

MSSU Teacher Education

Clinical Partnerships and Practice Handbook

for

Teacher Candidates

Cooperating Teachers

University Supervisors



Special Appreciation

The faculty, staff, and administrators 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 P-12 Advisory Committee. This committee generously gives of their time to review, evaluate, and revise components of the Clinical Field Experiences Program.

P-12 Advisory Committee Public School Representatives:

P-12 Partner Advisory Committee 2023-2024

Theresa Wilson	Assistant Superintendent, Carl Junction Schools
Matt Huntley	Assistant Superintendent, Carthage Schools
Sarah Mwangi	Assistant Superintendent, Joplin Schools
Jason Weaver	Principal, Jefferson Elementary, Joplin
Cynthia Chavez	Teacher, Columbian Elementary
Meleny Garcia	Teacher, Fairview Elementary
Nathan Manley	Assistant Superintendent, Neosho Schools
Angie Brewer	Assistant Superintendent, McDonald County Schools
Brentyn Byrd	Assistant Superintendent, Webb City Schools
Kristi Marion	Assistant Superintendent, Seneca Schools
Mark LaTurner	Assistant Principal, Joplin High School
Vickie Gilbert	Assistant Principal, Cecil Floyd
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Bryan Shallenburger	Special Education Director, Carthage
Jordan Dickey	Student Services Director, Joplin Schools
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Kayla Roderman	EC Director, Monett
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Appendix A: Co-Teaching Information

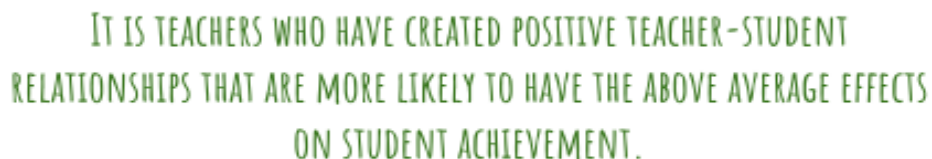
All forms related to Teacher Candidate Clinical Field Experiences can be found at <https://www.mssu.edu/academics/education/teacher/tc-evaluation-forms.php>

A Message from the Dean

Dear Teacher Candidate:

The College of Education is resolute in its efforts to provide field experiences that address the challenge of developing effective teachers. Experiential learning is the fulcrum of the teacher preparation lever at Missouri Southern State University. Teacher candidates, your challenge is to take full advantage of the authentic opportunities afforded in the required field experiences. It is your responsibility to sustain an effortful application of the knowledge, skills, and dispositions necessary for effective teaching. A full measure of your energy, time, and commitment is required as the crafting of your professional identity begins. We are appreciative of the valuable roles of the Cooperating Teachers and University Supervisors as they support experiential learning through descriptive feedback in authentic learning environments to assist teacher candidates as they hone their skills. Respect for the profession and belief in collaboration adds limitless value to these partnerships whereby your cooperative work maximizes learning for all students.

Lorinda Hackett
Interim Dean, College 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

***May not apply to all clinical experiences**

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 the program. Due to time limitations, it cannot duplicate all experiences of first year teachers, but is a transitional experience aimed at developing initial teaching competence.

Cooperating Teacher: A public or private school teacher who mentors a practicum teacher candidate and holds credentials in their area of certification.

Co-Teaching: Multiple teachers, including teacher candidates, working together with groups of students to share the responsibilities of planning, organization, lesson delivery and assessment throughout an instructional time period.

Director of Clinical Field Experiences: MSSU representative responsible for placement, direction and coordination of the clinical and field-based experiences.

Missouri's Educator Evaluation System (MEES): The assessment/evaluation system aligned with the *Missouri Teacher Standards and Quality Indicators*:

Junior Internship: The mid-level academic semester for teacher education candidates, consisting of a 32+13-hour clinical experience in area(s) of the candidate's initial certification. Teacher Candidates may not be placed in the same District for JI and the Professional Semester.

Professional Semester: The culminating academic semester for a Teacher Candidate as a Student Teacher, consisting of a continual 16-week teaching placement at the level of the candidate's initial certification.

Teacher Candidate or Pre-Service Teacher: A university student who is an education major in MSSU's *Teacher Education Program*.

Teacher of Record (TOR): Undergraduate students who are within twelve (12) hours of completing the MSSU Teacher Education program or post-bac students accepted into our alternative programs may be hired by a school district to begin teaching during their student teaching semester in a Missouri public school or an accredited private school. This requires a provisional certificate with the candidate, EPP, the hiring district and DESE. For a TOR policy see Teacher of Record Policy under Clinical Field Experience Policies.

University Supervisor: The university faculty member/adjunct professor assigned to a student teaching candidate for supervisory purposes during their professional semester.

