# Central Methodist University

**Student Teaching Handbook**

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INTRODUCTION

The practitioner-based experience of student teaching is the culmination of developing reflective educators through building knowledge, learning, and pedagogy into current schemas and exploration of theoretical underpinnings of the educational process. The conceptual framework of teacher education programs at Central Methodist University is built upon current research, theory, and practices and defined by local, state, and national standards.

Our teacher education programs advocate student-centered coursework, group-based activity, application of learning through multiple experiences in educational settings, and reflection of one’s practice based on synthesis of theory, current research and “best practices.” As an institution, we believe in lifelong learners and encourage continued growth in our students and faculty.

The student teaching experience provides opportunity for pre-service teachers to explore, analyze, evaluate, and reflect upon the practice of veteran teachers and their own abilities to provide an effective equitable, quality education, and demonstrate knowledge of content, management, interpersonal skills, and the teaching and learning process in a classroom environment.

The student teaching handbook provides guidance for the student teaching process, outlines the procedural steps; provides evaluation instruments; identifies key personnel involved in the program and their responsibilities. To remain current with research, regulations, and requirements, this handbook is subject to review and revision as applicable.
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Central Methodist University
Division of Professional Education Conceptual Framework
Central Methodist University Mission

Central Methodist University prepares students to make a difference in the world by emphasizing

- Academic and professional excellence
- Ethical leadership
- Social responsibility

Central Methodist University Creed

The Central Methodist University community believes in:

- Seeking knowledge, truth, and wisdom;
- Valuing freedom, honesty, civility, and diversity;
- Living lives of service and leadership; and
- Taking responsibility for ourselves and the communities in which we live.

EDUCATION DIVISION MISSION STATEMENT

Central Methodist University commits itself to preparing teachers who create learner-centered communities that provide for the development of mind and spirit for all learners through leadership and service within a community of practice.

EDUCATION DIVISION GOALS AND PURPOSES

The Division of Professional Education closely aligns its goals and purposes with the goals expressed in the mission statement of Central Methodist University. The Division believes that it is also our mission to prepare students to make a difference in the world. Teachers touch the lives of their students in many different ways. Teacher education must take into account the impact that teachers have on individual students and also on local, state, national and global communities. For this reason we are committed to promoting both the mission and creed of Central Methodist University. The Division aligns their professional commitments, dispositions, and values with the mission of the University in the following manner:

- **Academic and professional excellence**: All domains needed in the teaching profession are addressed through coursework as well as practicum experiences.

- **Ethical leadership**: Good teaching involves more than delivery of information. There are dispositions that good teachers must have if they are to positively impact the lives of their students. We believe that our educator preparation program should help to develop these dispositions in pre-service teachers.

- **Social responsibility**: Teachers play an important role in both modeling citizenship to and developing citizenship in the students they teach. Through presentation of content and through interaction with the faculty, these skills are developed in our students.

- **Seeking knowledge, truth, and wisdom**: Development of knowledge is, of course, a key part of teacher education, but we feel that teaching and modeling critical thinking are also an important part of teacher education. Our program is designed to insure that all of the pre-service teachers who graduate have the skills to operate as true professionals. To do this, they must learn to evaluate information that is presented to them and develop the ability to make informed decisions.
• **Valuing freedom, honesty, civility, and diversity:** Teaching is a profession that requires teachers to interact with the entire spectrum of the communities where they work. Dealing effectively with a diverse population is a fundamental aspect of teaching. Pre-service teachers need to know how to understand and value that diversity and know how to teach all students, regardless of their backgrounds.

• **Living lives of service and leadership:** We demonstrate for our students, through our own teaching and through class work and practicum experiences, that teaching is a service profession with its own unique responsibilities. Teachers have to provide support for students; teachers have to adapt methods and materials to the needs of their students; teachers have to take into account the emotional needs of their students. Teachers, as professionals, also have to take leadership roles. They need to maintain association in professional organizations and participate in professional development.

• **Taking responsibility for ourselves and the communities in which we live:** Our program encourages students to take responsibility for themselves and their communities. This challenge begins as freshmen with a service project connected to their field and continues with coursework in which they have to read, write, think, and apply the information they are learning.

**PHILOSOPHY**

*Creating Learner-Centered Communities* – The emergence of constructivism marked a unifying theory toward which the educational theorists of the twentieth and twenty-first century had worked (Piaget, 1952; Dewey, 1966; Bruner, 1961, 2004; Vygotsky, 1978). The Central Methodist University Division of Professional Education prides itself in developing teachers who are prepared to work in and teach the skills necessary for success in the twenty-first century. While researchers involved in the study of the brain caution against overgeneralization, clearly the brain continually scans the world to make sense of the constant bombardment of stimuli (Wolfe, 2001). Thus, learning occurs as the brain fits or adds information to existing knowledge and experiences. The teacher using the constructivist approach explores with the students the connections between prior knowledge/experience and new knowledge, and then helps students develop the skills and knowledge that will enable achievement of the learning objectives. Such exploration enables learners to hook the unfamiliar onto something familiar. Based on the research of cognitive psychologist teachers model and develop techniques and active learning strategies such as cooperative learning, discovery learning, problem-based education (Slavin, 1990; Good & Brophy, 2007; Problem based initiative, 2008; Michael, 2006; Prince & Felder, 2006).

*Magnifying Mind and Spirit* – Experts in any field have a holistic vision of that field, but they must also have a good understanding of the fundamentals of the discipline. The faculty at CMU delivers instruction designed to teach fundamentals without losing sight of the larger whole of the individual. This includes a commitment to acquire and use professional knowledge. As a faculty committed to an ever-deepening understanding of what it means to construct meaning, we know that pre-service teachers must understand how to teach content in ways that address the whole learner. Pre-service teachers, throughout the undergraduate experience, must gain information and skills, but they must also understand how to express in a variety of ways what they know for themselves and the learners with whom they will work.

In addition, ethical teaching requires that teachers value both learning and learners themselves. Plato tells us that education must contain a moral component. He believed that each person had a capacity in his or her “soul” to be ethical and that education was the means to turn the soul from darkness of ignorance to the light of knowledge and justice. The values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development, as well as the educator’s own professional growth, are fostered throughout the program. Dispositions are guided by beliefs and attitudes related to values such as caring, diversity, equity, fairness, honesty, responsibility, and social justice (NCATE, 2007).

*Uniting through Leadership and Service* – Central Methodist University professional education division conducts learning within communities of practice. These communities focus on people where the social structure within the community enables the members to learn with and from each other (Wenger, 2008). Effective teachers know what and how to teach. Perhaps as important, they know why they teach. Teaching is
an act of both service and leadership. Teaching involves knowledge, but teachers also must have the
disposition to serve the best interest of the learners. Faculty serve as experts modeling teaching and learning
for the novices in their classrooms. There is a continual exchange of understanding as the novice and expert
work together in the Zone of Proximal Development (Vygotsky, 1978). Only as novices become
knowledgeable about subject area content, pedagogy, and the nature of learners and reflect on that knowledge
can they begin to facilitate effective learning for students.

**KNOWLEDGE BASE**

The faculty of Central Methodist University looks to five primary resources to inform their practice: (1) No
Child Left Behind; (2) Missouri’s Show-Me Standards and Curriculum Frameworks and the specifications of
the tests in the Missouri Assessment Program (MAP); (3) Missouri’s Grade and Course Level Expectations;
(4) the standards developed by all the national content organizations; and (5) the findings of researchers.

