2017 – 2018
Professional Semester Handbook
for
Teacher Candidates
Cooperating Teachers
University Supervisors

Missouri Southern State University
Department of Teacher Education

CAEP Accredited Provider
Excellence in Educator Preparation
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.

P-12 Advisory Committee Public School Representatives:

Gretchen DeMasters, Principal, Carl Junction Intermediate School
Michael Evans, Assistant Superintendent, Monett R-I School District
Kandy Frazier, Assistant Superintendent, Carthage R-IX School District
Trey Moeller, Assistant Superintendent, Webb City R-VII School District
Sarah Mwangi, Principal Irving Elementary, Joplin Schools
Ronna Patterson, Principal, Fairview Elementary, Carthage R-IX
Kerry Sachetta, Assistant Superintendent, Joplin Schools
Kathy Tackett, Assistant Superintendent, Carl Junction Schools
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A Message from the Dean

Dear Teacher Candidate:

Welcome to your culminating professional semester! The School of Education is dedicated to supporting your aspiration to meet the challenges of the authentic experience before you. Your practice this semester is vital to your further growth as an educator. I challenge you to take full advantage of this opportunity to maximize a sustained, effortful application of the knowledge, skills and dispositions necessary for viable pedagogy. Your sustained effort will be matched by the support system in place in the Department of Teacher Education as we continue the tradition of excellence in teacher preparation. Your Cooperating Teacher, University Supervisor and Director of Clinical Field Experiences will provide feedback and opportunities necessary to hone your trade. A full measure of your energy, time and commitment is required—as this is not the semester your preparation ends but the crafting of your professional identity begins.

Lorinda Hackett
Interim 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. 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 with a minimum of 3 years teaching experience and a master’s degree **OR** 5 years of experience and be considered “proficient and distinguished” based on the *Missouri Educator Evaluation System (MEES)* Teacher Standards.

**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’s 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*, used during the Professional Semester/Student Teaching.

**Missouri Pre-Service Teacher Assessment (MoPTA):** An assessment completed during the Professional Semester/Student Teaching, consisting of one formative task and three summative tasks. The *MoPTA* is required for certification and is aligned with the *Missouri Teacher Standards and Quality Indicators* to assess the candidate’s instructional capabilities.

**Professional Semester:** The culminating academic semester for Student Teachers, consisting of a continual 16 week teaching placement at the level of the candidate’s initial certification.

**Teacher Candidate Formative Assessment (TCFA):** An assessment used by University Supervisors for candidate observations during Student Teaching.

**Teacher Candidate or Pre-Service Teacher:** A university student who has completed all course requirements for MSSU’s *Teacher Education Program* and is ready to begin the Professional Semester, consisting of Student Teaching and the Critical Issues course.

**University Supervisor:** The university faculty member/adjunct professor assigned to a candidate for supervisory purposes, also serving as a liaison between the public/private school system and MSSU’s *Teacher Education Program*. 
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 connects the research and theory-based instruction of MSSU’s Teacher Education Program and the world of pedagogical decision making and implementation of the classroom teacher. The purpose of clinical field experiences is to provide an opportunity for teacher candidates to practice and refine their knowledge and skills under the guidance of exceptional cooperating teachers.

The conceptual framework and knowledge base of the Teacher Education Program at MSSU is the TEACHER AS AN 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 own classroom.

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.
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:

- Make contact with your cooperating teacher by sending them an autobiography via email and set a date and time to meet.
- 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.
- Prepare your plan of introduction to the students and parents (MoPTA Task 1).
- Prepare your student survey (MoPTA Task 1) provided in Appendix

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.
- 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 and Critical Issues classes.
- Provide the Cooperating Teacher with a candidate autobiography prior to meeting.
- 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).
- Pass all DESE required MoPTA tasks for certification.
- Complete MSSU graduation requirements. Passing the MoCA is a graduation requirement.
- Submit Teacher Education Clinical Experience Attendance Forms.

Teacher Candidate Teaching Responsibilities

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.
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 (4) Teacher Candidate Formative Assessments (TCFA) total, plus one (1) Teacher Candidate Summative Assessment (TCSA) form, plus one (1) Standards of Professional Conduct/Dispositions (EDA) form in which the Cooperating Teacher will use the Educator Disposition Assessment (EDA) rubric to score.
- 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 E, F,G and H.
### Formal Evaluation Schedule

<table>
<thead>
<tr>
<th></th>
<th>Fall 2017</th>
<th>Spring 2018</th>
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<tbody>
<tr>
<td>TCFA 1</td>
<td>September</td>
<td>February</td>
</tr>
<tr>
<td>TCFA 2</td>
<td>October</td>
<td>March</td>
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<tr>
<td>Midterm TCFA</td>
<td>Late October</td>
<td>Late March</td>
</tr>
<tr>
<td>TCFA 3</td>
<td>November</td>
<td>April</td>
</tr>
<tr>
<td>TCSA + EDA</td>
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<td>Late April</td>
</tr>
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*If having trouble electronically saving, try using an alternative browser. If unable, please print and submit a hard copy to be scanned*

