

## **2018-2019 Student Teaching Handbook**

A Guidebook for the Lindenwood University Supervisor,  
Cooperating Teacher, and Teacher Candidate

## Contents

Conceptual Framework.....	6
Policies and Working Relationships.....	7
The Council for Accreditation of Educator Preparation Standards .....	7
Introduction to Missouri Teacher Standards .....	8
Educator Preparation Program Objectives .....	10
Student Teaching Experience Expectations .....	11
Policy on Recommending Students for Certification .....	12
DESE Requirements for Field and Clinical Experiences .....	13
Student Teaching FAQs.....	14
Responsibilities of Teacher Candidates .....	15
Student Teaching Activity Checklist .....	16
Operational Suggestions for Cooperating Teachers .....	18
Additional Suggestions for Cooperating Teachers .....	19
Observations by University Personnel .....	21
Formative Assessment Reports.....	22
Lesson Plans.....	23
Sample Lesson Plan Format .....	24
Suggested Time Line Using Co Teaching Model .....	25
Observation Techniques .....	26
Structure of the Observation.....	27
Recommended Activities for a Teacher Candidate .....	28
Grading Scale .....	29
The Marginal Teacher Candidate .....	30
Appendix A: Student Teaching Checklist .....	32
Appendix B: Suggested Activities for School Preparation Experience .....	33
Appendix C: Teacher Candidate Information Form.....	34
Appendix D: Cooperating Teacher Information Form .....	35
Appendix E: Daily Lesson Plan Format .....	36
Appendix F: Lesson Plan Format for Observed Lessons.....	37
Appendix G: Pre-Observation Worksheet .....	39
Appendix H: Weekly Feedback Form.....	40
Appendix I: MEES Teacher Candidate Assessment .....	41
Appendix J: Teacher Candidate Evaluation of Cooperating Teachers.....	59
Appendix K: Evaluation of Student Teaching Supervisor .....	60
Appendix L: Remediation Plan Form .....	61
Appendix M: Supervisor Evaluation of Cooperating Teacher.....	62
Appendix N: Cooperating Teacher Evaluation of Supervisor .....	63

## Greetings:

For over a hundred years the Lindenwood School of Education has been committed to the preparation of outstanding teachers, and we have taken great pride in the quality and integrity of our education programs and in our teacher candidates. Student teaching serves as the culminating experience in the preparation of classroom educators and it is during this experience that each teacher candidate demonstrates the knowledge, skills, and dispositions acquired through the teacher education program. Supervising and facilitating our teacher candidates' professional growth is a collaborative effort, with the cooperating teacher, school administrators, and university faculty and staff forming a support team around the teacher candidate. Each member of this team shares knowledge and skills that collectively provide the teacher candidate with valuable information, encouragement, and mentorship. The School of Education relies heavily on, and is very appreciative of, the practical experience provided to each teacher candidate by the cooperating teacher, support staff, and building-level administrators during the student teaching experience. Their professional wisdom and guidance are vital to our teacher candidates and also help inform the Lindenwood University School of Education Teacher Preparation Program.

Thank you for your commitment to our students and for your willingness to work collaboratively with the School of Education faculty and staff to ensure that we prepare the highest quality teachers to serve our schools. We are confident that our students will work conscientiously to ensure a successful student teaching experience and in preparation to becoming a certified professional classroom educator. We appreciate all that you do for our teacher candidates. If I can assist you in any way, please do not hesitate to call on me.

Sincerely,



Anthony Scheffler, Ph.D.  
Dean, School of Education  
Lindenwood University

## **Dear Cooperating Teacher and Building Administrator:**

This handbook explains the requirements for student teaching set by the School of Education at Lindenwood University in compliance with the regulations established by the Missouri State Department of Education. The purpose of these requirements and regulations is to assure the competency of each teacher licensed to teach in the state of Missouri.

In order to meet this purpose, your professional cooperation is indispensable. With your assistance, along with commitments by educators at your school and in your district, standards of competency and excellence can be met. Excellent schools depend upon teachers of quality, and student teaching is a crucial part of professional preparation. Through three-way interaction among you, the Teacher Candidate, and the Lindenwood University Supervisor, this process is both the capstone of pre-service education courses and the foundation for in-service professional growth.

This handbook provides guidelines for collaboration that may have strong and enduring effects upon you, your fellow teachers, students, schools, and communities. We at Lindenwood extend our gratitude for your contribution to this process and will express it with our support in every possible way. Please contact us at any time with your questions, concerns, or comments.

Thank you for your participation.



Dr. Nancy Schneider  
Coordinator of Student Teaching  
Elementary/Early Childhood and Special Education  
Lindenwood University  
(636) 949-4918



Dr. Amanda Aldridge  
Coordinator of Student Teaching  
Middle/Secondary/K-12 Education  
Lindenwood University  
(636) 627-2559

Dr. Paul Sharp  
Coordinator of Student Teaching  
Belleville Campus  
Lindenwood University  
(618) 671-6058

## **Dear Teacher Candidate:**

Welcome to student teaching, the culminating clinical experience of your professional preparation! Much of your success in this experience will depend upon your initiative in applying what you have learned about teaching. Help will be available from your Cooperating Teacher and University Supervisor with whom you will form a team for the purpose of building our profession and serving our students and communities. To the extent that this team communicates and collaborates, we can all achieve our goals.

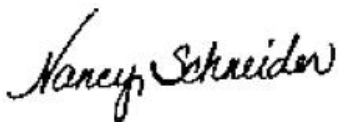
This handbook is a guide, not a recipe. If it provides a basis of understanding and creates positive relationships among the Teacher Candidate, the Cooperating Teacher, and the university supervisor, it will have served a useful purpose.

This handbook is a product of collaboration and consultations among teacher educators, Cooperating Teachers, administrators, Teacher Candidates, and the faculty of the Lindenwood University School of Education. Suggestions and comments are welcomed at any time because this handbook, like teaching, is an open work always in progress.

Student teaching is not a finishing experience. At best, it is a preparatory period under more or less realistic conditions. Here the student will continue in search of the real meaning and value of teaching. One of the desired results is the development of professional insight and self-evaluation.

The Cooperating Teacher and University Supervisor stand ready to help in this experience. Please understand that we all desire the same outcome: your success as a Teacher Candidate. Ask for help when needed; that is why we are here.

Take the opportunity to become familiar with the policies in this booklet and the working relationships based upon them. At all points in this process, the Teacher Candidate supervisor and The Lindenwood University School of Education are ready to assist you in completing your teacher education at the highest possible level. Please let us know how we can help you in building your career in our profession.



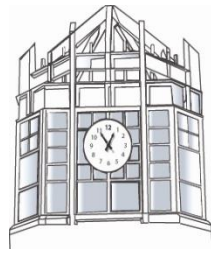
Dr. Nancy Schneider  
Coordinator of Student Teaching  
Elementary/Early Childhood and Special Education  
Lindenwood University  
(636) 949-4918



Dr. Amanda Aldridge  
Coordinator of Student Teaching  
Middle/Secondary/K-12 Education  
Lindenwood University  
(636) 627-2559

Dr. Paul Sharp  
Coordinator of Student Teaching  
Belleville Campus  
Lindenwood University  
(618) 671-6058

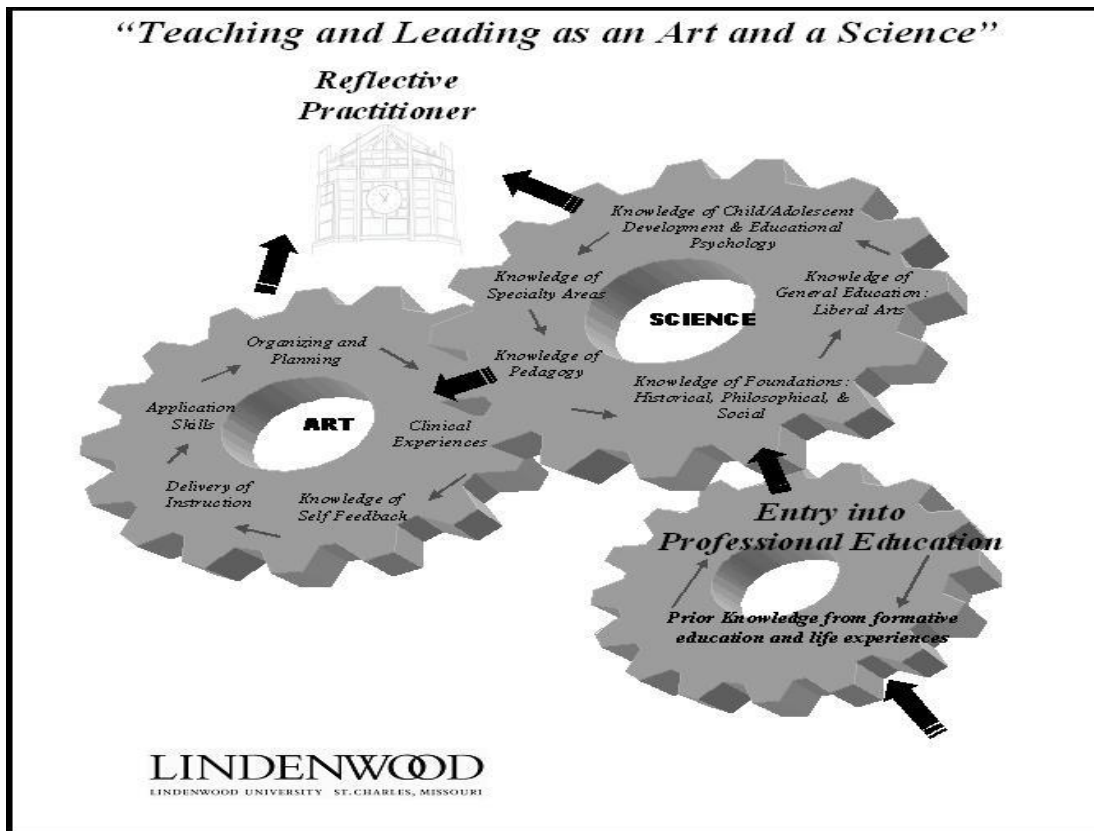
## Conceptual Framework



“Teaching and Leading as an Art and a Science”

The School of Education agrees that the general outcome of the Educator Preparation Program must be teaching professionals that believe and implement teaching as a blend of “Art and Science” as represented by the beauty and mechanism of the Spellman Clock Tower...

...Teaching as an art is a craft that must be learned and applied in an authentic environment. Teaching is a science because it must be influenced by research and best practice for optimal student learning to be achieved. Like the movement of gears in a fine clock, the gears of science and art mesh together to move forward the professional growth of an educator into a reflective, creative, decision-maker. The picture of the interlocking gears of a clock illustrates the relationship of the Science and Art themes in the learning process.



The conceptual framework for the Lindenwood University Educator Preparation Program is driven by the Mission Statement of the university and the 9 Standards for Beginning Teachers in Missouri.

## **Policies and Working Relationships**

The Lindenwood University Educator Preparation Program has been evaluated and approved by the Missouri Department of Elementary and Secondary Education and the North Central Association. Lindenwood University has accreditation from CAEP, the new national accrediting body for educator preparation. The policies and forms in this handbook are aligned with the standards and requirements of these authorities.

Lindenwood University faculty view the administrator, staff, and especially the Cooperating Teacher of the cooperating public and/or private school as partners in the experience of student teaching. The Teacher Candidate in all aspects of professional practice becomes a faculty member of the school to which he or she is assigned. This means that the Teacher Candidate is administratively responsible to the principal for assigned responsibilities, days present or absent, submission of reports, shared extra-curricular responsibilities, and in matters of discipline.

All of the above assumes that:

- (a) the assignments are legal and within the scope of a certificated internee.
- (b) the student observes the expectations of Lindenwood University for any of his/her activities on or off campus.

The Conceptual Framework serves as the philosophical foundation of all education coursework at Lindenwood University. Please take a moment to review and reflect on the following document. The basis for our development of this framework lies in our four claims aligned with CAEP standards and the 9 standards for educator preparation programs as adopted by the Missouri Department of Elementary and Secondary Education.

## **The Council for Accreditation of Educator Preparation Standards**

The [CAEP Standards](#) and their components flow from two principles:

Solid evidence that the provider's graduates are competent and caring educators, and

There must be solid evidence that the provider's educator staff have the capacity to create a culture of evidence and use it to maintain and enhance the quality of the professional programs they offer.

The five CAEP Standards flow from these principles and the standards of evidence that define them are the backbone of the accreditation process. They define quality in terms of organizational performance and serve as the basis for accreditation reviews and judgments.

These drivers of accreditation spring from a broad consensus across a very diverse group of stakeholders: providers, teachers, parents, critics, unions. They were widely circulated and reviewed.

The CAEP Standards reflect the voice of the education field – on what makes a quality educator.

# **Introduction to Missouri Teacher Standards**

The Missouri Teacher Standards convey the expectations of performance for professional teachers in Missouri. The standards are based on teaching theory indicating that effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students. **Thus, embedded within these standards is the recognition that teachers continuously develop knowledge and skills.** Embedded within the Missouri Teacher Standards is a developmental sequence to define a professional continuum that illustrates how a teacher's knowledge and skills mature and strengthen throughout the career. Teaching professionals are expected to supply good professional judgment and to use these standards to inform and improve their own practice.