The research base that supports all of our pedagogy in the CMU Division of Professional Education is
comprehensive, current, theoretically sound, and confirmed through classroom application. As preparers of
pre-service teachers, professors in our Division of Professional Education are concerned not only about what
our pre-service teachers need to know in the area of content but also best methods for delivering the content.
Professors work diligently not only to teach content but also to model current research based pedagogy. In
other words, professors not only *talk the talk* but *walk the walk*. Researchers have identified this as one of the
most important components of an education curriculum to produce teachers prepared to teach in the twenty-
first century (Halpern & Hkel, 2002; Renzulli, 2008; Reimers, 2008; Wagner, 2008).

Students enrolled in the education program at Central Methodist University not only enroll in a
program but also become members of a *Community of Practice*, “the community that acts as a living
curriculum for the apprentice” (Wenger, p.4). These communities of practice are continually negotiated by the
participants (the pre-service teachers, professors, field personnel, and children) as they learn to interact
together and engage in socially relevant work.

Research designed to discover the most effective teaching methods has been on-going for the past 60
years (National Training Laboratories, 2008). Research supports a move from a traditional “teacher centered”
transmission model of teaching to a “student centered” constructivist model of teaching. The two models are
described in this way by Van der Vleute, Domans & Scherpbie (2000):

*In traditional curricula the emphasis is on knowledge transfer from teacher to student and is
based on a conception where knowledge is considered as ‘absolute’, ‘based on facts’ and being
‘objective’ (Williams, 1992). Knowledge in this conception is the sum of information to which
the student has been exposed. Learning is a matter of transfer of ‘truths’ on what has been
scientifically proven. However, ...it is clear that this conception is naïve. Current
philosophical views on human learning are therefore based on a view in which knowledge
is not ‘absolute’, but is constructed by the learner based on previous knowledge and overall
views of the world. Learning is a process that results from interactions with the environment.*

*It is the learner who constructs new knowledge and who is at the centre of the educational
process. This view is called constructivism (Savery & Dully, 1995). From the evidence on
learning this theory seems a better view on education than our intuitive naïve one. (247-248).*

Engagement seems to be the key to learning. In summary, “High engagement results in higher
achievement, improved self-concept and self-efficacy, and more-favorable attitudes toward school and
learning” (Renzulli, 2007, p. 31). Effective teachers engage students, allowing all members of the
community of practice to succeed and feel satisfaction (Pangrazi, 2007; National Council of Teachers of
Mathematics; National Council of Teachers of English; National Council for the Social Studies; National
Science standards, 1996). Researchers have conducted process outcome research and have identified a
number of characteristics of teachers who demonstrate gains in achievement through standardized test scores
(Good & Brophy, 2007; Marzano, Pickering & Pollock, 2001)). These characteristics support the
philosophical approach adopted by the CMU Professional Education Division.
At CMU we base our pedagogy on the research that delineates the “best practices” of teaching so our students see these practices modeled every day in their classes. Research tells us that true reform of education will not occur without changes in mental models of education of pre-service teachers and these changes occur as students learn content and reflect on their new learning in a variety of settings (Baron, 1981; Gardner, 1985). Application of best practices can help to reduce the achievement gap and improve learning outcomes for all students (Pianta, 2007). Our communities of practice change mental models of education in all participants, better preparing these pre-service teachers to establish communities of practice in their own teaching.

**CMU Professional Education Division Standards and Indicators:**

**Creating Learner-Centered Communities (pedagogy)**

1. Candidates demonstrate knowledge of developmental and learning theories. (2C1)
   a. Accurately identify major theorists in the field and utilizes key ideas to inform practice. (1C3, 2C3, 2C1, 2C5, 3C2)
   b. Utilize scientific research to inform practice. (1C3, 2C1, 2C5, 4C2)
   c. Identify common traits of development and plans lessons accordingly. (2C1, 2C5)

2. Candidates foster positive, educational interactions with and between colleagues, administrators, students and parents in educational settings. (2C6, 5C1, 9C3)
   a. Create democratic learning environments that promote risk taking and problem solving. (1C3, 4C1, 4C3, 5C1, 5C2, 5C3)
   b. Design interdisciplinary lessons that actively engage and motivate all learners and encourage inquiry and collaboration. (1C2, 4C1, 1C4, 4C3, 6C4, 7C4, 4C2)
   c. Collaborate with specialized services to meet student needs. (2C4, 3C2, 3C3, 9C2, 4C3, 9C3)
   d. Establish a classroom environment that considers time, spaces, transitions, and activities to promote a positive classroom atmosphere. (5C1, 5C2, 5C3)

3. Candidates utilize assessment as a learning tool.
   a. Build formative and summative assessment strategies into instruction. (7C1, 7C2, 7C3, 7C4)
   b. Observe and document learning based on instructional objectives, standards, and grade level expectations. (7C6)
   c. Use assessment data to differentiate instruction. (7C1, 7C2, 3C3)
   d. Use summative assessment to set short- and long-term goals. (3C3, 2C2, 7C1, 7C2, 7C3)

**Magnifying Mind and Spirit (content)**

4. Candidates model effective communication, both verbal and non-verbal, within and beyond the classroom using the language and methodologies of their academic disciplines. (6CB)
   a. Communicate orally in formal presentations. (6C1)
   b. Communicate informally with a variety of audiences—students, parents, and community members—in small groups and informal settings. (2C6, 4C3, 6C2)
   c. Communicate in writing (reports, essays, letters, e-mails) (6C3)

5. Candidates demonstrate the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society.
   a. Reflect the content of local, state, and national standards in curriculum and teaching methods. (3C1, 1C1, 1C4)
   b. Correctly state and explain key subject matter concepts. (1C2)
   c. Create learning experiences using content-specific pedagogies that make key subject matter meaningful for diverse populations. (1C5, 1C2, 2C4, 3C2)
   d. Address misconceptions in key subject matter ideas. (1C1, 1C5)
   e. Relate key interdisciplinary subject matter topics to real-life situations. (1C4)


**Uniting through Leadership and Service (reflection)**

6. **Candidates demonstrate a commitment to professional ethics and behavior.**
   a. Seek out mentors and read in the profession. (8C2, 9C2)
   b. Join professional organizations. (8C3, 8C2, 9C2)
   c. Promote legal, ethical, and equitable practices. (8C3, 7C5)
   d. Demonstrate adaptability in reflecting on self in relation to diverse groups. (8C1, 6C2, 1C5, 2C4)
   e. E. Demonstrate sensitivity to differences. (6C2)

7. **Candidates demonstrate the ability and willingness to assume leadership roles within a community of practice.** (9C1)
   a. Contribute to and improve overall quality of the learning community. (9C3, 5C3)
   b. Foster relationships in the larger community. (9C1, 2C6, 9C3, 9C2)
   c. Routinely reflect upon their own strengths and challenges as educational practitioners. (9C3, 2C2)

**Technology**

8. **Candidates integrate appropriate technology to enhance instruction.** (6C4, 4C2)
   a. Candidates utilize multiple technology applications to promote higher-level thinking and to differentiate instruction. (6C4, 4C2)
   b. Candidates utilize technology to promote higher level thinking skills needed for the twenty-first century. (6C4, 4C2)
   c. Candidates promote ethical and legal use of technology. (6C4, 8C3, 4C2)
References:


GUIDELINES FOR UNIVERSITY SUPERVISORS

University supervisors assist by overseeing the student teaching process, serving as a guide, advisor, evaluator, and intermediary. University supervisors have experience teaching and/or administrating in public schools, and have obtained education beyond a master’s degree.

