colleagues, and/or families</td>
<td>- Understands the importance of frequent, positive interactions and relationships with students, staff, faculty, colleagues, and/or families</td>
<td>- Understands the importance of frequent, positive interactions and relationships with students, staff, faculty, colleagues, and/or families</td>
</tr>
</tbody>
</table>

Evidence
Understands the importance of collegial collaboration to improve professional practice, particularly during the clinical experience and the induction phase

Evidence
Understands the importance of collegial collaboration to improve professional practice, particularly during the clinical experience and the induction phase

Evidence
Understands the importance of collegial collaboration to improve professional practice, particularly during the clinical experience and the induction phase
### Standard 9: Professional Collaboration

#### 9.3 Cooperative Partnerships in Support of Student Learning

<table>
<thead>
<tr>
<th>9C3</th>
<th>The <strong>baseline teacher candidate</strong> recognizes the importance of developing relationships and cooperative partnerships with students, families and community members to support students' learning and well-being.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9C3</td>
<td>The <strong>baseline teacher candidate</strong> recognizes the importance of developing relationships and cooperative partnerships with students, families and community members to support students' learning and well-being.</td>
</tr>
</tbody>
</table>
| Evidence | **Evidence**  
Understands the importance of professional relationships with colleagues, students, families and the community to support student learning |
| Evidence | **Evidence**  
Understands the importance of professional relationships with colleagues, students, families and the community to support student learning |

### Standard 9.3 – Cooperative Partnerships in Support of Student Learning

<table>
<thead>
<tr>
<th>Candidate-0</th>
<th>Emerging-1</th>
<th>Emerging-2</th>
<th>Developing-3</th>
</tr>
</thead>
</table>
| -Understands the importance of positive relationships among colleagues for promoting student learning  
-Has developed positive communications skills  
-Understands what professionalism means and why it is essential to demonstrate it at all times | -Understands the importance of positive relationships among colleagues for promoting student learning  
-Has developed positive communications skills  
-Understands what professionalism means and why it is essential to demonstrate it at all times | -Understands the importance of positive relationships among colleagues for promoting student learning  
-Has developed positive communications skills  
-Understands what professionalism means and why it is essential to demonstrate it at all times | -Understands the importance of positive relationships among colleagues for promoting student learning  
-Has developed positive communications skills  
-Understands what professionalism means and why it is essential to demonstrate it at all times |
Appendix F

Teacher Candidate Observation Form and Rubric
Teacher Candidate Observation Form  
Department of Teacher Education  
Missouri Southern State University

<table>
<thead>
<tr>
<th>Teacher Candidate</th>
<th>Candidate S Number</th>
<th>Date/Time of lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>Subject taught</td>
<td>Grade level</td>
</tr>
<tr>
<td>Cooperating Teacher’s Name</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pre-Observation Notes (Intern goals, student behaviors to monitor, special circumstances, resources)

Directions for Cooperating Teacher: Please circle the rating which best reflects your evaluation of the Teacher Candidate’s performance during the scheduled observation. Please make comments concerning each “1”, “2”, and “N/O” rating. Comments on other ratings are optional, but encouraged. See scoring guide in the Handbook for rating criteria.

1=Deficient      2=Emerging      3=Acceptable       4=Proficient      N/O=No Opportunity to Observe

Content Knowledge and Skills

Designs lesson learning goals/objectives that are challenging and developmentally appropriate (CAEP 1.1, 1.4; InTASC 1, MoSPE 2.1).

1 _____ 2 _____ 3 _____ 4 _____ N/O _____

Demonstrates appropriate, accurate content knowledge and academic language (CAEP 1.1; InTASC 4, 7; MoSPE 1.1).

1 _____ 2 _____ 3 _____ 4 _____ N/O _____

Effectively engages students in the lesson and describes real-world application of the material (CAEP 1.1, 1.4; InTASC 3, 5; MoSPE 1.2).