The Missouri Educator Evaluation System contains thirty-six Quality Indicators across nine standards. In the Clinical Experience, each of the nine standards will receive one score; representative indicators are included for each standard. Thus, thirteen of the thirty-six Quality Indicators have been selected for assessing the performance of the Teacher Candidate. However, Lindenwood's entire educator preparation program aligns with all Missouri standards and indicators.

Standard #1 Content knowledge and perspectives aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.

**Quality Indicator 1: Content knowledge and academic language**

**Quality Indicator 2: Student engagement in subject matter**

Quality Indicator 3: Engages students in the methods of inquiry and research

Quality Indicator 4: Interdisciplinary instruction

Quality Indicator 5: Diverse social and cultural perspectives

Standard #2 Understanding and Encouraging Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Quality Indicator 1: Cognitive, social, emotional and physical development

Quality Indicator 2: Assists students in goal setting process

Quality Indicator 3: Applies knowledge in the theory of learning

**Quality Indicator 4: Differentiated Lesson Design**

Quality Indicator 5: Prior experiences, learning styles, multiple intelligences, strengths and needs

Quality Indicator 6: Language, culture, family and knowledge of community values

Standard #3 Implementing the Curriculum

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.

**Quality Indicator 1: Implementation of curriculum standards**

Quality Indicator 2: Lessons for diverse learners

Quality Indicator 3. Instructional goals and differentiated instructional strategies

Standard #4 Teaching for Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including instructional resources.

**Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking**

Quality Indicator 2: Appropriate use of instructional resources to enhance student learning



### Quality Indicator 3: Cooperative, small group and independent learning

#### Standard #5 Creating a Positive Classroom Learning Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

##### **Quality Indicator 1: Classroom management, motivation, and engagement**

##### **Quality Indicator 2: Managing time, space, transitions, and activities**

##### **Quality Indicator 3: Classroom, school, and community culture**

#### Standard #6 Utilizing Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

##### **Quality Indicator 1: Verbal and nonverbal communication**

##### **Quality Indicator 2: Sensitivity to culture, gender, intellectual, and physical differences**

##### **Quality Indicator 3: Learner expression in speaking, writing, and other media**

##### **Quality Indicator 4: Technology and media communication tools**

#### Standard #7 Use of Student Assessment Data to Analyze and Modify Instruction

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable students to grow and develop.

##### **Quality Indicator 1: Effective use of assessments**

##### **Quality Indicator 2: Assessment data to improve learning**

##### **Quality Indicator 3: Student-led assessment strategies**

##### **Quality Indicator 4: Effect of instruction on individual/class learning**

##### **Quality Indicator 5: Communication of student progress and maintaining records**

##### **Quality Indicator 6: Collaborative data analysis process**

#### Standard #8 Professional Practice

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

##### **Quality Indicator 1: Self-assessment and improvement**

##### **Quality Indicator 2: Professional learning**

##### **Quality Indicator 3: Professional rights, responsibilities, and ethical practices**

#### Standard #9 Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members.

##### **Quality Indicator 1: Roles, responsibilities, and collegial activities**

##### **Quality Indicator 2: Collaborating to meet student needs**

##### **Quality Indicator 3: Cooperative partnerships in support of student learning**

## **Educator Preparation Program Objectives**

The graduates of the Lindenwood University Educator Preparation Program should meet the 9 Missouri Standards for Preparation of Educators (MoSPE).

### **Student Teaching Objectives**

By the end of the student teaching experience, the Teacher Candidate should be able to:

COURSE OBJECTIVE	MOSPE STANDARD
Rationale/reflections for MOSPE standards (prerequisite)	All Standards
Apply teaching skills and concepts—identifying the diverse needs of individual learners.	Standards 1.2, 2.5
Discuss and apply management strategies.	Standards 5.1, 5.2
Design and teach lessons to students.	All Standards
Practice parent conferencing strategies, understanding the importance of parent/school relationships.	Standard 9.2, 9.3
Consider assessment possibilities and utilize assessments to measure student learning and lesson effectiveness, including the use of instructional software.	Standards 1.2, 7.1, 7.2, 7.3, 7.4
Compile a resume and letters of recommendation; discuss and practice interviewing strategies.	Standard 1.2, 6.3, 8.1, 8.2
Utilize the content and skills gleaned from all coursework and apply a variety of teaching strategies and skills associated with pedagogy in a practical situation.	All Standards
Attend regularly, with punctuality, and with a cooperative attitude, as a member of the school staff to which you are assigned—developing an awareness of the professional responsibilities involved in teaching.	Standards 8.1, 8.2, 8.3
Observe and collaborate with experienced teachers—demonstrating understanding of the organization of schools.	Standards 8.2, 8.3

## Student Teaching Experience Expectations

- It is expected that the Teacher Candidate will need access to the entire school center as a laboratory, visiting classrooms other than the one to which he/she is assigned and conferring with administrators and specialized personnel.
- It is expected that Teacher Candidates will adhere to the Family Education Rights and Privacy Act (FERPA). See <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html> for additional information.
- A Teacher Candidate will begin instructional activities within the first week after arrival for the Student Teaching Experience. Duties will be gradually added throughout the experience. Quality and variety is the main objective.
- The Co-Teaching model is expected during the Student Teaching experience. This replaces the traditional model of Student Teaching. Cooperating Teachers, University Supervisors and Teacher Candidates are asked to attend a Triad Training prior to the start of the semester. This Triad training includes necessary training for the Missouri Educator Evaluation System and covers important aspects of the Co-Teaching model. Cooperating Teachers will receive a stipend for participating in this training.
- Our goal is for each Teacher Candidate to carry the full caseload of the Cooperating Teacher for a minimum of one full week per experience, and two full weeks per 16-week experience. *Intensive Teaching* includes being responsible for duties including attendance, grading, make-up work, in-school suspension work, after school and hall duty, etc. as well as actual classroom teaching. The Teacher Candidate should be expected to plan all instruction during the intensive weeks, but is encouraged to include the Cooperating Teacher in the Co-Teaching delivery model.
- Completion of a minimum of 80 hours of direct teaching is expected at the culmination of the experience. This may include hours spent instructing small groups or team teaching.
- Institute days, workshops, faculty meetings, and all activities expected of the regular teacher are also expected of the Teacher Candidate.
- While the Teacher Candidate should plan well, excessive paper work should be avoided during the student teaching experience. (It is asked that the completion of main office reports be held to a minimum. The Teacher Candidate needs all possible time for planning, teaching, reflecting, and evaluation.)
- Typed lesson plans should be submitted to the Cooperating Teacher, in advance, for all lessons the Teacher Candidate will be implementing. This should allow for feedback regarding student readiness and suggestions for additional resources that may be available for use. Cooperating Teachers may request lesson plans be submitted the Friday before instruction is planned, or two days prior to instruction. Providing lessons immediately before instruction is not acceptable, as the feedback component would be impossible.
- The Rationale/Reflections portfolio should be completed prior to the beginning of student teaching.
- The Cooperating Teacher and the University Supervisor will be required to complete evaluations using the Missouri Educator Evaluation System (MEES) tool. **Candidates will be required to pass the MEES with a determined cut score for initial certification.**
- It is important that Teacher Candidates avoid use of social media sites such as Facebook, Instagram, Twitter or others to communicate with students unless the policy of the school district explicitly allows it.

---

Lindenwood Student Signature

---

Date

---

District Representative Signature

---

Date

## **Policy on Recommending Students for Certification**

Teacher Education Candidates who did not pass the Missouri Performance Teacher Assessment (MOPTA) by September 1, 2018, will be recommended for certification if they meet ALL of the criteria below.

1. Student has passed Student Teaching with a “B” or better.
2. Student has passed the appropriate Content Assessment.
3. Student has earned at least the minimum cut score on the MEES during student teaching.
4. Student has demonstrated proficiency and completed the required Foliotek portfolio representing all MOSPE Standards.
5. Student must have completed all coursework toward degree or certification as denoted on the respective DESE approved program matrix.

## DESE Requirements for Field and Clinical Experiences

Developmental Levels for Initial Field & Clinical Experiences			
Levels and Definitions	Early Level	Mid-Level	Culminating Level
	Observations & Limited Experiences with Students	Observations & Structured Experiences with Students	Student Teaching in Collaboration with Cooperating Teacher
Length	30 Clock Hours	45 Clock Hours	Minimum of 12 Weeks
Cooperating Teachers	Minimum of 3 Years of PK-12 Teaching Experience		
	Minimum Degree Requirement		
	Bachelors Degree		Masters Degree
	Processes & Requirements		
	State Approved Certification in the Content Area & Grade Range		
Field & Clinical Supervisors	Minimum Years of Experience		
	Minimum of 3 Years of Experience in PK-12 Schools and/or Educator Preparation	Minimum of 5 Years of Experience In PK-12 Schools and/or Educator Preparation	
	Minimum Degree Requirement		
	Masters Degree	Masters Degree +	Masters Degree +
	General Practitioner	PK-12 Knowledge & Expertise Students, Content, and/or Pedagogy	
	2-3 Years Experience in PK-12 Schools and/or Educator Preparation		3 to 5 Years of Experience in PK-12 Schools and/or Educator Preparation
	Ability to Interact, Mentor, Communicate with Students and On-Site Supervisors		
	Number of Contacts & Observations		
			Weekly Contact with Student Teachers and Cooperating Teachers
			One Observation Every Two or Three Weeks

Developmental Levels for Advanced Field & Clinical Experiences		
Levels and Definitions	Entry Level	Culminating Level
<b>Length</b>	Minimum Levels for Advanced Field & Clinical Experiences	
<b>Field &amp; Clinical Supervisors</b>	Minimum of 5 Years Experience in PK-12 Schools	
	PK-12 Knowledge & Expertise Students, Content, and/or Pedagogy	
	Ability to Interact, Mentor, Communicate with Students and On-Site Supervisors	
	Weekly Contact with Interns and On-Site Supervisors	
	One Observation Every Three to Four Weeks	

## **Student Teaching FAQs**

- **Does Lindenwood have a policy against being paid by my district while student teaching?**  
Lindenwood does not have a policy against currently employed teachers, teacher aides, and paraprofessionals contracted in the certification content area setting receiving payment while completing their student teaching in their employing district; however, if the district does not allow it, Lindenwood will support the district's policy.
- **I've been contacted by the Director of Field and Clinical Experiences with a placement. Now what?**  
After receiving your placement, you will be responsible for contacting your assigned cooperating teacher. You will need to introduce yourself and begin working with your cooperating teacher in planning for the upcoming semester. You should also attend the co-teaching workshop held before beginning dates for student teaching with your cooperating teacher.
- **What if I want to change districts after my placement is secured?**  
Once a placement has been secured for you, it will not be changed.
- **Whose semester schedule should I follow – the district's schedule or Lindenwood's schedule?**  
You will be responsible for student teaching in accordance with the assigned school district's schedule.  
**Please Note:** The Student Teaching Seminar will begin prior to the start of the Lindenwood's academic semester. The seminar for Spring Teacher Candidates begins the first week of January and the seminar for Fall Teacher Candidates begins the second week of August. A mandatory Triad Training will be held prior to the beginning of the student teaching semester.
- **How many hours a week will be devoted to student teaching?**  
As a Teacher Candidate, you will be expected to attend school every day for 16 weeks, not including breaks, and you will be expected to attend all teacher meetings and professional development days. Since student teaching is a 12-credit hour course, you are responsible for attending the accompanying evening seminar, which meets weekly on campus for the duration of the semester.  
\*It is important to know the first session of your student teaching seminar meets earlier than the start of Lindenwood's semester. More information regarding the seminar will be provided at the mandatory informational meeting, which is held during the semester prior to student teaching.
- **What fees are associated with student teaching?**  
Student teaching is a 12-credit hour course. In addition, you will be responsible for a student teaching lab fee, plus the cost of your electronic portfolio, background checks and Tuberculosis (TB) test. Students who elect to student teach out of the area may be subject to an additional fee.
- **How is my grade determined for student teaching?**  
The Lindenwood University Student Teaching Coordinator issues your grade. That grade is based on completion and approval of your electronic portfolio, attendance, assignment completion and evaluations from your Lindenwood supervisor, cooperating teacher, principal, and/or district.
- **Who should I contact if I have questions about getting my initial certification or applying for an add-on certificate?**  
The Lindenwood University Certification Officer is Dr. Tammy Moore. You should contact her at 636-949-4379 or by email at [tmoore@lindenwood.edu](mailto:tmoore@lindenwood.edu). You may also visit <https://dese.mo.gov/educator-quality/certification> for more information.

## **Responsibilities of Teacher Candidates**

Noncompliance with one or more of the identified responsibilities is sufficient cause for termination and/or change of the student teaching assignment.