Philosophy and Objectives of Clinical Field Experiences

Philosophy: Clinical field experiences at Missouri Southern State University (MSSU) are designed to be authentic experiences, providing opportunities for teacher candidates to practice and refine their knowledge and skills under the guidance of exceptional cooperating teachers. These experiences connect research and theory-based instruction in the world of pedagogical decision-making.

Objectives:

- The teacher candidate understands the central concepts, structures and tools of inquiry in their discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all learners.
- The teacher candidate understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to support the intellectual, social and emotional development of all learners.
- The teacher candidate recognizes the importance of long-range planning and curriculum development and assumes the responsibility of developing, implementing and evaluating curriculum based upon student, district and state standards data.
- The teacher candidate uses a variety of instructional strategies and resources to encourage critical thinking, problem solving and achievement in all types of learners.
- The teacher candidate uses an understanding of motivation and behavior to create a learning environment that encourages active learning engagement, positive social interactions and self-directed learning.
- The teacher candidate effectively utilizes verbal, nonverbal and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction.
- The teacher candidate appropriately uses formative and summative assessment strategies to evaluate learner progress, as well as utilizes standardized assessment data to monitor the progress of each student and plan instruction.
- The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively pursues 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.
- The teacher candidate demonstrates professional demeanor; including professional attire, time management, language, and interactions.

**MSSU Teacher Education
Clinical Partnerships and Practice Matrix
(Beginning, Mid-Level, and Culminating Clinical Field Experiences)**

Course Number	Course Title	Course Description, Cooperating Teacher Requirement, and Assessment	Practicum Hours	Placed	Majors	MEES Alignment	Disposition Assessment
EDUC 100	Introduction to Teacher Education	<p>An introductory course designed to inform students about the process of successfully establishing education as a career. Topics include: national and international educational systems, overview of educational standards, characteristics of the 21st century classroom and its students, and components of a lesson plan. This course includes an 8-hour practicum in selected local schools. A cleared FCSR background check is required. This course is required of all Teacher Education majors. Prerequisites: none.</p> <p>Field Assessment: Final Field Observation</p>	<p style="text-align: center;">8</p> <p>Introductory Exposure to Diverse Populations: ELL, SpED, and Low SES</p>	School Partners: Joplin	ALL	<p>Standard 4 Standard 5 Standard 6 Standard 8 Standard 9</p> <p style="text-align: center;"><u>MEES Evaluation Rubric</u></p>	<p><u>Professional Dispositions Profile</u></p> <p><u>Professional Dispositions Profile Rubric</u></p>

EDUC 280	Foundations in Education in a Global Society	An introduction to and orientation class for all Teacher Education Programs and is required for all teacher education majors. As an International General Education	30 Intentional Exposure to Diverse	School Partners: Carthage and Joplin	ALL	Standard 4 Standard 5 Standard 6 Standard 7 Standard 8	<u>Professional Dispositions Profile</u> Professional Dispositions Profile
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		<p>Requirements course, it examines and compares the policies and practices of educational systems in countries throughout the world with those in the United States, to develop an understanding and appreciation of the historical, philosophical, political, and financial aspects of education in a pluralistic, diverse society. A 30 clock hour field based component of American diversity in Southwest Missouri is included. Requires background check. Requires background check. Prerequisites: ENG 0101 & ENG 0102 or ENG 0111.</p> <p>CT Credentials: Bachelor's degree in the certification area and grade range and recommended by the building administrator.</p> <p>Field Assessment: Clinical Practice Log</p>	Populations: ELL, SpED, and Low SES			Standard 9 <u>MEES Evaluation Rubric</u>	<u>Rubric</u>
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EDUC 316	Home, School, and Community in ECE 2	A survey course designed to acquaint the prospective teacher of young children with the historical, philosophical, psychological, and social foundations of early childhood education; current trends and issues associated with early childhood programming; consequent role expectations of prospective	16 Introductory Exposure to Diverse Populations: ELL, SpED, and Low SES	School Partners: Head Start	ECE	Standard 2 Standard 4 Standard 5 Standard 6 Standard 8 Standard 9 <u>MEES</u>	NO
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		<p>teachers, and field experiences with programs for young children with diverse needs. Required 16-hour internship with infants, toddlers and preschool children. Prerequisite: Sophomore standing and completion of EDUC 0315.</p> <p>CT Credentials: Minimum CDA or Comparable Credential</p> <p>Field Assessment: Clinical Practice Log</p>				<u>Evaluation Rubric</u>	
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EDUC 329	Pedagogy, Theory, Methods, and Practices	Examines the theoretical basis for the decision making model of the teacher education program. Provides the methodological basis for making pedagogical decisions concerning lesson design, context, engagement, differentiated instruction, and student assessment (formative/summative). Microteaching provides an opportunity to practice methods and techniques for teaching. Thirty-two hours of junior internship in the elementary, middle, and secondary school classroom provides an opportunity to refine theory into practical applications. Must be taken concurrently with EDUC 0321 and EDUC 0423 . Tentative admission into	32/45 Situational Exposure to Diverse Populations: ELL, SpED, and Low SES	CF Dir	ALL	ALL 9 Standards <u>Feedback for Improvement in Teaching (FIT)</u>	<u>Professional Dispositions Profile</u> <u>Professional Dispositions Profile Rubric</u>
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		<p>Teacher Education. Prerequisite: EDUC 0280.</p> <p>CT Credentials: Bachelor’s degree plus three completed years of experience in the certification area and grade range and recommended by the building administrator.</p> <p>Field Assessment: Complete two Junior Internship Feedback for Improvement in Teaching (FIT) forms based on Missouri Educator Evaluation System. https://www.mssu.edu/academics/education/teacher/pdf-uploads/FIT%20Spring%2020%20fillable%20form.pdf</p> <p>Special Note: Teacher Candidates may not be placed in the same District for JI and the Professional Semester.</p>					
EDUC 342	Developmental Reading	Explore, study, and apply a variety of reading strategies that provide understanding of effective, current text-based and experience-based teaching practices; review and compile information from journals/literature which includes research, ideas, trends, methods,	10 Situational Exposure to Diverse Populations: ELL, SpED, and Low SES	CF Dir	ALL ELEM Paths	Standard 1 Standard 2 Standard 3 Standard 4 Standard 6 Standard 7 Standard 8 Standard 9	NO

