



**Drury University Mission:**

Drury University is an independent university, church-related in the liberal arts tradition, and committed to personalized education in a community of scholars who value the arts of teaching and learning. Education at Drury seeks to cultivate spiritual sensibilities and imaginative faculties as well as ethical insight and critical thought; to foster the integration of theoretical and practical knowledge; and to liberate persons to participate responsibly in and contribute to a global community.

**School of Education and Child Development Mission:**

To prepare the best educators for diverse 21<sup>st</sup> Century learning environments.

**Drury University School of Education and Child Development**

**Handbook for the Culminating Clinical Internship**

**EDUC 476, EDUC 477, EDUC 478, EDUC 699**

**EDUC 476 Student Teaching-Elementary. 3-10 hours.** *Prerequisite: Completion of all appropriate methods courses and approval of the Teacher Education Council.* Observation and supervised practice teaching at the elementary school level (grades 1-6). Taken concurrently with EDUC 475 if a passing state content assessment score is not obtained. Course fee required.

**EDUC 477 Student Teaching-Middle School. 3-10 hours.** *Prerequisite: Completion of all appropriate methods courses and approval of the Teacher Education Council.* Observation and supervised teaching at the middle school level (grades 5-9). Taken concurrently with EDUC 475 if a passing state content assessment score is not obtained. Only available to post-baccalaureate students. Course fee required.

**EDUC 478 Student Teaching-Secondary. 3-10 hours.** *Prerequisite: Completion of all appropriate methods courses and approval of the Teacher Education Council.* Observation and supervised practice teaching at the secondary school level (grades 9-12). Taken concurrently with EDUC 475 if a passing state content assessment score is not obtained. Course fee required.

**EDUC 699 Culminating Internship. 3-6 hours.** *Course fee applies.* Observation and supervised practice teaching designed for alternative certification students enrolled in the DATSE program. Additional fee applies if student teaching experience is out of area. DATSE Candidates who are working as a paraprofessional must complete EDUC 699 for six hours.

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## FOREWORD

The culminating clinical internship (student teaching) represents the capstone of the initial teacher certification program. Our teacher candidates reflect the philosophy, commitment, and standards of Drury University and its School of Education and Child Development. The Drury University Teacher Education Council approves clinical internship applications. Clinical internship approval is an endorsement of the professional capabilities and personal characteristics of the individual student.

With the clinical internship experience, an individual begins his or her professional career as an educator. The role becomes that of a teacher rather than a student. Many informal and subtle changes will reflect a new status as well as the obvious increase in responsibility and expectation for leadership and technical skill. The clinical internship represents one of the primary opportunities for providing diverse learning experiences in the teacher education program. Clinical internship placements that provide diverse learning environments are preferred.

The clinical internship represents a cooperative effort between the public schools and Drury University. School based clinical educators (classroom teachers), assigned to work with Drury teacher candidates, are carefully selected. Our goal is for the clinical internship experience to be under the daily guidance of a master teacher.

The purpose of the Drury University Handbook for the Culminating Clinical Internship is to provide a practical and usable reference for those participating in the culminating clinical internship program. It describes the responsibility of the teacher candidate, the school based teacher educator, the university based teacher educator, and the coordinator of clinical experiences. In addition, it represents an overview of the policies of the program. We hope that this handbook will assist the teacher candidate to achieve the maximum benefit from the clinical internship experience.

## INTRODUCTION

The culminating clinical internship is an essential aspect of a professional educational program. This clinical experience consists of direct interaction with children and youth in the classroom, under the supervision of a professionally certified classroom teacher and a staff member from an institution of higher education. The culminating clinical internship constitutes of ten semester hours of credit and involves a minimum of sixteen weeks (about 80 days). Spending an extended time in the school during the clinical internship is supported by current research in best practices in teacher education and provides the teacher candidate with a more authentic experience during the clinical internship semester.

The goals of the clinical internship experience are reflected through the activities a teacher candidate participates in during the clinical internship semester. These activities offer the candidate opportunities to bring together knowledge, theory, and practice—to learn through actual experience how these are involved in the teaching and learning of others, and to become gradually inducted into the teaching profession.

The public schools provide a realistic setting for the culminating clinical internship, as they will be the eventual employers of the majority of teacher candidates. Their responsibility for the education and development of our children and youth has become increasingly important in modern society. Present trends indicate that public schools will need to participate more and more in the education of teachers. This will enable teacher candidates to function well in an ever-changing and challenging environment.

The school based teacher educator is the key person in providing an effective teaching-learning situation. By accepting the responsibility of guiding and directing the teacher candidate, the school based teacher educator makes a valuable contribution to the strengthening of the teaching profession. However, the entire faculty in the clinical practice setting also assumes a very important professional responsibility for setting the stage for a successful culminating clinical experience.

The clinical internship is a cooperative endeavor in which the personnel of both the university and the public schools need to exchange ideas, plan cooperatively for providing the best clinical internship experience possible, and reach a realistic understanding concerning the functions of these experiences in terms of both potentials and limitations.

**Information regarding the clinical internship at Drury University can be found at [www.drury.edu/education](http://www.drury.edu/education). Once you have accessed the website, click on the Student Resources tab and then on the Culminating Clinical Internship tab. Information such as this Clinical Internship Handbook are located here.**

## GENERAL INFORMATION

### Prerequisites

The following requirements must be met prior to applying for student teaching:

- Full admission to the teacher education program
- Completion of all prerequisite course requirements as listed in the catalog
- Completion of all content courses required for certification
- Appropriate Drury and overall grade point averages
- Approval of the Teacher Education Council
- Missouri issued substitute certificate (which requires fingerprinting)
- Registration and/or attempt of the appropriate Missouri Content Assessment

### Absences

Teacher candidates are expected to be in attendance at their clinical practice setting each day. In cases of emergency or illness, it is the teacher candidate's responsibility to contact the school based teacher educator and the school no later than 30 minutes before the beginning of the school day to inform them of the absence. The teacher candidate is required to arrange to make-up any time missed due to absences. Absences for professional reasons must have prior approval from the university based teacher educator (e.g. professional development workshops, job interviews, etc.). A few days are available for professional absences at the discretion of the university based teacher educator and Coordinator of Clinical Experiences.

Teacher candidates who are unable to complete 16 weeks of student teaching by the end of the term may request to withdraw from the course. Teacher candidates who experience health problems may request a medical leave or medical withdrawal from the university. All other teacher candidates may follow the official withdrawal policy. Specifics regarding both policies can be found in the university handbook. If a withdrawal is approved, the student will be withdrawn from Student Teaching and the Student Teaching Support Seminar by the Registrar and will receive a "W" on their transcript for each class, so that they receive no credit or grade for these courses, leaving their GPA unaffected. Official withdrawal from the university can have specific financial and academic implications. It is recommended that teacher candidates meet with their academic advisor and the Director of Financial Aid.

### School Based Teacher Educators

School based teacher educators are chosen in collaboration between the Coordinator of Clinical Experiences and school district personnel. School based teacher educators must have taught for at least three years and have a Master's degree in education or a related field. The selection process is based on quality and a good fit between the teacher candidate and the school based teacher educator.

### Cooperating Team

The cooperating team consists of the teacher candidate, the school based teacher educator, and the university based teacher educator. This team should meet on a regular basis during the clinical internship experience to discuss the teacher candidate's progress.

In addition to the meetings of the cooperating team, the teacher candidate and the school based teacher educator should meet daily to discuss classroom situations and ways the teacher candidate can improve his/her instructional techniques.

### Corporal Punishment

The teacher candidate **must not** make the punishment decision **nor** administer the punishment. This decision is the responsibility of the school based teacher educator or other certified personnel of the cooperating school.

### Artifacts

5 Teacher candidates are required to upload, and/or complete all forms and artifacts in Watermark VIA.

### **Evaluation – Midterm**

The cooperating team should meet to discuss the teacher candidate's strengths and challenges approximately midway through the student teaching experience, with the intention of making specific recommendations to assist the teacher candidate to improve and refine classroom performance. At this time, the teacher candidate completes a midterm self-evaluation in Watermark VIA. After completing the midterm evaluation, the teacher candidate discusses it with the school based teacher educator and the university based teacher educator who both provide feedback and comments in Watermark VIA. This midterm conference assists the teacher candidate in improving and developing teaching skills throughout the second half of the student teaching experience.