Prior to the start of student teaching, supervisors meet with the Director of Clinical Experiences to review the student teaching process and meet with the students they will supervise. Student teaching placements are made by the Director of Clinical Experiences. Any changes or discrepancies should be referred to the Director of Clinical Experiences as soon as possible. Please do not assume that he or she has been made aware of changes.

University supervisors should work with the student teacher, cooperating teacher, and school administrator to coordinate a time prior to the start of student teaching to become acquainted and review student teaching expectations. Student teachers will be given a handbook prior to this meeting, but the school administrator and cooperating teacher should be provided a handbook at the introductory meeting. Supervisors will make at least four visits to the school to observe the student teaching process. If additional visits are deemed necessary by any involved parties, provisions should be made to accommodate. Visits to the school should be collaboratively arranged between the cooperating teacher, student teacher, and supervisor. Supervisors may make other visits as needed.

If any problems should arise, the Director of Clinical Experiences may be contacted at the appropriate number on the front of this handbook.

Responsibilities of the University Supervisor

1. Check in at principal's office upon arrival. Sign in on visitor sheets and wear any required visitor identification as directed by office personnel.

2. Follow expectations of the school whenever present (i.e.: if school requires escorts, please comply).

3. Observations should generally last at least 30 minutes of actual instruction time. Arrangements should be made to conference with the student teacher after the observation.

4. As soon as possible, following the observation, the supervisor should conference with the student sharing evaluation results, providing appropriate guidance and resources.

5. The student teacher and supervisor should sign the evaluation form after conferencing.

6. Try to ensure that the student is observed during instruction at varying times of the school day (as much as possible).

7. In addition to completing evaluation forms, supervisors may chose to use the school’s form or method of observation, write narratives, or use some other method of evaluating the student’s progress.

8. A copy of the signed evaluation should be provided to the student and the original retained to be given to the Director of Clinical Experiences upon completion of student teaching.

9. Make time to conference with the cooperating teacher as necessary.

10. Unannounced visits are acceptable, if the supervisor or other parties feel it would be helpful or is necessary.
11. Confer with school administrators when appropriate to discuss teacher candidate's progress and encourage administrators to visit the classroom while the student teacher is providing instruction. Share any feedback received by school personnel concerning the student teaching process or program with the Director of Clinical Experiences.

12. At the completion of the student teaching process, the supervisor should conference with the cooperating teacher to discuss the student teacher’s progress and final grade.

13. A conference with the student should also take place after conferencing with the cooperating teacher.

14. All forms should be signed as indicated.

15. Supervisors are responsible for ensuring that the following documents and items are presented to the Director of Clinical Experiences within a reasonable amount of time after students complete their student teaching:

- Cooperating Teacher’s Student Teaching Evaluation Form
- University Supervisor’s Student Teaching Evaluation Form
- Lesson plans from the university supervisor’s observations
- Additional evaluation documents
- Any surveys that are given by students or cooperating teachers (Please separate surveys from the student document files.)
GUIDELINES FOR COOPERATING TEACHERS

Cooperating teachers share a highly specialized assignment and are most important as they help university students become competent teacher/educators. Cooperating teachers serve as positive examples, foster guidance, and assist student teachers in understanding the many competencies beginning educators need to develop. The Director of Clinical Experiences will establish the starting date for student teaching. The statements that follow are intended to facilitate the cooperating teachers’ efforts.

Qualifications for Cooperating Teachers:

1. The cooperating teacher should be a full-time faculty member.
2. The cooperating teacher must have completed a minimum of three years of full time teaching and have been employed by the school district for at least one year.
3. The cooperating teacher must be fully certified by the State of Missouri in the content area and grade level they are teaching.
4. The cooperating teacher should possess subject matter and instructional proficiency, and the qualities of a master teacher.

Orient Student Teachers

Student teachers need to secure general information about the school and the routine practices as soon as possible. Please provide the students with the following information:

- **School Layout and Location:**
  Washrooms, lounge, office procedures, supplies, custodian’s rooms, AV equipment, parking and bus concerns, rooms for specialists such as nurse, social worker, etc.
  Information regarding the administration building, local teacher’s store.

- **Building Procedures:**
  Hours for teachers and building use at other times, extra duties (bus, clubs, etc.), attendance, movement of students (entry and exit from building, washrooms, lunch, etc.), dress code, fire and disaster drills, lunch supervision and eating arrangements, homework and testing policies, student accidents and emergencies, pullout programs and flexibility, substitutes’ folder.

- **Student Discipline:**
  School board and discipline policies, behavior expectations for hallway, lunchroom, etc., classroom expectations, what works with all and then specific children, consequences for extreme behavior (parents/referrals), expectations for staff supervision outside of the classroom, referral process for students with special needs.

- **Curriculum:**
  Guides and manuals (texts and supplemental materials), district curriculum expectations for teachers, management of curriculum demands and spacing of learning, lesson planning procedures and expectations, subject matter experts on staff, grading procedures (day to day and report cards), curriculum ‘flow’ of units through the year.

Suggested Roles and Responsibilities:

1. Create an atmosphere of acceptance of the student teacher on the part of the faculty and staff, students, parents, and the school community.
2. Designate an area and/or desk specifically for the student teacher.
3. Provide the student with a faculty handbook and school calendar.
4. Acquaint the student with instructional materials, technology or other audio visual equipment.
5. Introduce the student to classroom and instructional procedures.
6. Establish guidelines for the student teacher to formulate lesson plans and a time frame for review of the plans before implementation. (Daily lesson plans are required by CMU).
7. Observe and critique the student teacher’s performance on a regular and continual basis with consistent constructive and positive feedback. Require the student teacher to reflect on their performance before offering advice.

8. Identify the specific outcomes, units, skill development, or chapters the student teacher will be responsible for teaching.

9. Provide opportunities for the student teacher to test theory in practice in a variety of classroom situations.

10. Provide opportunities for professional growth through attendance at professional and staff meetings, parent-teacher conferences, IEP meetings, etc.

11. Set up opportunities toward the end of the student teaching experience for the student teacher to observe in other teachers classrooms.

12. Demonstrate sound teaching methods and planning procedures for the student teacher.

13. Allow the student teacher to gradually be inducted into actual teaching.

14. Share any “special needs” for individual students with the student teacher (IEP modification, health concerns, discipline strategies, learning strategies, etc.).

15. Communicate any concerns with the University Supervisor or Director of Clinical Experience as soon as possible.

16. Complete formal evaluations of the student teachers progress using forms provided by CMU.
SUGGESTED TIMELINE FOR OBSERVING AND TEACHING

➤ Sixteen Week Student Teaching Block

Days 1-5  Cooperating teacher always present
Observe the cooperating teacher; learn students’ names; become familiar with curriculum, school, classroom and school rules, procedures; assist with routine activities; work with individual students and small groups.

Days 6-15  Cooperating teacher always present
Become more involved in individual and small group activities. Assist teacher with large group instruction, perhaps teaching one or more lessons using the cooperating teacher’s lesson plan after observing the lesson taught earlier in the day.