		and experiences relevant to developmental reading; evaluate					
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		<p>various reading approaches and programs; construct reading enrichment materials; and develop an attitude that will positively affect the self-concept of children with diverse learning styles, abilities, backgrounds, and attitudes as they learn to read. Includes practicum. Prerequisites: EDUC 0321, EDUC 0329, EDUC 0423. Co-requisite: EDUC 0340.</p> <p>CT Credentials: Bachelor's degree plus three completed years of experience in the certification area and grade range and recommended by the building administrator.</p> <p>Field Assessment: Lesson Plan(s) and Read-Aloud Evaluation</p>				<p><u>MEES</u> <u>Evaluation</u> <u>Rubric</u></p>	
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EDUC 410	Teaching in the Mild/Mod Cross-Cat Classroom K-12	A methods course designed to give students numerous examples of curricular and instructional methodologies in the teaching of elementary and secondary students with mild disabilities in cross-categorical classrooms. Methodologies for students with learning disabilities, intellectual disabilities, autism, behavior disorders, physical disabilities, and other health impairments are discussed. Practicum hours required	Practicum Hours included in EDUC 415 hours Situational Exposure to Diverse Populations: ELL, SpED, and Low SES	CF Dir	SPED	ALL 9 Standards <u>MEES Evaluation Rubric</u>	NO
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		Prerequisite: EDUC 0302 , EDUC 0305 and Junior Block. (EDUC 0321 , EDUC 0329 , and EDUC 0423 .)					
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EDUC 415	Integrated Elementary Methods Practicum*	<p>Clinical field experience in an elementary classroom with pragmatic application of differentiated instructional strategies, learning activities, and assessment. Candidates will plan, teach, and assess integrated content in an authentic learning environment supervised by a cooperating teacher for this 75-hour practicum. This course is taken the semester prior to candidate teaching with concurrent enrollment in EDUC 0343, EDUC 0470, EDUC 0312 and either EDUC 0311 or EDUC 0322 .</p> <p>Prerequisites: EDUC 0342, MATH 0120, BIO 0101, PHYS 101, GEOL 210 & 212.</p> <p>*Elementary Majors Only</p>	<p>75 Hours: In classroom every Wednesday beginning the second week of the semester</p> <p>Situational Exposure to Diverse Populations: ELL, SpED, and Low SES</p>	CF Dir	ELEM, ECE, and SPED	<p>ALL 9 Standards</p> <p><u>MEES Evaluation Rubric</u></p>	<p><u>Professional Dispositions Profile</u></p> <p><u>Professional Dispositions Profile Rubric</u></p>
EDUC 423	Classroom & Behavior Management	<p>Teaches an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation. Current theory will be investigated to devise strategies for a proactive approach to</p>	<p>13/45</p> <p>Situational Exposure to Diverse Populations: ELL, SpED, and Low SES</p>	CF Dir	ALL	<p>Standard 2 Standard 5 Standard 6 Standard 7 Standard 8 Standard 9</p> <p><u>MEES</u></p>	NO