### **Each Teacher Candidate is expected to:**

- Adhere to the policies and philosophies of the cooperating school and district where assigned.
- Consider the student teaching position as an apprenticeship in the school; he/she is encouraged to experiment but also recognize and respect the advice and counsel of the Cooperating Teacher and the school administration.
- Maintain a neat, clean, and appropriate appearance. Questions regarding attire should be addressed by the Cooperating Teacher and in adherence to district policy.
- Abide by patterns of conduct expected of professional personnel.
- Display a professional attitude with respect to confidential information about children and youth and with respect to relationships with colleagues.
- Follow the calendar of the cooperating school and comply with all school system and building regulations.
- Display behavior that is prompt, courteous, and dependable.
- Develop detailed lesson plans approved by the Cooperating Teacher and reviewed by the assigned Lindenwood University Supervisor.
- Bring to the teaching experience adequate knowledge in the areas of basic subject matter, human growth and development, and teaching strategies and procedures.
- Complete all required forms/assignments and submit them to the Coordinator of Student Teaching by the date noted on the syllabus.
- Notify the Cooperating Teacher, University Supervisor, and Coordinator of Student Teaching prior to any absence. Lesson plans should be provided for the Cooperating Teacher in the event of an absence.
- Attend and participate in Student Teaching Seminars and Triad Training (MANDATORY).
- Notify the appropriate Coordinator of Student Teaching immediately should problems occur.

## **Student Teaching Activity Checklist**

The following experiences are appropriate for the beginning weeks of the student teaching assignment. Efforts should be made to complete and check off the activities appropriate to the student teaching assignment.

### **GENERAL ORIENTATION EXPERIENCES**

#### **Meet Building Personnel:**

- ☐ administrators
- ☐ secretaries
- ☐ unit teachers
- ☐ other teachers
- ☐ other personnel (media, etc.)

#### **Locate building areas:**

- ☐ office (nurse)
- ☐ media center/library
- ☐ outdoor areas
- ☐ cafeteria
- ☐ gymnasium
- ☐ classroom(s)
- ☐ teachers' work area

### **DISCUSSION WITH COOPERATING TEACHER**

#### **Building/Department Policy Concerning:**

- |  |  |
|--|--|
| <input type="checkbox"/> classroom management      | <input type="checkbox"/> classroom rules             |
| <input type="checkbox"/> fire/disaster drill       | <input type="checkbox"/> curriculum                  |
| <input type="checkbox"/> injuries/illness/absences | <input type="checkbox"/> teacher manuals             |
| <input type="checkbox"/> basic routines            | <input type="checkbox"/> use of copy machine, etc.   |
| <input type="checkbox"/> faculty meetings          | <input type="checkbox"/> students with special needs |
| <input type="checkbox"/> parking                   | <input type="checkbox"/> record keeping              |
| <input type="checkbox"/> school calendar           | <input type="checkbox"/> grouping                    |
| <input type="checkbox"/> use of media center       | <input type="checkbox"/> available resources         |

### **OBSERVATION OF THE COOPERATING TEACHER'S PROCEDURES**

- |   |  |
|---|--|
| <input type="checkbox"/> use of teaching strategies | <input type="checkbox"/> questioning techniques      |
| <input type="checkbox"/> use of textbook            | <input type="checkbox"/> reinforcement               |
| <input type="checkbox"/> discussion                 | <input type="checkbox"/> feedback                    |
| <input type="checkbox"/> time management            | <input type="checkbox"/> student/teacher interaction |
| <input type="checkbox"/> whole class work           | <input type="checkbox"/> directions                  |
| <input type="checkbox"/> small group work           | <input type="checkbox"/> housekeeping duties         |
| <input type="checkbox"/> cooperative learning       | <input type="checkbox"/> assessment                  |
| <input type="checkbox"/> classroom organization     | <input type="checkbox"/> conclusions/closure         |
| <input type="checkbox"/> individualization          | <input type="checkbox"/> students with special needs |
| <input type="checkbox"/> classroom management       | <input type="checkbox"/> gifted children             |
| <input type="checkbox"/> motivational strategies    | <input type="checkbox"/> short/long term objectives  |
| <input type="checkbox"/> parent communication       | <input type="checkbox"/> pacing                      |
| <input type="checkbox"/> lesson plans               | <input type="checkbox"/> teacher/teacher interaction |



# **Checklist for Teacher Candidates**

## **I. Initial Meeting With Cooperating Teacher.**

- \_\_\_\_\_ Review Lindenwood Student Teaching Handbook and become familiar with the MEES requirements.
- \_\_\_\_\_ Discuss the expectations the Cooperating Teacher and Teacher Candidate have for the experience.
- \_\_\_\_\_ Set up a schedule of gradual involvement in planning, instruction, and assessment.
- \_\_\_\_\_ Set the tentative week(s) for intensive teaching.
- \_\_\_\_\_ Discuss observation of other building teachers to be conducted at the end of the experience.
- \_\_\_\_\_ Set aside a specific time each week for the weekly evaluation.
- \_\_\_\_\_ Discuss lesson plan format.
- \_\_\_\_\_ Make the Cooperating Teacher aware of the seminar and other meeting dates required by Lindenwood.
- \_\_\_\_\_ Take a tour of the building and meet other team members, department members, or administrators.
- \_\_\_\_\_ Acquire a copy of the texts to be used.
- \_\_\_\_\_ Discuss the materials the Teacher Candidate will have access to when teaching.
- \_\_\_\_\_ Discuss the units to be taught.

## **II. Ongoing Responsibilities**

- \_\_\_\_\_ Invite the university representative to observe. (At least five observations must be held during the semester.)
- \_\_\_\_\_ Obtain a copy of district and school rules.
- \_\_\_\_\_ Be aware of referral procedures and IEPs for students with special needs.
- \_\_\_\_\_ Become aware of emergency procedures in the building.
- \_\_\_\_\_ Request that a building administrator observe your class.
- \_\_\_\_\_ Keep a record of effective and ineffective techniques you have seen or used.
- \_\_\_\_\_ Compile paperwork to be turned in at the end of the semester.
- \_\_\_\_\_ Request recommendations from Cooperating Teachers and others.
- \_\_\_\_\_ Request applications for teaching positions.
- \_\_\_\_\_ Attend school all day, every day, for an entire semester, and assume the daily schedule of the Cooperating Teachers.
- \_\_\_\_\_ Don't leave early except for student teaching seminar, illness, or emergency; if a Teacher Candidate must leave early, he/she should receive permission from the Cooperating Teacher and notify the Lindenwood University Supervisor and Coordinator of Student Teaching.
- \_\_\_\_\_ Call the Cooperating Teacher, Lindenwood University Supervisor, and Coordinator of Student Teaching as early as possible each morning in the event of illness or absence. Lesson plans should be made available to the Cooperating Teacher for the lessons/days missed.
- \_\_\_\_\_ Make up excessive absences at the end of the regular student teaching experience.
- \_\_\_\_\_ Follow the cooperating district's/building's schedule, not Lindenwood's schedule, for holidays and vacations. Teacher Candidates are not required to make up snow days tacked on at the end of the semester.
- \_\_\_\_\_ Participate in non-teaching activities required of your Cooperating Teacher (e.g., teacher meetings/in-service, parent-teacher meetings, open house events, dances, etc.).
- \_\_\_\_\_ Complete a minimum of two weeks of intensive teaching (per semester) during which the teaching schedule of the Cooperating Teacher is assumed. (Employ Co-Teaching strategies during this time as applicable.)
- \_\_\_\_\_ Attend all student-teaching seminars unless you are excused by the Coordinator of Student Teaching.
- \_\_\_\_\_ Paid coaching responsibilities are not excused absences.
- \_\_\_\_\_ Turn in all required paperwork by the last student teaching seminar.

## **Operational Suggestions for Cooperating Teachers**

The role of the Cooperating Teacher is to mentor the Teacher Candidate and encourage professional growth. The role encompasses numerous responsibilities including those listed below:

### **The Cooperating Teacher is asked to:**

- Attend Triad Training with your Teacher Candidate and University Supervisor prior to your candidate's arrival. (An electronic invitation will be sent to your email. An RSVP is requested.)
- Maintain a climate that allows the Teacher Candidate to develop the skills necessary for success in teaching.
- Collaborate with the Teacher Candidate in order to reach decisions leading to the development of appropriate teaching strategies.
- Provide the Teacher Candidate with an overview of the long-range plans (scope and sequence) for the classroom, samples of actual lesson plans, and explanations of the lesson planning process.
- Establish specific guidelines for the Teacher Candidate to follow in designing lessons, a time frame for review prior to implementation, and clarification of the amount of detail expected.
- Provide relevant experiences for the Teacher Candidate that include but are not limited to observations, classroom activities, teacher responsibilities, parent/teacher conferences, and professional meetings.
- Observe and critique the Teacher Candidate's performance on a frequent and continual basis. At least one written evaluation per week should be completed. Comments/suggestions derived from these evaluations should be discussed with your Teacher Candidate.
- Allow time for the Teacher Candidate to conference with the Lindenwood University Supervisor immediately following each on-site observation.
- Recommend a final rating that reflects the Teacher Candidate's performance in comparison to a beginning teacher.
- Write a narrative recommendation that describes the Teacher Candidate's professional experiences and competencies. This recommendation is submitted to the Lindenwood University Supervisor and given to the Teacher Candidate for use in his/her personal career pursuits.
- Provide the Coordinator of Student Teaching with feedback regarding the student teaching experiences and the Educator Preparation Program.
- Request assistance from the University Supervisor and/or the Coordinator of Student Teaching in situations warranting special attention.

## **Additional Suggestions for Cooperating Teachers**

**The Cooperating Teacher should consider the following:**

### **I. Timing and responsibilities of the student teaching experience.**

- A. Try to involve the Teacher Candidate in classroom activities early in the experience.
- B. Allow the Teacher Candidate to assume responsibility for small groups for short periods of time, gradually increasing the number of pupils and amount of teaching until he/she is capable of full-time instruction.
- C. Permit the Teacher Candidate to start instruction in areas in which he/she has the greatest interest or special expertise.
- D. Pre-plan by creating a tentative calendar of teaching responsibilities for the entire semester.
- E. Do not hesitate to leave the classroom for short periods of time--10 to 15 minutes at first-- depending on the capabilities of the Teacher Candidate. Teacher Candidates need freedom early in the experience.

### **II. Planning.**

- A. Understand that a Co-Teaching experience requires collaborative planning. Set aside time to plan with your Teacher Candidate on a consistent basis.
- B. Assist in lesson design to the degree needed by the Teacher Candidate according to his/her ability.
- C. Help the Teacher Candidate develop long-range planning goals and prepare daily plans as an outgrowth of those goals.
- D. Permit the Teacher Candidate to have freedom to explore teaching styles and experiment with various methods of instruction.

### **III. Steps to Building Skills in Planning.**

- A. Share the daily, weekly, and long-range planning strategies he/she has established.
- B. Assist the Teacher Candidate in developing and keeping his/her own daily, weekly, and long-range plan book.
  - 1. Early plans are usually prepared with more detailed information, gradually allowing the Teacher Candidate to develop his/her personal approach to lesson design.
  - 2. The Cooperating Teacher should set a time to meet with the Teacher Candidate to help him/her create plans.
- C. Make available materials to guide planning. Introduce building and district resources to the Teacher Candidate.
  - 1. The Teacher Candidate is responsible for creating or locating materials outside of school, but please remember that his/her resources are limited.
- D. Remind the Teacher Candidate that "over-planning" is much better than not having planned sufficiently.
- E. Provide time and make arrangements for your Teacher Candidate to observe outside of the classroom to which he/she is assigned in order for him/her to view other styles and methods of teaching.

### **IV. Communication.**

- A. Assist the Teacher Candidate with appropriate communication skills when necessary. Help the Teacher Candidate to adjust his/her communication with pupils so as to learn to speak at the students' levels.
- B. Give the Teacher Candidate encouragement to be him/herself and not simply mirror present procedures in the classroom.
- C. Emphasize the importance of communicating with colleagues in a professional manner.
- D. Encourage the importance of being a good listener.
- E. Be a positive person and avoid the negative.

V. Improving Skills In Self-Evaluation.

- A. Guide the student during reflection of his/her teaching, to bring awareness in areas of strength and areas in need of improvement. Do not allow problems to grow.
- B. Talk with the Teacher Candidate about strengths and improvement areas early in the experience.
- C. Help the Teacher Candidate, if possible, check the ratio of teacher-pupil talk in the classroom. Consider use of a tape recorder or video camera for clues to communication issues in the classroom.
- D. Hold conferences with the Teacher Candidate at regular intervals such as at the end of the day or week and be prepared to share ideas and information about the experience with the Lindenwood University Supervisor during visits.
- E. Constructively criticize when a specific behavior seems to be habitual. Give suggestions for improvement and encourage your Teacher Candidate to implement suggestions. Always be objective with any criticism and keep in mind that the Teacher Candidate is just starting and does not have years of experience.

VI. Evaluation of Students in the Classroom.

- A. Help Teacher Candidates develop skill in evaluating pupil progress effectively and without making it a daily burdensome task with many papers to correct and return.
  - 1. Explain the need to alternate submission dates so that not every class turns materials in at once.
  - 2. Show the Teacher Candidate how students can self-evaluate their own activities.
- B. Demonstrate for Teacher Candidates the use of both formative and summative evaluation methods.
  - 1. Encourage use of rubrics for evaluation of long-term assignments.
  - 2. Help the Teacher Candidate determine student baseline performance and how to use that data to differentiate and drive instruction.
  - 3. Discuss methods by which group work can be evaluated.
  - 4. Show methods to grade papers/projects/exams.
  - 5. Explain the use of percentage grades as well as grading on the curve.
  - 6. Explain the reason you choose the methods you do.
  - 7. Provide guidance in the use of a gradebook or the computer to figure final grades. For most Teacher Candidates, this will be their first experience with this activity.
  - 8. Help create testing materials.
- C. Remember Teacher Candidates will have had limited experience in evaluation procedures.