Days 16-25  Cooperating teacher usually present
Plan and teach all lessons in one or more classes with advice and assistance of cooperating teacher.

Days 26-35  Cooperating teacher in and out of room
Take responsibility for additional classes; assist the cooperating teacher in other classes.

Days 36-65  Cooperating teacher in and out of room
Teach cooperating teacher’s full load plan units and lessons with assistance and advice of cooperating teacher.

Days 66-75  Cooperating teacher usually present in room
Gradually return to teaching a partial load; team teach with cooperating teacher. Observe other classes in the building.

Days 75-80  Cooperating teacher always present
Relinquish teaching responsibilities to cooperating teacher; return to routine duties and observe other teacher and other classes within the school.

➤ Eight Week Student Teaching Block

Days 1-5  Cooperating teacher always present
Observe the cooperating teacher; learn students’ names; become familiar with curriculum, classroom and school rules, school personnel; assist with routine activities; work with individual students and small groups at cooperating teacher’s discretion.

Days 6-10  Cooperating teacher always present
Continue week 1 activities; become more involved in small group activities; take over at least one class/subject area, planning and presenting lessons with advice/assistance of cooperating teacher.

Days 11-15  Cooperating teacher usually present
Take over at least half of cooperating teacher’s class load. Plan lessons with assistance and advice from the cooperating teacher.
Days 16-30
Cooperating teacher in and out

Teach cooperating teacher’s full class load, planning lessons with assistance and advice from the cooperating teacher.

Days 31-35
Cooperating teacher usually present

Begin to relinquish one or more classes/subject areas.

Days 36-40
Cooperating teacher always present

Relinquish all teaching responsibilities to cooperating teacher; return to routine duties; observe cooperating teacher and other classrooms within the school, or district; visit with school personnel.

Monitor Absences of Student Teacher

Student teachers are required to notify their cooperating teacher and the university supervisor if they will be absent or tardy at any time during student teaching. Absences should be addressed as soon as possible or made up at the end of the experience. Student teachers are expected to follow the school calendar of the school district they are student teaching in – not the Central Methodist University calendar. Excessive absenteeism can lead to termination of the student teaching placement.

Make Suggestions to Central Methodist University - Director of Clinical Experiences

The university will provide feedback forms or online links to the students and cooperating teachers. Teachers should feel free to make suggestions or comments to the university supervisor or the Director of Clinical Experiences at any time.
SUPERVISION AND EVALUATION

Supervision and evaluation are two separate processes that will be part of this experience. Supervision is an ongoing process completed by the cooperating teacher and the supervisor. Evaluation is completed at mid-term and at the conclusion of the student teaching experience. In order to capitalize on these two, the student teacher needs to be involved in continuous verbal and written evaluations with the cooperating teacher and the supervisor. Self-evaluation and reflection are emphasized as well. The cooperating teacher should monitor the student teacher throughout the experience. Continual observation and consistent feedback are most important to the student teacher.

The supervision conferences should be informal. A cooperative “we” attitude should be maintained and strengths should be discussed along with concerns. The focus should be on specifics and self-improvement. Written records should be kept. Sensitive situations could be handled by written constructive feedback by the supervisor, verbally communicating the constructive feedback, or by an administrator being enlisted to assist in communication. The Director of Clinical Experiences should be contacted regarding all sensitive issues for informational purposes as well as for the assistance that can be provided. It is expected the cooperating teacher will notify the University Supervisor if there are concerns with the attitude, judgment ability or skills of the student teacher.

Mid-Term Evaluation

At the end of the eighth week of student teaching, the cooperating teacher is asked to provide the student teacher with a written evaluation by addressing the criteria on the evaluation form that are appropriate at that time. Should the cooperating teacher have serious concerns about the student teacher’s progress, he or she should communicate this immediately to the university supervisor. The cooperating teacher, the university supervisor, and the student teacher should then collaboratively develop a formal plan for improvement.

Final Evaluation

The student teacher and the cooperating teacher should discuss the final evaluation form. The cooperating teacher will recommend a letter grade; however, the letter grade is the final responsibility of the supervisor. If a sensitive situation arises, the cooperating teacher should request a conference with the Director of Clinical Experiences. The completed evaluation forms should be returned to the university supervisor at the conclusion of the student teaching experience.

Student teachers want and need help in assessing their strengths and weaknesses. In order to be effective, the supervision of the growth of a student teacher must be:

1. **Cooperative:** Emphasis should be placed upon the “we” relationship between the student teacher and the cooperating teacher. The relationship must help the student teacher develop effective ways to study their own teaching behaviors and interactions with children.

2. **Continuous:** The student teachers need to be concerned with their progress at the end of each day, as well as after the mid term and at the end of the experience.

3. **Specific:** Continuous reflection and evaluation will focus specifically on what the student teacher did, what might have been done more effectively, and specific suggestions for improvement.

4. **Self-Improving:** Sound procedures in evaluation should help to develop the ability of the student teacher to analyze the causal factors of success and failure in teaching. Student teacher’s future growth as a professional may well depend upon learning effective evaluation techniques during the student teaching program. In addition, reflection before, during, and after practice will enhance professional inquiry and growth.

5. **Recorded:** The student teacher and the supervisor should keep records of the growth in all activities. These written records provide a basis for evaluating growth, while defining specific needs and competencies. (Use the final evaluation in this handbook as a guide and a rough draft.)
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.

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

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**

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Representative Indicators: 1.1 Content Knowledge and 1.2 Student Engagement in Subject Matter
Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

**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

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- **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:**
- Conversation
- Lesson Plan
- Student Assessment Data
- Flexible Grouping Plan
- Adapted Assessments

- **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.

Representative Indicators: 2.4 Differentiated Lesson Design
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.

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**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:**
- Assessments
- Conversation
- Lesson/Unit Plan
- Curriculum Maps
- Essential Learning Outcomes

**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.

Representative Indicators: 3.1 Implementation of Curriculum
Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

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.

#### Performance Assessment

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#### Possible Artifacts/Evidence:
- Conversation
- Lesson Plans
- Student Products
- Resource List

#### 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.

Representative Indicators: 4.1 Instructional Strategies leading to student engagement in problem-solving and critical thinking
Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

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

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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:

- Classroom Rules and Routines
- Behavior Matrix
- Student Behavior Data
- Conversation

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.

Representative Indicators: 5.1 Classroom Management Techniques and 5.2 Management of Time, Space, Transitions, and Activities
Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

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

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:

- Lesson plan
- Written communication
- Visual directions/schedule
- Presentation
- Conversation

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.

Representative Indicators: 6.1 Verbal and non-verbal communication

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Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

Standard 7: Student Assessment and Data Analysis

The teachers 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.

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**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.

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<td>• Maintains student records consistently and in a confidential and ethical manner.</td>
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**Possible Artifacts/Evidence:**

- Progress monitoring data
- Formative/Summative tools
- Pre/post-test
- Work sample
- Conference notes

**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.

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

**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

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- 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.

**Possible Artifacts/Evidence:**

- Dispositional assessment
- PD log
- Self-assessment
- Reflection

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

- 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.

**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.

**Representative Indicators: 8.1 Self-assessment and improvement**
Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

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

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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.