		<p>managing student behavior, immediate responses to classroom situations, and long-term maintenance of a positive learning environment. Teaches an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation. Current theory will be investigated to devise strategies for a proactive approach to managing student behavior, immediate responses to classroom situations, and long-term maintenance of a positive learning environment. To be taken concurrently with EDUC 0329 and EDUC 0321.</p> <p>CT Credentials: Bachelor's degree plus three completed years of experience in the certification area and grade range and recommended by the building administrator.</p>				<p><u>Evaluation Rubric</u></p>	
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EDUC 432	Critical Issues in Education	Professional Semester This course will concentrate on the exploration of current school issues with special regard to the following two categories: legal and ethical aspects of teaching related to rights and responsibilities of educators,	16 Week Placement Situational Exposure to Diverse Populations:	CF Dir	ALL	ALL 9 Standards <u>MEES</u> Evaluation	<u>Professional Dispositions Profile</u> <u>Professional Dispositions Profile Rubric</u>
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	<p>including relevant legislation and professional organization codes of ethics, as well as consultation and collaboration, including dispositions for teachers, teaching diverse students, and relationships with administration, students, parents, and the community. Includes field-based work and is part of the Student Teaching semester. Must be taken concurrently with Student Teaching during the Professional Semester.</p> <p>CT Credentials: Bachelor’s degree plus three completed years of experience in the certification area and grade range and recommended by the building administrator.</p> <p>Field Assessment: Missouri Educator Evaluation System for Teacher Candidates. <u>A summative MEES score of at least 42 (combined CT and US scores) is required to pass the professional semester.</u></p> <p>MEES Rubric: https://www.mssu.edu/academics/education/teacher/pdf-uploads/MEES%20Assmt%20Rubric%20Fall%2020219.pdf</p>	<p>ELL, SpED, and Low SES</p>			<p><u>Form</u></p> <p><u>MEES</u></p> <p><u>Evaluation</u></p> <p><u>Rubric</u></p>	
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		MEES Evaluation Form: https://www.mssu.edu/academics/education/teacher/pdf-uploads/MEES%20EFF%20Fall%202019.pdf					
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Clinical Field Experience Policies

Calendar and Vacations: The professional semester begins the **first** day the district requires teachers to attend. The semester ends the **Friday before** MSSU graduation. Candidates will adhere to the district calendar. MSSU scheduled holidays are not observed by candidates during the Professional Semester.

Change of Assignment and Termination: Field and clinical experiences may be terminated by the school district and/or the educator preparation program. Timely documentation, including TCFA's and Professional Conduct Form(s), must be provided to validate any change in placement status. The teacher candidate should be given a thorough explanation and opportunity to share their perspective on the situation(s). Also provided, should be documentation detailing the attempts made by the Cooperating Teacher and University Supervisor to provide intervention strategies to promote candidate success. Depending upon the severity of the incident, the educator preparation program may not be obligated to find another placement for the candidate. Candidates not replaced early in the semester are at risk to repeat Student Teaching according to DESE certification standards.

Disability Accommodation in Clinical Field Experiences: Clinical field experiences occur in a PK-12 school setting appropriate to the certification grade level and area that each teacher candidate pursues. Placement parameters fall under the regulations prescribed by the Missouri Department of Elementary and Secondary Education (DESE) and part of the memorandum of understanding signed by Missouri Southern and each cooperating school district. These educational experiences occur in a place of work, where the student is still learning but is expected to achieve a professional standard by the conclusion of the educational experience. Clinical field experiences, such as Student Teaching, are applied learning experiences that are, in effect, a practice job. However, the teacher candidate is NOT employed by the cooperating school district.

Clinical field experiences are performance-based experiences. The Missouri Education Evaluation System for Teacher Candidates (MEES) reflects the Missouri Teacher Standards and is used in a variety of capacities to assess teacher candidate performance. The MEES utilizes all nine Missouri Teacher Standards when evaluating success for completion of student teaching. This instrument will also be used to provide feedback throughout clinical field experiences so that the student has a clear picture of where their performance is in regard to the required standard throughout the experience. The MEES must be met for graduation and teacher certification.

Any teacher candidate who believes he/she has a disability that requires a reasonable accommodation to successfully complete a clinical field experience to the MEES standards should apprise the Disability Services Department in advance of the school placement planning

process to consider and assess any reasonable accommodations. The ensuing meeting should include a discussion of any reasonable accommodations that may need to be arranged in advance of school placement, any health or safety concerns, confidentiality concerns and consideration of a decision regarding disclosure options as part of the school placement planning process. Student safety and well-being is the highest priority in school placement settings. The decision to disclose is often best made voluntarily after consideration of all circumstances. Where there is a legal obligation to make known the potential for risk or harm in a school placement setting, disclosure may be necessary.

