**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.
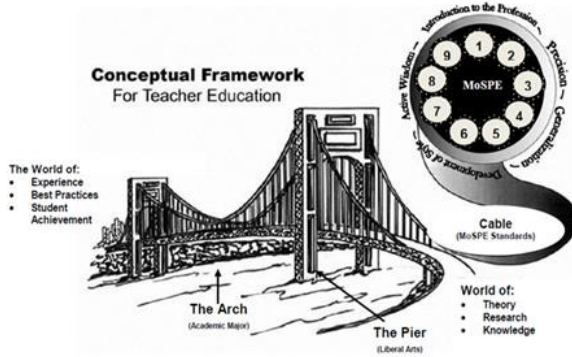
**School of Education and Child Development Mission:**
To prepare the best educators for diverse 21st Century learning environments.

# Drury University School of Education and Child Development

# Handbook for the Culminating Clinical Internship
### EDUC 476, EDUC 477, EDUC 478

**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.

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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 ten semester hours of credit and involves a minimum of sixteen weeks (about 80 days). **You must have at least five weeks of full control of classroom. The culminating internship is a 16-week requirement.** 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](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
- Apply for Missouri issued substitute certificate (which requires fingerprinting)
- 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
- Registration and/or attempt of the appropriate Missouri Content Assessment

## Criminal Background Review
The regulations of the Missouri Department of Education prohibit K-12 educator certification of any person who has a felony conviction or a misdemeanor conviction involving assault, abuse, neglect or sexual misconduct. In compliance with those regulations, students in any School of Education experience in schools and with children must successfully pass a criminal background review.  Students in programs leading to teaching certification must submit two background checks.  The first is conducted prior to students' beginning any practicum experiences.  The second will be conducted two months prior to student teaching or another culminating internship.  Students are responsible for the cost of the background checks.  All background checks are conducted through Family Care Safety Registry (https://health.mo.gov). Fingerprinting is completed at any State Trooper facility.

Personnel in the School of Education will review the results of the background check using a process that ensures student confidentially.  If the report identifies any incident or conviction that is of concern, the student will be asked to meet with the Coordinator of Field and Clinical experiences to discuss the specific issue.  Subsequent to the meeting, a decision will be made as to whether the student has passed the criminal background review and is eligible to continue in the program.

In the event that a School of Education student is charged with any felony or misdemeanor while engaged in a practicum, culminating internship or another culminating experience, the student is required to report the offense to either the Coordinator of Field and Clinical Coordinator or the Certification Officer. An immediate determination will be made about whether the incident has made the student ineligible for further supervised experiences with children in schools.

## Absences
Teacher candidates are expected to **attend** 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. <u>Excessive absences for any reason or failure to notify the school-based teacher, the school, and the university-based teacher could result in an extension or termination of the student teaching placement.</u>

## 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 professional classification certification in the content area and grade range being taught. 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 system.

## Artifacts

Teacher candidates are required to upload, and/or complete all forms and artifacts in our required e-portfolio/Canvas.

## Evaluation – Midterm

The cooperating team (teacher candidate, school-based teacher, and university-based teacher) 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 our e-portfolio/Canvas. 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.  This midterm conference assists the teacher candidate in improving and developing teaching skills throughout the second half of the student teaching experience.

Critical to the formative assessment is the identification of any concerns the school-based teacher or the university-based teacher have regarding the work of the teacher candidate.  A plan of action should be

developed to address concerns so that the student teacher will be fully prepared to meet the expectations of the student teaching team and the university.

**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 our e-portfolio/Canvas.  If any of the student teaching team disagree with the final score, they can write a rebuttal statement and submit it to the Coordinator of Field and Clinical Experiences.

**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 criterion). If a student teaching placement is terminated during the clinical internship by the school district or university, the teacher candidate has failed student teaching and will receive an F (the situation will be reviewed on a case-by-case method).

| Criteria | A | A- | B+ | B | other |
|---|---|---|---|---|---|
| **MEES summative score (Combined total of CT & US)** | 54 or greater | 50-53 | 46-49 | 42-45 | Under 42 |
| **Attendance** (days not made up) | 0 missed days | 1-2 missed days | 3-4 missed days | 5-6 missed days | Over 6 missed days |
| **EDA (combined total of CT and US)** | 32-36 points | 27-31 points | 22-26 points | 18-21 points | Under 18 points |
| **All ST Artifacts Lesson Plans 1-4, PD Log, Parent Contact Log, Unit Assessment Plan** | completed | completed | completed | completed | not complete |
| **ST Weekly Paperwork** | 100-95% | 94-90% | 89-85% | 84-80% | Under 80% |
| **All Surveys** | 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.