Possible Artifacts/Evidence:
- Parent contact log
- Professional development log
- Welcome letter
- Collaboration notes
- Technology tools

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.

Representative Indicators: 9.3 cooperative partnerships in student learning
Mid-Term Overall Comments/Observations:

Goals for the remainder of the semester:
1.
2.
3.

Summative Comments/Observations:

Teacher Candidate Signature         Date         Cooperating Teacher Signature       Date
Teacher Candidate Signature         Date         Cooperating Teacher Signature       Date
Teacher Candidate Signature         Date         Cooperating Teacher Signature       Date
Teacher Candidate Signature         Date         Cooperating Teacher Signature       Date

Summative Signatures

Teacher Candidate Signature         Date         Cooperating Teacher Signature       Date

*signatures are at the discretion of the University

Final Grade ________
GUIDELINES FOR STUDENT TEACHERS

Student teaching will enable you to gain practical experience under expert guidance. The work you do in this assignment will determine, to a large degree, the success you will experience when you begin teaching. View this as an opportunity for growth in personal and professional qualities. You have a huge responsibility to the partner school district and students, to CMU, the education profession, and to yourself to take this opportunity seriously.

We recommend that the student teachers gradually assume the teaching responsibilities and fully function as the classroom teacher for a minimum of five weeks. However, each situation is unique, and adjustments can and will be made when necessary. (See suggested timeline p. 5-6) Student teachers must complete a minimum of 80 days of student teaching if on a five day week schedule or 64 days if on a four day week schedule.

Attendance

The student teaching experience is a full time job. It is vital for all student teachers to report daily and on time. If you find it necessary to be absent or tardy, call your cooperating teacher or building administrator and university supervisor immediately. If the school day has started, call the office at the school. In case of advance knowledge of absence, arrangements should be made immediately with your cooperating teacher, building administrator, and the university supervisor. You are expected to follow the calendar of the school district you are student teaching in – not the Central Methodist University calendar. Excessive absenteeism can lead to termination of the student teaching placement.

Grades

Assignment of the final grade is based on the evaluation forms submitted by the cooperating teacher(s) and supervisory visits made by the university supervisor. Supervisory forms and reflections become a part of the student's permanent teacher-education record.

Responsibilities of Student Teachers

While engaged in student teaching, it would be to your advantage to see the total school situation as quickly as possible. Make it a definite point to do the following:

1. Meet and talk with teachers in the school and become acquainted with non-certified personnel.
2. Attend faculty and professional meetings, department or committee meetings, parent/teacher meetings, PTA/PTO meetings, and other school functions when invited.
3. Participate in routine non-teaching tasks and some of the school's extra-curricular activities, and learn as much as possible about the school to which you have been assigned.

You are expected to meet your responsibilities willingly, punctually, and promptly.

1. Seek help from your university supervisor and cooperating teacher in defining your responsibilities.
2. Become acquainted with your students early. Be aware of IEP and other “special needs” students.
3. Put in extra hours when needed. Be a team player, volunteer when needed.
4. Be prepared to take over the class at any time.
5. Familiarize yourself with daily duties.
6. Take the initiative in seeking help from your cooperating teacher.
7. Evaluate your work objectively. Actively seek and utilize suggestions from the cooperating teacher and university supervisor. Accept constructive feedback willingly.
8. Demonstrate a professional attitude in all your contacts with the school and community.
9. Develop an understanding of the ethics of the teaching profession. For example, the student teacher must recognize the confidential nature of personal information.
10. Become acquainted with, support, and follow the school policies and rules that apply to students and teachers in the school where you work.
11. Submit complete and accurate lesson planning information to the cooperating teacher and the university supervisor as requested.
12. While you are encouraged to take risks and try a variety of techniques and approaches, you are not to criticize the choices and practices of your cooperating teacher, school personnel or pupils. Respect the experience that has enabled your cooperating teacher to be an effective, professional educator. Also, remember that you are a guest in that school and in his or her classroom. Concerns or suggestions should be communicated tactfully and in private with your cooperating teacher or university supervisor.

13. Attend all meetings and seminars at CMU associated with student teaching.

14. Communicate often with your supervisor. If you need assistance do not hesitate to seek help.

**Personal Characteristics**

Personal appearance and general personality traits are very important. The following suggestions will help in the assessment of these areas:

1. Be aware of personal hygiene.
2. Dress neatly and appropriately; avoid over-dressing or under-dressing. Follow the school district’s dress code for teachers. Please check the school district’s policy for tattoos and piercings.
3. Develop good posture and poise.
4. Strive to make your voice clear and use Standard English.
5. Demonstrate a friendly but professional attitude.
6. Use of cell phones or other personal technology during regular class time with students is prohibited.

**Legal Status of the Student Teacher**

In an attempt to detail the legal status of the student teacher, one needs to first view the legal status of the cooperating teacher. The cooperating teacher is responsible for the health, safety, and general well-being of the students. In the performance of his/her duties, the cooperating teacher is to act as any normally prudent and farsighted person would, being neither negligent nor malicious. The exercise of good judgment at all times is essential.

Therefore, when the cooperating teacher leaves the student teacher in charge of the class, the cooperating teacher may still be held responsible for the students. However, should harm come to any pupil through malice, negligence, or poor judgment on the part of the student teacher, it might be expected that both the student teacher and the cooperating teacher could be held responsible.

**Student Teacher as Substitute Teacher**

The school may employ the student teacher as a substitute for the cooperating teacher. Any such days will still count toward fulfilling the student teaching requirement. We request the student teachers not be asked to substitute outside of their assigned classroom(s).

It is suggested that the district determine its policy in this regard and communicate it to the student teacher. Each student teacher must secure a valid substitute teacher certificate and provide a copy to the school district and to the CMU Education Department.

**Outside Activities During Student Teaching**

**Student teaching is very demanding of your time and must be your first priority. Student teachers are strongly urged not to be employed during their student teaching experience.**

Outside activities will not be accepted as an excuse for failing to meet student teaching responsibilities. If such interference does occur, the student may be dropped from student teaching, requiring enrollment at a later date. Because future employment is so dependent upon a successful student teaching experience, it is important extra-curricular activities are held to a minimum during student teaching. This includes involvement in fraternity or sorority offices, participation in university clubs, athletics, or other extra-curricular activities.
Dealing with Problems and Concerns – Termination of Placement

Unfortunately, there are times when a student teaching situation does not work out as expected. The reasons can be numerous and very difficult to solve. This emphasizes the need for honest and open communication among the student teacher, the cooperating teacher, the school administration, the CMU Faculty, and the Director of Clinical Experiences. Timeliness is a key factor in making concerns known and identifying solutions. The student teacher, the cooperating school district, and/or the CMU Division of Education can terminate a student teaching assignment. The termination should only be done after attempts have been made to solve the problems. All parties, including the student’s advisor, should be notified of any problems and be involved in the developing of a plan of correction. If possible conferences should be held with the involved parties. The conference agenda should include a list of possible career and/or degree plan adjustments. Every attempt will be made to address the concerns to the satisfaction of all parties. Should the cooperating school district or university terminate the placement because of failure of the student to meet requirements of attendance or performance, the student teacher will not be placed in another school district for student teaching during that semester. He or she may be allowed to continue the student teaching experience during a future semester. Should the student teacher request a change in placement, or the university warrant a change in placement, all efforts will be made to find another school to accommodate the change of placement. The final decision regarding termination will be made by the Chairman of the Central Methodist University Division of Education. Possession of, use of, or being under the influence of illegal drugs, alcohol, or tobacco use/possession will result in termination of the student teaching placement.
LESSON PLAN FORMAT