Assurance of the implementation of reasonable accommodations is enhanced by contacting the Disabilities Services Coordinator as early as possible. Note that, though accommodations may be requested at any time, accommodations cannot be granted retroactively. If accommodations are not requested and professional standards are unmet, accommodations will not be considered in evaluating candidate performance. Accommodation requests are considered on an individual basis. Typically, clinical field experience accommodations, such as time extensions, note taking, and separate testing space do not apply to the applied learning (practice job) setting (i.e., the teacher candidate must complete the work expected of a teacher on time – there are no time extensions in the daily work of a teacher so requests for extended time will, generally, not be applicable.) If it is determined that the granting of a requested accommodation will result in the lowering of required standards or changes the essential nature of the applied learning experience, alternative reasonable accommodations may be considered or suggested if appropriate. Determinations on requested accommodations will be made by Missouri Southern State University and not the receiving school district. All teacher candidates will be evaluated by the MEES regardless of whether a reasonable accommodation has been granted.

In order to protect student confidentiality, accommodation information is not typically shared with the receiving school district. Certain accommodations may require the assistance or cooperation of the receiving school district (such as a special piece of equipment, desk/chair modifications, or if an additional person needs to be present in the classroom, such as an interpreter). In these instances, the school district may receive the information necessary to provide the student's reasonable accommodation.

Dress: Teacher candidates will follow the standards and policies of the district. Success throughout Clinical Field Experiences relies, in part, on projecting a professional image. *Remember, every day is an interview.*

Field Experience Concerns and Chain of Command: If candidate concerns arise

1. If the Teacher Candidate has a concern, communicate with your Cooperating Teacher first OR if the Cooperating Teacher has a concern, communicate with your Teacher

Candidate first. You may choose to document concern and communication. Please allow an appropriate amount of time and provide specific feedback for the concern to be addressed/corrected.

2. If the situation is unresolved, communicate with the University Supervisor next. Please allow an appropriate amount of time and provide specific feedback for the concern to be addressed/corrected.
3. If the situation is unresolved the University Supervisor will communicate with the Teacher Education Coordinator regarding next steps. NOTE: A MSSU *Professional Conduct Form* may be completed by the University Supervisor and/or Cooperating Teacher to be submitted to the Department Chair. A copy of the Professional Conduct Form can be found at <https://www.mssu.edu/academics/education/teacher/tc-evaluation-forms.php>
4. If the situation is unresolved, the Teacher Education Coordinator will communicate with the Department Chair regarding next steps. NOTE: A MSSU *Professional Conduct Form* may be completed by the University Supervisor and/or Cooperating Teacher to be submitted to the Department Chair. A copy of the Professional Conduct Form can be found at <https://www.mssu.edu/academics/education/teacher/tc-evaluation-forms.php>

A Professional Conduct Form should be submitted for each concerning event, should they continue. Cooperating Teachers are highly encouraged to convey overall concerns (including absences) early in the candidate's clinical experience and report concerning events immediately.

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

- Cooperating Teacher
- Course Instructor/University Supervisor (Professional Semester Only)
- Teacher Education Coordinator
- Department Chair
- Dean of the College of Education
- MSSU Campus Student Grievance Policy

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

- Candidate
- Course Instructor/University Supervisor (Professional Semester Only)
- Teacher Education Coordinator
- Department Chair
- Dean of the College of Education
- MSSU Campus Student Grievance Policy

Course Instructors/University Supervisors (Professional Semester Only) experiencing difficulties should pursue the following chain of command for help and resolution:

- Candidate
- Teacher Education Coordinator
- Department Chair
- Dean of the College of Education
- MSSU Campus Student Grievance Policy

Information Confidentiality: It is an expectation that candidates understand and remain cognizant that confidential student information is protected by law and should be handled with respect and discernment. Candidates should only share pertinent information to appropriate personnel at their assigned placement.

Student Athlete Participation in the Professional Semester: MSSU student athletes must disclose plans for participation in a NCAA Division II athletic season if it coincides with the student's professional semester in the Teacher Education Program during the professional semester placement request window to the MSSU Teacher Education Department's Clinical Field Director. Student athletes must complete the MSSU 16-week professional semester clinical field experience without missing more than two days of their placement as stipulated in the Clinical Partnerships and Practice Handbook and agreed to as part of the application process. Days missed beyond the two-day minimum will result in additional days added to the placement. The student will not pass the professional semester if the number of days missed exceeds the MSSU academic calendar and the professional semester requirements are not able to be met. Recognizing that several sports overlap the fall and spring semester student athletes should consult with the Teacher Education Department for appropriate placement.

Teacher of Record (TOR) Eligibility: In some situations, a student teacher may be hired to begin teaching during their student teaching semester. This requires a provisional certificate to be issued between the TOR candidate, MSSU Teacher Education, the hiring district, and DESE. For a student teacher to be considered for a TOR placement, the student must meet the following criteria:

1. Be within 12 hours of graduating.
2. Attempt and pass Missouri Content Assessment (MoCA) related to initial certification area prior to application.
3. No baseline or below baseline ratings from instructor(s)- submitted on Professional Disposition Profile(s) during Junior Block and post Junior Block. (The MSSU PDP is based on the Missouri Educator Evaluation System (MEES) created by DESE.)