VII. Liability. The Cooperating Teacher should:

- A. Provide the Teacher Candidate opportunities to be in charge of the classroom alone; however, a Cooperating Teacher should not be absent from the classroom for lengthy intervals. **The classroom is still the responsibility of the classroom teacher.**
- B. Remember that a Teacher Candidate **should not be asked to serve as a substitute unless there are absolutely no substitutes available and should not substitute for anyone but his or her Cooperating Teacher.** Payment for substitute teaching is based upon district policy. Teacher Candidates can substitute only for a maximum of four (4) days during the semester of the student teaching experience, unless otherwise approved by the Coordinator of Student Teaching.
- C. Encourage Teacher Candidates to participate in field trips and after school activities—**only** under the supervision of a school official.

## **Observations by University Personnel**

The Lindenwood University Supervisor:

The Lindenwood University Supervisor will provide the Teacher Candidate and Cooperating Teacher with complete information about Lindenwood University requirements. The supervisor will ensure that at least five formal supervisory observations take place within each student teaching semester, structured so that the Teacher Candidate and Cooperating Teacher have an opportunity to conference with the supervisor within reasonable times prior to and/or after each visit.

The Lindenwood University Supervisor will be available for evaluation conferences or other hearings with the Teacher Candidate, Cooperating Teacher, cooperating administrator, or their delegates. He/she will keep accurate records of the assignment, supervision, and evaluation of the Teacher Candidate within limits of confidentiality required by the local education agency and Lindenwood University.

The Lindenwood University Supervisor will be available to Teacher Candidates for instruction, guidance and support. He/She is expected to function according to policies and procedures of the respective school districts and interact constructively with school personnel. Additional responsibilities of the Lindenwood University Supervisor are listed below. Some modification of responsibilities will result from special arrangement placements that are outside the local supervisory area for Lindenwood University.

The Student Teaching Supervisors will:

- Become cognizant of building policies and procedures relevant to the student teaching experience.
- Schedule conferences with Cooperating Teachers and Teacher Candidates near the beginning of the experience to clarify policies.
- Observe in a variety of teaching situations and confer on a regular basis with Cooperating Teachers during the semester to facilitate Teacher Candidate growth.
- Provide Teacher Candidates and Cooperating Teachers with written feedback concerning progress, problems, and recommendations.

## **Formative Assessment Reports**

**Formative Assessment Reports** are a requirement of student teaching. When Teacher Candidates are observed by their Lindenwood University Supervisor or Cooperating Teachers, the Teacher Candidate is required to supply the observer with a completed **Pre-observation Plan**, a **MEES Teacher Candidate Assessment Form**, and a complete **Lesson Plan**. See Appendix for these forms.

- The observer will complete the observation form during the visit.
- After the lesson, the observer will review the form with the Teacher Candidate.
- The observer and the Teacher Candidate will sign/initial the form.
- The Teacher Candidate will submit all forms (Pre-observation Plan, MEES Teacher Candidate Assessment Form and Lesson Plan) in Foliotek at the completion of the semester. Hard copies of these forms should be kept in the Student Teaching Binder for Supervisor Review.
- Each Cooperating Teacher is to complete multiple formal Formative Assessments of the Teacher Candidate. These forms are to be submitted by the Teacher Candidate to the Coordinator(s) of Student Teaching at the end of the semester via Foliotek. Lesson Plans and Pre-Observation forms are also needed for observed lessons. Hard copies of these forms should be available for viewing upon each University Supervisor visit.
- If possible, it is suggested that the Teacher Candidate request an observation by a building administrator. The administrator is asked to submit a review of the observation on either a MEES Teacher Candidate Assessment form, or a form that is used by the district when observing contracted teachers.

**The Teacher Candidate Summative Assessment** is completed by the Cooperating Teacher at the end of the student teaching experience. This evaluation will arrive electronically (to the Cooperating Teacher's email) from Foliotek. The Cooperating Teacher is asked to consider carefully the ratings and keep in mind that the Teacher Candidate is a beginner and does not have a wealth of experience on which to draw. Comments on the final page are encouraged. At the completion of the student teaching assignment, the Cooperating Teacher is asked to submit a number rating for the experience. The university holds the Coordinator of Student Teaching administratively responsible for the final grade.

If a Teacher Candidate is assigned to more than one Cooperating Teacher, each Cooperating Teacher is to complete a separate Summative Assessment. The Cooperating Teacher and the University Supervisor's evaluation on the identified MOSPE standards and indicators are reported to DESE. Again, all Summative Assessments will be delivered electronically to Cooperating Teachers and University Supervisors.

**A Letter of Recommendation** is requested from each Cooperating Teacher for the Teacher Candidate's credential file if permission is granted by the district in which the student has been placed. Therefore, the Cooperating Teacher may be unable to write a letter of recommendation, or the cooperating teacher may choose not to write a letter of recommendation. Teacher Candidates may also ask team teachers or building administrators to write letters of recommendation. A copy of this letter is to be given to the student.

It is preferable that this letter be written on school district stationery.

## **Lesson Plans**

**Lesson Plans** are required to demonstrate the adequate preparation of instruction. Lesson plans reveal an understanding of the concepts to be taught by the Teacher Candidate and learned by the students in the classroom. *Teacher Candidates are encouraged to use the provided lesson plans during the student teaching semester. See Appendix for the formats.*

- Lesson plans should be carefully designed. Teacher Candidates are expected to write lesson plans in sufficient detail so that another person could teach from them.
- The Teacher Candidate should prepare the lesson plans as directed by the Coordinator(s) of Student Teaching.
- Lesson plans are to be submitted to the university observer prior to each observation and are particularly important during the Teacher Candidate's first weeks.
- Because Teacher Candidates are usually new to the process of preparing lesson plans, it is the responsibility of the Cooperating Teacher to work with the Teacher Candidate to develop effective lessons.
- Teacher Candidates should prepare plans with enough time in advance of the lesson date in order for Cooperating Teachers to review the plans and offer suggestions.
- It is important to recognize that the plans do not have to reflect the exact method by which the Cooperating Teacher would teach the lesson, but they should reflect an effective method.
- In later weeks, lesson plans should contain enough detail that the Cooperating Teacher, university observer, or a substitute teacher could follow them.
- It is recognized that some practicing teachers do not use daily plans; however, Teacher Candidates are required to complete lesson plans in order to ensure an effective learning environment and provide a basis on which Cooperating Teachers can offer suggestions prior to the teaching experience.
- Initial lesson plans should be cooperatively developed by the Teacher Candidate and the Cooperating Teacher to guarantee success. The purpose of the lesson should be specific and limited.
- Key components of the lesson plan should include each of the following:
  - Anticipatory Set (Introduction, i.e., review, overview of plan for students)
  - Objectives
  - Content/Activity
  - Assessment of learning
  - Closure
  - Post-instructional teaching effectiveness and reflection

When designing lessons and selecting a lesson plan format, it is expected that the Teacher Candidate will consider sequence and variety of activities, timing of the lesson, grouping of students, and options for use with students with special needs.

# **Sample Lesson Plan Format**

Teacher Candidates are encouraged to use their district, school, or cooperating teacher's preferred lesson plan format.

## **Items to consider when designing lesson plans:**

### **Standards/Quality Indicators/Skills**

Missouri and national standards, quality indicators, and skills addressed by this lesson

### **Learning Objectives/Goals**

The lesson's objectives and learning outcomes appropriate for meeting curricular and student needs

### **Assessment (type[s] of assessment used throughout the lesson)**

Assessment(s) before, during, and after the lesson

### **Lesson Structure and Procedures**

Sequence of events of the lesson elements. (The before, during, and after the lesson, e.g., Engagement/Opening, Procedures, Guided Practice, Conclusion)

### **Instructional Strategies**

Teacher approach to helping students achieve the learning objectives and meet their needs

### **Learning Activities**

Opportunities provided for students to develop knowledge and skills of the learning objectives

### **Resources and Materials**

List of materials used in the planning of and during the instruction of the lesson

### **Technology**

Instructional and/or assistive technology incorporated into the lesson to enhance instruction and student learning (Note: Technology needs to be used for more than just a projector. Find engaging ways to incorporate technology.)

### **Differentiation/Accommodations/Modifications/Increase in Rigor**

To help meet the needs of all learners, learning differences, cultural and language differences, etc.

### **Classroom Management**

Strategies consistent with the learning needs of the lesson that also meet student behavior needs to help keep students on task and actively engaged

### **Extensions**

Activities for early finishers that extend students' understanding of and thinking about the learning objectives by applying their new knowledge in a different way

### **Follow-up to Today's Lesson**

Quick activity for review or building on today's learning that will deepen student understanding and interconnect concepts (may be incorporated tomorrow or throughout the unit)

### **Additional Information**

Any area or lesson component that may not have been covered by this format that you think is vital to include in this lesson



## **Suggested Time Line Using Co Teaching Model**

### **Weeks 1-4:**

Cooperating teacher (CT) has lead role in lesson planning, encouraging input from Teacher Candidate (TC). Co-teaching strategies should be included in lesson design.

CT has lead role in lesson execution, while implementing co-teaching strategies. Co-teaching opportunities for the TC should include both large and small group.

TC begins taking on housekeeping duties and grading as assigned by CT.

### **Weeks 5-8:**

CT and TC share planning and execution of lessons.

Co-teaching and solo teaching opportunities should be planned for TC.

CT and TC share housekeeping duties and grading.

### **Weeks 9-12:**

TC begins taking on lead role in lesson planning with CT's input.

TC begins taking on lead role in teaching, while implementing co-teaching strategies.

### **Weeks 13-14: Intensive Weeks**

TC has lead role in lesson planning. Co-teaching is encouraged, with TC deciding which teaching strategies to use and the role of the CT.

TC has lead role in lesson execution. Co-teaching allowed, however TC should be expected to solo teach during this time.

TC should experience three days of solo teaching. CT should be out of the classroom for extended periods of time during these three days.

TC has responsibility for housekeeping duties and grading.

### **Weeks 15-16:**

TC begins phasing out of classroom planning and teaching, observing other teachers in building

## **Observation Techniques**

Student teaching is designed to be a growth experience. The primary change agents in this experience are the Cooperating Teacher and the Lindenwood University Supervisor. Through the use of both formal and informal observation and conference techniques, Teacher Candidates should receive valuable ongoing feedback. Through observation and conferencing, Teacher Candidates are provided opportunities to reflect on their teaching effectiveness and improve their self-evaluation skills.

### **Observation and Conference Tips for the Cooperating Teachers:**

- The role of the Cooperating Teacher is to be a mentor, a guide.
- Supply feedback that is specific and objective. Small corrections can be mentioned, but look for the big issues/problems to address.
- Clearly define one or two purposes for each observation (e.g. pacing of lesson and follow-through, student participation).
- Use the following criteria to limit the number of concerns addressed in each conference with the Teacher Candidate. What is the...
  - impact on the Teacher Candidate's physical/emotional well-being?
  - impact on the class (motivation, unity, general rapport)?
  - impact on the classroom students' learning?
  - Cooperating Teacher's perception of the Teacher Candidate's ability to change her/his behavior?
- All observations should be followed by either formal or informal conferences. Schedule formal conferences on a regular basis.
- Forewarn the Teacher Candidate that to increase the effectiveness of his/her self-evaluation, questions will be asked that encourage reflection and assist in assessing the strengths and weakness in his/her planning and teaching of lessons.
- Avoid asking the Teacher Candidate to respond globally to the overall effectiveness of lessons. Judging "goodness/badness" by use of a general question such as, "How do you think the lesson went?" may be too vague for a beginning teacher. Analysis should be in terms of specific objectives, strategies, and/or techniques.
- When a Teacher Candidate identifies a concern, assist in clearly defining the concern and encourage the Teacher Candidate to reconcile the matter.
- Recognize classroom students' responses as indicators of the Teacher Candidate's effectiveness. Comments such as "students appear bored... restless... engaged and/or actively involved" assist the Teacher Candidate in self-evaluation. Substantiate feedback with specific data and examples.
- Critical judgment should be followed with specific suggestions for improvement and strategies for analyzing the effect of changed behavior. The major function of supervision is to upgrade teacher effectiveness.
- Emphasize the continuing aspect of self-evaluation by relating present remarks to past observations and providing a foundation for future observations.
- Conferences should end on a positive note with a summary of current strengths and a plan of action for future attention.