Teacher: _______________________
Lesson Unit: ___________________
Date: _________________________

Subject: ____________   Grade Level: _______
Lesson Topic: _______________________
Time Begin: _________ Time End: __________

GOALS AND OBJECTIVES:

RATIONALE:

MATERIALS AND EQUIPMENT:

PROCEDURES/INSTRUCTIONAL COMPONENTS:

Lesson introduction:

Lesson Development:

Differentiation for Specific Learners:

Practice/Follow-up:

Closure/Wrap-up/Lesson Conclusion:

Excess Time Activity:
ASSIGNMENTS/HOMEWORK:

ASSESSMENT:

REFLECTION:

REVISIONS:

LESSON PLANS

Lesson plans are an essential component of teaching and are critical to the effectiveness of instruction. Lesson plans should be written in sufficient detail. The student teacher, their district supervisor, or a substitute teacher should be able to teach from them. Lesson plans should be tied directly to the Show-Me Standards, national standards for the particular discipline and the MoSPE Standards.

The importance of good lesson plans cannot be over-emphasized. They demonstrate a clear understanding of the concepts to be taught by the student teacher. In their written form, the plans should include objectives, motivational techniques, learning activities, and assessment.

Since most school districts establish the format by which to write lesson plans, student teachers are to follow the directions of their cooperating teacher. Lesson plans should be submitted far enough in advance as to allow the cooperating teacher to approve them and/or to make suggestions on how to improve them, then allow the necessary time to make any changes. Lesson plans are to be made available to university supervisors prior to each observation.
LESSON REFLECTION SHEET

The Lesson Reflection Sheet could be completed by the student teacher following each formal observation and taken to the post-observation conference. This form may be used by the administrator/supervisor to discuss and document standards/criteria.

Teacher : _______________________________ School : _______________________________
Grade/Subject : __________________________ Date : _______/_______/_______

1. As I reflect on the lesson, to what extent were the students productively engaged in the work? How do I know?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. Did the lesson allow for students to engage in activities and learning situations which were consistent with the district’s curriculum guide?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

3. What feedback did I receive from students in indicating they achieved understanding and that the goal/objective(s) were met for this lesson?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

4. Did I adjust my goals or my work as I taught the lessons? Why? How?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

5. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

6. If there was one thing from this lesson that I could share with a colleague, what would it be?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

*If more space is needed, please add additional pages.
**This form is to be completed by the student teacher after each observation by the university supervisor. It should be returned to the university supervisor within 48 hours of the observation.
MISSOURI DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION
Office of Educator Quality

Missouri Standards for Preparation of Educators (MoSPE)
The Candidate Column-Missouri Teacher Standards & Quality Indicators

Standard #1 - Content knowledge aligned with appropriate instruction: The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and create learning experiences that make aspects of subject matter meaningful and engaging to students.

Quality Indicator 1 – Content Knowledge and Academic Language

1C1 Demonstrates knowledge of the academic language of the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri.

Quality Indicator 2 – Student Engagement in Subject Matter

1C2 Demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.

Quality Indicator 3 – Disciplinary Research and Inquiry Methodologies

1C3 Understands how to engage students in the methods of inquiry and research in his or her respective discipline.

Quality Indicator 4 – Interdisciplinary Instruction

1C4 Can create and implement interdisciplinary lessons that are aligned with standards.

Quality Indicator 5 – Diverse Social and Cultural Perspective

1C5 Demonstrates understanding of diverse cultural perspective by creating and implementing lessons to introduce those perspectives, recognizing the potential for bias.

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

Quality Indicator 1 – Cognitive, Social, Emotional and Physical Development

2C1 Identifies child/adolescent developmental stages and uses this knowledge to adapt instruction.

Quality Indicator 2 – Student Goals

2C2 Demonstrates knowledge on how to assist students in setting short and long-term learning goals and self-reflect on their overall growth.

Quality Indicator 3 – Theory of Learning

2C3 Applies knowledge of learning theory in all aspects of instructional design
Quality Indicator 4 – Differential Lesson Design

2C4 Recognizes diversity and the impact it has on education.

Quality Indicator 5 – Prior Experiences, Learning Styles, Multiple Intelligences, Strengths and Needs

2C5 Can plan learning activities to address a student’s prior experiences, multiple intelligences, strengths and needs in order to positively impact learning.

Quality Indicator 6 – Language, Culture, Family and Knowledge of Community Values

2C6 Demonstrates an understanding that instruction should be connected to students’ family, culture, and community.

Standard #3 - Curriculum implementation: The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Quality Indicator 1 – Implementation of Curriculum Standards

3C1 Understands the components and organization of an effective curriculum, is able to create aligned learning experiences, can locate national and state standards, and is able to align them to learning outcomes.

Quality Indicator 2 – Lessons for Diverse Learners

3C2 Understands how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives.

Quality Indicator 3 – Instructional Goals and Differentiated Instructional Strategies

3C3 Knows and understands the concept of differentiated instruction and short and long-term instructional goal planning to address student needs in meeting curriculum objectives.

Standard #4 - Critical thinking: The teacher uses a variety of instructional strategies and resources to encourage students’ development and critical thinking, problem solving, and performance skills.

Quality Indicator 1 – Instructional Strategies Leading to Student Engagement in Problem –Solving and Critical Thinking

4C1 Can demonstrate knowledge of research-based models of critical thinking and problem-solving, including various types of instructional strategies, to support student engagement in higher level of thinking skills.

Quality Indicator 2 – Appropriate Use of Instructional Resources to Enhance Student Learning

4C2 Demonstrate knowledge of current instructional resources to support complex thinking and technological skills.

Quality Indicator 3 – Cooperative, Small Group and Independent Learning

4C3 Can demonstrate knowledge of strategies for facilitating multiple configurations for student learning including cooperative, small group and independent learning.
Standard #5 - Positive classroom environment: The teacher 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.

Quality Indicator 1 – Classroom Management, Motivation, and Engagement

5C1 Knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using this to promote student interest and learning.

Quality Indicator 2 – Management of Time, Space, Transitions, and Activities

5C2 Demonstrates competence in managing time, space, transitions, and activities to create an effective learning environment.

Quality Indicator 3 – Classroom, School, and Community Culture

5C3 Recognizes and identifies the impact of classroom, school and community culture on student relationships, classroom environment and learning.

Quality Indicator 4 – Competence in Classroom Management Techniques

5C4 Demonstrates competence in the use of basic classroom management techniques that reduce the likelihood of student misbehavior and address any misbehavior that does occur with the least disruption of instruction.

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

Quality Indicator 1 – Verbal and Nonverbal Communication

6C1 Understands the importance of and develops the ability to use effective verbal and nonverbal communication techniques

Quality Indicator 2 – Sensitivity to Culture, Gender, Intellectual and Physical Differences

6C2 Develops sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and in communication with families.

Quality Indicator 3 – Learner Expression in Speaking, Writing, and Other Media

6C3 Develops the ability to facilitate learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy.

Quality Indicator 4 – Technology and Media Communication Tools

6C4 Develops skills in using a variety of technology media communication tools.