4. No prior MSSU Teacher Education Growth Plan(s) during and post Junior Block. (The MSSU Teacher Education Growth Plan is based on the Missouri Educator Evaluation System (MEES) created by DESE.)

Students interested in applying to be considered for a Teacher of Record placement must meet with the Teacher Education Department Chair, complete the Teacher Candidate Teacher of Record application, and be approved by the TOR Committee prior to interviewing with a district. If approved, the candidate and district must agree to DESE regulations regarding TOR placements (see Teacher of Record Policy for more information).

*Emergency placements during a Student Teaching assignment will be handled case by case.

TOR eligibility is shared with the district (certification area only). Teacher of Record requests should be initiated by the requesting district.

Transportation: Candidates must provide their own transportation to and from their cooperating school for daily attendance and required school/district events.

Professional Semester

Professional Semester Teacher Candidate Responsibilities

The role of the candidate, in addition to accepting the teaching duties and responsibilities with the classroom, includes the genuine effort to establish a warm, accepting and caring relationship with the assigned students. It is imperative the candidate establishes firm control of the classroom 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:

- Request a school/district handbook outlining dress code, the faculty calendar, staff contact information, etc.
- Address building “housekeeping” items such as parking, visitor identification procedures, arrival/dismissal times, etc.
- Address classroom “housekeeping” items such as class schedule, extra assigned duties, textbooks, class size, classroom management plan, etc.
- Attend the *Professional Semester Orientation* held at MSSU.

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.
- Be cognizant that confidential information is protected by law and should be handled with respect and discernment.
- Maintain a mature, professional attitude and appearance, as outlined in the Professional Interactions Agreement.
- Participate in ALL activities expected of the cooperating teacher. Conform to arrival and departure times, extra duties, events, meetings and conferences, etc. Follow the building/district calendar.
- Participate in co-planning and co-teaching lessons-make lesson plans.
- 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 cooperating teacher and university supervisor(s). 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 scheduled *Seminars*.
- Administer a student survey upon beginning Student Teaching placement.
- Submit all required assignments and documents by their assigned due date.
- Create a lesson plan of your choice (MSSU short lesson plan, district lesson plan, etc.) for EVERY lesson taught; however, the formal MSSU lesson plan **must** be used for scheduled evaluations by your cooperating teacher or supervisor(s). A copy of the lesson plan template can be found at <https://www.mssu.edu/academics/education/teacher/tc-evaluation-forms.php>
- Pass all DESE required tasks for certification. Passing MEES scores is a graduation requirement for MSSU.
- Complete MSSU graduation requirements. Passing the MoCA is a graduation requirement. ● Submit *Teacher Education Clinical Experience Attendance Forms*

The P-12 Advisory Committee recommends the use of the Co-Teaching Model. Co-Teaching is defined as working together with groups of students to share the responsibilities of planning, organization, lesson delivery and assessment throughout an instructional time period.

To appropriately model co-teaching, the following *suggested* phases are recommended. 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 - Focus: 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 – Focus: Co-Teaching with Team Planning, Continued. 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 3-4.**

Phase 3 – Focus: Co-Teaching with Team Planning, Advanced. The teacher candidate assumes the lead role for planning, instruction and assessment. The cooperating teacher is encouraged to provide much constructive criticism 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 5-15.**

Phase 4 – Focus: Co-Teaching with Team Planning, Reduced. 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.**

Professional Semester Cooperating Teacher Responsibilities

The role of the cooperating teacher is paramount. The cooperating teacher provides the continual guidance, coaching, modeling, conferencing and encouragement necessary for candidate preparation and professional growth.

Before the semester begins:

- Collect any needed textbooks, curriculum guides, etc. for the candidate to use.
- Provide the candidate with a work area in the classroom.
- Familiarize the candidate with the building facilities, school personnel, parking, check-in/check-out procedures, etc.
- Provide a faculty handbook and review the items that directly affect the teacher candidate.
- Provide the candidate generalized knowledge about the classroom expectations, student contextual factors and personal teaching philosophies.
- Attend the *Professional Semester Orientation* held at MSSU.

During the semester:

- Train the candidate in recordkeeping procedures, such as reporting attendance, preparing report cards, entering grades and maintaining cumulative records.
- Provide daily informal feedback with examples to incorporate the next day.
- 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. It is highly recommended that all concerns, regardless of severity, are conveyed early in the clinical experience.
- **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* (MEES) to complete four (3) *Teacher Candidate Formative Assessments* (TCFA) total, plus one (1) *Teacher Candidate Summative Assessment* (TCSA) form, plus one (1) *Professional Dispositions Profile* (PDP) form in which the Cooperating Teacher will use the PDP rubric to score. A summative MEES score of at least 42 (combined CT and US scores) is required to pass the professional semester.
- 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 on the MSSU Teacher Education website.