**See Appendix I for 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 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.
- Visit the school and candidate early in the semester.
- Tentatively schedule your 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 four (4) Teacher Candidate Formative Assessments (TCFA) total, plus one (1) Teacher Candidate Summative Assessment (TCSA) form, plus one (1) Standards of Professional Conduct/Dispositions (EDA) form in which the Cooperating Teacher will use the Educator Disposition Assessment (EDA) rubric to score.
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<tr>
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<td>Late November</td>
<td>Late April</td>
</tr>
</tbody>
</table>

The University Supervisor is responsible for submitting all evaluations, including the Cooperating Teacher evaluations, electronically to:

clinicalexperienceforms@mssu.edu

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

- Attend the *Professional Semester Orientation* held at MSSU.
- Schedule one (1) formal observation of the candidate 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. Evaluation provided in Appendix E.
- Submit the completed *Teacher Candidate Formative Assessment* (TCFA) to the University Supervisor.

*If having trouble electronically saving, try using an alternative browser. If unable, please print and submit a hard copy to be scanned*
General Policies

**Attendance:** Under specific and approved circumstances, candidates may be absent from scheduled teaching days. Some examples of excused absences are illness, death in the immediate family or a job interview. **ALL absences must be recorded on the Teacher Education Clinical Experience Attendance form AND be reported to the Cooperating Teacher and University Supervisor(s).** There are no personal days during the professional semester. 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.

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

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

**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.

**Critical Issues and Seminars:** 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. Missed Seminars/CI will need to be made up **before** the next scheduled Seminar/CI. A digital copy of the missed session 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.

**Coursework other than Critical Issues:** 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.

**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.

**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 school for a district or university meeting, the candidate may assume full classroom responsibility.

**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 be included in the candidate’s Professional Competency Profile, as well as the aggregate on the *Annual Performance Report for Educator Preparation Programs*.

**Field Experience Concerns and Chain of Command:** If candidate concerns arise for which the Cooperating Teacher feels the attention of the University Supervisor is required, he/she may communicate with the supervisor via phone or through a requested site visitation. At this time, a MSSU Professional Conduct Form is completed by the University Supervisor and submitted to the Director of Clinical Field Experiences. A PCF 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
- 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 the school district and/or the educator preparation program. Documentation, including TCFAs 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 for having to repeat Student Teaching according to DESE certification standards.

Final Clinical Experience Grade: A Summative TCFA will be completed by both the Cooperating Teacher and the University Supervisor. At this time, the Cooperating Teacher and University Supervisor will collaborate and reach a consensus recommending 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 by following the chain of command procedure and the Professional Conduct Forms for concerns have been submitted.

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 Education requires the completion of the MoPTA for certification. Missouri Certification is required for certification in other states.

Education is not the filling of a pail, but the lighting of a fire.
-William Butler Yeats
Appendix A

MSSU

Formal Lesson Plan

*For formal evaluations and/or daily use
Missouri Southern State University Formal Lesson Plan Template

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>Lesson Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/Grade:</td>
<td>Lesson Title:</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Objectives/Learning Goals (at least three, written in three-part behavioral format; label each with DOK level):</th>
</tr>
</thead>
</table>

**Student and Classroom Context**
Classroom Context (Clearly and specifically describe your classroom environment. Include at least two student demographic characteristics and two characteristics of the classroom from your Contextual Factors Assignment. Describe how the context will impact your instructional choices.):

Student Accommodations (Bold all accommodations mandated by IEPs/504 Plans and describe why those accommodations are appropriate for this specific lesson):

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):

Non-Technology Materials Used in the Lesson (Identify all non-technology materials used in the lesson.):

Technologies Used in the Lesson (Identify all technologies used in the lesson and describe how each tool enhances learning and engagement.):

Classroom Management (Identify at least two classroom rules/procedures in place. Describe how the student and classroom contextual factors make these rules/procedures appropriate for this specific lesson.):
**Content and Process**

**Student Engagement** (Describe how you will generate interest in the material and how you will establish why the material has real-world application *before* the lesson):

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

**Instructional Strategies** (Identify and describe the strategies you will use to deliver the content. Describe how your instructional strategies address characteristics of your student and classroom context. Label instructional strategies in your instructional input):

**Instructional Input:** Identify the content, concepts, ideas, and academic language or tiered vocabulary (with contextual definitions) necessary for students to achieve the objectives/learning goals. Label the instructional strategies where they are being used. Organize information by objective. Cite at least two educational/professional sources in APA that support the content and/or instructional strategies.