### Remediation

Teacher candidates will be removed from their student teaching placement if their level of performance is unsatisfactory, or if their conduct or behavior warrants such removal. If the school officials make a request for the teacher candidate to be removed, the teacher candidate will be removed immediately. In some cases, school officials will make this request because the student teacher has violated important school policies.  If this transgression also violates the policies of the School of Education, the teacher candidate could also be subject to discipline by the university which could include dismissal from the program.  If a teacher candidate is removed from the culminating internship because of the district's request, they must schedule a meeting with the Dean of the School of Education and Child Development.

If a teacher candidate received unsatisfactory evaluations at any point during their placement. The clinical coordinator should be notified immediately and together the university-based teacher, school-based teacher, and clinical coordinator will work with the teacher candidate, providing strategies to facilitate a successful student teaching experience.  If the student does not show improvement, a remediation plan will be developed.  This will be a written remediation plan that precisely describes expectations for improvement together with the time by which these improvements must be made.  A remediation plan will be created in extreme situations to assist the teacher candidate in successfully completing the clinical internship.  The plan could require additional days to complete the internship.

### Holidays

During 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 <u>required</u> 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. <u>Failure to attend all scheduled meetings will be reflected in the final grade.</u>

### 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, professional communications, resume development, career opportunities, etc.)

### Placements

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

<u>The placements by the coordinators are final</u>.  Applicants are allowed to suggest/request two possible placements, realizing that these requests may or may not be fulfilled.  Student teachers will not be placed in a setting in which personal relationships could interfere with objective evaluation of their student teaching experience.  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 of Field and Clinical Experiences should be informed as soon as possible. The Coordinator of Clinical Experiences 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. Student teacher candidates must follow the substitute policies of the school district where the teacher educator is placed. Student teacher candidates can substitute while student teaching and get paid for those days, at the discretion of the school district. For the most part, subbing should be limited to days toward the end of the semester.

**Student teacher candidates and school districts must follow the Drury University substituting policies during the clinical internship**:

- Drury University student teacher candidate may not begin substituting until after the **university supervisor's first observation of student teacher candidate** (approximately week 4 of the clinical internship). This will allow the university supervisor to determine readiness prior to first substitute request.
- Drury University student teacher candidates are allowed to serve as substitutes for their cooperating teacher. *In an emergency situation, other subbing requests should be only within the building and certification area of their student teaching placement.*
- Student teacher candidates are allowed to substitute **no more than 3 days per month.**
- Student teacher candidates are allowed a **maximum of 10 days** substituting during the clinical internship.

University Supervisors should be notified by student teacher candidate when a request for substituting happens during the clinical internship for attendance purposes. Student teacher candidates must record substituting date(s), times, and instructional information in their daily student teaching LOG.

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.*

**RESPONSIBILITIES OF THE TEACHER CANDIDATE**

**Student teaching is a full-time endeavor. It must be the student teacher's first priority. By virtue of their participation in student teaching, students have made the commitment that there will be no conflicts in their daily schedule. Students are strongly discouraged from taking additional courses (other than courses associated with student teaching) during the student teaching semester, and students are strongly discouraged from working or volunteering in other settings during this semester.** 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. **Remember, this is an extended job interview!!**

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 (try to arrive within five minutes of school-based teacher).
   - 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.
   - Look for ways to become involved in the classroom and school. Showing initiative is noticed and expected.
   - 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.
   - Adhere to professional ethics: demonstrate adherence to standards of ethical conduct including academic honesty, confidentially, etc.
   - Act in accordance with sound professional ethics and the requirements of good citizenship.

- Be committed to diversity: value multiple aspects of diversity, respect children and other adults of various cultural backgrounds, ethnicities, religions, sexual orientation, social classes, abilities, politic.
- Demonstrate emotional maturity, deal with frustration appropriately.
- Be poised and professional in demeanor.
- Be organized, prioritize tasks, and budget your time, so that your classroom responsibilities (students and lessons) are your highest priority during the school day.

Student teaching is critical in the growth of a new teacher. However, student teachers need to recognize that no one expects them to be "a finished product." Instead, student teaching sets the stage for their ongoing development as a professional educator.

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.
- Be responsive to professional feedback.
- Do not transport any students in a private vehicle.
- Unless accompanied by the school-based teacher, do not visit a student in their home or other private setting.
- Teacher Candidates must use technology responsibility and ethically according to the University and local district policies. **As one very important example, teacher candidates should never engage with their K-12 students and parents in social networking.**
- Missouri law mandates reporting suspected child abuse or neglect to law enforcement. Report the suspicion of abuse and neglect to the school-based teacher and the principal and work with them to report the abuse or neglect.