### **Evaluation—Summative**

At the conclusion of the culminating clinical internship experience, both the school based teacher educator and the university based teacher educator will complete the MEES summative evaluation of the teacher candidate in Watermark VIA.

### **Grading**

The teacher candidate will receive a letter grade for the culminating clinical internship experience (10 hours of credit). This grade is assigned by the university based teacher educator in collaboration with the school based teacher educator and Coordinator of Clinical Experiences, and is based on the following criteria (knowing that the student's performance may not fall within the same column for each criteria).

<b>Criteria</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>other</b>
<b>MEES summative score (combined total of CT &amp; US)</b>	54 or greater	50-53	46-49	42-45	Under 42
<b>Attendance (days not made up)</b>	0 missed days	1-2 missed days	3-4 missed days	5-6 missed days	Over 6 missed days
<b>EDA (combined total of CT and US)</b>	32-36 points	27-31 points	22-26 points	18-21 points	Under 18 points
<b>All Artifacts</b>	completed	completed	completed	completed	not complete
<b>All Surveys</b>	completed	completed	completed	completed	not complete

### **Grievances**

If the teacher candidate feels that his/her placement situation is becoming unsatisfactory and that it could lead to a poor experience, he or she should first discuss his or her concerns with the school based teacher educator. If this is not successful, the student may ask the university based teacher educator to intercede with the intention of finding possible solutions.

If no solution is found through these procedures, the student may then appeal to the Coordinator of Clinical Experiences. If these efforts fail, the student may then arrange a conference with the Dean of the School of Education and Child Development. Problems that cannot be resolved at this level may then be appealed through the normal procedures established by the University.

### **Holidays**

For the purpose of the clinical internship, the teacher candidates are to observe only the holidays scheduled by the school system to which they are assigned. Drury University holidays, such as spring break, are not excused absences from the clinical internship experience.

## **Meetings**

Teacher candidates are required to attend the Drury clinical internship orientation and workshops. These meetings are scheduled by the Coordinator of Clinical Experiences and are considered part of the clinical internship experience. Failure to attend all scheduled meetings will be reflected in the final grade.

## **Clinical Internship Support Seminar EDUC 480**

Teacher candidates enrolled in EDUC 480 will meet once a week during their clinical internship semester. Support and information on various topics will be provided. (e.g. classroom management, lesson plan assistance, resume development, job applications, etc.)

## **Placements**

The placement of teacher candidates is coordinated on both the main campus and the St. Robert campus by the respective Coordinator of Clinical Experiences. Candidates are placed with master teachers in individual schools.

The placements by the coordinators are final. Applicants are allowed to suggest/request two possible placements, realizing that these requests may or may not be fulfilled. Students should not request, nor will they be placed, in the district from which they graduated or in a district or school where relatives attend or work. Exceptions to this policy may be made if a district offers a student teacher a job as the teacher of record during their student teaching semester; or if no other placement within reasonable travel distance can be found.

Should it become absolutely necessary for a student teacher to change placement (due to irresolvable difficulties), the appropriate Coordinator should be informed as soon as possible. The Coordinator will then assess the situation and make any changes that are deemed necessary.

## **Substitute Teaching**

All Drury University teacher candidates are required to have a valid Missouri Substitute Certificate prior to beginning their clinical internship. Drury University teacher candidates may substitute up to five days during their clinical internship. These days are to be nonpaid and follow the policies of the school district where the teacher educator is placed. For the most part, subbing would be limited to five days toward the end of the semester.

Adherence to these policies and guidelines will help to ensure that the clinical internship experience is beneficial to the teacher candidate, the school based teacher educator, and the public school students. Teacher candidates should remember that the Drury School of Education faculty is here to assist and guide them through the clinical internship experience, but the individual teacher candidates are responsible for the ultimate quality of their clinical internship experience.

## **Culminating Internship for the Drury Alternative Track to Special Education program (DATSE)**

**To meet requirements for teacher certification in the area of Cross Categorical/Mild Moderate Disabilities, DATSE graduate candidates must complete structured clinical experiences aligned to coursework and demonstrate standards-based performances specific to the area of certification.**

Standards-based performances specific to the DATSE program may only be met in a public school K-12 setting with students diagnosed with mild/moderate disabilities. Clinical experience requirements within the DATSE program follow:

1. The DATSE candidate must be employed by a public school and working in a K-12 setting as a special education teacher on a provisional certificate with a caseload to include students with a diagnosis aligned to a mild/moderate disability. This does not include an assignment where the primary duties are speech implementation, early childhood special educator, or teacher of students with severe disabilities. DATSE candidates in this track will have a University Based Teacher Educator conduct two formative observations and complete a summative evaluation. The district mentor will be designated as the School Based Teacher Educator (or otherwise designated person according to the principal/supervisor). The School Based Teacher Educator will also conduct two formative observations and complete a summative evaluation. This DATSE candidate would take EDUC 699 for 3 credit hours.

OR

2. The DATSE candidate who is employed by a public school as a paraprofessional will be placed as a student teacher in an approved K-12 Mild Moderate classroom. The candidate will then complete a 16-week semester of clinical experience in EDUC 699. All clinical placements will be made through the School of Education and Child Development. DATSE candidates in this track will have a University Based Teacher Educator conduct four formative observations and complete a summative evaluation. The DATSE candidate will work with the designated School Based Teacher Educator in a Mild/Moderate Disability classroom. The School Based Teacher Educator will also conduct four formative observations and complete a summative evaluation. This DATSE candidate would take EDUC 699 for 6 credit hours.

DATSE candidates working as a paraprofessional in a public school Special Education setting must contact the School of Education and Child Development prior to their second year of the DATSE program to determine options for meeting DATSE culminating internship requirements leading to certification. The program advisor will determine if the paraprofessional experience will meet state certification requirements. Prior to or no later than the semester enrolled in EDUC 653, candidates who are working as a paraprofessional in an approved setting must provide documentation that field requirements can be met via an agreement signed by a District Supervisor. In addition, a letter verifying district employment must be submitted during the semester the candidate is enrolled in EDUC 699. This documentation must be submitted to the Certification Officer of the Drury School of Education and Child Development.



## RESPONSIBILITIES OF THE TEACHER CANDIDATE

The responsibilities of the teacher candidate extend beyond classroom activities, and should be considered an integral part of the clinical internship experience. In all situations, the teacher candidate should conduct himself or herself in a professional manner. The teacher candidate is a representative of Drury University's teacher education program, and should act in a responsible manner.

The teacher candidate will be required to perform many activities in the school situation. As a general guideline, the teacher candidate should review and be aware of the following responsibilities:

### 1. General Professionalism –

- Contact the principal when first reporting to the school to which you have been assigned.
- Be directly responsible to your school based teacher educator.
- Have as your primary objective the education of the student.
- Acquaint yourself with the philosophy of the school district, the program (both curricular and extracurricular), the physical facilities, and the staff. Accept and promote the philosophy of the school district. Adhere to the policies and expectations of the school district.
- Do not divulge confidential information concerning the students or the school district.
- Attend every class on time. Attend any extracurricular activities, parent-teacher conferences, faculty meetings, or other functions as determined by your school based teacher educator. Be readily available to attend professional meetings and in-service programs.
- Practice skills necessary for effective human relations.
- Be willing to recognize the worth of individuals and accord them the respect they deserve.
- Help assume responsibility for such activities as playground, bus, and lunchroom supervision as assigned by your school based teacher educator or other school authority.
- Know your professional responsibilities and be willing to accept them. Attend evening activities sponsored by the school district if possible.
- Dress appropriately and neatly. Adhere to the same standards of dress as are common in the cooperating school.
- Be organized, prioritize tasks, and budget your time, so that your classroom responsibilities (students and lessons) are your highest priority during the school day.