Professional Semester University Supervisor Responsibilities

University Supervisors complete the triad of support for the Student Teaching Candidate and Cooperating Teacher in the realization of a common goal – the successful completion of the

clinical field experience. Potential problems and/or candidate concerns conveyed by the Cooperating Teacher and/or the University Supervisor should be addressed immediately, constructively and professionally.

Before the semester begins:

- Attend the *Professional Semester Orientation* held at MSSU as an introductory “visit”.
- Visit the school and candidate early in the semester.
- Tentatively schedule your face-to-face formal observations with the candidate. Not all observations must be scheduled ahead of time.
- Clarify the expectations for the clinical experience.

During the semester:

- *Missouri Standards for the Preparation of Educators* (MoSPE) requires weekly contact. This can be face-to-face, email, phone, etc.
- Assist the candidate in self-evaluation/goal setting for professional growth.
- Communicate with the Cooperating Teacher concerning the progress of the candidate. Candidate concerns received from the Cooperating Teacher should be conveyed to the Director of Clinical Field Experiences as early as possible using the *Professional Conduct Form* provided in Appendix I.

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) total, plus one (1) *Teacher Candidate Summative Assessment* (TCSA) form, plus one (1) *Professional Dispositions Profile* (PDP) form in which you will use the PDP rubric to score. A summative MEES score of at least 42 (combined CT and US scores) is required to pass the professional semester.

- 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 on MSSU Teacher Education website.
- Cooperating Teachers and University Supervisors will have an opportunity to evaluate their experience at the end of each semester. Evaluation forms can be found at <https://www.mssu.edu/academics/education/teacher/tc-evaluation-forms.php>

Professional Semester Formal Evaluation Schedule

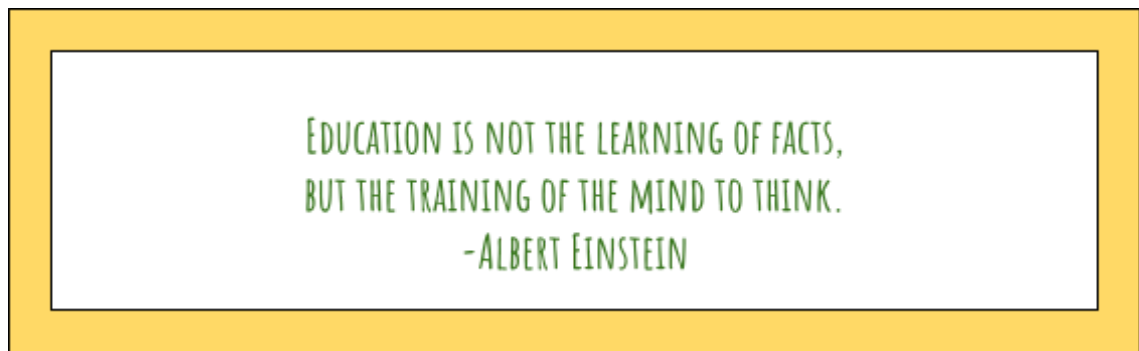
	Fall	Same or independent lesson evaluation by C.T & U.S	Spring
TCFA 1	Mid-September	Same	Mid-February

TCFA 2 + PDP	Mid-October	Independent	Mid-March
TCFA 3	Mid-November	Same	Mid-April
TCSA	Late November	Collaborative discussion-no observation required	Late April

Copies of the MEES Teacher Candidate Formative and Summative Assessment forms and Professional Dispositions Profile, with associated rubrics, can be found at

<https://www.mssu.edu/academics/education/teacher/tc-evaluation-forms.php>

The University Supervisor is responsible for submitting all evaluations, including the Cooperating Teacher evaluations, electronically to:
clinicalexperienceforms@mssu.edu



Professional Semester Policies

Attendance: The MSSU Professional Semester attendance contract (see Appendix) is read and signed by members of the triad. **ALL** absences must be recorded on the Teacher Education Clinical Experience Attendance form **AND** be reported to the Cooperating Teacher and University Supervisor(s). Extended absenteeism may result in an extended Professional Semester/Student Teaching placement. The Cooperating Teacher should report excessive candidate absences to the University Supervisor upon the 3rd absence.

Coursework other than Seminar: Students may not be enrolled in any other courses during the professional semester. All other required courses must be completed before the first day of the Professional Semester.

Midterm and Final Grades: Candidates will receive a grade of credit or non-credit from MSSU for completion of their Student Teaching field experience. Credit will be awarded at the end of the semester once all required evaluation forms are submitted by the Cooperating Teacher and

University Supervisor. **A summative MEES score of at least 42 (combined CT and US scores) is required to pass the professional semester.** Midterm grades are assigned as credit or non-credit in regard to the submission of a TCFA 1 and the PDP submitted by both the Cooperating Teacher and University Supervisor.