1 _____ 2 _____ 3 _____ 4 _____ N/O _____
| Conducts formative assessment and uses results to drive lesson (CAEP 1.1; InTASC 6; MoSPE 7.1). |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | N/O |

| Effectively differentiates the lesson based on classroom context and student differences (CAEP D, InTASC 2, MoSPE 2.1, 2.4, 2.5, 3.2, 6.2). |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | N/O |

| Successfully aligns lesson to state and district curriculum standards (CAEP 1.1, 1.4; InTASC 7; MoSPE 3.1). |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | N/O |

| Uses appropriate instructional strategies and learning activities to achieve lesson goals/objectives (CAEP 1.1; InTASC 8; MoSPE 3.3). |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | N/O |

| Effectively uses instructional strategies and learning activities that promote collaborative learning, problem solving, and positive social interaction (CAEP 1.1, 1.4; InTASC 3, 5, 8; MoSPE 4.1, 4.3). |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | N/O |

| Effectively connects lesson content to students’ lives (CAEP 1.1, 1.4; InTASC 5; MoSPE 1.2). |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | N/O |

| Demonstrates effective classroom management strategies (CAEP 1.1; InTASC 3; MoSPE 5.1, 5.2). |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | N/O |

| Effectively utilizes technology to create meaningful learning experiences that meet diverse student needs (CAEP 1.4, 1.5, D, T; InTASC 2, 4; ISTE 1, 2; MoSPE 2.5, 6.4). |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | N/O |

| Effectively models safe, legal, and ethical use of technology (CAEP 1.4, 1.5, T; ISTE 3, 4; MoSPE 6.4). |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | N/O |

| Communicates effectively with students; provides clear feedback; treats students with respect (CAEP 1.1; InTASC 3, 9; MoSPE 6.1). |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | N/O |

| Effectively utilizes instructional time (CAEP 1.1; InTASC 7; MoSPE 5.2). |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | N/O |
Designs summative assessment that is aligned to the learning goals/objectives and is developmentally appropriate (CAEP 1.1; InTASC 1, 6; MoSPE 2.1, 7.1).

1____ 2_____ 3____ 4____  N/O _____

**Professional Dispositions**

Demonstrates a high level of initiative (CAEP 3.3).

1____ 2_____ 3____ 4____  N/O _____

Seeks feedback and is focused on self-improvement (CAEP 3.3; MoSPE 8.1).

1____ 2_____ 3____ 4____  N/O _____

Demonstrates cooperative, helpful, and collegial behavior (CAEP 3.3; MoSPE 9.1).

1____ 2_____ 3____ 4____  N/O _____

Is adaptable, flexible, and calm in unexpected situations (CAEP 3.3).

1____ 2_____ 3____ 4____  N/O _____

 Produces quality work in a timely manner (CAEP 3.3).

1____ 2_____ 3____ 4____  N/O _____

Demonstrates logical problem-solving and decision-making (CAEP 3.3).

1____ 2_____ 3____ 4____  N/O _____

**Observer Summative Comments:**

**Candidate Strengths:**

**Candidate Improvement Areas:**
GRADE RECOMMENDATION: The Cooperating Teacher and the University Supervisor recommend the following grade for the Professional Semester.

Credit _______ Non-Credit _______

_________________________________________    _____________________________________
Cooperating Teacher               University Supervisor
                                     Date

_________________________________________    _____________________________________
Teacher Candidate               Date
                                     University Supervisor
                                     Date
1. Designs lesson learning goals/objectives that are challenging and developmentally appropriate (CAEP 1.1; 1.4; InTASC 1, MoSPE 2.1)

| No Opportunity to Observe | 1=Deficient: None of the learning goals/objectives are challenging and developmentally appropriate. | 2=Emerging: Some of the learning goals/objectives are challenging and developmentally appropriate. | 3=Acceptable: Most of the learning goals/objectives are challenging and developmentally appropriate. | 4=Proficient: All of the learning goals/objectives are challenging and developmentally appropriate. |

2. Demonstrates appropriate, accurate content knowledge and academic language (CAEP 1.1; InTASC 4, 7; MoSPE 1.1)

| No Opportunity to Observe | 1=Deficient: Candidate demonstrates inaccurate or no content knowledge. Use of academic language is incorrect or not demonstrated | 2=Emerging: Candidate demonstrates content knowledge and academic language that is somewhat accurate and appropriate | 3=Acceptable: Candidate demonstrates content knowledge and academic language that is mostly accurate and appropriate. | 4=Proficient: Candidate demonstrates content knowledge and academic language that is completely accurate and appropriate. |