### 2. Instruction –

- Endeavor to maintain high standards of discipline. If difficulties arise, seek guidance from the cooperating teacher.
- Know the subject matter you are teaching, and be able to use any necessary materials, technology, and equipment for the lesson. Do not attempt to teach materials with which you are not familiar—know your subject matter before you attempt to teach it.
- Plan lessons and get the cooperating teacher's approval in advance. Plans should be detailed and in writing.
- Be aware of the physical appearance and comfort of the classroom.
- Be honest—with yourself, students, coworkers, and about the subject being taught.
- Use correct grammar at all times.

- Share in the evaluation of students.
- Study the necessary cumulative records of students so that you can provide information needed for effective learning experiences.
- Be responsible for any assigned record keeping.

### 3. Relationships –

- Know the lines of authority.
- Understand the teacher's relationship to parents.
- Understand the principal's role in assisting the teacher.
- Understand the importance of good relationships with the community and attempt to understand community customs. Be willing to participate in community activities concerned with school life.
- Understand the importance of harmonious relationships with other members of the faculty and staff (such as counselors, special education teachers, custodians, administrative assistants, etc.)
- Demonstrate maturity, tact, kindness, sincerity, and consideration for the rights and opinions of others in all relationships with students, coworkers, and parents.
- Exhibit poise and confidence in teaching and conferences. Control your emotions in and out of the classroom.
- Maintain proper student-teacher relationships with students.
- Demonstrate tolerance toward all persons with deficiencies or limitations.
- Demonstrate a sense of humor.

### 4. Assignments –

- Keep a daily reflective journal to document your experience. The journal will be kept in the LOG component of Watermark VIA. Share your journal/log with your university supervisor on each visit.
- Attend all Drury student teacher meetings held during your student teaching semester. These meetings are an opportunity to stay updated on certification requirements, as well as a way to explore issues and share ideas with fellow student teachers.
- Be aware of the assessments required for program completion and teacher certification (Educator Disposition Assessment, Missouri Content Assessment, Missouri Educator Evaluation System, Grade Point Average, Completer Survey, etc.) and strive to excel in each.

## RESPONSIBILITIES OF THE SCHOOL BASED TEACHER EDUCATOR

The School Based Teacher Educator is the key to the success of the clinical internship experience. The School Based Teacher Educator is a master teacher willing to share his/her abilities and skills with the teacher candidate. He/she should allow the candidate to grow in his/her abilities by providing a guided, structured experience. In keeping with this responsibility, the following guidelines are given for the School Based Teacher Educator.

### 1. Before –

- Reviews the Culminating Clinical Internship Handbook, attends the orientation meeting, and the initial MEES and EDA training.
- Provides a workspace for the teacher candidate, as well as the necessary materials and access to technology.
- Prepares the class for the arrival of the teacher candidate so that the class will accept the teacher candidate. Refers to the teacher candidate as a coworker or teacher.

### 2. During –

- Maintains the legal/moral responsibility for the class at all times.
- Is directly responsible for his/her teacher candidate.
- Remains in close touch with the classroom activities at all times.
- Helps the teacher candidate to understand the philosophy of the school district, school, and classroom.
- Helps the teacher candidate to know the school faculty and staff.
- Helps the teacher candidate know what has been taught, methods that have been used, and what remains to be taught during the teacher candidate's term of teaching (both long-range and day-by-day).
- Interprets standards of discipline. Gives necessary help in achieving those standards.
- Informs the teacher candidate in advance what is being taught in the current lesson, how it is to be taught and why, and how it is evaluated so that the observation period can be more meaningful.
- Gives the teacher candidate the opportunity to learn the names of students, take attendance, help arrange physical facilities, help with bulletin boards, and answer individual questions during the first few weeks of the clinical experience.
- Endeavors to develop an awareness in the teacher candidate of the importance of good community relations.
- Imparts knowledge of professional responsibility and encourages a willingness to accept this responsibility.
- Assists the teacher candidate to plan lessons and units of study that engage students and incorporate appropriate standards, activities, and assessments.
- Provides the teacher candidate with continuous feedback through informal discussion and formal conferences.
- Evaluates the teacher candidate, including recommendation of letter grade. Completes four classroom observations, a summative evaluation, and an Educator Disposition Assessment (EDA), which are all entered in Watermark VIA.
- Is loyal to the teacher candidate and so refrains from negative comments about him/her in talking with students and other teachers.

### 3. After -

- Writes letters of recommendation if requested.
- Provides feedback to the Drury University School of Education and Child Development on the culminating clinical internship program.

## RESPONSIBILITIES OF THE UNIVERSITY BASED TEACHER EDUCATOR

The University Based Teacher Educator is responsible for the well-being of the teacher candidate during the course of the clinical internship experience. The University Based Teacher Educator should provide guidance and leadership to the teacher candidate, with the goal of improving the quality of the clinical experience. Among other activities, the University Based Teacher Educator should:

### 1. Before –

- Participate in training and professional development opportunities as required by the Department of Elementary and Secondary Education (DESE).
- Read and study the Culminating Clinical Internship Handbook in order to answer questions posed by the teacher candidate and the school based teacher educator.

### 2. During –

- Schedule an initial visit (orientation meeting) with the teacher candidate and school based teacher educator as early as possible during the clinical internship placement. Provide an overview of the program, review the handbook, explain the suggested timeline, set up a tentative observation schedule, and answer any questions. Share contact information.
- Schedule at least four classroom observations. Each observation should be for a full lesson, or for a minimum of 40 minutes. All four observations will be formative observations. The summative evaluation will be a reflection of formative evaluation scores, growth of the candidate, and the degree to which the candidate met the expectations detailed in the *Skilled Candidate* description on the MEES rubric.
- Review lesson plans provided by the teacher candidate ahead of each observation.
- Plan observations well in advance. Vary time of day in which the teacher candidate is observed from visit to visit.
- Schedule at least 20 minutes of conference time with the school based teacher educator and the teacher candidate following each observation. Keep a record of the topics discussed.
- Complete the MEES observation forms in Watermark VIA in a timely manner. Rate the teacher candidate on all nine standards over the course of the four observations.
- Submit mileage routinely.
- Make sure to discuss any standards not seen during an observation in order to gather information about the student's experience with those standards and to arrange to see those standards implemented in future observations.
- Complete your summative evaluation of the teacher candidate independently from the school based teacher educator. However, both parties should have a conversation to determine a final grade for the teacher candidate. Then meet with the teacher candidate and the school based teacher educator to discuss the final grade and summative evaluations.
- Serve as a personal resource to guide the teacher candidate in all aspects of the clinical internship experience. Counsel the teacher candidate regarding challenges and successes.
- If a teacher candidate is experiencing difficulty, immediately increase your contact and observations, and notify the Coordinator of Clinical Experience.

### 3. After –

- Write letters of recommendation if requested.
- Provide feedback to the Drury University School of Education and Child Development on the culminating clinical internship program.

## RESPONSIBILITIES OF THE COORDINATOR OF CLINICAL EXPERIENCES

The Coordinator of Clinical Experiences is the Drury School of Education and Child Development member ultimately responsible for the placements of the teacher candidates, and so ensures that the needs of the teacher candidate, School Based Teacher Educator, and school are met by the quality of the placement. The responsibilities of the coordinator include:

1. Placements –
  - Work with school district administrators to place teacher candidates with appropriately qualified School Based Teacher Educators.
2. Communication –
  - Provide timely and role-related communication (email, text, and/or phone) to teacher candidates, School Based Teacher Educators, and University Based Teacher Educators.
  - Coordinate the clinical internship meetings and MEES/EDA training.
3. Personnel –
  - Coordinate University Based Teacher Educators.
  - Work with all stakeholders to insure that the clinical internship is a positive professional learning experience.
  - Submit documentation for payment of mileage and payroll.
4. Problems –
  - Notify the school principal of any cancellation or change of assignment in clinical placement.
  - Address challenges and conflicts that arise (absenteeism, performance concerns, personality conflicts, content concerns, etc.)
  - Resolve any conflicts of Drury University policy.
5. Evaluation –
  - Provide information to teacher candidates, School Based Teacher Educators, and University Based Teacher Educators about the MEES requirements and deadlines.
  - Resolve any conflicts of Drury University policy.