Missouri Certification: Completion of the Teacher Education Program and the Professional Student Teaching Semester does not automatically license and certify the graduate. Information regarding the formal application for certification will be provided during the final seminar. The Missouri Department of Elementary and Secondary Education requires a passing score on the content assessment (MOCA) and the performance assessment (MEES) to be eligible to be recommended for certification in the State of Missouri. Missouri Certification is required for certification in other states.

Teacher Candidate Professional Improvement Plan: Teacher Candidates who earn **a combined score of 18 or less on the TCFA 1** will have a scheduled intervention meeting with the Cooperating Teacher and University Supervisor within one week of the evaluation. **Teacher Candidates who earn a combined score of 25 or less on TCFA 2 will be required to have an improvement plan in place within one week of the evaluation.** The University Supervisor and the Cooperating Teacher will collaborate with the Teacher Candidate to identify the areas for improvement and create an implementation schedule for the improvement plan. Teacher Candidates who continue to perform below the necessary level to be recommended for certification in the State of Missouri may be referred to the Admission and Retention Committee following their TCFA 3. A copy of the Teacher Candidate Professional Improvement Plan can be found at <https://www.mssu.edu/academics/education/teacher/tc-evaluation-forms.php>

Seminar: All candidates are required to attend as part of the course requirements. Seminars provide clarification and completion of requirements, as well as address topical issues in education. See course syllabus, attendance policy, and schedule.

Student Teaching Summative Evaluation: A Summative MEES evaluation will be completed by both the Cooperating Teacher and the University Supervisor. At this time, the Cooperating Teacher and University Supervisor will collaborate in-person or virtually to discuss final scoring. The Cooperating Teacher and University Supervisor will individually submit a Summative MEES score electronically. **A summative MEES score of at least 42 (combined CT and US scores) is required to pass the professional semester.**

Substitute Teaching: Teacher Candidates will be eligible to receive pay as a contracted Substitute Teacher who have met the following requirements:

- Submission of the TCFA 1 scores by the Cooperating Teacher and University Supervisor

- Teacher Candidate is formally approved to Substitute Teach by the Cooperating Teacher and University Supervisor based on TCFA 1 scores and capabilities. Candidates must have a combined score of at least 26 on TCFA 1 to begin substitute teaching.
- Teacher Candidates must submit the Substitute Approval Form (with appropriate signatures) to Jeni Vieselmeyer before beginning substitute teaching.
- Teacher Candidates may serve as a Substitute Teacher up to ten (10) days with pay **only within the building and certification area of their student teaching assignment.**
- Districts will determine eligibility for substitute teacher pay based on local district policy and the Fair Labor Standards.
- Each district has a separate application process for hiring substitute teachers. Candidates interested in substitute teaching should complete this process with the district at the beginning of the semester.

Supervision and Evaluation of Teacher Candidates: MSSU Teacher Education Program is required by the Missouri Department of Elementary and Secondary Education to use the *Missouri Educator Evaluation System (MEES)* for Teacher Candidates. Training is also required for both Cooperating Teachers and University Supervisors by the Missouri Department of Elementary and Secondary Education in order to understand and demonstrate the ability to evaluate the candidates using the performance-based system of continuous improvement. **The most critical component is providing feedback to the candidate in a manner that promotes growth.** Teacher Candidates are required to meet the minimum passing score of the MEES in order to be recommended to DESE by MSSU for certification in the State of Missouri. A summative MEES score of at least 42 (combined CT and US scores) is required to pass the professional semester. The results of the evaluations will be included in the candidate's student file, as well as the aggregate on the *Annual Performance Report for Educator Preparation Programs*. Supervisors may conduct "impromptu" visits, however, scheduled formal evaluations must be scheduled in advance so candidates and cooperating teachers may be adequately prepared.

Work and Extracurricular Activities: As the responsibilities of full-time teaching can be time-consuming and require a great emotional investment, students are **strongly** urged not to be employed during the Professional Semester. Student teaching is very demanding and must be given **first** priority.

Appendix A: Co-Teaching Information

Co-Teaching is defined as two or more 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 of the classroom.

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 planning time wisely, focusing on lessons to be co-taught. Prioritize 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.
- ❖ Even if the first evaluation occurs while the majority of subjects are still being co-taught, all evaluations must reflect the candidate's ability only. In order to achieve a valid evaluation, observed lessons should be conducted by the candidate only.
- ❖ It is the decision of the cooperating teacher to remain in the room during observations.
- ❖ **Encourage the attitude, "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. This includes 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 outside of school hours 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.
- ✓ 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

Strategy	Definition/Example
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 student's 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 to write 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.

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