3. Effectively engages students in the lesson and describes real-world application of the material (CAEP 1.1, 1.4; InTASC 3, 5; MoSPE 1.2)

| No Opportunity to Observe | 1=Deficient: Candidate does not attempt to engage students in the lesson and does not link material to the students’ real world. | 2=Emerging: Candidate demonstrates some student engagement, but ineffective link to the students’ real world. | 3=Acceptable: Candidate demonstrates students engagement and describes one real-world application of the material | 4=Proficient: Candidate demonstrates student engagement and describes multiple real-world applications of the material |

4. Conducts formative assessment and uses results to drive lesson (CAEP 1.1; InTASC 6; MoSPE 7.1)

| No Opportunity to Observe | 1=Deficient: Candidate does not conduct | 2=Emerging: Candidate conducts | 3=Acceptable: Candidate conducts | 4=Proficient: Candidate conducts |
5. Effectively differentiates the lesson based on classroom context and student differences (CAEP D, InTASC 2, MoSPE 2.1, 2.4, 2.5, 3.2, 6.2)

| No Opportunity to Observe | 1=Deficient: Candidate does not differentiate the lesson | 2=Emerging: Candidate successfully differentiates the lesson based on 1 characteristic of classroom context (at community, district, school, classroom, or student levels) | 3=Acceptable: Candidate successfully differentiates the lesson based on 2-3 characteristics of classroom context (at community, district, school, classroom, or student levels) | 4=Proficient: Candidate successfully differentiates the lesson based on all four characteristics of classroom context (at community, district, school, classroom, or student levels) |

6. Successfully aligns lesson to state and district curriculum standards (CAEP 1.1, 1.4; InTASC 7; MoSPE 3.1)

| No Opportunity to Observe | 1=Deficient: Candidate does not align lesson to state and district curriculum standards | 2=Emerging: Candidate aligns some of the lesson to state and district curriculum standards | 3=Acceptable: Candidate aligns most of the lesson to state and district curriculum standards | 4=Proficient: Candidate aligns the entire lesson to state and district curriculum standards |

7. Uses appropriate instructional strategies and learning activities to achieve lesson goals/objectives (CAEP 1.1; InTASC 8; MoSPE 3.3)

| No Opportunity to Observe | 1=Deficient: Candidate uses no instructional strategies and learning activities or strategies and activities are inappropriate to achieve the lesson goals/objectives | 2=Emerging: Candidate uses some instructional strategies and learning activities that are appropriate to achieve the lesson goals/objectives | 3=Acceptable: Most of the instructional strategies and learning activities the Candidate uses are appropriate to achieve the lesson goals/objectives | 4=Proficient: All of the instructional strategies and learning activities the Candidate uses are appropriate to achieve the lesson goals/objectives |
8. Effectively uses instructional strategies and learning activities that promote collaborative learning, problem solving, and positive social interaction (CAEP 1.1, 1.4; InTASC 3, 5, 8; MoSPE 4.1, 4.3)

| No Opportunity to Observe | 1=Deficient: The Candidate uses no instructional strategies and learning activities that promote collaborative learning, problem solving, and positive social interaction. | 2=Emerging: Candidate uses few instructional strategies and learning activities that promote collaborative learning, problem solving, and positive social interaction. | 3=Acceptable: Candidate uses some instructional strategies and learning activities that promote collaborative learning, problem solving, and positive social interaction. | 4=Proficient: Candidate uses several instructional strategies and learning activities that promote collaborative learning, problem solving, and positive social interaction. |

9. Effectively connects lesson content to students’ lives (CAEP 1.1, 1.4; InTASC 5; MoSPE 1.2)

| No Opportunity to Observe | 1=Deficient: Candidate does not connect lesson content to students’ lives. | 2=Emerging: Candidate attempts to provide example of how the content connects to the students’ lives, but the attempts are weak or inappropriate. | 3=Acceptable: Candidate provides one appropriate example of how the content connects to students’ lives. | 4=Proficient: Candidate provides multiple, appropriate examples of how the content connects to the students’ lives. |