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

**Formative Assessment** (Identify and describe how you will assess student knowledge/performance *during and after* instruction):

**Summative Assessment** (Describe the measureable or formal assessment of student knowledge/performance after the lesson. This is the third part of each objective):

**Review and Bridge** (Describe the activity used to review key concepts and bridge to real-world application and upcoming lessons):

**Differentiation**

**Remediation/Re teaching:** Identify alternate instructional strategies and learning activities you will use for students who need assistance with the material. Describe technology *used by the student*.

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


Appendix B

MSSU
Informal Lesson Plan

*Optional for unobserved daily or weekly planning
Missouri Southern State University Informal Lesson Plan Template

Date ___________________     Subject ____________________     Time/Period ____________________

<table>
<thead>
<tr>
<th>Educational Standard:</th>
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</thead>
<tbody>
<tr>
<td>Missouri Learning Standard</td>
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</tbody>
</table>

| Objective/Learning Goal             |                |

| Engagement/Formative Assessment     |                |

| Instructional Strategies and Learning Activities |                |

| Review and Bridge                   |                |

| Summative Assessment (if applicable) |                |

| Self-Evaluation                     |                |

| Other (as required by CT or US)     |                |

<table>
<thead>
<tr>
<th>Educational Standard:</th>
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<tbody>
<tr>
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| Objective/Learning Goal             |                |

| Engagement/Formative Assessment     |                |

| Instructional Strategies and Learning Activities |                |

| Review and Bridge                   |                |

| Summative Assessment (if applicable) |                |

| Self-Evaluation                     |                |

| Other (as required by CT or US)     |                |
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.
❖ 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 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

<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 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.

References for Co-Teaching in the Student Teaching Experience


Copyright 2012, The Academy for Co-Teaching and Collaboration at St. Cloud State University
Original Research Funded by a US Department of Education, Teacher Quality Enhancement Partnership Grant
Appendix D

MEES

Clinical Experience Protocols

Appendix E

Teacher Candidate Formative/Summative Assessments

(TCFA / TCSA)

*Candidate evaluations used by University Supervisors

Formative.download  Summative.Download

*Download to desktop to view/complete in editable format*
Appendix F

Missouri Educator Evaluation System (MEES)

*Rubric used for TCFA

http://dass.missouri.edu/aged/internship/mees-rubric.pdf
Appendix G

Standards of Professional Conduct/Disposition (EDA)

*Educator Disposition Assessment for Student Teachers and Cooperating Teachers
### Missouri Southern State University Department of Teacher Education

**Standards of Professional Conduct/Dispositions (EDA)**

Date: _______  Semester: _______  Candidate Name: _______________________  S#: ______________

Certification Level:  Elementary ___  Middle ___  Secondary ___  K-12 ___  Content Area ____________

Course: Evaluator:_______________________________

- EDUC 100 Introduction to Teacher Education (Self-evaluation)
- EDUC 280 Foundations of Education in a Global Society (Instructor evaluation)
- EDUC 329 Pedagogy: Theory, Methods, and Practices (Jr. Block Instructors)
- EDUC 415 Integrated Elementary Methods Practicum (Cooperating teacher)
- EDUC 442, EDUC 444, EDUC 452, EDUC 462, EDUC 464 (Cooperating Teacher)
- OTHER (specify course number and name) ______________________________________ (Instructor evaluation)

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Standards</th>
<th>Baseline</th>
<th>Emerging</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Effective Oral Communication Skills</td>
<td>MoSPE: 6.1; Danielson: 3a; Marzano: 30; InTASC:3(r)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Effective Written Communication Skills</td>
<td>MoSPE: 6.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Demonstrates Professionalness</td>
<td>MoSPE: 8; MSSU Student Conduct Policy; Danielson: 4f; InTASC:9(o)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates a positive &amp; enthusiastic attitude</td>
<td>MEP; CAEP 3.3; Marzano:29</td>
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<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Exhibits social &amp; emotional intelligence to promote personal &amp; educational goals/stability</td>
<td>CAEP 3.3; Marzano: 37, 38</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Demonstrates preparedness in teaching and learning</td>
<td>Danielson:1e, 3e, 4a; InTASC: 3(p)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Exhibits an appreciation &amp; value for cultural &amp; academic diversity</td>
<td>MoSPE 2.4, 2.5, 2.6; MEP; CAEP 3.3; Danielson:1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(p), 3(o), 9(m), 10(q)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8. Collaborates effectively with stakeholders</td>
<td>MoSPE 7.6, 9; MEP; CAEP 3.3; Danielson:4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3 (q), 7(o)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Takes initiative/self-regulated learner</td>
<td>MEP; CAEP 3.3; Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10*, 10(t)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
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</tbody>
</table>
Appendix H

Educator Disposition Assessment Rubric (EDA)

*Rubric used for Standards of Professional Conduct/Dispositions Evaluation
# Rubric for the Educator Disposition Assessment (EDA)

1. **Demonstrates effective oral communication skills** *(Danielson, Marzano, InTASC, MoSPE 6.1)*