**ENDNOTE:** The list of responsibilities of the various members of the cooperating team is to be considered only as a guideline; the various members of the team should endeavor to work together to provide the best experience possible for the teacher candidate, School Based Teacher Educators, and especially the public school students. Further clarification of the policies and procedures for the clinical internship may be found by asking the Dean of the Drury School of Education and Child Development, or by contacting the Missouri Department of Elementary and Secondary Education.

SUGGESTED TIMELINE FOR THE CULMINATING CLINICAL INTERNSHIP

Week	Activities	Portfolio Goals/Evaluations	Recommended Due Dates	Required Meetings
Week 1	Observation of classroom environment Assisting with tasks Collaborative Planning/Teaching	Daily LOG		
Week 2	Observation of classroom environment Assisting with tasks Collaborative Planning/Teaching Teaching small groups	Daily LOG Artifacts		<b>Thurs, Aug. 26 – 4:00-6:00 PM MEES required training for ALL student teachers</b>
Week 3	Observation of classroom environment Assisting with tasks Collaborative Planning/Teaching Teaching—more small group activities	Daily LOG Artifacts First lesson plan due	Upload into Watermark VIA: Lesson Plan 1	
Week 4	Collaborative Planning/Teaching Teaching—up to ½ day responsibility	Daily LOG Artifacts <b>First University Supervisor observation</b>		
Week 5	Collaborative Planning/Teaching Teaching – ½ day responsibility	Daily LOG Artifacts		
Week 6	Collaborative Planning/Teaching Teaching—up to ¾ day responsibility	Daily LOG Artifacts Second lesson plan due	Upload into Watermark VIA: MEES Observation 1 Lesson Plan 2	
Week 7	Collaborative Planning/Teaching Teaching—¾ day responsibility	Daily LOG Artifacts <b>Second University Supervisor observation</b>		
Week 8	Full responsibility in the classroom	Daily LOG <b>MEES Midterm self-evaluation</b> completed and discussed with cooperating teacher and university supervisor.	Upload into Watermark VIA: MEES mid-term self-evaluation Up-to-date log entries	<b>Thurs, Oct. 7 – 4:30-6:10 PM Mock Interviews</b>
Week 9	Full responsibility in the classroom	Daily LOG Artifacts Third lesson plan due	Upload into Watermark VIA: Lesson Plan 3	
Week 10	Full responsibility in the classroom	Daily LOG Artifacts <b>Third University Supervisor observation</b>	Upload into Watermark VIA: MEES Observation 2	
Week 11	Full responsibility in the classroom	Daily LOG Artifacts	Upload into Watermark VIA: EDA student self-assessment Up-to-date log entries	

Week 12	Full responsibility in the classroom	Daily LOG Artifacts Fourth lesson plan due	Upload into Watermark VIA: Lesson Plan 4	
Week 13	Full responsibility in the classroom	Daily LOG Artifacts <b>Fourth University Supervisor observation</b>	Upload into Watermark VIA: MEES Observation 3	<b>Thurs, Nov.11 – 2:00-4:00 PM Summary and Certification</b>
Week 14	Transition back to ½ day responsibility in classroom Assist with tasks Observe in other classrooms	Daily LOG Artifacts	Upload into Watermark VIA: EDA assessment by CT & US Unit Assessment Plan	
Week 15	Transition back to working with small groups Assist with tasks Collaborative Planning/Teaching Observe in other classrooms	Daily LOG Artifacts	Upload into Watermark VIA: MEES Observation 4	
Week 16	Assist with tasks Collaborative Planning/Teaching Observe in other classrooms Interview other teachers/personnel	Daily LOG complete Artifacts complete MEES Summative Evaluations complete EDA (Educator Disposition Assessment) complete Completer Survey submitted Post-graduation Plans submitted Evaluations of CT and US submitted	<b>All Artifacts complete and uploaded to Watermark VIA:</b> Daily LOG Parent Contact Log Professional Development Log Lesson Plans 1-4 Unit Assessment Plan MEES Observations, Mid-Term Self-Eval, & Summative evaluations EDA (Educator Disposition Assessment) Completer survey Post-graduation plans CT evaluation US evaluation	

# Drury University Teacher Candidate Lesson Plan Template

*This Lesson Plan Format is a tool that can help a teacher candidate develop well-planned and structured lessons. This format also can help a teacher candidate better understand and design meaningful daily lessons that can positively enhance his or her instructional practice and students' learning. Please delete all instructions before the final submission of your lesson plan and title the lesson plan template with an appropriate lesson plan descriptor.*

## Introduction of Lesson Plan

**Content/Subject:**

**Grade Level:**

**Number of Students:**

**Time of Day:**

## Standards/Quality Indicators/Skills

*What are the Missouri and national standards you identified for the lesson?*

- **Missouri Standards:**
- **National Standards:**

## Learning Goals

*The lesson's objectives and learning outcomes are appropriate for meeting curricular and student needs. Include a behavior/action verb explaining what you want the student to do. Use an action verb from Bloom's Taxonomy as applicable. Include to what condition the student will show they met the objective.*

- What learning goals did you identify for this lesson?

## Assessment

*Describe the types of assessments used throughout the lesson.*

- **Pre-Assessment:** Describe and explain how you will determine student prior knowledge and how you will adjust your teaching based on the assessment result.
- **Formative Assessment:** What is happening within the lesson relative to student learning? How will you check for student learning and adjust the remainder of the lesson(s) accordingly?
- **Summative Assessment:** Will you assess formally or informally? Did your students obtain the content knowledge of the objective(s)? Describe.

## Lesson Structure and Procedures

*Sequence of events of the lesson elements.*

*(The before, during, and after the lesson, e.g., Engagement/Opening, Procedures, Guided Practice, Conclusion) Provide a detailed description of 'how' the lesson will be implemented – the sequence of events - from the beginning of the lesson to the end of the lesson, i.e., what you, as the teacher, will do and say during the lesson and what students will be doing during the lesson*



- **Engage:** Include connections to past learning and future learning. (Instructional Strategies)
- **Explore:** What are the students doing to actively explore the objectives? (Learning Activities)
- **Explain:** How are the students explaining or demonstrating the objectives or concepts being taught?
- **Elaborate:** Explain how this lesson included authentic application to future learning and the students' conceptual knowledge of the objectives.
- **Evaluate:** Summarizes your overall assessment plan.
- **Sequence of Events:** Describe.

### **Instructional Strategies and Learning Activities**

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

*What strategies did you as the teacher implement? List each instructional strategy and describe each. Add additional strategies as needed; do not limit to two.*

*Learning activities are organized so that students learn to develop the knowledge and skills measured by the learning objectives. What learning activities are engaging the students? List and describe each learning activity. Add additional activities as needed; do not limit to two.*

- **Name of Instructional Strategy:** describe
- **Name of Learning Activity:** describe
- **Name of Instructional Strategy:** describe
- **Name of Learning Activity:** describe

### **Resources and Materials**

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

- What resources and materials will you use to support your instruction? Provide a rationale to support those choices.

### **Technology**

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

- What types of technology do you plan to use in your instruction?
- How will this technology enhance your instruction and student learning in this lesson?
- What is the rationale for the technology chosen for the lesson?
- How will you assess the effectiveness of the technology?

### **Learner Diversity**

*How will your lesson address the needs of diverse learners in the classroom? How will you provide the students with voice, choice, and agency in the learning environment? Explain what you know about the students and how you will use the information to help meet the needs of all students in each of the following areas.*

- **Modifications to Content: The information students learn or the ways students access the information:** Describe how the content will change for supporting struggling students and increase in rigor for students who need to be challenged.