Standard #7 - Student assessment and data analysis: The teacher understands and uses formative and summative assessment strategies to assess the learner’s progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Quality Indicator 1 – Effective Use of Assessment

7C1 Has knowledge of the development, use and analysis of formal and informal assessments.

Quality Indicator 2 – Assessment Data to Improve Learning
7C2 Has knowledge how data can be accessed, analyzed, and appropriately used to design instruction and improve learning activities.

**Quality Indicator 3 - Student Led Assessment Strategies**

7C3 Describes, explains and analyzes a variety of self and peer assessment strategies, understands the need to prepare students for the demands of particular assessment formats, and is able to teach students to set learning goals.

**Quality Standard 4 – Effect of Instruction on Individual/Class Learning:**

7C4 Develops a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions and using higher order questioning. The candidate uses analysis of the data to determine the effect of class instruction on individual and whole class learning.

**Quality Indicator 5 – Communication of Student Progress and Maintaining Records**

7C5 Can explain ethical and legal implications of confidentiality of student records and can describe and analyze strategies to communicate student progress to students, families, colleagues and administrators.

**Quality Indicator 6 – Collaborative Data Analysis**

7C6 Demonstrates a capacity to engage in a collaborative classroom/department/school data analysis process.

**Standard #8 – Professionalism: 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**

8C1 Understands strategies for reflecting on teaching practices to refine their own instructional process in order to promote the growth and learning of students.

**Quality Indicator 2 – Professional Learning**

8C2 Identifies and understands the use of an array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities for improving student learning.

**Quality Indicator 3 – Professional Rights, Responsibilities, and Ethical Practices**

8C3 Is knowledgeable of and demonstrates professional, ethical behavior as is aware of the influence of district policies and school procedures on classroom structure.

**Standard #9 - Professional collaboration: The teacher has effective working relationships with students, families, school colleagues and community members.**

**Quality Indicator 1 – Induction and Collegial Activities**

9C1 Understands the importance of collegial activities in building a shared mission, vision, values and goals, participates in collaborative curriculum and staff development meetings and demonstrates the ability to collaborate with his/her cooperating teacher and supervisor to establish relationships in the school, district and community.

**Quality Indicator 2 – Collaborating to Meet Student Needs**
9C2 Understands school-based systems designed to address the individual needs of students by working with the cooperating teacher/supervisor to engage with the larger professional community across the system to identify and provide needed services to support individual learners.

**Quality Indicator 3 – Cooperative Partnerships in Support of Student Learning**

9C3 Recognizes the importance of developing relationships and cooperative partnerships with students, families and community members to support students’ learning and well-being.

**ED 454 STUDENT TEACHING SEMINAR**

During the clinical experience semester student teachers will be required to meet once monthly on campus for ED 454. Dates and times for the seminar will be announced in the syllabus.
Purpose and Directions: This Checklist was developed in cooperation with our Advisory Groups. Our students, cooperating teachers, school administrators, and CMU faculty were involved in these meetings. The Checklist outlines the expectations of the cooperating teachers, clinical experiences site, and our CMU supervisors. This input is designed to provide us with an evaluation of our clinical sites and personnel for student teaching.

SECTION I: RELATING TO THE COOPERATING TEACHERS

<table>
<thead>
<tr>
<th></th>
<th>Rating</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weak</td>
<td>Strong</td>
</tr>
<tr>
<td>1. My cooperating teacher helped me to identify my strengths</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>2. My cooperating teacher helped me to identify my weaknesses and assisted me toward improvement</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>3. My cooperating teacher provided me with specific constructive feedback on a consistent basis.</td>
<td>1 2 3 4</td>
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</tr>
<tr>
<td>4. During my student teaching experience I had the opportunity to participate in the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Try new teaching methods</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>b. Utilize a variety of instructional strategies</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>c. Use technology for instructional purposes</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>d. Gain insight into behavior and classroom management.</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>e. Learn about the process of assessing and planning for the individual differences of students and how assessment affects lesson planning</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>f. Gain insight regarding lesson planning (both daily lesson planning and long range planning) and the integration of the Show-Me- Standards and grade level expectations (GLE’s) into lesson planning</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>g. Participate in both formal and informal conferences with parents, students and school staff.</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>h. Experience the operation of special education procedures/processes or other formal student assistance programs</td>
<td>1 2 3 4</td>
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</tr>
<tr>
<td>i. Participate in activities for professional development (faculty meetings, workshops, department meetings, etc)</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>5. My cooperating teacher has been sensitive to problems I had, and has given me support and encouragement</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>6. My cooperating teacher has shown enthusiasm, interest and concern in working with me</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>7. My cooperating teacher shows enthusiasm for teaching and working with students.</td>
<td>1 2 3 4</td>
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<tr>
<td>8. My cooperating teacher demonstrates a professional attitude and has been a good role model</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>9. My cooperating teacher validated my decision to become a teacher.</td>
<td>1 2 3 4</td>
<td></td>
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<tr>
<td>10. My cooperating teacher provided me with a letter of recommendation</td>
<td>Yes No</td>
<td></td>
</tr>
<tr>
<td>11. I recommend that my cooperating teacher continue working with CMU student teachers</td>
<td>Yes No</td>
<td></td>
</tr>
</tbody>
</table>
### Comments:

### SECTION II: SCHOOL SITE

<table>
<thead>
<tr>
<th>Rating</th>
<th>Weak</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. As a student teacher, I felt I was welcome and included in the school routine</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>2. I felt that I was ready to work in this school and received feedback that confirmed my readiness or provided to me with suggestions for improvement</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>3. The school administration was able to support my efforts in the following ways:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Informal observation with feedback</td>
<td>Yes No</td>
<td></td>
</tr>
<tr>
<td>b. Pre-observation conference and observation</td>
<td>Yes No</td>
<td></td>
</tr>
<tr>
<td>c. Treated as a fellow staff member</td>
<td>Yes No</td>
<td></td>
</tr>
<tr>
<td>d. Received school communication</td>
<td>Yes No</td>
<td></td>
</tr>
<tr>
<td>4. My experience confirmed my decision to be a teacher</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>5. I was welcomed and had the opportunity to participate in the in-service session</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>6. I recommend continuing to place student teachers in this school</td>
<td>Yes No</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

### SECTION III: RELATING TO THE CMU SUPERVISOR

<table>
<thead>
<tr>
<th>Rating</th>
<th>Weak</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The level of support and assistance provided by the CMU supervisors to the student teacher</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>2. The CMU supervisor provided the following support to the student teacher:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Motivation to excel</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>b. Assistance</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>c. Provided support in classroom management</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>d. Provided feedback for my improvement</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>e. Was available when I was in need of support</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>f. Was professional in working with my cooperating teachers and me</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>g. Provided me with a good orientation prior to student teaching</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>3. My CMU supervisor counseled me about my decision to become a teacher</td>
<td>Yes No</td>
<td></td>
</tr>
<tr>
<td>4. I recommend that my CMU supervisor continue working in this role</td>
<td>Yes No</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
Section IV – Evaluation of CMU Teacher Preparation Program