   **Possible Evidence:**
   Models Standard English (grammar)
   Varies oral communication
   Communication is appropriate for the audience
   Feedback enhances understanding

<table>
<thead>
<tr>
<th>The <strong>baseline teacher candidate</strong> demonstrates little or no evidence of effective oral communication skills.</th>
<th>The <strong>emerging teacher candidate</strong> knows and can demonstrate effective oral communication skills.</th>
<th>The <strong>developing teacher candidate</strong> can demonstrate strong evidence of effective oral communication skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Possible Observable Data</strong></td>
<td><strong>Possible Observable Data</strong></td>
<td><strong>Possible Observable Data</strong></td>
</tr>
<tr>
<td>Standard English is inconsistent</td>
<td>Standard English is mostly consistent</td>
<td>Standard English is consistent and enhances communication</td>
</tr>
<tr>
<td>Volume and tone rarely change with the situation</td>
<td>Volume and tone are typically adjusted for the situation</td>
<td>Volume and tone are adjusted as necessary maximizing the listener's response</td>
</tr>
<tr>
<td>Communication lacks clarity and has little impact on the audience</td>
<td>Initiates communication and consistently interacts with ALL students</td>
<td>Communication is clear, concise and the audience is able to grasp what is being said with very few questions.</td>
</tr>
<tr>
<td>Language, shared experiences are sometimes appropriate for the intended audience.</td>
<td>Communication is relatively clear and the audience is typically able to understand</td>
<td>Uses language and shares experiences appropriate to the environment</td>
</tr>
<tr>
<td>Feedback is rarely used or inappropriately provided</td>
<td>Language and shared experiences are mostly appropriate for the intended audience</td>
<td>Delivers feedback to the intended audience promoting engagement</td>
</tr>
</tbody>
</table>

**Notes:**

- **Concern in meeting the expectation – 0**
- **Moving toward/meets the expectation – 1**
- **Meets/Exceeds the expectation - 2**
2. **Demonstrates effective written communication skills** *(MoSPE 6.1)*

**Possible Evidence:**
Models standard English (spelling and grammar) positive, handwriting, use of academic language, impact on audience, multiple formats used to communicate accurately and consistently

<table>
<thead>
<tr>
<th>The <strong>baseline teacher candidate</strong> demonstrates little or no effective written communication skills.</th>
<th>The <strong>emerging teacher candidate</strong> knows and can demonstrate effective written communication skills.</th>
<th>The <strong>developing teacher candidate</strong> can demonstrate strong evidence of effective written communication skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Possible Observable Data</strong>&lt;br&gt;Written communication has spelling/grammatical errors and is a distraction to the reader&lt;br&gt;Handwriting is legible&lt;br&gt;Academic language is used inconsistently&lt;br&gt;Language used is inappropriate for the audience&lt;br&gt;Written communication is used as appropriate (social media)</td>
<td><strong>Possible Observable Data</strong>&lt;br&gt;Written communication has very few spelling and grammatical errors and uses available tools to revise&lt;br&gt;Handwriting is legible&lt;br&gt;Academic language is used consistently&lt;br&gt;Language used is appropriate for the audience&lt;br&gt;Communicates consistently with a variety of stakeholders (parents, peers, students) in multiple formats</td>
<td><strong>Possible Observable Data</strong>&lt;br&gt;Writes fluently without spelling or grammatical errors&lt;br&gt;Handwriting is legible and enhances communication&lt;br&gt;Academic language is used throughout writing&lt;br&gt;Language used is appropriate for the audience and enhances communication&lt;br&gt;Conveys accurate and consistent communication within multiple formats for all stakeholders (parents, peers, students)</td>
</tr>
</tbody>
</table>

| Notes: | Notes: | Notes: |

| Concern in meeting the expectation – 0 | Moving toward/meets the expectation – 1 | Meets/Exceeds the expectation - 2 |
3. **Demonstrates Professionalism** (Danielson, InTASC, MSSU Student Conduct Policy, MoSPE 8)

**Possible Evidence:**
- Responds promptly to communications (emails, etc)
- Exhibits punctuality and attendance
- Maintains professional boundaries
- Functions as a team player
- Turns in work promptly
- Avoids inappropriate conversations inside and outside of the classroom
- Keeps personal life at home
- Academic integrity