- **Modifications to Process: How students take in and make sense of the content:** Describe how the learning process will change for supporting struggling students and increase in rigor for students who need to be challenged.
- **Modifications to the Product: How students show what they know, understand, and can do:** Describe how the product will change for supporting struggling students and increase in rigor for students who need to be challenged.
- **Modifications to the Classroom Environment: The climate or tone of the classroom.** Describe how grouping students or other classroom environment factors will change for supporting struggling students and increase in rigor for students who need to be challenged.
- **Cultural Considerations:** describe
- **Language Learner Considerations:** describe

### **Classroom Management**

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

- Review the Lesson Structure and Lesson Activities and explain how the activities keep students on task and actively engaged.

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

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

- Explain how you will review within lesson to deepen student understanding/interconnect concepts.
- When applicable, explain what you would do if you were going to continue teaching this concept.

### **Lesson Reflection (If applicable)**

*Any area of lesson component that may not have been covered by this format that you think is vital to include in this lesson. Reflection on your teaching of the lesson and modifications for future use.*

- Provide any supplemental information that might be needed when teaching this lesson, i.e., what variables did you have to consider when planning this lesson?
- Did anything go differently than you had planned?
- What would you change about the lesson if you taught it again?
- How did you gear up or gear down the lesson? Was it effective?
- Reflect on your assessment plan for this lesson. Was it effective?
- Explain how your classroom management played a role in the students' learning.
- How will you use what you learned as a future educator?
- Feel free to add additional information here beyond these sample questions.

## Watermark VIA information

### Teacher Candidates

Sign in to [www.vialivetext.com](http://www.vialivetext.com)

Your username is your Drury email address.

Your password is your student ID number

Follow this link to the **Group Member User Guide**:

<https://www.vialivetext.com/showcases?title=dmlhJUUYJTg0JUEyJTlwSGVscCUyMENlbnRlcg==#/show/57ea9f4fb536a503ca00008a>

### School Based Teacher Educators

Sign in to [www.vialivetext.com](http://www.vialivetext.com)

Your username is your email address.

Your password is the part of your email address that comes before @

Follow this link to the **Field Experience Mentor Guide**:

<https://www.vialivetext.com/showcases?title=dmlhJUUYJTg0JUEyJTlwSGVscCUyMENlbnRlcg==#/show/57ea9f4fb536a503ca00008a>

### University Based Teacher Educators

Sign in to [www.vialivetext.com](http://www.vialivetext.com)

Your username is your Drury email address.

Your password is your Drury ID number.

Follow this link to the **Field Experience Mentor Guide**:

<https://www.vialivetext.com/showcases?title=dmlhJUUYJTg0JUEyJTlwSGVscCUyMENlbnRlcg==#/show/57ea9f4fb536a503ca00008a>

## MEES Evaluation

The following information was taken directly from the DESE document:

### *The Teacher Candidate in the Clinical Experience, MEES Protocols and Forms, Academic Year 2020-2021*

#### **Teacher Candidate Assessment Rubric**

A Teacher Candidate Assessment Rubric (TCAR) has been provided for each of the nine standards. The rubric specifically highlights the transition from “knowing to doing” that occurs during the Clinical Experience. The first row of the rubric articulates the particular performance represented in the given standard. This articulation occurs across a continuum that includes skills and knowledge Not Evident, Emerging, Developing, Skilled, and Exceeding. The Skilled Level of performance is highlighted, indicating it is the expected level of performance for the teacher candidate by the end of the Clinical Experience. Evaluators should use the language in the rubric to determine a score; the rubric is analytic, not holistic, meaning evaluators should select the descriptors that they observed in the classroom or through evidence such as artifacts. The Teacher Candidate Assessment Rubric is offered for informational purposes for the Teacher Candidate, University Supervisor, and Cooperating Teacher. The overall purpose of the rubric is to create common language articulating the expected performance of the Teacher Candidate in the Clinical Experience.

#### **Scoring Scale**

Teacher Candidates will be scored based on a 0-4 scale and assessed by both the Cooperating Teacher and University Supervisor assigned to the Teacher Candidate by the educator preparation program. The scores of the Cooperating Teacher and University Supervisor are equally weighted and reported during the certification recommendation process. Below are the scoring levels:

- **0-Not Evident** *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. This is the expected level of performance of the Teacher Candidate by the end of the student teaching semester.*
- **4- Exceeding Candidate** *The Teacher Candidate adapts and develops the lesson according to the teaching environment/student response (all descriptors in the skilled candidate (3) column must be met and at least one descriptor in the exceeding (4) column must be present during the evaluation).*

#### **Scoring Protocol**

- For levels 0 – 3, teacher candidates must demonstrate a majority of the descriptors within a given level to earn that score.
- If the scores are split evenly between two levels, the lower score will be given. For example, if there are two descriptors that fall within a 2 and two descriptors that fall within a 3, a score of 2 will be assigned.
- If the scores are spread between multiple levels, such as half the descriptors are at one level but there are numbers below at different levels, then the score would revert to the next lower score. For example, if there are two descriptors that fall within a 2, one descriptor in a 1, and one descriptor in a 0, a score of 1 will be assigned.
- Teacher candidates must demonstrate all of the skilled level (3) plus at least one of the exceeding descriptors to earn a 4.
- If a particular strand within a standard is not observable, score the standard based on the evidence available.

- All standards must be scored on the Summative Evaluation.
- If a Teacher Candidate has two cooperating teachers with time equally split between them, the scores for the standard will be averaged by the EPP. For other lengths of placements, please consult your EPP.
- Scores are reported as whole numbers only.
- Each EPP may require artifacts to support scoring.
- Please refer to the tables on pages 8-9 on the MEES Scoring Protocol for Scoring Scenarios.

### **Formative Implementation**

University supervisors are required to complete a formative assessment at least once every three weeks for each Teacher Candidate, but each EPP may require more than the minimum number of visits and some Teacher Candidates may benefit from more than the minimum number of formative observations. Each EPP will provide Cooperating Teachers with information about the frequency and instrument used for formative feedback to the Teacher Candidate.

### **Summative Implementation**

To provide summative scores used for certification recommendation, the Cooperating Teacher(s), Teacher Candidate, and University Supervisor will conference and consider the formative data points provided throughout the observations during the culminating semester. The Cooperating Teacher and University Supervisor will independently submit a score for each of the nine standards. Each score will be a reflection of the degree to which the Teacher Candidate met the expectations detailed in the MEES Teacher Candidate Assessment Rubric.

### **Artifacts**

As some standards are non-observable or do not provide the opportunity to be consistently observed during a formative, “snapshot” lesson evaluation, artifacts may be required for scoring. Required artifacts will be determined by each EPP. It is the responsibility of the Teacher Candidate to provide artifact(s) identified by their Educator Preparation Program to support the scoring process.

### **Passing Score**

The performance assessments will be scored at the educator preparation level. The minimum combined summative score (university supervisor and cooperating teacher) is 42 points. Candidates must meet or exceed the minimum passing score in order to be recommended for certification.

### **Mandatory Cooperating Teacher and University Supervisor Training**

Because the MEES requires subjective scoring, inter-rater reliability is important; all evaluators (Cooperating Teachers and University Supervisors) need to learn to consistently identify the same kinds of behaviors (or lack thereof) at each rating level. All evaluators must complete annual calibration training. The Educator Preparation Program may provide additional institution-specific materials to Cooperating Teachers and University Supervisors. Teacher Candidates may be invited to attend institution-specific training.

- Every Cooperating Teacher who is hosting a Teacher Candidate for the upcoming semester or year, as well as any University Supervisor assigned to supervise a Teacher Candidate, must complete a training either face-to-face or online.
- Every EPP must utilize the training materials provided by DESE including the same videos for purposes of consistency. All evaluators must look for the same behavioral evidence and consider the criteria provided on the Teacher Candidate Assessment Rubric when assessing performance.
- An online training is available for Cooperating Teachers and University Supervisors who may be out of area or unable to attend a face-to-face training.
- Each EPP should provide additional institution-specific training related to their processes and timelines.