10. Demonstrates effective classroom management strategies (CAEP 1.1; InTASC 3; MoSPE 5.1, 5.2)

| No Opportunity to Observe | 1=Deficient: Candidate demonstrates no effective classroom management strategies | 2=Emerging: Candidate demonstrates some effective and some ineffective classroom management strategies. | 3=Acceptable: Candidate demonstrates several effective classroom management strategies and a few ineffective classroom strategies. | 4=Proficient: All the classroom management strategies the Candidate demonstrates are effective. |
11. Effectively utilizes technology to create meaningful learning experiences that meet diverse student needs (CAEP 1.4, CAEP 1.5; InTASC 2, 4; ISTE 1, 2; MoSPE 2.5, 6.4)

| No Opportunity to Observe | 1=Deficient: Candidate use of technology is ineffective and does not create meaningful learning experiences that meet student needs | 2=Emerging: Candidate use of technology is somewhat effective in creating meaningful learning experiences that meet student needs | 3=Acceptable: Candidate use of technology is mostly effective in creating meaningful learning experiences that meet student needs | 4=Proficient: Candidate use of technology is completely effective in creating meaningful learning experiences that meet student needs |

12. Effectively models safe, legal, and ethical use of technology (CAEP 1.4, 1.5, T; ISTE 3, 4; MoSPE 6.4)

| No Opportunity to Observe | 1=Deficient: Candidate’s use of technology is not safe, legal, or ethical | 2=Emerging: Candidate’s use of technology is not safe, legal, or ethical some of the time. | 3=Acceptable: Candidate’s use of technology is safe, legal, and ethical | 4=Proficient: Candidate’s use of technology is safe, legal, and ethical and the Candidate communicates how he/she makes these decisions with students |

13. Communicates effectively with students; provides clear feedback; treats students with respect (CAEP 1.1; InTASC 3, 9; MoSPE 6.1)

| No Opportunity to Observe | 1=Deficient: Candidate does not communicate with students; does not provide feedback; does not treat students with respect | 2=Emerging: Candidate communicates effectively with students; provides clear feedback; and treats students with respect some of the time | 3=Acceptable: Candidate communicates effectively with students; provides clear feedback; and treats students with respect most of the time | 4=Proficient: Candidate communicates effectively with students; provides clear feedback; and treats students with respect all of the time |

14. Effectively utilizes instructional time (CAEP 1.1; InTASC 7; MoSPE 5.2)
<table>
<thead>
<tr>
<th>No Opportunity to Observe</th>
<th>1=Deficient: Candidate does not effectively utilize instructional time</th>
<th>2=Emerging: Candidate effectively utilized some of the instructional time</th>
<th>3=Acceptable: Candidate effectively utilized most of the instructional time</th>
<th>4=Proficient: Candidate effectively utilized all of the instructional time</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Designs summative assessment that is aligned to the learning goals/objectives and is developmentally appropriate (CAEP 1.1; InTASC 1, 6; MoSPE 2.1, 7.1)</td>
<td>1=Deficient: Summative assessment is not identified in the lesson plan or summative assessment is identified but not aligned to the learning goals/objectives</td>
<td>2=Emerging: Summative assessment is identified in the lesson plan, but is not developmentally appropriate. The alignment to the learning goals/objectives is weak.</td>
<td>3=Acceptable: Summative assessment is identified in the lesson plan. It is developmentally appropriate and the alignment to the learning goals/objectives is appropriate.</td>
<td>4=Proficient: Summative assessment is identified in the lesson plan. It is developmentally appropriate and the alignment to the learning goals/objectives is strong.</td>
</tr>
<tr>
<td>16. Demonstrates a high level of initiative (CAEP 3.3)</td>
<td>1=Deficient: Candidate never demonstrates this behavior</td>
<td>2=Emerging: Candidate rarely demonstrates this behavior</td>
<td>3=Acceptable: Candidate regularly demonstrates this behavior</td>
<td>4=Proficient: Candidate consistently demonstrates this behavior</td>
</tr>
<tr>
<td>17. Seeks feedback and is focused on self-improvement (CAEP 3.3; MoSPE 8.1).</td>
<td>1=Deficient: Candidate never demonstrates this behavior</td>
<td>2=Emerging: Candidate rarely demonstrates this behavior</td>
<td>3=Acceptable: Candidate regularly demonstrates this behavior</td>
<td>4=Proficient: Candidate consistently demonstrates this behavior</td>
</tr>
<tr>
<td>18. Demonstrates cooperative, helpful, and collegial behavior (CAEP 3.3; MoSPE 9.1).</td>
<td>1=Deficient: Candidate never demonstrates this behavior</td>
<td>2=Emerging: Candidate rarely demonstrates this behavior</td>
<td>3=Acceptable: Candidate regularly demonstrates this behavior</td>
<td>4=Proficient: Candidate consistently demonstrates this behavior</td>
</tr>
<tr>
<td>19. Is adaptable, flexible, and calm in unexpected situations (CAEP 3.3).</td>
<td>1=Deficient: Candidate never demonstrates this behavior</td>
<td>2=Emerging: Candidate rarely demonstrates this behavior</td>
<td>3=Acceptable: Candidate regularly demonstrates this behavior</td>
<td>4=Proficient: Candidate consistently demonstrates this behavior</td>
</tr>
<tr>
<td>No Opportunity to Observe</td>
<td>1=Deficient: Candidate never demonstrates this behavior</td>
<td>2=Emerging: Candidate rarely demonstrates this behavior</td>
<td>3=Acceptable: Candidate regularly demonstrates this behavior</td>
<td>4=Proficient: Candidate consistently demonstrates this behavior</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
</tbody>
</table>