In an effort to improve our preparation program please rate your preparation at the beginning of your clinical experience in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication skills (verbal, written)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Knowledge of Missouri Learning Standards</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Use of technology</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Behavior management</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Assessment strategies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Lesson planning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Classroom management (organization, paper flow, grading, transition, etc.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Ability to reflect on their own instruction</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Ability to differentiate instruction</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. Professionalism (proper appearance, responsible, etc.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments on any particular strengths of areas of improvement of our program:

Comments:

Student Teacher Signature: ________________________________ Date: ________________
COOPERATING TEACHER SURVEY

Student Teacher: ____________________________________________
Cooperating Teacher: _______________________________________
School: __________________________ District: _______________
CMU Supervisor: __________________________________________

CMU Location (please circle): Fayette Park Hills Union Sedalia

Section I – Evaluation of CMU Supervisor

1/ How many visits did the university supervisor make including the initial visit? _______
2/ How many complete lessons did the university supervisor observe? _______
3/ Approximately how long was each instructional observation? _______

Did the university supervisor… (please address “NO” items in the comment box at the bottom of the form)

1. Keep scheduled appointments and/or informs student teacher of necessary changes? ___ Yes ___ No
2. Spend sufficient time each visit to address the needs of the student teacher? ___ Yes ___ No
3. Adequately conference with you regarding the student’s progress? ___ Yes ___ No
4. Fulfill his/her role in a positive and enthusiastic manner? ___ Yes ___ No
5. Established good rapport with you, the student teacher, and other school personnel? ___ Yes ___ No
6. Possess practical knowledge of the teaching process? ___ Yes ___ No
7. Assist in addressing concerns you had about the teacher? ___ Yes ___ No
8. Provide clear and specific suggestions for you and the student teacher? ___ Yes ___ No
9. Encourage communication between all parties? ___ Yes ___ No
10. Exhibit genuine interest in the progress of the student teacher? ___ Yes ___ No
11. Help both you and the student teacher as needed? ___ Yes ___ No
12. Make him/herself available as needed? ___ Yes ___ No
13. How would you rate this university supervisor? ______Excellent ______Very good ______ Good ______ Fair ______Poor

Comments: Please address “NO” here and add additional comments as needed:
Section II – Evaluation of CMU Teacher Preparation Program

In an effort to improve our preparation program please rate your student teacher’s preparation at the beginning of the clinical experience in the following areas:

1. Communication skills (verbal, written)  
   Poor: 1  Fair: 2  Good: 3  Very Good: 4
2. Knowledge of Missouri Learning Standards  
   Poor: 1  Fair: 2  Good: 3  Very Good: 4
3. Use of technology  
   Poor: 1  Fair: 2  Good: 3  Very Good: 4
4. Behavior management  
   Poor: 1  Fair: 2  Good: 3  Very Good: 4
5. Assessment strategies  
   Poor: 1  Fair: 2  Good: 3  Very Good: 4
6. Lesson planning  
   Poor: 1  Fair: 2  Good: 3  Very Good: 4
7. Classroom management  
   Poor: 1  Fair: 2  Good: 3  Very Good: 4
   (organization, paper flow, grading, transitions etc.)
8. Ability to reflect on their own instruction  
   Poor: 1  Fair: 2  Good: 3  Very Good: 4
9. Ability to differentiate instruction  
   Poor: 1  Fair: 2  Good: 3  Very Good: 4
10. Professionalism  
    (proper appearance, responsible etc.)  
    Poor: 1  Fair: 2  Good: 3  Very Good: 4

Comments on any particular strengths or areas of improvement of our program:

Comments:

Signature: ________________________________ Date: ________________________
STUDENT INFORMATION FOR DEGREE COMPLETION
AND APPLICATION FOR CERTIFICATION

Degree Completion & Certification Requirements
The following items address requirements to graduate. Students are responsible for ensuring that they have
- submitted name, address, and other contact information changes as soon as change is made
- completed all graduation requirements
- completed everything identified on their degree plan
- student must have degree plan signed by the Registrar on file to begin student teaching
- requested official transcripts from all institutions to be sent to CMU Fayette campus
- 3.00 GPA in all area of certification, 3.00 GPA in professional education, and 2.75 GPA overall
(with all courses from all institutions).
- a grade of C or better in all education courses and the three required psychology courses (PY 210, PY 223, PY 342/3)
- completed and received FBI fingerprinting clearance prior to student teaching and within 1 year for certification application (starting July 1, 2009). www.machs.mo.gov (Code for sub cert is 2301)
- passing MO Content Assessment results in the appropriate area of certification.
- informed the appropriate campus personnel of a teaching position obtained
- paid the graduation fee of $75.00 and have a balance due of $0.00

Questions & Answers

Who applies for teacher certification?
Students apply for certification online: http://www.dese.mo.gov

When will I get my diploma?
Diplomas are mailed out from Fayette to the address on file six to eight weeks after graduation or after summer grades have been turned in. Please make sure you have updated information on file.

How do I obtain an official transcript?
Request official CMU transcripts online from National Student Clearinghouse secure site:
http://www.centralmethodist.edu/registrar/transcript.php. CMU will send your official transcript to DESE. Copies you need for anything other than teacher certification are your responsibility.

What type of certification will I be getting?
Your certification is considered "Initial Certification" - it is good for 4 years. Your school district works with you to upgrade your certification as you get closer to renewing the certification.

How can I check my certification status?
Certification status may be checked at the following link:
https://k12apps.dese.mo.gov/webapps/tcertsearch/tc_search1.asp

DESE Questions & Answers:

How long should I wait for a response on certification?
Due to fluctuations in the volume of applications and inquiries received, it is often difficult to estimate processing time. During the months of April to October, processing time may be as long as six (6) weeks from the date of receipt. Processing time from October to April should be less than four (4) weeks.

What do I tell my school district if my file is still in process?
Missouri school districts understand the peak workloads of the certification office. It has always been our policy to expedite a file at the request of a superintendent or human resources director. The district should call or e-mail our office if the situation warrants an expeditious response.
HOW TO APPLY FOR AN INITIAL TEACHING CERTIFICATE

**DESE website works best with Internet Explorer.

1. Go to DESE website http://www.dese.mo.gov/
2. Click “Educator Certification” in the middle of the screen
3. At the bottom of the left column, click “Apply for a Certificate”
4. Enter your User Name and Password and click “login.”
5. Click on “Educator Certification System”
6. Under “Applications” click “Initial Professional.”
7. Fill out the Professional Conduct Information
8. Type of application: Professional
9. Read the Sworn Statement
11. Select the institution where coursework was completed for this area of certification: Central Methodist University.
12. Click “submit to institution.”
13. Click “OK.”
14. You have finished your application. You can log out.

You will not receive any response from the DESE website that shows that your application was received. It will show up on Professor Hackman’s DESE work log.

If you are not certain of the details of your education record, leave that part blank. We will complete it when we process your application. We will submit your transcripts at no charge.

You can submit your application at any time during your last semester of classes, but it cannot be processed until you have (1) graduated, (2) passed the MO Content Assessment, (3) all transcripts finalized with a 2.75 cumulative GPA with all courses from all institutions and a 3.0 in professional education and content courses, and (4) completed the background check. Generally, we cannot begin processing until two weeks after graduation, when your transcript will show your graduation date.

Once CMU submits the transcript, it will take six to eight weeks for DESE to process your application. You can check your status on the DESE website. DESE does not mail a hard copy of your certificate. You can and should print one from the DESE website.

If you have questions, please call our office at 660-248-6633.