Inter-Rater Reliability involves statistically determining the similarity of data collected by different raters. The extent of agreement among data collectors is called, "*interrater reliability*" and can vary due to the variability among observers - different people interpret observations in different ways. It is important for the different raters to rate teaching behaviors and evidence similarly and thus provide as close to the same scores as possible. Providing the same training for all Cooperating Teachers and University Supervisors helps to ensure acceptable inter-rater reliability.

During training, the evaluators view videos of different classrooms, use the Teacher Candidate Assessment Rubric (TCAR) to determine scores on different specified standards; then participants in face-to-face trainings discuss the evidence from their observations to increase reliability of ratings.

## MEES Teacher Candidate Assessment Rubric

### Standard 1

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

## Standard 2

<b>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.</b>				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	<b>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</b>  <i>Expected level of performance by the end of the student teaching semester.</i>	<b>4-Exceeding Candidate:</b>  The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met <b>as well as</b> at least one descriptor below):
<ul style="list-style-type: none"> <li>Provides no evidence of differentiating content, process, product, or environment or shows no awareness of student differences.</li> </ul>	<ul style="list-style-type: none"> <li>Describes strategies to differentiate and adjusts instruction based on student differences.</li> </ul>	<ul style="list-style-type: none"> <li>Varies activities and strategies within a lesson but does not intentionally consider individual student differences represented in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Implements lessons that intentionally vary one or more of the following in order to address student differences: content, process, product, or environment.</li> </ul>	<ul style="list-style-type: none"> <li>Adjusts strategies in the moment based on individual student needs.</li> <li>Uses individual student data or assessments to inform the selection and modification of strategies.</li> <li>Goes beyond food, holidays, and customs to acknowledge and explore deeper cultural expectations (sociolinguistics) and communication strategies (pragmatics) in classroom instruction and interactions.</li> </ul>
<ul style="list-style-type: none"> <li>Provides no evidence of understanding students' background knowledge and learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates understanding that some students may require differentiation based on cognitive, social, emotional, and physical needs.</li> </ul>	<ul style="list-style-type: none"> <li>Uses evidence-based strategies for differentiation, though choices in strategies are not matched to some students' needs and interests.</li> </ul>	<ul style="list-style-type: none"> <li>Applies knowledge of individual students' needs and interests by selecting a variety of evidence-based strategies, including any necessary accommodations or modifications.</li> </ul>	
<ul style="list-style-type: none"> <li>Provides no evidence of understanding students' languages, family, culture, and community needs.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates understanding of students' languages, family, culture, and community in planning.</li> </ul>	<ul style="list-style-type: none"> <li>Affirms students' languages, family, culture, and community during learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Integrates understanding of students' languages, family, culture, and community when selecting, creating, and facilitating learning opportunities.</li> </ul>	



### Standard 3

<b>Standard 3: Curriculum Implementation. The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards.</b>				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	<b>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</b>  <i>Expected level of performance by the end of the student teaching semester.</i>	<b>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):</b>
<ul style="list-style-type: none"> <li>Provides no evidence of learning activities with alignment to standards.</li> </ul>	<ul style="list-style-type: none"> <li>Plans for learning activities that are appropriately aligned to standards.</li> </ul>	<ul style="list-style-type: none"> <li>Implements learning activities aligned to standards.</li> </ul>	<ul style="list-style-type: none"> <li>Implements learning activities aligned to chosen standards and incorporates embedded formative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Delivers lessons and assessments that illustrate a high degree of understanding of the intended standards.</li> <li>Connects cross-curricular subjects and/or considers scope and sequence when implementing lessons.</li> <li>Connects learning objectives to real world references to aid in student comprehension.</li> </ul>
<ul style="list-style-type: none"> <li>Provides no evidence of posting or mentioning the learning objectives during the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Posts the learning objectives but does not mention the objective during the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>States the learning objectives so that some students are able to articulate the objective of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly conveys objectives in student-friendly language so that the majority of students are able to articulate the objective of the lesson.</li> </ul>	

## Standard 4

<b>Standard 4: Critical Thinking. The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.</b>				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	<b>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</b>  <i>Expected level of performance by the end of the student teaching semester.</i>	4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response ( <b>all</b> descriptors in the skilled candidate (3) column must be met <b>as well as</b> at least one descriptor below):
<ul style="list-style-type: none"> <li>● Demonstrates no awareness of the importance of students sharing ideas and generating possible solutions.</li> </ul>	<ul style="list-style-type: none"> <li>● Plans strategies to facilitate opportunities for students to share ideas and generate possible solutions.</li> </ul>	<ul style="list-style-type: none"> <li>● Uses strategies for some students to share ideas and generate possible solutions.</li> </ul>	<ul style="list-style-type: none"> <li>● Implements strategies in which most students convey their ideas or solutions through product or process.</li> </ul>	<ul style="list-style-type: none"> <li>● Facilitates student-centered lessons in which students discover for themselves the desired knowledge or skills, rather than relying on teacher-provided information.</li> <li>● Provides opportunities for students to demonstrate creativity, engage in creative problem-solving, and develop curiosity through hands-on experiences.</li> <li>● Allows students to express their thoughts, feelings, insights, opinions, and attitudes (not just knowledge) through a variety of media.</li> <li>● Provides opportunities for student thinking to delve into real-world topics, which address differing viewpoints, and allows students to respectfully justify their own opinion and solution to a problem.</li> </ul>
<ul style="list-style-type: none"> <li>● Provides no evidence of knowledge of importance of student analysis and discussion of problems and possible solutions.</li> </ul>	<ul style="list-style-type: none"> <li>● Plans strategies for analyzing and discussing problems and possible solutions.</li> </ul>	<ul style="list-style-type: none"> <li>● Creates opportunities for some students to analyze and discuss problems and possible solutions.</li> </ul>	<ul style="list-style-type: none"> <li>● Facilitates opportunities in which most students analyze and discuss problems and possible solutions.</li> </ul>	
<ul style="list-style-type: none"> <li>● Provides no evidence of using questions that promote critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>● Plans to use questions that promote critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>● Uses questioning techniques that promote students' critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>● Uses questioning techniques that result in most students providing answers reflecting critical thinking.</li> </ul>	
<ul style="list-style-type: none"> <li>● Provides no evidence of higher order thinking.</li> </ul>	<ul style="list-style-type: none"> <li>● Plans for higher order thinking.</li> </ul>	<ul style="list-style-type: none"> <li>● Uses strategies to incorporate higher order thinking.</li> </ul>	<ul style="list-style-type: none"> <li>● Consistently uses evidence-based strategies to promote higher order thinking.</li> </ul>	

## Standard 5

<b>Standard 5: Positive Classroom Environment. The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.</b>				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	<b>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</b>  <i>Expected level of performance by the end of the student teaching semester.</i>	4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met <b>as well as</b> at least one descriptor below):
<ul style="list-style-type: none"> <li>Provides no evidence of classroom expectations that would contribute to a safe learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Plans to communicate expectations to maintain a safe learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates expectations to students in advance, though may not consistently maintain these expectations throughout the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Implements developmentally appropriate expectations to maintain a respectful and safe learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Involves all students in creating a safe learning environment that respects differences and individual preferences.</li> <li>Seeks feedback from students on his or her teaching, strategies, classroom, etc.</li> <li>Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning.</li> <li>Effectively uses varied management or organizational strategies to motivate students and minimize interference with classroom instruction.</li> </ul>
<ul style="list-style-type: none"> <li>Displays a lack of awareness of how to build appropriate relationships with students.</li> </ul>	<ul style="list-style-type: none"> <li>Describes strategies for building appropriate relationships with students.</li> </ul>	<ul style="list-style-type: none"> <li>Fosters positive social interactions in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains positivity in formal and informal interactions, which encourages students to actively engage in learning.</li> </ul>	
<ul style="list-style-type: none"> <li>Provides no evidence of strategies for monitoring student behavior and addressing disruptions.</li> </ul>	<ul style="list-style-type: none"> <li>Explains strategies for monitoring student behavior and minimizing disruptions.</li> </ul>	<ul style="list-style-type: none"> <li>Responds appropriately to classroom disruptions.</li> </ul>	<ul style="list-style-type: none"> <li>Proactively uses varied classroom management strategies to minimize disruptions to the learning environment.</li> </ul>	