<table>
<thead>
<tr>
<th>The <strong>baseline teacher candidate</strong> demonstrates little or no evidence of professionalism.</th>
<th>The <strong>emerging teacher candidate</strong> knows and can demonstrate professionalism.</th>
<th>The <strong>developing teacher candidate</strong> consistently demonstrates strong evidence of professionalism.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Possible Observable Data</strong></td>
<td><strong>Possible Observable Data</strong></td>
<td><strong>Possible Observable Data</strong></td>
</tr>
<tr>
<td>Inconsistently responds to communications in a timely manner</td>
<td>Responds to communication most of the time in a timely manner</td>
<td>Responds in a timely manner if not early</td>
</tr>
<tr>
<td>Inconsistently punctual and/or present</td>
<td>Is occasionally late/absent but notifies appropriate person and is prepared for the next meeting</td>
<td>Shows up to class/work consistently and punctually</td>
</tr>
<tr>
<td>Rarely notifies supervisors or professor of absence/tardy</td>
<td>Maintains professional boundaries</td>
<td>Aware of surroundings (boundaries) to decrease professional liabilities</td>
</tr>
<tr>
<td>Maintains professional boundaries a majority of the time</td>
<td>Turns in work promptly</td>
<td>Turns in work promptly</td>
</tr>
<tr>
<td>Turns in work, but may be late</td>
<td>Functions as a team player with most colleagues</td>
<td>Always a team player and draws colleagues into the group</td>
</tr>
<tr>
<td>Inconsistently acts as a team player</td>
<td>Aware of surroundings for professional interactions and is sensitive to the situation(s)</td>
<td>Professional interactions are consistently appropriate for the situation</td>
</tr>
<tr>
<td>Aware of surroundings for professional interactions</td>
<td>Maintains academic integrity</td>
<td>Committed to academic integrity</td>
</tr>
<tr>
<td>Maintains academic integrity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- Concern in meeting the expectation – 0
- Moving toward/meets the expectation – 1
- Meets/Exceeds the expectation - 2
4. Demonstrates a positive and enthusiastic attitude (Missouri Educator Profile [MEP], CAEP 3.3, Marzano)

**Possible Evidence:**
- Goes above and beyond requirements
- Demonstrates an appropriately positive affect with students
- Seeks solutions to problems instead of complaining
- Encourages
- Participates

<table>
<thead>
<tr>
<th>The <strong>baseline teacher candidate</strong> shows little or no evidence of a positive and enthusiastic attitude.</th>
<th>The <strong>emerging teacher candidate</strong> demonstrates evidence of a positive and enthusiastic attitude.</th>
<th>The <strong>developing teacher candidate</strong> consistently demonstrates strong evidence of a positive and enthusiastic attitude.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Possible Observable Data</strong></td>
<td><strong>Possible Observable Data</strong></td>
<td><strong>Possible Observable Data</strong></td>
</tr>
<tr>
<td>Meets the standard for the work</td>
<td>Meet the standard for the work</td>
<td>Value goes above and beyond requirements</td>
</tr>
<tr>
<td>Inconsistently takes responsibility for seeking solutions to problems</td>
<td>Consistently takes responsibility for seeking solutions to problems</td>
<td>Takes responsibility to implements solutions to problems</td>
</tr>
<tr>
<td>Inconsistent class participation</td>
<td>Consistent class participation</td>
<td>In-depth knowledge of assigned content</td>
</tr>
<tr>
<td>Asks questions and answers when called upon</td>
<td>Asks questions and answers when called upon</td>
<td>Contributes to discussions and encourages others to do the same</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Asks effective questions and provide answers that contribute to the class objective</td>
</tr>
</tbody>
</table>

**Notes:**

| Concern in meeting the expectation – 0 | Moving toward/meets the expectation – 1 | Meets/Exceeds the expectation - 2 |
5. Exhibits the social and emotional intelligence to promote personal and educational goals/stability (Marzano, CAEP 3.3)

Possible Evidence:
- Demonstrates appropriate maturity and self-regulation
- Does not overreact to criticism or other situations
- Demonstrates perseverance and resilience (grit)
- Demonstrates the ability to communicate personal issues in professional situations.
- Demonstrates sensitivity

<table>
<thead>
<tr>
<th>The <strong>baseline teacher candidate</strong> exhibits little or no social and emotional intelligence to promote personal and educational goals/stability.</th>
<th>The <strong>emerging teacher candidate</strong> demonstrates social and emotional intelligence to promote personal and educational goals/stability.</th>
<th>The <strong>developing teacher candidate</strong> consistently demonstrates social and emotional intelligence to promote personal and educational goals/stability.</th>
</tr>
</thead>
</table>
| **Possible Observable Data**
- Discusses sensitive issues and remains calm
- Accepts criticism
- Email information to superior
- Recognizes the sensitivities of others
- Does not give up readily and is unaware of limitations | **Possible Observable Data**
- Discusses sensitive issues and remains calm—able to contribute to feedback
- Accepts criticism—listens and discusses improvements
- When addressing an issue, may be apprehensive but still discusses the issue and develops a plan to resolve
- Meets with superior face to face to explain issue and ask for help
- Recognizes the sensitivities of others and responds positively
- Inconsistently perseveres and may accept limitations | **Possible Observable Data**
- Able to identify issues themselves and works toward improving
- Receptive to criticism and is able to help create a resolution
- Accepts responsibility and explains resolution to issue
- Able to overcome social and emotional obstacles
- Meets with superior face to face to discuss issues and provides possible solutions
- Proactive in recognizing the sensitivities of others and plans accordingly
- Consistently perseveres yet accepts limitations |