4. Assignments –
- Keep a daily reflective journal to document your experience. The journal will be kept in the LOG component student teaching e-portfolio/Canvas. 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.

5. Non-classroom Duties --
- Involvement in extra activities related to school functions but outside of the regular classroom curriculum/instruction can enhance a student teaching experience. Most cooperating teachers are involved in extra activities or duties that may be part of their contractual responsibilities. Many teachers also get involved in volunteer activities for which they have a personal or professional interest such as after school clubs or morning pre-school-day groups.
- These extra activities help to enhance the school experience for all involved. It is recommended that the triad has an early discussion about ways a teacher candidate might get involved in the school above and beyond classroom teaching. *Thoughtful consideration of your personal stamina and academic strength need to take place before committing to extra duties and responsibilities.*
- Nonteaching activities should consist of no more than 10 hours per week.

**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 –
    • Report serious concerns about a teacher candidate's attendance and punctuality to the university-based teacher.  Excess absences could result in an unsatisfactory performance and result in the teacher candidate's removal from the clinical internship.
    • 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 the student teaching e-portfolio/Canvas.
- Is loyal to the teacher candidate and so refrains from negative comments about him/her in talking with students and other teachers.
- If problems arise or if the teacher candidate isn't performing satisfactorily, contact the university-based teacher and the Coordinator of Clinical experiences immediately.
  - In such incidences, it is critical that:
    - The school-based teacher must keep detailed, written anecdotal records with dates describing the areas of concern.
    - The school-based teacher's mid-semester evaluation should reflect his or her concerns. If it is possible that the student teacher may not be recommended for certification, some performance competencies **must** be marked in the ***does not possess*** or ***emerging*** range.

  - When working with a student teacher in difficult, the school-based teacher should:
    - Schedule frequent conferences with the student teacher and/or university-based teacher.
    - Plan the conferences ahead of time, noting specific information to be shared and how that information is to be presented.
    - State any concerns in very specific terms.
    - Support each concern with specific examples from the lesson.
    - Develop a written plan for action and remediation in conjunction with the university-based teacher (if a plan of action is necessary, please include the clinical coordinator in the conferences).

3. After -
- Writes 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 UNIVERSITY-BASED TEACHER EDUCATOR**

The University-based Teacher Educator is responsible for the well-being of the teacher candidate during 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 is 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 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.
    • If other problems arise or if the teacher candidate isn't making satisfactory, contact the Coordinator of Field and Clinical experiences immediately.

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.
    • Arrange initial meeting with school-based teacher, university-based teacher and teacher candidate.
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/workshops and MEES/EDA training.
3. Personnel –
    • Coordinate University-based Teacher Educators.
    • Work with all stakeholders to ensure 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 –
    • Conduct a mid-point evaluation through in-class observation of clinical internship placement, university-based teacher, and teacher candidate.
    • 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.

# TIMELINE FOR THE CULMINATING CLINICAL INTERNSHIP

During the clinical internship, the teacher candidates are to observe the school district calendar to which they are assigned.

- Holidays, including spring break, and teacher work/professional development days scheduled by the school system should be followed. Drury University holidays, such as spring break, are not excused absences from the clinical internship.
- This culminating internship is a 16-week requirement.