## Standard 6

<b>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.</b>				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.  <i>Expected level of performance by the end of the student teaching semester.</i>	4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response ( <b>all</b> descriptors in the skilled candidate (3) column must be met <b>as well as</b> at least one descriptor below):
<ul style="list-style-type: none"> <li>Provides no evidence of instructions in lesson plan.</li> </ul>	<ul style="list-style-type: none"> <li>Plans to provide instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Conveys instructions to students through verbal <b>OR</b> non-verbal cues.</li> </ul>	<ul style="list-style-type: none"> <li>Conveys clear instructions through verbal <b>AND</b> non-verbal cues or other communication strategies; follows up with students not understanding instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Adjusts communication and interactions to support individual student understanding.</li> <li>Encourages students to develop effective speech qualities including volume, tone, and inflection or other effective communication techniques</li> <li>Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.</li> </ul>
<ul style="list-style-type: none"> <li>Provides no evidence of understanding the need to articulate expectations for student communication and interaction.</li> </ul>	<ul style="list-style-type: none"> <li>Plans to articulate expectations for respectful student communication and interaction.</li> </ul>	<ul style="list-style-type: none"> <li>Articulates vague expectations to students about respectful communication and interaction.</li> </ul>	<ul style="list-style-type: none"> <li>Articulates or models expectations for student communication and interaction with respect for diverse backgrounds or differing opinions.</li> </ul>	
<ul style="list-style-type: none"> <li>Uses volume, tone, inflection, or sight lines that negatively impact lesson delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Displays self-awareness of the impact of volume, tone, inflection, or sight lines on lesson delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Uses volume, tone, inflection, or sight lines that periodically impact lesson delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Ensures volume, tone, inflection, and sight lines positively impact lesson delivery that is sensitive to the diverse needs of students, using resources as necessary.</li> </ul>	
<ul style="list-style-type: none"> <li>Consistently includes distracting communication errors that interfere with meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Includes communication errors that interfere with meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Uses communication that includes errors that do not interfere with meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Models proper spelling and grammar consistently in written and verbal communication.</li> </ul>	
<ul style="list-style-type: none"> <li>Provides no evidence of culturally and linguistically appropriate communication, resources, or examples.</li> </ul>	<ul style="list-style-type: none"> <li>Plans for culturally and linguistically appropriate communication, resources, or examples.</li> </ul>	<ul style="list-style-type: none"> <li>Uses culturally and linguistically appropriate communication, resources, or examples.</li> </ul>	<ul style="list-style-type: none"> <li>Intentionally integrates and responds to culturally and linguistically appropriate communication, resources, or examples based on audience and context.</li> </ul>	

## Standard 7

<b>Standard 7: Student Assessment and Data Analysis. The teacher candidate understands and uses formative and summative assessment strategies to assess the learner’s progress and uses both classroom and standardized assessment data to plan ongoing instruction.</b>				
<b>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</b>	<b>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</b>	<b>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</b>	<b>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</b>  <i>Expected level of performance by the end of the student teaching semester.</i>	<b>4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met <b>as well as</b> at least one descriptor below):</b>
<ul style="list-style-type: none"> <li>Provides no evidence of data from assessments to monitor the progress of students.</li> </ul>	<ul style="list-style-type: none"> <li>Articulates the importance of collecting assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>Uses formative and/or summative assessment data to monitor the progress of the class as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>Uses formative and/or summative assessment data to effectively monitor the progress of individual students and the class as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes trend data to respond instructionally, resulting in a positive impact on student learning.</li> <li>Uses multiple assessments to accurately monitor, analyze, and triangulate the progress of each student and the class as a whole.</li> <li>Supports students in creating and articulating progress toward goals.</li> <li>Uses formative assessment strategies to adjust mid-lesson instruction.</li> </ul>
<ul style="list-style-type: none"> <li>Provides no awareness that formative assessments are needed to guide future instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Articulates the need to use formative assessment strategies to gather data on student understanding to guide future instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Uses some formative assessment strategies to partially gather data on student understanding and sporadically implements adjustments to plan future instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction.</li> </ul>	
<ul style="list-style-type: none"> <li>Provides no evidence of an understanding of maintaining student assessment records.</li> </ul>	<ul style="list-style-type: none"> <li>Articulates a process for maintaining student assessment records.</li> </ul>	<ul style="list-style-type: none"> <li>Confidentially maintains student assessment records, though processes are inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains student assessment records consistently and confidentially.</li> </ul>	

## Standard 8

<b>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.</b>				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	<b>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</b>  <i>Expected level of performance by the end of the student teaching semester.</i>	4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met <b>as well as</b> at least one descriptor below):
<ul style="list-style-type: none"> <li>Provides no evidence of reflection on the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Reflects on the lesson when prompted by the evaluator.</li> </ul>	<ul style="list-style-type: none"> <li>Independently reflects on aspects of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Reflects on the effectiveness of a lesson based on student learning and engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates commitment to the learning of the entire school, grade level, or data team, such as providing resources or activities, collaborating with colleagues on curriculum, etc.</li> <li>Actively participates in a professional organization to improve practice.</li> <li>Identifies areas of growth and seeks out opportunities to strengthen professional knowledge, e.g., webinars, books, professional development opportunities, professors, etc.</li> </ul>
<ul style="list-style-type: none"> <li>Provides no evidence of acceptance of feedback provided by the evaluator.</li> </ul>	<ul style="list-style-type: none"> <li>Accepts feedback but does not use feedback to adjust and improve practice.</li> </ul>	<ul style="list-style-type: none"> <li>Accepts and uses feedback inconsistently to adjust and improve practice.</li> </ul>	<ul style="list-style-type: none"> <li>Accepts and uses feedback consistently to adjust and improve practice.</li> </ul>	
<ul style="list-style-type: none"> <li>Provides no evidence of recognition of own weaknesses even when prompted.</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledges weaknesses when prompted, but does not improve professional conduct.</li> </ul>	<ul style="list-style-type: none"> <li>Monitors and adjusts professional conduct when prompted.</li> </ul>	<ul style="list-style-type: none"> <li>Monitors and adjusts professional conduct through self-assessment.</li> </ul>	
<ul style="list-style-type: none"> <li>Provides no acknowledgement of the importance of professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledges the importance of professional development, but does not attend.</li> </ul>	<ul style="list-style-type: none"> <li>Attends approved professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Uses techniques or strategies introduced in approved professional development to improve student learning.</li> </ul>	

## Standard 9

<b>Standard 9: Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members.</b>				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.  <i>Expected level of performance by the end of the student teaching semester.</i>	4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met <b>as well as</b> at least one descriptor below):
<ul style="list-style-type: none"> <li>Provides no evidence of understanding the importance of professional collaboration with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes the importance of professional collaboration with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in professional collaboration with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Prepares for and fully engages in professional collaboration with colleagues to enhance student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Volunteers to be a member of a school-wide committee.</li> <li>Collaborates with outside community members for the benefit of students.</li> </ul>
<ul style="list-style-type: none"> <li>Provides no evidence of understanding the-importance of building relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes the importance of building relationships with students, colleagues, and families.</li> </ul>	<ul style="list-style-type: none"> <li>Builds and maintains appropriate relationships with a limited number of students, colleagues, and families.</li> </ul>	<ul style="list-style-type: none"> <li>Builds, maintains, and seeks out positive, appropriate relationships with students, colleagues, and families to support student success.</li> </ul>	<ul style="list-style-type: none"> <li>Actively participates in school or district events to build a broader network of collaboration.</li> </ul>

# Observation Checklist

Teacher Candidate \_\_\_\_\_ Student Number \_\_\_\_\_ School \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_ Week # \_\_\_\_\_ Grade Level \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ University Supervisor \_\_\_\_\_

Subject \_\_\_\_\_ Learning Objective(s) \_\_\_\_\_ Written Lesson Plan \_\_\_\_\_

Instruction	
Class discussion, Question/answer	
Cooperative learning structures	
Group work	
Lecture, Direct instruction	
Guided practice, monitoring	
Hands-on, Active learning	
Learning centers	
Co-teaching	
Peer tutoring, peer evaluation	
Seat work, Independent study	
Student presentations	

Instruction	
Graphic organizers, Concept maps	
Non-linguistic representations	
Problem/project based learning	
Research/testing hypotheses	
Similarities/differences	
Summarizing/notetaking	
Feedback – clear, detailed, specific	
Higher level questioning	
Clear expectations, clear instructions	
Differentiation (product, process, content)	
Inquiry-based	
Examining student work	

Technology Use		
	yes	no
Student computer		
Student tablet		
Digital camera		
Calculator		
Internet		
Lab equipment		
Projector		
Interactive whiteboard		
Teacher work station		
other		
How used?		