**Notes:**

Concern in meeting the expectation — 0
Moving toward/meets the expectation — 1
Meets/Exceeds the expectation - 2
6. Demonstrates preparedness in teaching and learning. (Danielson, InTASC, MoSPE 8.1, 8.2)

**Possible Evidence:**
Accepts constructive feedback
Learns and adjusts from experience and reflection
Comes to class planned and with needed materials

<table>
<thead>
<tr>
<th>The baseline teacher candidate shows little or no evidence of preparedness.</th>
<th>The emerging teacher candidate demonstrates evidence of preparedness in teaching and learning.</th>
<th>The developing teacher candidate consistently demonstrates strong evidence of preparedness in teaching and learning.</th>
</tr>
</thead>
</table>

**Possible Observable Data**

- Accepts constructive feedback
- Inconsistently incorporates ideas for improvement
- Inconsistently balances seeking assistance & working independently
- Attendance and preparation are adequate
- Inconsistently takes initiative in classroom tasks
- Engages few P-12 students
- Feedback provided to P-12 students is generic
- Inconsistently applies active & proactive classroom management strategies
- Infrequently incorporates established procedures and expectations
- Irregularly establishes developmentally appropriate & aligned learning outcomes, strategies, activities & assessments
- Incorporates differentiated instruction to meet the needs of FEW P-12 students
- Infrequently uses assessment to inform instruction and re-teach as necessary

- Accepts and attempts to apply constructive feedback
- Inconsistently incorporates ideas for improvement
- Inconsistently balances seeking assistance & working independently
- Attendance and preparation are adequate
- Responsibly takes initiative in most classroom tasks
- Actively working to engage P-12 students
- Feedback is provided consistently to most P-12 students
- Attempts to apply active & proactive classroom management strategies
- Working to use established procedures and maintain expectations
- Irregularly establishes developmentally appropriate & aligned learning outcomes, strategies, activities & assessments
- Incorporates differentiated instruction to meet the needs of MOST P-12 students
- Infrequently uses assessment to inform instruction and re-teach as necessary

- Readily and positively accepts and applies constructive feedback
- Incorporates ideas for improvement demonstrating evidence of authentic reflection
- Balances seeking assistance and working independently
- Rarely absent with all materials prepared and a back-up plan
- Responsibly takes initiative in ALL classroom tasks
- P-12 Students are engaged regularly
- P-12 students are provided with timely & informed feedback
- Applies active & proactive classroom management strategies
- Incorporates established procedures & maintains expectations
- Establishes developmentally appropriate & aligned learning outcomes, strategies, activities & assessments
- Incorporates differentiated instruction to meet the needs of ALL P-12 students
- Uses assessments to inform instruction and re-teach as necessary
- Uses assessments to inform instruction and re-teach as necessary

**Notes:**

| Concern in meeting the expectation – 0 | Moving toward/meets the expectation – 1 | Meets/Exceeds the expectation - 2 |
7. Exhibits an appreciation of and value for cultural and academic diversity. (Danielson, Marzano, InTASC, MoSPE 2.4, MEP)

**Possible Evidence:**
- Demonstrates awareness of traditional and non-traditional family contexts including family status
- Embraces all diversities/differences to include racial, SES, and disabilities
- Creates a “safe” classroom with zero tolerance of negativity to others
- Plans activities to raise student awareness and acceptance of differences
- Understands the importance of a positive school experience

<table>
<thead>
<tr>
<th><strong>Baseline Teacher Candidate</strong></th>
<th><strong>Emerging Teacher Candidate</strong></th>
<th><strong>Developing Teacher Candidate</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibits little or no appreciation of and value for cultural and academic diversity.</td>
<td>Demonstrates appreciation of and value for cultural and academic diversity.</td>
<td>Consistently demonstrates strong appreciation of and value for cultural and academic diversity.</td>
</tr>
</tbody>
</table>

**Possible Observable Data**
- Possesses understanding of diverse groups including family status, ethnicities, SES and disabilities
- Designs lessons that possess knowledge of cultural and academic diversity
- Creates a safe classroom environment where student differences are recognized
- Values multiculturalism perspectives and activities
- Creates some opportunities for positive interaction among students

**Possible Observable Data**
- Inconsistently accepts diverse groups including family status, ethnicities, SES and disabilities
- Designs lessons that provide attention to some cultural and academic diversity
- Creates a safe classroom environment where some attention is paid to student differences
- Creates opportunities for some multiculturalism perspective and activities
- Creates opportunities for positive interaction among students

**Possible Observable Data**
- Embraces opportunities and seeks out understanding for diverse groups including family status, ethnicities, SES and disabilities
- Designs lessons that meet the needs of cultural and academic diversity
- Creates a safe environment with zero tolerance where students differences are celebrated
- Strives to create multicultural perspective and activities throughout the year
- Rewards and celebrates positive classroom school culture.