## **Structure of the Observation**

### **Observations by the Lindenwood University Supervisor:**

Teacher Candidates should prior to the observation:

- complete the pre-observation form
- attach the form to a complete lesson plan and send this information to the University Supervisor two days prior to the visit
- provide the MEES Teacher Candidate Assessment form
- create a place in the room for the visitor to sit
- place the form, plan, copies of handouts, Student Teaching binder/notebook, any accompanying artifacts and a text (if possible) at the desk (chair) arranged for the visitor inform the Cooperating Teacher (and students) of the date and time of the observation
- arrange for a brief meeting after the observation between the University Supervisor, the Cooperating Teacher (if possible) and the Teacher Candidate

Teacher Candidates should after the observation:

- share the observation form with the classroom teacher
- sign/initial the form and keep a copy to submit with final paperwork at the end of the semester
- provide any evidence/artifacts as requested by the University Supervisor

### **Observations by the Classroom Teacher:**

Teacher Candidates should prior to the observation:

- complete the pre-observation form
- attach the form to a complete lesson plan
- provide the MEES Teacher Candidate Assessment form
- give the classroom teacher the form, plan, and copies of handouts at least two days prior to implementation.

Teacher Candidates should after the observation:

- meet with the Cooperating Teacher to review the results of the observation
- sign/initial the form and keep a copy to submit with final paperwork at the end of the semester
- make changes according to feedback provided.

## **Recommended Activities for a Teacher Candidate**

The following list is comprised of experiences the Teacher Candidate should have prior to starting a first job. If the Cooperating Teacher does not use a particular method and would rather the Teacher Candidate not try that method, the Teacher Candidate can be excused from that activity.

- Lesson plans for each lesson taught during the first weeks and abbreviated plans when the Cooperating Teacher feels it is appropriate. Plans, particularly at first, should be reviewed by the Cooperating Teacher at least two full days prior to the day the lesson is taught.
- Outline of intensive teaching materials prepared and checked by the Cooperating Teacher at least one week prior to intensive week
- At least one pre and post assessment
- One bulletin board (if appropriate)
- Handouts for materials taught: It is not necessary to re-create materials already in existence; however, the Teacher Candidate needs experience creating materials for use during lectures/discussions/activities
- At least one lesson taught through cooperative learning or group work (if appropriate)
- One 2+ day project (if appropriate)
- 1+ game (if appropriate)
- Use of technology (for more than just a projector)
- Use of grade book or computer program to assess student learning
- Other appropriate and related activities

# **Grading Scale**

## **Five- Point Student Teaching Scale**

This 5-point scale should be used by the Cooperating Teacher and Teacher Candidate to evaluate final student teaching performance.

**Outstanding: A.** The outstanding Teacher Candidate is someone who excels and demonstrates remarkable teaching, organizational, and communication skills. A Teacher Candidate who has reached a level of success not normally achieved by a beginning teacher will have earned primarily 3's and 4's.

**Above Average: B - A.** This Teacher Candidate maintains a stable and effective classroom environment during the period which he/she is teaching. If problems occur they are usually corrected and success is experienced. A Teacher Candidate who is working on refinement of his/her teaching skills will have earned primarily 2's and 3's and will receive grades in the B - A range. This grade is representative of a typical first-year teacher.

**Satisfactory: C - B.** This is the Teacher Candidate who has occasional difficulties but is generally successful. The Teacher Candidate is aware of appropriate teaching techniques but has difficulty with implementation. Difficult students and/or situations may not be completely resolved, but in general the Teacher Candidate handles most situations independently. A Teacher Candidate who tends to be routine and mechanical will have earned primarily 1's and 2's and will receive grades in the C - B range.

**Below Average: D - C.** This Teacher Candidate is aware of difficulties and needs guidance to successfully handle responsibilities. While a good effort is made in planning for and correcting problems, considerable work is still needed. A Teacher Candidate who is below average will have earned primarily 0's or 1's and will receive grades in the D - C range, as he/she is making progress.

**Unsatisfactory: F.** This Teacher Candidate has not been successful and responsibilities have either been taken away or not fully assumed. This Teacher Candidate has a lack of awareness and little success has been realized. A Teacher Candidate who is performing unsatisfactorily will have earned primarily 0's and will receive a grade of F.

## **The Marginal Teacher Candidate**

There may be a Teacher Candidate identified early in his/her experience who will need continued assistance and may not be ready to manage and facilitate learning in the classroom. The following plan is suggested for dealing with such a situation.

- I. The Coordinator of Student Teaching and/or the Lindenwood University Supervisor is/are to be notified immediately when a Teacher Candidate does not appear to be progressing at a rate that will allow for successful completion of the student teaching experience.
- II. The Teacher Candidate, Coordinator of Student Teaching, Lindenwood University Supervisor, building principal, and the Director of Field and Clinical Experiences will be notified regarding the concern about the quality of the student teaching experience.
- III. Whenever feasible, a Remediation Plan (See Appendix) will be developed that identifies areas of needed improvement. The University Supervisor and Cooperating Teacher will collaborate to recommend strategies for implementation. The remediation plan may include but not be limited to the following elements:
  - A. identification of areas of needed improvement
  - B. specific strategies to implement
  - C. specific outcomes desired and person(s) responsible for validation of those outcomes
  - D. a timeline listing dates by which certain improvements must be made
  - E. consequences of not adequately completing the plan
  - F. date and signature of the Teacher Candidate, Cooperating Teacher, and Lindenwood University Supervisor
- IV. Weekly written and oral feedback will be provided to the Teacher Candidate regarding his/her progress toward reaching the goals of the remediation plan. Copies of the remediation plan and the written feedback will sent to the Director of Field and Clinical Experiences to be placed in the Teacher Candidate's file. The Director of Field and Clinical Experiences will be kept up-to-date on the Teacher Candidate's progress and outcome decisions.
- V. Possible outcomes from the steps outlined above include:
  - A. The Teacher Candidate may adequately meet the requirements of the remediation plan and be allowed to complete the student teaching experience.
  - B. The Teacher Candidate may make significant progress toward meeting the requirements of the remediation plan but may not complete all aspects of the plan.  
In that case, an incomplete grade may be given to the Teacher Candidate and he/she may be required to extend his/her experience in the same setting or a different setting during the same or subsequent semester.
  - C. The Teacher Candidate may decide to withdraw from student teaching.
  - D. The Teacher Candidate's rate of progress may remain unsatisfactory.
  - E. Under these circumstances, the student teaching assignment will be terminated. The decision to terminate will be made based upon input from discussions among the University Supervisor, Cooperating Teacher, Coordinator of Student Teaching, and building administrator.
  - F. The Teacher Candidate, if she/he decides to complete the experience, may be given a grade that reflects his/her progress during the student teaching experience.

- G. Should the Teacher Candidate decide to withdraw or be terminated from his/her student teaching experience, re-registration for a new student teaching assignment during a subsequent semester may be an option.

## **Appendix A: Student Teaching Checklist**



“Teaching and Leading as an Art and a Science”

Lindenwood University

In order to qualify for a grade, Teacher Candidates must make sure that each of the items below has been given/sent to the Student Teaching Coordinator. Grades will not be posted if arrangements for these items have not been made.

\_\_\_\_\_ Cooperating Teacher Information Form (Foliotek Form)

\_\_\_\_\_ Twelve to Sixteen (16) Weekly Feedback forms from Cooperating Teacher(s) in Foliotek (Student Teaching Documents section)

\_\_\_\_\_ MEES Formative Teacher Candidate Assessment reports and supporting forms from Cooperating Teacher(s) <sup>1</sup> in Foliotek (Student Teaching Documents section)

\_\_\_\_\_ Pre-Observation forms, Lesson Plans and MEES Formative Teacher Candidate Assessments from the Lindenwood University Supervisor observations (5 or more visits), loaded into Foliotek (Student Teaching Documents section)

\_\_\_\_\_ Mid-term evaluation with reflection uploaded to Canvas

\_\_\_\_\_ MEES Teacher Candidate Summative Evaluation for the first placement  
(Foliotek form completed by Cooperating Teacher)

\_\_\_\_\_ MEES Teacher Candidate Summative Evaluation for the second placement, if applicable  
(Foliotek form completed by Cooperating Teacher)

\_\_\_\_\_ Teacher Candidate Information Form (Foliotek Form)

\_\_\_\_\_ MEES Artifacts and Rationales added in Foliotek

\_\_\_\_\_ Other materials as assigned  
(signed memorandum of understanding, 9 Rationales/Reflections, seminar assignments, etc.)

\_\_\_\_\_



## **Appendix B: Suggested Activities for School Preparation Experience**



“Teaching and Leading as an Art and a Science”

Lindenwood University

Listed below are a number of activities appropriate to the School Preparation Experience. Teacher Candidates are not expected to complete every listed activity, and other activities may also be part of this experience. The list below serves only as a guide to possible activities.

### **Orientation**

- \_\_\_\_\_ 1. Become acquainted with the school building and facilities
- \_\_\_\_\_ 2. Meet other teachers in your subject area or on your team, administrators, and staff.
- \_\_\_\_\_ 3. Become familiar with the day-to-day activities of your Cooperating Teacher.
- \_\_\_\_\_ 4. Observe or interact with pupils in group or individual settings.
- \_\_\_\_\_ 5. Attend a beginning-of-the-year (semester) teachers' meeting.

### **Assist with Routine**

- \_\_\_\_\_ 1. Assist with paperwork requirements during the opening days of a new school year (or semester.)
- \_\_\_\_\_ 2. Compile data for required records and reports.
- \_\_\_\_\_ 3. Help the Cooperating Teacher prepare and keep records.
- \_\_\_\_\_ 4. Assist with distribution of books and other classroom materials.
- \_\_\_\_\_ 5. Assist with housekeeping duties including bulletin boards, seating charts, etc.

### **Assist with Teaching Activities**

- \_\_\_\_\_ 1. Collect and distribute materials for the classroom and students.
- \_\_\_\_\_ 2. Work with students on an individual basis or in small groups.
- \_\_\_\_\_ 3. Help plan classroom work.
- \_\_\_\_\_ 4. Write instructional material on boards.
- \_\_\_\_\_ 5. Assist with the preparation, administration, and scoring of tests.

### **Assist with Non-Instructional and Professional Activities**

- \_\_\_\_\_ 1. Assist with extra-curricular activities.
- \_\_\_\_\_ 2. Attend teachers' meetings.
- \_\_\_\_\_ 3. Attend open-house activities.
- \_\_\_\_\_ 4. Discuss specific questions with building teachers or administrators.

## **Appendix C: Teacher Candidate Information Form**

Lindenwood University

Teacher Candidate's Name: \_\_\_\_\_

Campus Address: \_\_\_\_\_

Permanent Address: \_\_\_\_\_

Personal Email Address: \_\_\_\_\_

Current Telephone Number: \_\_\_\_\_

Semester Student Teaching (Fall, Spring + year): \_\_\_\_\_

Student Teaching Placements: \_\_\_\_\_

First Placement: \_\_\_\_\_

(Teacher's Name)

(Subject, Grade Level)

\_\_\_\_\_  
(Building Name)

\_\_\_\_\_  
(District)

Second Placement: \_\_\_\_\_

(if applicable)

(Teacher's Name)

(Subject, Grade Level)

\_\_\_\_\_  
(Building Name)

\_\_\_\_\_  
(District)

Please identify the building administrator that supervised you during your experience.

Building Supervisor's Name: \_\_\_\_\_

Building Supervisor's Email address: \_\_\_\_\_

Degree Being Sought: \_\_\_\_\_

Certification Being Sought: \_\_\_\_\_

Anticipated Date of Certification/Graduation: \_\_\_\_\_

Previous Degree(s): \_\_\_\_\_

(Degree/Area/Institution)

## **Appendix D: Cooperating Teacher Information Form**



“Teaching and Leading as an Art and a Science”

Lindenwood University

Each Cooperating Teacher is asked to complete the following information so your Teacher Candidate can complete the Foliotek form.

Cooperating Teacher's first and last name: \_\_\_\_\_

Cooperating Teacher's email address: \_\_\_\_\_

Cooperating Teacher's Alternate email address: \_\_\_\_\_

Building Principal's first and last name: \_\_\_\_\_

Building Principal's email address: \_\_\_\_\_

Building name and address: \_\_\_\_\_

Dates during which teacher will serve as a Cooperating Teacher: \_\_\_\_\_

Cooperating Teacher's highest degree completed: \_\_\_\_\_

Graduate College/University awarding highest degree completed: \_\_\_\_\_

Major area of study: \_\_\_\_\_

Total years of teaching experience: \_\_\_\_\_

Years of experience in this district: \_\_\_\_\_

Number of Teacher Candidates with whom this teacher has worked: \_\_\_\_\_

Subject and grade currently teaching: \_\_\_\_\_

Grade currently teaching: \_\_\_\_\_

## Appendix E: Daily Lesson Plan Format

## Lindenwood University Daily Lesson Plan Format

This Lesson Plan Format is a tool that can help a teacher candidate develop well-planned and structured lessons. This format also can help a teacher candidate better understand and design meaningful daily lessons (Objective, procedure and assessment required and noted by asterisk) that can positively enhance his or her instructional practice and students' learning. Teacher candidates are expected to complete the entire lesson plan (Lesson Plan Format for Observed Lessons) when Cooperating Teachers or Supervisors will be providing feedback.