| 20. Produces quality work in a timely manner (CAEP 3.3) |

| 21. Demonstrates logical problem-solving and decision-making (CAEP 3.3) |
Appendix G

Missouri Pre-Service Teacher Evaluation
Mo PTA
Missouri Pre-service Teacher Assessment (MoPTA)

For more information about the Missouri Pre-service Teacher Assessment visit http://mega.ets.org/test-takers/

The Missouri Pre-Service Teacher Assessment (MoPTA) is required for certification by the state of Missouri for candidates seeking teaching certification and is aligned with Missouri's Teacher Standards and Quality Indicators (PDF). Taken during the clinical experience, MoPTA assesses a teacher candidate’s instructional capability prior to receiving a license.

It is designed to:

- develop more effective teachers in the classroom
- identify strengths and areas for improvement of practice
- contribute to a development plan for professional growth

The assessment contains four tasks requiring written commentary and submission of artifacts. Task 1 is formative in nature. Tasks 2, 3 and 4 are summative. A video of the student teaching experience is required as one of the components for Task 4.

Teacher candidates complete tasks by entering a written response and uploading required documentation, called artifacts, via an online submission system. Within the online system, candidates can:

- enter a written response to each task
- link the required documents and artifacts to the written response
- upload the required video
- and edit, save, delete and change responses up until submission

Tasks must be submitted on or before each task submission deadline date and time.

Register
Registration for the assessment is online only. MSSU Teacher Candidates register for the Task 4 Video!

Supporting Test Takers
Learn how you can support MoPTA test takers.

Building and Submitting Tasks
Find information on task requirements and rubrics, guidelines for writing and collection of artifacts, and forms and materials to use when submitting tasks. See how test takers build and submit tasks.
Building and Submitting Your Tasks for the Missouri Pre-Service Teacher Assessment (MoPTA)

After registering for the assessment, you have access to the tasks in a private, secure online environment via your Missouri Performance Assessments online account. Here you compose written responses, upload artifacts, link artifacts to written responses, upload your Task 4 video and submit your tasks.

During the course of your student teaching, you should collect multiple artifacts and videos for use should you need to resubmit a task(s).

Task Requirements for the Missouri Pre-Service Teacher Assessment (MoPTA)

Aligned with Missouri's Teacher Standards and Quality Indicators (PDF), this test assesses your instructional capability prior to receiving a license.

The assessment consists of four tasks — one formative and three summative. The tasks are described below, and a requirements document and rubric document is provided for each.

- The requirements document contains the standards and indicators measured by each task, the guiding prompts for each task, and detailed instructions to follow when submitting responses.
- The rubric document contains the task-specific rubrics used to evaluate the elements of the evidence you provide.

Before beginning the assessment, review the MoPTA Candidate and Educator Handbook (PDF) for information about the tasks, rubrics, writing guidelines, how to include artifacts and record video, and more.