**Notes:**
- Concern in meeting the expectation – 0
- Moving toward/meets the expectation – 1
- Meets/Exceeds the expectation – 2
**8. Collaborates effectively with stakeholders.** (Danielson, Marzano, InTASC, CAEP 3.3, MoSPE 7.6, 9)

**Possible Evidence:**
Stakeholders include but are not limited to teachers, administrators, community members, parents, other school professionals/personnel
Listens to new ideas and implements, Uses flexibility
Listens to understand others
Engages parental/guardian, colleague, supervisor, peer involvement
Disagrees respectfully
Even tempered

<table>
<thead>
<tr>
<th>The <strong>baseline teacher candidate</strong> exhibits little or no ability to collaborate with stakeholders.</th>
<th>The <strong>emerging teacher candidate</strong> demonstrates ability to collaborate with stakeholders.</th>
<th>The <strong>developing teacher candidate</strong> consistently demonstrates strong ability to collaborate with stakeholders.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely engage with stakeholders</td>
<td>Incorporates with stakeholders occasionally or as required</td>
<td>Seeks opportunities to engage with stakeholders</td>
</tr>
<tr>
<td>Rarely to consider/incorporate new ideas/solutions</td>
<td>Demonstrates willingness to consider/incorporate new ideas/solutions</td>
<td>Takes initiative to seek out new ideas and solutions</td>
</tr>
<tr>
<td>Listens only to defend or explain actions/decisions</td>
<td>Listens to understand more than to defend or explain</td>
<td>Actively listens to understand rather than respond or explain and asks for feedback</td>
</tr>
<tr>
<td>Inconsistently collaborates to devise new ideas/strategies</td>
<td>Willingness to collaborate to devise new ideas/strategies</td>
<td>Consistently collaborates to devise shared ideas/strategies</td>
</tr>
<tr>
<td>Typically has regard for others; fair, equitable Tone is respectful</td>
<td>Typically has regard for others; fair, equitable Tone is respectful</td>
<td>Demonstrates significant regard for others</td>
</tr>
<tr>
<td>Demonstrates willingness to develop personally or professionally</td>
<td>Demonstrates willingness to develop personally or professionally</td>
<td>Exhibits respectful tone at all times</td>
</tr>
<tr>
<td>Demonstrates even-temper</td>
<td>Demonstrates even-temper</td>
<td>Intentionally seeks to develop personally/professionally</td>
</tr>
<tr>
<td>Demonstrates self-centeredness</td>
<td>Refrains from self-centered comments or demeanor</td>
<td>Even-tempered even in sensitive situations</td>
</tr>
</tbody>
</table>

**Notes:**
Concern in meeting the expectation – 0
Moving toward/meets the expectation – 1
Meets/Exceeds the expectation - 2

**Possible Evidence:**
- Recognizes own weaknesses and asks for support
- Asks questions proactively and is self-directed
- Researches and implements different and most effective teaching styles
- Takes responsibility for knowing students and/or colleagues

<table>
<thead>
<tr>
<th>The <strong>baseline teacher candidate</strong> demonstrates few self-regulated learner behaviors.</th>
<th>The <strong>emerging teacher candidate</strong> demonstrates self-regulated learner behaviors/takes initiative.</th>
<th>The <strong>developing teacher candidate</strong> consistently demonstrates self-regulated learner behaviors/takes initiative.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Possible Observable Data</strong></td>
<td><strong>Possible Observable Data</strong></td>
<td><strong>Possible Observable Data</strong></td>
</tr>
<tr>
<td>Meets with mentor</td>
<td>Meets as needed with mentor</td>
<td>Takes initiative to meet regularly with mentor</td>
</tr>
<tr>
<td>Identifies weaknesses</td>
<td>Identifies weaknesses and devises a plan for improvement</td>
<td>Engages new strategies to improve weaknesses</td>
</tr>
<tr>
<td>Fails to demonstrate academic knowledge of students</td>
<td>Demonstrates academic knowledge of students to build a relationship</td>
<td>Actively seeks to understand academic knowledge of student in order to implement strategies for improvement</td>
</tr>
<tr>
<td>Does not attend extra-curricular activities</td>
<td>Occasionally attends extra-curricular activities</td>
<td>Regularly attends extra-curricular activities</td>
</tr>
<tr>
<td>Minimum interaction with student(s), parent/guardian, and/or colleague to build relationships shown</td>
<td>Occasional interaction with student(s), parent/guardian, and/or colleague to build relationships</td>
<td>Actively seeks interaction with student(s), parent/guardian, and/or colleague to build relationships</td>
</tr>
<tr>
<td>Takes no initiative and waits to be asked / told</td>
<td>Takes initiative to complete required tasks appropriately</td>
<td>Takes initiative to engage in “above-and-beyond” tasks</td>
</tr>
</tbody>
</table>