<b>Learning Objectives/Goals*</b> <i>The lesson's objectives and learning outcomes appropriate for meeting curricular and student needs</i>
<b>Assessment (type[s] of assessment used throughout the lesson)*</b> <i>Assessment(s) before, during, and after the lesson</i>
<b>Lesson Structure and Procedures*</b> <i>Sequence of events of the lesson elements.</i> <i>(The before, during, and after the lesson, e.g., Engagement/Opening, Procedures, Guided Practice, Conclusion)</i>

## **Appendix F: Lesson Plan Format for Observed Lessons**

### **Lindenwood University Lesson Plan Format for Observed Lessons**

This Lesson Plan Format is a tool that can help a teacher candidate develop well-planned and structured lessons. This format also can help a teacher candidate better understand and design meaningful daily lessons (Objective, procedure and assessment required and noted by asterisk) that can positively enhance his or her instructional practice and students' learning. Teacher candidates are expected to complete the entire lesson plan for observed lessons where Cooperating Teachers or Supervisors provide feedback.

**Standards/Quality Indicators/Skills**

*Missouri and national standards, quality indicators, and skills addressed by this lesson*

**Learning Objectives/Goals\***

*The lesson's objectives and learning outcomes appropriate for meeting curricular and student needs*

**Assessment (type[s] of assessment used throughout the lesson)\***

*Assessment(s) before, during, and after the lesson*

**Lesson Structure and Procedures\*** *Sequence of events of the lesson elements.*

*(The before, during, and after the lesson, e.g., Engagement/Opening, Procedures, Guided Practice, Conclusion)*

**Instructional Strategies**

*Teacher approach to helping students achieve the learning objectives and meet their needs*

**Learning Activities**

*Opportunities provided for students to develop knowledge and skills of the learning objectives*

**Resources and Materials**

*List of materials used in the planning of and during the instruction of the lesson*

**Technology**

*Instructional and/or assistive technology incorporated into the lesson to enhance instruction and student learning*

**Differentiation/Accommodations/Modifications/Increase in Rigor**

*To help meet the needs of all learners, learning differences, cultural and language differences, etc.*

**Classroom Management**

*Strategies consistent with the learning needs of the lesson that also meet student behavior needs to help keep students on task and actively engaged*

**Extensions**

*Activities for early finishers that extend students' understanding of and thinking about the learning objectives by applying their new knowledge in a different way*

**Follow-up to Today's Lesson**

*Quick activity for review or building on today's learning that will deepen student understanding and interconnect concepts (may be incorporated tomorrow or throughout the unit)*

**Additional Information**

*Any area or lesson component that may not have been covered by this format that you think is vital to include in this lesson*

## Appendix G: Pre-Observation Worksheet

### Lindenwood University

Teacher Candidates are required to complete one pre-observation worksheet each time they are observed (by the Cooperating Teacher or University Supervisor). **Attached to this worksheet should be a complete lesson plan.** For lessons observed by the US, the Teacher Candidate is responsible for submitting the Pre-Observation Worksheet, Lesson Plan, and MEES Formative Assessment form, completed, all in one document in Foliotek at the end of the semester.

Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Building: \_\_\_\_\_ Time: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Subject Matter: \_\_\_\_\_

- 1) How will your anticipatory set be used to notify students of the lesson objective and stimulate students' interests?
- 2) What materials do you need in order for this lesson to be taught?
- 3) What specific tool or strategy will you use to check for student understanding and mastery of the lesson objectives?
- 4) Are there any special circumstances about which the observer should be aware?
- 5) Name one or more particular aspect of your lesson that you want monitored.
- 6) Which of the MEES standards will be covered by this particular lesson or visit? Please provide a rationale for each standard identified.

Comments:

Teacher Candidate's Signature/Date:

Observer's Signature/Date:

## Appendix H: Weekly Feedback Form

### Lindenwood University

---

Teacher Candidate

Date

Week #

Remove this form and use to copy. Use weekly to provide direction for your Teacher Candidate's growth. (Assess Teacher Candidate at current level of proficiency, not as an experienced teacher.)

**Key: 5** – Consistently Demonstrated; **4** – Nice Effort; **3** – Developing; **2** – Needs Time/Assistance; **1** – Unsatisfactory; N/A- Not Applicable

---

#### PROFESSIONAL CHARACTERISTICS/SKILLS

#### COMMENTS/SUGGESTIONS

- \_\_\_\_ Enthusiasm (Standard 5)
- \_\_\_\_ Creativity/Resourcefulness (Standard 5)
- \_\_\_\_ Flexibility (Standard 9)
- \_\_\_\_ Professional Appearance/Attitude (Standard 8, 9)
- \_\_\_\_ Dependability/Responsibility (Standard 9)
- \_\_\_\_ Maintains Accurate Records (Standard 7)
- \_\_\_\_ Rapport with Staff/Cooperation (Standard 6, 8, 9)
- \_\_\_\_ Rapport with Parents/Families (Standard 6, 9)
- \_\_\_\_ Initiative (Standard 8)
- \_\_\_\_ Confidence (Standard 5)
- \_\_\_\_ Oral Communication (Standard 3, 4, 5, 6)
- \_\_\_\_ Written Communication (Standard 6)
- \_\_\_\_ Computer Skills (Standard 6)
- \_\_\_\_ Self-Evaluation/Reflection Skills (Standard 8)

#### INSTRUCTION

- \_\_\_\_ Planning/Appropriate Objectives/Goals (Standard 2, 3, 4, 7)
- \_\_\_\_ Organization/Budgeting of Time (Standard 5)
- \_\_\_\_ Motivation of Students (Standard 5)
- \_\_\_\_ Skill in Giving Directions/Discussions (Standard 1, 4, 6)
- \_\_\_\_ Questioning Skills (Standard 2, 4, 7)
- \_\_\_\_ Rapport with Students (Standard 5)
- \_\_\_\_ Background Knowledge of Subject Matter (Standard 1)
- \_\_\_\_ Student Assessment Skills (Standard 3, 4, 7)
- \_\_\_\_ Classroom Management/Learning Environment (Standard 5)
- \_\_\_\_ Monitors/Adjust Lessons (Standard 2, 3, 7, 8)
- \_\_\_\_ Awareness of Individual Needs (Standard 2, 3, 7)
- \_\_\_\_ Diversity Awareness (Standard 2, 5)
- \_\_\_\_ Variety – Methods/Strategies (Standard 2, 3, 4, 7)
- \_\_\_\_ Variety – Materials/Media/Resources (Standard 6)



## Appendix I: MEES Teacher Candidate Assessment

Standard 1: Content knowledge aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	<b>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</b>  <i>Expected level of performance by the end of the student teaching semester.</i>	4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met <b>as well as</b> at least one descriptor below):
<ul style="list-style-type: none"> <li>Provides no opportunity for students to process content.</li> <li>Makes mistakes and/or shares misinformation when teaching content.</li> <li>Makes no attempt to address needed vocabulary or terminology necessary to understand content.</li> <li>Students are not engaged in the content.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an awareness of possible strategies to allow students to process content.</li> <li>Provides students basic information about content, but unable to convey a deep understanding of the topic.</li> <li>Plans to introduce vocabulary and terminology, but fails to use strategies to enhance student engagement and responses.</li> <li>Few students are engaged in the content.</li> </ul>	<ul style="list-style-type: none"> <li>Provides students with limited opportunities to process content through discussion with others.</li> <li>Uses accurate content knowledge to support learning.</li> <li>Uses limited strategies to teach academic content, vocabulary, and terminology.</li> <li>Some students exhibit engagement in the content.</li> </ul>	<ul style="list-style-type: none"> <li>Provides students opportunities to process the content through discussion with others.</li> <li>Uses accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning.</li> <li>Uses a variety of evidence-based instructional strategies to teach academic content, vocabulary, and terminology to enhance student engagement and responses.</li> <li>The majority of students exhibit engagement in the content, e.g. raising hands, participating in activities, using vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies low engagement and responds with strategies to increase engagement.</li> <li>Uses a variety of skillful questioning strategies to promote active participation and depth of student response.</li> <li>Facilitates a lesson in which every student in the class appears engaged for the duration of the lesson.</li> </ul>

Representative Indicators: 1.1 Content Knowledge and 1.2 Student Engagement in Subject Matter

## Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

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

The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.

1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.

2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.

**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.**

4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

#### The Skilled Candidate (3) Effectively:

- Provides students opportunities to process the content through discussion with others.
- Uses accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning.
- Uses a variety of evidence-based instructional strategies to teach academic content, vocabulary, and terminology to enhance student engagement and responses.
- The majority of students exhibit engagement in the content, e.g. raising hands, participating in activities, using vocabulary.

#### Possible Artifacts/Evidence:

- Pre and/or Post Conference
- Interest Inventory
- Journal
- Lesson/Unit Plan

#### The Exceeding Candidate (4) demonstrates all descriptors of a Skilled Candidate and one or more of the following:

- Identifies low engagement and responds with strategies to increase engagement.
- Uses a variety of skillful questioning strategies to promote active participation and depth of student response.
- Facilitates a lesson in which every student in the class appears engaged for the duration of the lesson.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Midterm (score on all 9 standards) Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative (score on all 9 standards) Date		

Representative Indicators: 1.1 Content Knowledge and 1.2 Student Engagement in Subject Matter

**Standard 2: Student Learning, Growth and Development. The teacher candidate understands how students learn, develop and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.**

0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	<b>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</b>  <i>Expected level of performance by the end of the student teaching semester.</i>	4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response ( <b>all</b> descriptors in the skilled candidate (3) column must be met <b>as well as</b> at least one descriptor below):
<ul style="list-style-type: none"> <li>• Makes no attempt to differentiate content, process, product, or environment.</li> <li>• Is unaware of students' background knowledge and/or learning needs.</li> <li>• Makes no attempt to differentiate to meet student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the possible ways to adjust instruction based on student differences.</li> <li>• Acknowledges student demographics, but does not consider during lesson implementation.</li> <li>• Describes possible differentiation strategies to meet student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Varies activities within a lesson but does not intentionally consider student differences.</li> <li>• Uses knowledge of the class overall to meet needs.</li> <li>• Incorporates instructional strategies to meet needs of some students.</li> </ul>	<ul style="list-style-type: none"> <li>• Designs and implements a lesson that intentionally varies one or more of the following with purpose: content, process, product and/or environment.</li> <li>• Uses knowledge of students to meet individual needs, including accommodations and modifications as needed.</li> <li>• Designs and utilizes a variety of evidence-based instructional strategies and/or adapted assessment tools to meet student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Designs and utilizes a blend of whole-class, group, and/or individual instruction.</li> <li>• Uses strategies linked to the different needs and attributes of students for differentiation in teacher presentation and student response.</li> <li>• Recognizes student needs in the moment and adjusts teacher presentation and/or student groupings to address variations in student learning.</li> </ul>

**Representative Indicator: 2.4 Differentiated Lesson Design**

**Standard 2: Student Learning, Growth and Development**

The teacher candidate understands how students learn, develop and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

**2.4 Differentiated Lesson Design**

0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.

1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.

2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.

**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.**

4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

**The Skilled Candidate (3) Effectively:**

- Designs and implements a lesson that intentionally varies one or more of the following with purpose: content, process, product and/or environment.
- Uses knowledge of students to meet individual needs, including accommodations and modifications as needed.
- Designs and utilizes a variety of evidence-based instructional strategies and/or adapted assessment tools to meet student needs.

**Possible Artifacts/Evidence:**

- Pre and/or Post Conference
- Student Assessment Data
- Flexible Grouping Plan
- Adapted Assessments
- Lesson/Unit Plan

**The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:**

- Designs and utilizes a blend of whole-class, group, and/or individual instruction.
- Uses strategies linked to the different needs and attributes of students for differentiation in teacher presentation and student response.
- Recognizes student needs in the moment and adjusts teacher presentation and/or student groupings to address variations in student learning.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Midterm (score on all 9 standards) Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative (score on all 9 standards) Date		

Representative Indicators: 2.4 Differentiated Lesson Design

<b>Standard 3: Curriculum Implementation. The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards.</b>				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	<b>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</b>  <i>Expected level of performance by the end of the student teaching semester.</i>	<b>4- Exceeding Candidate:</b> The teacher candidate adapts and develops the lesson according to the teaching environment/ student response ( <b>all</b> descriptors in the skilled candidate (3) column must be met <b>as well as</b> at least one descriptor below):
<ul style="list-style-type: none"> <li>• Makes no attempt to access standards.</li> <li>• Learning activities clearly do not align to standards.</li> <li>• Does not include standards in lesson plans.</li> <li>• Does not post or mention the learning objective during the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Designs lesson demonstrating knowledge of how to access district, state, and/or national standards.</li> <li>• Plans for learning activities somewhat aligned to district, state, and/or national standards.</li> <li>• Records the learning objectives on the lesson plan.</li> <li>• Posts the learning objective but does not mention the objective during the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Implements lesson and assessments exhibiting limited understanding of appropriate curriculum.</li> <li>• Implements learning activities aligned to district, state, and/or national standards.</li> <li>• Posts the learning objective(s) in student-friendly language but only refers to it minimally during instruction.</li> <li>• States the learning objectives so that some students are able to articulate the objective of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Implements lessons and assessments exhibiting understanding of appropriate curriculum.</li> <li>• Implements and/or utilizes embedded formative assessment opportunities and learning activities closely aligned to chosen district, state, and/or national standards.</li> <li>• Connects learning objectives to real world references to aid in student comprehension.</li> <li>• Clearly conveys objectives so that the majority of students are able to articulate the objective of the lesson in student friendly language.</li> </ul>	<ul style="list-style-type: none"> <li>• Delivers lessons and assessments that illustrate a high degree of understanding of the intended learning objectives.</li> <li>• Connects cross-curricular subjects and/or considers scope and sequence when implementing lessons.</li> <li>• Makes adjustments during the lesson while still following district curriculum.</li> </ul>

**Representative Indicator: 3.1 Implementation of Curriculum Standards**

## Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

### Standard 3: Curriculum Implementation

The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards.