Student Engagement level	
High (over 90% of students)	
Moderate (75-90 % of students)	
Low (50-75% of students)	
Disengaged (50% of students or less)	

DOK Level	DOK Description	Prevailing	Highest Reached
Level 1	Recall		
Level 2	Skill/concept		
Level 3	Strategic thinking		
Level 4	Extended thinking		

Personal Attributes	
Content expertise	
Professional behavior	
Organization	
Communication	
Attendance	
Honest/Ethical behavior	
Flexible	
Professional appearance	

Classroom management
Classroom Learning Environment
Instructional Climate
Comments

Call Pattern	
Back left	Back right
Front left	Front right



## Missouri Educator Evaluation System (MEES) Teacher Candidate Performance Assessment – Student Score and Comment Sheet

Teacher Candidate \_\_\_\_\_ Student Number \_\_\_\_\_ School/Grade \_\_\_\_\_

University Based Teacher Educator \_\_\_\_\_ School Based Teacher Educator \_\_\_\_\_

	Observation number:
	Observer:
Standard 1 - <b>Content Knowledge, Student Engagement</b>	
Standard 2 - <b>Differentiation</b>	
Standard 3 - <b>Curriculum Implementation</b>	
Standard 4 - <b>Critical Thinking</b>	
Standard 5 - <b>Classroom Management</b>	
Standard 6 - <b>Communication</b>	
Standard 7 - <b>Assessment</b>	
Standard 8 - <b>Self-assessment</b>	
Standard 9 - <b>Professional Collaboration</b>	

# Missouri Educator Evaluation System (MEES) Teacher Candidate Performance Assessment – Student Record Sheet

Teacher Candidate \_\_\_\_\_ Student Number \_\_\_\_\_ School/Grade \_\_\_\_\_

University Based Teacher Educator \_\_\_\_\_ School Based Teacher Educator \_\_\_\_\_

	Observation 1		Observation 2		Midterm	Observation 3		Observation 4		Summative	
	UBTE	SBTE	UBTE	SBTE	STUDENT	UBTE	SBTE	UBTE	SBTE	UBTE	SBTE
Standard 1 - <b>Content Knowledge</b> <b>Student Engagement</b>											
Standard 2 - <b>Differentiation</b>											
Standard 3 - <b>Curriculum Implementation</b>											
Standard 4 - <b>Critical Thinking</b>											
Standard 5 - <b>Classroom Management</b>											
Standard 6 - <b>Communication</b>											
Standard 7 - <b>Assessment</b>											
Standard 8 - <b>Self-assessment</b>											
Standard 9 - <b>Professional Collaboration</b>											
<b>TOTAL</b>											

**comments**

## MoSPE - Missouri Standards for the Preparation of Educators

### MEES – Missouri’s Educator Evaluation System – Teacher Candidate Standards

#### **Standard #1 - Content knowledge aligned with appropriate instruction.**

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

#### **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.

#### **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.

#### **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.

#### **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.

#### **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.

#### **Standard #7 - Student Assessment and Data Analysis**

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

#### **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.

#### **Standard #9 - Professional Collaboration**

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

MoSPE Standards	InTASC Standards
Standard 1.1: Teacher delivers content knowledge and increases academic language	Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.
Standard 1.2: Teacher engages students in subject matter	Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.
Standard 1.3: Teacher engages students in methods of inquiry and research	Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.
Standard 1.4: Teacher makes interdisciplinary content connections	Standard 5: Innovative Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.
Standard 1.5: Teacher incorporates global and real world learning activities	Standard 5: Innovative Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.
Standard 2.1: Teacher uses developmental factors and theories to guide instruction	Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.
Standard 2.2: Teacher encourages student responsibility for their own learning	Standard 1: Learner Development. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard 2.3: Teacher applies theories of learning to differentiate instruction	Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.
Standard 2.4: Teacher respects and values each student's learning needs	Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.
Standard 2.5: Teacher designs lessons based on prior experiences, multiple intelligences, strengths, and needs	Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.
Standard 2.6: Teacher designs instruction with considerations for language, culture and family and community values	Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

Standard 3.1: Teacher designs learning experiences that align to curriculum standards	Standard 7: Planning for Instruction. The teacher draws upon knowledge of content areas, cross disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
Standard 3.2: Teacher uses lessons and activities to meet the diverse needs of learners	Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.
Standard 3.3: Teacher evaluates lessons relative to long and short-term learning goals	Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher's ongoing planning and instruction.
Standard 4.1: Teacher promotes critical thinking and problem-solving skills	Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Standard 4.2: Teacher uses a variety of instructional resources to enhance student learning	Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Standard 4.3: Teacher employs individual and collaborative learning strategies	Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Standard 5.1: Teacher uses motivation and engagement strategies to positively impact the classroom environment	Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard 5.2: Teacher effectively manages time, space, transitions, and activities	Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard 5.3: Teacher promotes a positive classroom, school, and community culture	Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard 6.1: Teacher employs effective verbal and nonverbal communication	Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard 6.2: Teacher communicates in a manner that is sensitive to cultural, gender, intellectual, and physical differences	Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard 6.3: Teacher supports and expands safe, free and respectful learning expression	Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard 6.4: Teacher promotes the effective use of technology and media communication tools	Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 7.1: Teacher effectively uses multiple assessment modes and approaches to assess student learning	Standard 6: Assessment. The teacher understands and uses multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and guide the teacher's and learner's decision making.
Standard 7.2: Teacher uses assessment data to improve student learning	Standard 6: Assessment. The teacher understands and uses multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and guide the teacher's and learner's decision making.
Standard 7.3: Teacher involves students in self-assessment strategies	Standard 6: Assessment. The teacher understands and uses multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and guide the teacher's and learner's decision making.
Standard 7.4: Teacher uses data on student learning to plan future instruction	Standard 6: Assessment. The teacher understands and uses multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and guide the teacher's and learner's decision making.
Standard 7.5: Teacher effectively communicates student progress and maintains appropriate assessment records	Standard 6: Assessment. The teacher understands and uses multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and guide the teacher's and learner's decision making.
Standard 7.6: Teacher engages in collaborative data analysis with appropriate stakeholders	Standard 10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Standard 8.1: Teacher demonstrates the willingness and ability to improve practice through self-assessment	Standard 9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard 8.2: Teacher engages in ongoing professional learning	Standard 9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard 8.3: Teacher's actions reflect knowledge of professional rights, responsibilities, and ethical practices	Standard 9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard 9.1: Teacher participates in collegial activities for the purposes of induction and the development of a professional community	Standard 10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

<p>Standard 9.2: Teacher collaborates with others to meet the needs of students</p>	<p>Standard 10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>
<p>Standard 9.3: Teacher develops cooperative partnerships in support of student learning</p>	<p>Standard 10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>

## Student Teaching Agreement

I have read the Culminating Internship Handbook.

**I agree to abide by all University and School District policies during my student teaching semester.**

I understand that the School of Education will communicate with me during my student teaching semester using my Drury email address. It is my responsibility to check this email account regularly.

I know that I am responsible for attending all required student teaching meetings: Aug 26, Oct 7, and Nov 11. (Dates may change.)

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Print Name

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Date

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Signature