**Notes:**

<table>
<thead>
<tr>
<th>Concern in meeting the expectation – 0</th>
<th>Moving toward/meets the expectation – 1</th>
<th>Meets/Exceeds the expectation - 2</th>
</tr>
</thead>
</table>
Appendix I

MSSU Professional Conduct Form

*Form used by University Supervisors to report a candidate concern to the Director of Clinical Field Experiences, Kristi Mascher

mascher-k@mssu.edu  (417) 625-9623
**Missouri Southern State University Department of Teacher Education**

**Professional Conduct Form**

Date: _______  Semester: _______  Candidate Name: __________________________  S#: __________

Certification Level: Elementary ___  Middle ___  Secondary ___  K-12 ___  Content Area __________

Course (#/name) ________________________________  Instructor __________________________

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Effective Oral Communication Skills</td>
<td>MoSPE: 6.1, Danielson: 3a, Marzano: 30, InTASC: 3(r)</td>
</tr>
<tr>
<td><strong>Notes</strong></td>
<td></td>
</tr>
<tr>
<td>2. Effective Written Communication Skills</td>
<td>MoSPE: 6.1</td>
</tr>
<tr>
<td><strong>Notes</strong></td>
<td></td>
</tr>
<tr>
<td>3. Demonstrates Professionalism</td>
<td>MoSPE: 8, MSSU Student Conduct Policy, Danielson: 4f, InTASC: 9(o)</td>
</tr>
<tr>
<td><strong>Notes</strong></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates a positive &amp; enthusiastic Attitude</td>
<td>MEP, CAEP 3.3, Marzano: 29</td>
</tr>
<tr>
<td><strong>Notes</strong></td>
<td></td>
</tr>
<tr>
<td>5. Exhibits social &amp; emotional intelligence to promote personal &amp; educational goals/stability</td>
<td>CAEP 3.3, Marzano: 37, 38</td>
</tr>
<tr>
<td><strong>Notes</strong></td>
<td></td>
</tr>
<tr>
<td>6. Demonstrates preparedness in teaching and learning</td>
<td>Danielson: 1e, 3e, 4a, InTASC: 3(p)</td>
</tr>
<tr>
<td><strong>Notes</strong></td>
<td></td>
</tr>
<tr>
<td>7. Exhibits an appreciation &amp; value for cultural &amp; academic diversity</td>
<td>MoSPE 2.4, 2.5, 2.6, MEP, CAEP 3.3, Danielson: 1b, 2a, 2b, Marzano: 36, 39, InTASC: 2(m), 2(n), 2(p), 3(o), 9(m), 10(q)</td>
</tr>
<tr>
<td><strong>Notes</strong></td>
<td></td>
</tr>
<tr>
<td>8. Collaborates effectively with stakeholders</td>
<td>MoSPE 7.6, 9, MEP, CAEP 3.3, Danielson: 4c, 4d, Marzano: 55, 56, InTASC: 1(k), 3(n), 3 (q), 7(l)</td>
</tr>
<tr>
<td><strong>Notes</strong></td>
<td></td>
</tr>
<tr>
<td>9. Takes initiative/self-regulated learner</td>
<td>MEP, CAEP 3.3, Danielson: 4e, Marzano: 57, InTASC: 9(f), 9(n), 10(r), 10(t)</td>
</tr>
<tr>
<td><strong>Notes</strong></td>
<td></td>
</tr>
<tr>
<td>10. Other</td>
<td></td>
</tr>
<tr>
<td><strong>Notes</strong></td>
<td></td>
</tr>
</tbody>
</table>
Recommendation (Check all that apply):

___ No specific action necessary at this time
___ Referral to the Dean of Students for adjudication (for academic dishonesty incidents not addressed by faculty)
___ Referral to Admission and Retention Committee
___ Other (Describe.)

Proposed consequence for academic dishonesty addressed by faculty (Check all that apply):

___ Failing grade on an assignment
___ Failing grade in a course
___ Required completion of the “failed” assignment
___ Referral to Admission and Retention Committee
___ Other course-related sanction (Describe.)

I understand the instructor’s concern and will work on resolving this issue.

☐ I disagree with the instructor’s position/statement/concern.
Appendix J

Missouri Pre-Service Teacher Evaluation
(MoPTA)

*For candidate reference and use
https://mega.ets.org/test-takers/
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 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 (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
- 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/rubrics, guidelines for writing and collection of artifacts, as well as 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 student teaching, candidates 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. Required documents and a 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/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 regards 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 K

Evaluations for Cooperating Teachers/University Supervisors

*For candidate use

Cooperating Teacher Evaluation Survey
University Supervisor Evaluation Survey
Appendix L

Student Schedules

Fall 2017 Seminar Schedule
Student Teaching Attendance Form
Student Teaching Class Schedule