#### 3.1 Implementation of curriculum standards

- 0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.  
 1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.  
 2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.

**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.**

- 4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

#### The Skilled Candidate (3) Effectively:

- Implements lessons and assessments exhibiting understanding of appropriate curriculum.
- Implements and/or utilizes embedded formative assessment opportunities and learning activities closely aligned to chosen district, state, and/or national standards.
- Connects learning objectives to real world references to aid in student comprehension.
- Clearly conveys objectives so that the majority of students are able to articulate the objective of the lesson in student friendly language.

#### Possible Artifacts/Evidence:

- Pre and/or Post Conference
- Assessments
- Curriculum Maps
- Essential Learning Outcomes
- Lesson/Unit Plan

**The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:**

- Delivers lessons and assessments that illustrate a high degree of understanding of the intended learning objectives.
- Connects cross-curricular subjects and/or considers scope and sequence when implementing lessons.
- Makes adjustments during the lesson while still following district curriculum.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Midterm (score on all 9 standards)		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative (score on all 9 standards) Date		

Representative Indicators: 3.1 Implementation of Curriculum

<b>Standard 4: Critical Thinking. The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.</b>				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	<b>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</b>  <i>Expected level of performance by the end of the student teaching semester.</i>	4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response ( <b>all</b> descriptors in the skilled candidate (3) column must be met <b>as well as</b> at least one descriptor below):
<ul style="list-style-type: none"> <li>• Uses only one strategy that was largely ineffective.</li> <li>• Provides no opportunities for students to share ideas and generate possible solutions.</li> <li>• Facilitates no opportunities for student to analyze and discuss problems and possible solutions.</li> <li>• Students are not encouraged to respond to or ask questions.</li> <li>• Facilitates instruction lacking in rigor and relevance.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains strategies to engage students to engage in self-monitoring, self-reflection, and/or self-directed learning.               <ul style="list-style-type: none"> <li>• Is knowledgeable about strategies to facilitate opportunities for students to share ideas and generate possible solutions.</li> </ul> </li> <li>• Explains strategies for analyzing and discussing problems.</li> <li>• Includes questions that promote critical thinking in lesson plans.</li> <li>• Explains strategies to incorporate rigor and relevance.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates limited opportunities for students to engage in self-monitoring, self-reflection, and/or self-directed learning.</li> <li>• Provides limited opportunities for students to share ideas and generate possible solutions.</li> <li>• Facilitates limited opportunities for students to analyze and discuss problems and possible solutions.</li> <li>• Uses questioning techniques that prompt students to provide answers reflecting critical thinking.</li> <li>• Uses limited strategies to incorporate rigor and relevance.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates opportunities in which majority of students actively engage in self-monitoring, self-reflection, and/or self-directed learning.</li> <li>• Provides opportunities in which all students convey their ideas and/or solutions through product and/or process.</li> <li>• Facilitates opportunities in which students analyze and discuss problems and possible solutions.</li> <li>• Facilitates reciprocal higher-order questioning.</li> <li>• Uses various evidence-based instructional strategies to promote rigor and relevance.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides opportunities for student thinking to delve into real-world topics, which address differing viewpoints, and allows students to respectfully justify their own opinion and solution to a problem.</li> <li>• Facilitates a student-centered lesson in which students discover for themselves the desired knowledge and/or skills, rather than relying on teacher-provided information.</li> <li>• Provides opportunities for students to demonstrate creativity, engage in creative problem-solving, and develop curiosity through hands-on experiences.</li> <li>• Allows students to express their thoughts, feelings, insights, opinions, and attitudes (not just knowledge) through a variety of media.</li> </ul>

**Representative Indicator: 4.1 Student Engagement in Critical Thinking**

**Standard 4: Critical Thinking**

The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

**4.1 Student engagement in critical thinking**

0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.

1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.

2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.

**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.**

4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

**The Skilled Candidate (3) Effectively:**

- Facilitates opportunities in which majority of students actively engage in self-monitoring, self-reflection, and/or self-directed learning.
- Provides opportunities in which all students convey their ideas and/or solutions through product and/or process.
- Facilitates opportunities in which students analyze and discuss problems and possible solutions.
- Facilitates reciprocal higher-order questioning.
- Uses various evidence-based instructional strategies to promote rigor and relevance.

**Possible Artifacts/Evidence:**

- Pre and/or Post Conference
- Student Products
- Resource List
- Lesson/Unit Plan

**The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:**

- Provides opportunities for student thinking to delve into real-world topics, which address differing viewpoints, and allows students to respectfully justify their own opinion and solution to a problem.
- Facilitates a student-centered lesson in which students discover for themselves the desired knowledge and/or skills, rather than relying on teacher-provided information.
- Provides opportunities for students to demonstrate creativity, engage in creative problem-solving, and develop curiosity through hands-on experiences.
- Allows students to express their thoughts, feelings, insights, opinions, and attitudes (not just knowledge) through a variety of media.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Midterm (score on all 9 standards) Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative (score on all 9 standards) Date		

**Representative Indicators: 4.1 Instructional Strategies leading to student engagement in problem-solving and critical thinking**



<b>Standard 5: Positive Classroom Environment. The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.</b>				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	<b>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</b>  <i>Expected level of performance by the end of the student teaching semester.</i>	4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response ( <b>all</b> descriptors in the skilled candidate (3) column must be met <b>as well as</b> at least one descriptor below):
<ul style="list-style-type: none"> <li>Lacks strategies for monitoring student behavior.</li> <li>Students are not able to learn because the classroom environment is not conducive.</li> <li>Unequipped to appropriately respond to student misbehavior, resulting in frustration.</li> <li>Demonstrates hostility toward some students.</li> <li>Lacks knowledge of the school's system for behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Explains strategies for monitoring student behavior.</li> <li>Describes strategies to minimize disruptions.</li> <li>Plans to communicate expectations to maintain a safe learning environment.</li> <li>Describes strategies for building relationships with students, but does not demonstrate in practice.</li> <li>Accurately describes the behavior system implemented at the school.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently monitors and responds to behavior.</li> <li>Uses strategies to minimize disruptions to the learning environment. Behavior occasionally distracts other students from learning.</li> <li>Reacts to student behavior in the moment without clearly communicating expectations in advance.</li> <li>Demonstrates a positive rapport with most students in the classroom.</li> <li>Uses the vocabulary and structure of the school's system for behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Monitors student behavior and intervenes as needed.</li> <li>Utilizes varied management and/or organizational strategies to minimize disruptions to the learning environment.</li> <li>Plans, communicates, and implements developmentally appropriate expectations to maintain a safe learning environment.</li> <li>Displays a strong relationship and rapport with individual students that promotes a positive learning environment.</li> <li>Comfortably uses the vocabulary and structure of the school's system for behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Candidate proactively intercepts student misbehavior or distraction.</li> <li>Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning.</li> <li>Seeks feedback from students on his or her teaching, strategies, classroom, etc.</li> </ul>

**Representative Indicators: 5.1 Classroom Management Techniques and 5.2 Management of Time, Space, Transitions, and Activities**

**Standard 5: Positive Classroom Environment**

The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

**5.1 Classroom Management Techniques**

0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.

1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.

2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.

**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.**

4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

**The Skilled Candidate (3) Effectively:**

- Monitors student behavior and intervenes as needed.
- Utilizes varied management and/or organizational strategies to minimize disruptions to the learning environment.
- Plans, communicates, and implements developmentally appropriate expectations to maintain a safe learning environment.
- Displays a strong relationship and rapport with individual students that promotes a positive learning environment.
- Comfortably uses the vocabulary and structure of the school's system for behavior.

**Possible Artifacts/Evidence:**

- Pre and/or Post Conference
- Classroom Rules and Routines
- Behavior Matrix
- Student Behavior Data
- Lesson/Unit Plan

**The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:**

- Candidate proactively intercepts student misbehavior or distraction.
- Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning.
- Seeks feedback from students on his or her teaching, strategies, classroom, etc.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Midterm (score on all 9 standards) Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative (score on all 9 standards) Date		

**Representative Indicators: 5.1 Classroom management techniques and 5.2 Management of time, space, transitions, and activities**

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

0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	<b>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</b>  <i>Expected level of performance by the end of the student teaching semester.</i>	<b>4- Exceeding Candidate:</b> The teacher candidate adapts and develops the lesson according to the teaching environment/ student response ( <b>all</b> descriptors in the skilled candidate (3) column must be met <b>as well as</b> at least one descriptor below):
<ul style="list-style-type: none"> <li>Does not include instructions in lesson plan nor implements during lesson.</li> <li>Does not plan for nor understand the need to model desired outcomes to enhance student comprehension.</li> <li>Significant speech inadequacies, including volume, tone and/or inflection, convey candidate's lack of awareness.</li> <li>Grammar usage in written and/or verbal communication includes errors that demonstrate lack of candidate knowledge and significantly interfere with meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Provides clear instructions in the lesson plan, but fails to implement during lesson.</li> <li>Plans to model desired outcomes to enhance student comprehension in the lesson plan, but fails to do so.</li> <li>Speech qualities including volume, tone, and/or inflection are absent, negatively impacting lesson delivery.</li> <li>Grammar usage in written and/or verbal communication includes errors that significantly interfere with meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Provides clear instructions through verbal <b>OR</b> non-verbal cues.</li> <li>Models desired outcomes to enhance student comprehension, but does so without clarity and/or effectiveness.</li> <li>Inadequate speech qualities including volume, tone, and/or inflection minimally impact lesson delivery.</li> <li>Grammar usage in written and/or verbal communication includes errors that do not interfere with meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Provides clear instructions through verbal <b>AND</b> non-verbal cues.</li> <li>Clearly and effectively models desired outcomes to enhance student comprehension.</li> <li>Models effective speech qualities including volume, tone, and inflection which positively impact lesson delivery.</li> <li>Models proper grammar consistently in written and verbal communication.</li> </ul>	<ul style="list-style-type: none"> <li>Adjust conversation skills to support individual student understanding.</li> <li>Encourages students to develop effective speech qualities including volume, tone, and inflection.</li> <li>Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.</li> </ul>

**Representative Indicator: 6.1 Verbal and Nonverbal Communication**

**Standard 6: Effective Communication**

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

**6.1 Verbal, nonverbal communication**

0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.

1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.

2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.

**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.**

4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

**The Skilled Candidate (3) Effectively:**

- Provides clear instructions through verbal AND non-verbal cues.
- Clearly and effectively models desired outcomes to enhance student comprehension.
- Models effective speech qualities including volume, tone, and inflection which positively impact lesson delivery.
- Models proper grammar consistently in written and verbal communication.

**Possible Artifacts/Evidence:**

- Pre and/or Post Conference
- Written Communication
- Visual Directions/ Schedule
- Power Point Presentation
- Lesson/Unit Plan

**The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:**

- Adjust conversation skills to support individual student understanding.
- Encourages students to develop effective speech qualities including volume, tone, and inflection.
- Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Midterm (score on all 9 standards) Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative (score on all 9 standards) Date		

**Representative Indicators: 6.1 Verbal and non-verbal communication**

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

0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	<b>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</b>  <i>Expected level of performance by the end of the student teaching semester.</i>	4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response ( <b>all</b> descriptors in the skilled candidate (3) column must be met <b>as well as</b> at least one descriptor below):
<ul style="list-style-type: none"> <li>Collects no data from assessments to monitor the progress of students.</li> <li>Provides no evidence that formative assessments are needed to guide future instruction.</li> <li>Lacks an ethical understanding of maintaining student records.</li> </ul>	<ul style="list-style-type: none"> <li>Collects limited or incomplete assessment data and does not articulate how to use the data to monitor the progress of students.</li> <li>Articulates the need to use formative assessment strategies to gather data on student understanding to guide future instruction, but does not implement.</li> <li>Articulates the importance of maintaining student records ethically, but does not always demonstrate this understanding in practice.</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple types of assessment data to monitor the progress of most students.</li> <li>Uses some formative assessment strategies to partially gather data on student understanding and sporadically implements adjustments to plan future instruction.</li> <li>Maintains student records inconsistently, but always in a confidential and ethical manner.</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple types of assessments to effectively monitor the progress of each student and the class as a whole.</li> <li>Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction.</li> <li>Maintains student records consistently and in a confidential and ethical manner.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes trend data to respond instructionally resulting in a positive impact on student learning.</li> <li>Uses multiple assessments to accurately monitor, analyze, and triangulate the progress of each student and the class as a whole.</li> <li>Supports students in creating and articulating progress toward goals.</li> <li>Uses formative assessment strategies to adjust mid-lesson instruction.</li> <li>Provides evidence of how the lesson format, instructional techniques, etc. were designed using previously gathered assessment data.</li> </ul>

**Representative Indicators: 7.1 Effective Use of Assessments, 7.2 Assessment Data to Improve Learning, 7.5 Communication of Student Progress and Maintaining Records**

The teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction.