During the course of your student teaching, you should collect multiple artifacts and videos that you could utilize should you need to resubmit a task(s).

Task 1: Knowledge of Students and the Learning Environment

In this formative task completed during the first weeks of student teaching, you demonstrate the knowledge and skills pertaining to your understanding of your assigned classroom. The task asks you to provide evidence in regard to your students, the school and the community and to identify implications of these factors on instruction and student learning. The Instructional and Support Resources Chart and the Contextual Factors Chart are two of the required artifacts for this task. The MoPTA Task 1 Handbook (PDF) guides you, the educator preparation program and the cooperating teacher through the collaborative efforts to complete Task 1. A score is not issued for this task.
Task 2: Assessment and Data Collection to Measure and Inform Student Learning

In this summative task, you demonstrate your understanding, analysis and application of assessment and data collection to measure and inform student learning. A score is issued for this task.

Task 3: Designing Instruction for Student Learning

In this summative task, you demonstrate your ability to develop instruction, including the use of technology, to facilitate student learning. A score is issued for this task.

Task 4: Implementing and Analyzing Instruction to Promote Student Learning

In this summative task, you demonstrate your ability to plan and implement a lesson using research-based instruction. You also show how you are able to adjust instruction for the whole class as well as for individual students within the class. Finally, you demonstrate an understanding of reflective practice. A 15-minute video is required with this task. A score is issued for this task.

Elementary Level Teacher Candidates

Note: If you teach at the elementary level (at least the four major subjects of Mathematics, English/Language Arts, Social Studies and Science), Tasks 2 and 3 have specific response requirements:

- You MUST select Reading as the content focus for Task 2.
- You MUST select Mathematics as the content focus for Task 3.
Appendix H

Student Surveys
Student Surveys

In order to grow professionally, a teacher candidate will receive meaningful feedback from students regarding important aspects of their instruction and the classroom environment. This information will help a teacher candidate fortify his or her strengths and recognize and target areas of need, ultimately resulting in improved practice and gains in student learning.

When to Use

These surveys will be completed by the students in the middle of a teacher candidate’s teaching experience for formative purposes and/or at the end of the year for more summative purposes.

How to Use

Primary (pre-kindergarten through first grade): The teacher candidate will read each question to his or her students.

Elementary (second through fifth or sixth grade): Students will complete the survey individually; the teacher candidate will make the appropriate accommodations or modifications necessary to meet student needs (e.g., reading aloud).

Secondary (sixth or seventh through twelfth grade): Students will complete the survey individually.
Student Survey for Primary Grades

Directions: The teacher should read aloud each survey question to the students. Students should circle “Yes 😊” if they agree with the statement and “No 🙁” if they disagree.

1. My teacher believes I can learn.
   Yes 😊 No 🙁

2. I know the rules in my classroom.
   Yes 😊 No 🙁

3. My teacher knows what is happening in my classroom.
   Yes 😊 No 🙁

4. My teacher wants to know about me.
   Yes 😊 No 🙁

5. I like working with a partner or in a group.
   Yes 😊 No 🙁

6. Learning is fun in my classroom.
   Yes 😊 No 🙁

7. My schoolwork helps me learn.
   Yes 😊 No 🙁
8. When I make a mistake, my teacher wants me to fix it.

Yes 😊  No 😞

9. I like to answer questions in class.

Yes 😊  No 😞

10. When I don’t understand something, my teacher helps me.

Yes 😊  No 😞

11. My teacher knows when I am learning and when I don’t understand.

Yes 😊  No 😞

12. I have to think to answer questions in my class.

Yes 😊  No 😞

Draw a picture of you doing your favorite thing in the classroom.

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Student Survey for Elementary Grades

Directions: Please circle the answer that best describes your own experiences in your class.

1. Learning is exciting in this class.
   Never              Sometimes          Always

2. I believe I can learn in this class.
   Never              Sometimes          Always

3. I understand the classroom rules and procedures.
   Never              Sometimes          Always

4. I feel safe in the classroom.
   Never              Sometimes          Always

5. I think about what is going on inside my head while I am learning.
   Never              Sometimes          Always

6. My schoolwork helps me learn.
   Never              Sometimes          Always

7. When I make a mistake, I am encouraged to fix it.
   Never              Sometimes          Always
8. When I don’t understand something, I receive help in this class.