**7.1 Effective use of assessments**

0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.

1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.

2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.

**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.**

4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

**The Skilled Candidate (3) Effectively:**

- Uses multiple types of assessments to effectively monitor the progress of each student and the class as a whole.

Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction.

- Maintains student records consistently and in a confidential and ethical manner.

**Requires at least one of the following artifacts:**

- Pre and/or Post Conference
- Progress Monitoring Data
- Formative/Summative Tools
- Pre/Post-Test
- Student Conference Notes
- Lesson/Unit Plan

**The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:**

- Analyzes trend data to respond instructionally resulting in a positive impact on student learning.
- Uses multiple assessments to accurately monitor, analyze, and triangulate the progress of each student and the class as a whole.
- Supports students in creating and articulating progress toward goals.
- Uses formative assessment strategies to adjust mid-lesson instruction.
- Provides evidence of how the lesson format, instructional techniques, etc. were designed using previously gathered assessment data.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Midterm (score on all 9 standards) Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative (score on all 9 standards) Date		

**Representative Indicators: 7.1 Effective use of assessments, 7.2 Assessment data to improve learning, and 7.5 Communication of student progress and maintaining records**

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

0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	<b>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</b>  <i>Expected level of performance by the end of the student teaching semester.</i>	4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response ( <b>all</b> descriptors in the skilled candidate (3) column must be met <b>as well as</b> at least one descriptor below):
<ul style="list-style-type: none"> <li>• Demonstrates no reflection on the effectiveness of the lesson based on student learning and engagement even when prompted by the evaluator.</li> <li>• Rejects or ignores feedback provided through conferencing with mentors.</li> <li>• Does not recognize or acknowledge own weaknesses even when prompted.</li> <li>• <i>Resists or ignores</i> opportunities to grow professionally.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects on the lesson based on student learning and engagement when prompted by the evaluator, but on a superficial level.</li> <li>• Accepts feedback but does not utilize feedback to adjust and improve practice.</li> <li>• Acknowledges weaknesses when prompted, but does not improve professional conduct.</li> <li>• <i>Attends</i> school/and or district professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects on the lesson but makes limited connections to student learning and engagement.</li> <li>• Accepts and utilizes feedback to adjust practices with limited success.</li> <li>• Monitors and adjusts professional conduct when prompted.</li> <li>• <i>Participates</i> in school and/or district professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects on the effectiveness of a lesson based on student learning and engagement.</li> <li>• Accepts and utilizes feedback through conferencing with mentors to adjust and improve practice.</li> <li>• Monitors and adjusts professional conduct through self-assessment.</li> <li>• <i>Fully engages</i> in school and/or district professional development to grow professionally.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses techniques or strategies introduced in district/school professional development in the classroom.</li> <li>• The candidate is committed to the learning of the entire school, not just his or her own growth.</li> <li>• Actively participates in a professional organization to improve practice.</li> <li>• Identifies areas of weakness and seeks out opportunities to strengthen, e.g. webinars, books, PD opportunities, professors, etc.</li> </ul>

**Representative Indicator: 8.1 Self-Assessment and Improvement**

**Standard 8: Professionalism**

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

**8.1 Self-assessment & improvement**

0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.

1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.

2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.

**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.**

4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

**The Skilled Candidate (3) Effectively:**

- Reflects on the effectiveness of a lesson based on student learning and engagement.
- Accepts and utilizes feedback through conferencing with mentors to adjust and improve practice.
- Monitors and adjusts professional conduct through self-assessment.
- *Fully engages* in school and/or district professional development to grow professionally.

**Requires at least one of the following artifacts:**

- Pre and/or Post Conference
- Dispositional Assessment
- Professional Development Log
- Self-Assessment
- Reflection

**The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:**

- Uses techniques or strategies introduced in district/school professional development in the classroom.
- The candidate is committed to the learning of the entire school, not just his or her own growth.
- Actively participates in a professional organization to improve practice.
- Identifies areas of weakness and seeks out opportunities to strengthen, e.g. webinars, books, PD opportunities, professors, etc.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Midterm (score on all 9 standards) Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative (score on all 9 standards) Date		

Representative Indicators: 8.1 Self-assessment and improve



Standard 9: Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	<b>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</b>  <i>Expected level of performance by the end of the student teaching semester.</i>	4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response ( <b>all</b> descriptors in the skilled candidate (3) column must be met <b>as well as</b> at least one descriptor below):
<ul style="list-style-type: none"> <li>Resists participation in school-wide functions.</li> <li>Resists collaboration.</li> <li>Avoids communication with students, staff, and families.</li> <li>Fails to build rapport with students, staff, and families; including the cooperating teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes the importance of participating in school-wide functions, but does not attend.</li> <li>Recognizes the importance of collaboration, but does not fully participate.</li> <li>Recognizes the importance of communication to support student success, but does not implement communication strategies.</li> <li>Maintains limited relationships with students, staff, and families.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes the importance of participating in school-wide functions and attends sporadically.</li> <li>Participates in collaborative meetings.</li> <li>Communicates with students, staff, and families to support student success in alignment with expectations.</li> <li>Maintains appropriate relationships with students, staff, and families.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in school-wide functions to enhance student learning.</li> <li>Prepares for and fully engages in collaborative meetings to enhance student learning.</li> <li>Purposefully engages in positive, effective, and ongoing communication with students, staff, and families to support student success.</li> <li>Builds and seeks out positive, appropriate relationships with students, staff, and families.</li> </ul>	<ul style="list-style-type: none"> <li>Volunteers to be a member of a school-wide committee.</li> <li>Collaborates with parents, colleagues, and/or community members for the benefit of students.</li> <li>Actively participates in school or district events to build a broad network of collaboration.</li> </ul>

Representative Indicator: 9.3 Cooperative Partnerships in Support of Student Learning

**Standard 9: Professional Collaboration**

The teacher candidate has effective working relationships with students, families, school colleagues, and community members.

**9.3 Cooperative partnerships in support of student learning**

0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.

1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.

2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.

**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.**

4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

**The Skilled Candidate (3) Effectively:**

- Participates in school-wide functions to enhance student learning.
- Prepares for and fully engages in collaborative meetings to enhance student learning.
- Purposefully engages in positive, effective, and ongoing communication with students, staff, and families to support student success.
- Builds and seeks out positive, appropriate relationships with students, staff, and families.

**Requires at least one of the following artifacts:**

- Pre and/or Post Conference
- Parent Contact Log
- Professional Development Log
- Collaboration/Team Meeting Notes

**The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:**

- Volunteers to be a member of a school-wide committee.
- Collaborates with parents, colleagues, and/or community members for the benefit of students.
- Actively participates in school or district events to build a broad network of collaboration.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Midterm (score on all 9 standards) Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative (score on all 9 standards) Date		

**Representative Indicators: 9.1 Induction and collegial activities and 9.3 Cooperative partnerships in student learning**

Please sign upon completion of this form.

Cooperating Teacher Signature \_\_\_\_\_ Print Name \_\_\_\_\_

Teacher Candidate Signature \_\_\_\_\_ Print Name \_\_\_\_\_

University Supervisor Signature \_\_\_\_\_ Print Name \_\_\_\_\_

## **Appendix J: Teacher Candidate Evaluation of Cooperating Teachers**

### **Teacher Candidate Evaluation Form – Cooperating Teacher (Foliotek FORM)**

Name of Cooperating Teacher \_\_\_\_\_ Date \_\_\_\_\_

School Where Employed \_\_\_\_\_ Subject Matter \_\_\_\_\_

Please respond to each question by putting an X in the appropriate column.	Fully Agree	Moderately Agree	Moderately Disagree	Fully Disagree	No Opinion
1. My cooperating teacher communicated with me in a clear and understandable manner.					
2. My cooperating teacher was willing and available to provide me with guidance and appropriate feedback.					
3. My cooperating teacher seemed genuinely interested in my success.					
4. School personnel communicated with me in a clear and understandable manner.					
5. School personnel were willing and available to provide me with guidance and appropriate feedback.					
6. School personnel seemed genuinely interested in my success.					
7. This student teaching experience enhanced my skills/abilities/professional development.					

Please respond to each question by putting an X in the appropriate column. If you need more space, please use the back of this sheet.	Fully Agree	Moderately Agree	Moderately Disagree	Fully Disagree	No Opinion
1. Lindenwood should continue to use my cooperating teacher. Comments: In the space below, please give reasons as to why Lindenwood should or should not continue to use this teacher.					
2. Lindenwood should continue to send students to the school where I was employed. Comments: In the space below, briefly evaluate the student teaching situation at your school, i.e. discipline, atmosphere, interest in student success, how you were received.					

## **Appendix K: Evaluation of Student Teaching Supervisor**

Course Number: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_

Supervisor: \_\_\_\_\_

**Evaluation Key:** 5 – Almost Always    4 – Frequently    3 – Sometimes    2 – Rarely    1 – Never

The supervisor provided constructive suggestions and feedback related to goals for instruction and planning.	1	2	3	4	5
The supervisor provided constructive suggestions and feedback related to teaching methods, materials and content.	1	2	3	4	5
The supervisor provided constructive suggestions and feedback related to student management and motivation.	1	2	3	4	5
The supervisor provided constructive suggestions and feedback related to evaluation of students.	1	2	3	4	5
The supervisor provided thoughtful suggestions and feedback related to my self-evaluations.	1	2	3	4	5
The supervisor asked me to self-evaluate and provide self-recommendations for improvement.	1	2	3	4	5
The supervisor helped me set appropriate goals for my professional development.	1	2	3	4	5
The supervisor set reasonable or appropriate goals to be addressed in next (or future) observations	1	2	3	4	5
The supervisor provided timely responses to my questions and inquiries.	1	2	3	4	5
The supervisor intervened in or facilitated (when appropriate) my relationship with my cooperating teacher.	1	2	3	4	5
My supervisor was available between observations to answer my questions and provide feedback and support.	1	2	3	4	5
The supervisor watched me teach and provided feedback _____ times.					
The supervisor provided me with a copy of his or her observation notes and recommendations after each observation.				Yes	No

**Please write any comments on the back of this form.**

*This form has been adapted from the University of Wisconsin's School of Education*

## **Appendix L: Remediation Plan Form**

**Teacher Candidate:**

**Content/Certification Area:**

**Undergraduate/Graduate:**

**Assigned Building:**

**Strengths:**

**Areas for Concern:**

**Plan for Action:**

**Specific Outcomes Desired & Person(s) responsible for validation of those outcomes:**

**TC Initials \_\_\_\_\_ I am aware that failure to adhere to the progress outlined above may cause termination of my student teaching placement. I may have to repeat the student teaching semester and pay all expenses related to the experience.**

\_\_\_\_\_  
Teacher Candidate Printed Name

\_\_\_\_\_  
Teacher Candidate Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Cooperating Teacher Printed Name

\_\_\_\_\_  
Cooperating Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Building Principal Printed Name

\_\_\_\_\_  
Building Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor Printed Name

\_\_\_\_\_  
Coordinator of Student Teaching

**Additional comments from Teacher Candidate:**

## Appendix M: Supervisor Evaluation of Cooperating Teacher

Cooperating Teacher: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

**Evaluation Key:** 5 – Almost Always    4 – Frequently    3 – Sometimes    2 – Rarely    1 – Never

N/A- Not Applicable

The cooperating teacher was welcoming to the teacher candidate and helped him/her acclimate to the student teaching placement.	1	2	3	4	5
The cooperating teacher provided my teacher candidate constructive suggestions and feedback related to goals for instruction, planning, assessment and student management and motivation.	1	2	3	4	5
The cooperating teacher made collaborative planning with the teacher candidate a priority.	1	2	3	4	5
The cooperating teacher set reasonable or appropriate goals for my teacher candidate to address throughout the semester.	1	2	3	4	5
Comments/scores provided by the cooperating teacher on formative evaluations and in conversations matched comments/scores provided on the summative evaluation.	1	2	3	4	5
The cooperating teacher completed paperwork requested by the teacher candidate in a timely manner.	1	2	3	4	5
Co-Teaching was effectively implemented by the cooperating teacher and teacher candidate in this placement.	1	2	3	4	5
The cooperating teacher was professional and reliable.	1	2	3	4	5

**Please write any comments below.**

## Appendix N: Cooperating Teacher Evaluation of Supervisor

Supervisor: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

**Evaluation Key:** 5 – Almost Always    4 – Frequently    3 – Sometimes    2 – Rarely    1 – Never  
N/A-Not Applicable

The supervisor provided my teacher candidate constructive suggestions and feedback related to goals for instruction, planning, assessment and student management and motivation.	1	2	3	4	5
The supervisor encouraged the teacher candidate to self-reflect and set appropriate goals.	1	2	3	4	5
The supervisor provided timely responses to my questions and inquiries.	1	2	3	4	5
The supervisor intervened in or facilitated (when appropriate) my relationship with my teacher candidate. (May indicate N/A)	1	2	3	4	5
The supervisor sought my input before conferencing with my teacher candidate. (May indicate N/A)	1	2	3	4	5
The supervisor made expectations clear for myself and my teacher candidate.	1	2	3	4	5
The supervisor was professional and reliable.	1	2	3	4	5

**Please write any comments below.**