   Never             Sometimes           Always

9. I learn when I work with partners or in groups in this class.

   Never             Sometimes           Always

10. I make predictions and find out if they are correct.
    
    Never             Sometimes           Always

11. My teacher notices when I am not learning.

    Never             Sometimes           Always

12. I answer questions and share what I think in class.

    Never             Sometimes           Always

13. My teacher wants to know about me.

    Never             Sometimes           Always

14. My teacher always knows what is going on in our classroom.

    Never             Sometimes           Always
## Student Survey for Secondary Grades

Teacher’s Name ____________________

Mark the number that applies to each statement given the following rating system.

1=never, 2=rarely, 3=often, 4=most of the time, and 5=always

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> I understand the rules and expectations in this class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2</strong> I receive clear and timely feedback on homework and projects so that I can improve my learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>3</strong> I am engaged in this class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>4</strong> I problem solve and think critically through my learning experiences in this class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>5</strong> I am comfortable talking with my teacher.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>6</strong> The classwork and homework enhance my learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>7</strong> I know how to get help with my assignments and learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>8</strong> My teacher wants to know about me and listens when I talk.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>9</strong> My teacher is aware of everything that is happening in the classroom.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>10</strong> I believe that I can learn in this classroom.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>11</strong> I can explain my thinking verbally and in writing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>12</strong> I learn effectively in small groups.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>13</strong> Learning is exciting in this class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>14</strong> What have you found to be helpful for your learning?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What suggestions do you have for changes that would improve your learning?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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15
Appendix I

Evaluation Samples for Cooperating Teachers and University Supervisors
# MSSU Cooperating Teacher Evaluation Form

**Academic Year ____**

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<th>Most</th>
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**Instructions:** Please circle the number which best reflects your evaluation of the cooperating teacher's degree of implementation of the following items. The evaluation should be filled out at the end of the student teaching experience. The scale runs from 5 (most helpful) to 1 (least helpful). **If you circled 1 or 2 (low ratings), please comment.** Comments on other ratings are optional.

1. The classroom pupils were prepared for the student teacher. Comments:
2. The teacher prepared me for any potential problems, i.e. health, hearing, learning, etc. Comments:
3. The teacher provided me with a set of textbooks and included such helpful materials as schedules, class roles, school handbooks, curriculum guides, etc. Comments:
4. The teacher provided me with adequate work / study area in the classroom. Comments:
5. The teacher took time to familiarize me with the principal school personnel and facilities. Comments:
6. The teacher took time to explain record keeping procedures: attendance reports, report cards, grade books, cumulative folders, etc. Comments:
7. The teacher provided me with continuous constructive feedback, suggestions, and encouragement. Comments:
8. During the first third, the first observation was scheduled and conducted with a pre- and post-observation conference included. Comments:
9. During the second third, the second observation was scheduled and conducted with a pre- and post-observation conference included. Comments:
10. During the last third, the third observation was scheduled and conducted with a pre- and post-observation conference included. Comments:
11. The mid-term and final evaluations were filled out and the results shared with me. Comments:
12. The teacher encouraged me to observe in other classes and helped me to participate in faculty meetings, PTO meetings, professional meetings, etc. Comments:
13. The teacher was supportive of classroom decisions I made. Comments:
14. The teacher provided a good role model as a professional educator. Comments:
MSSU University Supervisor Evaluation Form
Academic Year ______

Student's Name_______________________   University Supervisor's Name__________________________

Student Number:_______________________   Major: _____________________Content:_________________

Grade Taught _____________________ Subjects: ___________________________________________________

INSTRUCTIONS: Following the final visit by your university supervisor, please complete this form by circling the number which best describes your agreement and/or evaluation of the statement.

Part I - The MSSU University Supervisor(s):

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<th>Agree</th>
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Part II - Summary

8  In general, I believe his/her comments were beneficial and motivated me to improve my teaching.

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Part III - Professional Methods Preparation

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The space below may be used for any additional comments you may wish to make regarding your professional semester.

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Revised 12/09