| | Dates | ST activities in classroom | ST Course Activities to complete | Canvas Reminders | Training/Meetings Other CT/US info |
|---|---|---|---|---|---|
| Week 1 | **January 2nd, 3rd 6-10** | Observation of classroom learning Assisting CT with tasks Planning/Curriculum exploration | Daily entry – Time Record form Daily reflection/journal for US **Week 1 – ST paperwork** ⇒ Week 1 - **Time Record** ⇒ Week 1 - **Cumulative Time Record updated** Copies-CT Weekly Progress forms Get signatures for Attendance & Substitute Teaching Contract | **Week 1 Reminders:** Complete your Site/Daily Schedule entry in Canvas by January 10th @ 3 pm  Upload by 1/13: ⇒ Attendance contract ⇒ Substitute Teaching Contract | **MEES TRAINING INFORMATION Provided thru email by January 10th** |
| Week 2 | 1/13 -1/17 | Observation of classroom learning Assisting CT with tasks Collaborative Planning/Teaching Teaching some small groups | Daily entry/attendance – TR form Daily reflection/journal for US Complete ST Time Record Cumulative Time Record updated | **Weekly Uploads:** Attendance Contract Substitute Contract Week 1 Time Record Week 1 CT Progress report | **MEES TRAINING Must be completed before first US/CT observation** |
| Week 3 | 1/20 – 1/24 | Observation of classroom learning Assisting CT with tasks Collaborative Planning/Teaching Teaching small group activities | Daily entry/attendance – TR form Daily reflection/journal for US Complete ST Time Record Cumulative Time Record updated | **Weekly Uploads:** Week 2 Time Record Week 2 CT progress report **Lesson Plan #1 for observation** | **MEES TRAINING AND CALIBRATION DOCUMENT MUST BE SUBMITTED BY January 24th** |
| Week 4 | 1/27 – 1/31 | Collaborative Planning/Teaching Teaching—up to ½ day | Daily entry/attendance – TR form Daily reflection/journal for US Complete ST Time Record Cumulative Time Record updated **First University Supervisor observation** | **Weekly Uploads:** Week 3 Time Record Week 3 CT progress report **Lesson Plan #1** ⇒ **reflection portion updated** | |
| Week 5 | 2/3 – 2/7 | Collaborative Planning/Teaching Teaching – ½ day responsibility | Daily entry/attendance – TR form Daily reflection/journal for US Complete ST Time Record Cumulative Time Record updated | **Weekly Uploads:** Week 4 Time Record Week 4 CT progress report | |
| Week 6 | 2/10 – 2/14 | Collaborative Planning/Teaching Teaching—up to ¾ day | Daily entry/attendance – TR form Daily reflection/journal for US Complete ST Time Record Cumulative Time Record updated Second lesson plan due | **Weekly Uploads:** Week 5 Time Record Week 5 CT progress report **Lesson Plan #2 for observation** | CT/US completed entry: MEES Observation 1 |
| Week 7 | 2/17 – 2/21 | Collaborative Planning/Teaching Teaching—¾ day responsibility | Daily entry/attendance – TR form Daily reflection/journal for US Complete ST Time Record Cumulative Time Record updated **Second University Supervisor observation** | **Weekly Uploads:** Week 6 Time Record Week 6 CT progress report **Lesson Plan #2** ⇒ **reflection portion updated** | |
| Week 8 | 2/24 – 2/28 | Full responsibility in the classroom | Daily entry/attendance – TR form Daily reflection/journal for US Complete ST Time Record Cumulative Time Record updated **MEES Mid-term self-evaluation** | **Weekly Uploads:** Week 7 Time Record Week 7 CT progress report Cumulative Time Record submit thru Week 8 **MEES Mid-term - ST** | **Student Teachers Thurs, February 27 4:30-6:00 PM Mock Interviews** |

| | Dates | ST activities in classroom | ST Course Activities to complete | Canvas Reminders | Training/Meetings Other CT/US info |
|---|---|---|---|---|---|
| Week 9 | 3/3 – 3/7 | Full responsibility in classroom | Daily entry/attendance – TR form<br>Daily reflection/journal for US<br>Complete ST Time Record<br>Cumulative Time Record updated | **Weekly Uploads:**<br>Week 8 Time record<br>Week 8 CT progress report<br>**Lesson Plan #3 for observation** | CT/US completed entry:<br>MEES Observation 2 |
| Week 10 | 3/10 – 3/14 | Full responsibility in classroom<br><br>*If you have Spring Break this week, this week's activities will happen next week | Daily entry/attendance – TR form<br>Daily reflection/journal for US<br>Complete ST Time Record<br>Cumulative Time Record updated<br>**Third University Supervisor observation** | **Weekly Uploads:**<br>Week 9 Time Record<br>Week 9 CT progress report<br>**Lesson Plan #3**<br>⇒ **reflection portion updated** | CT/US completed entry:<br>**MEES Mid-Term Comment & discuss With ST** |
| Week 11 | 3/17 – 3/21 | Full responsibility in classroom<br><br>*If you have Spring Break this week, this week's activities will happen next week | Daily entry/attendance – TR form<br>Daily reflection/journal for US<br>Complete ST Time Record<br>Cumulative Time Record updated | **Weekly Uploads:**<br>Week 10 Time Record<br>Week 10 CT progress report<br>**EDA student self-assess** | |
| Week 12 | 3/24 – 3/28 | Full responsibility in classroom<br><br>*If you have Spring Break this week, this week's activities will happen next week | Daily entry/attendance – TR form<br>Daily reflection/journal for US<br>Complete ST Time Record<br>Cumulative Time Record updated | **Weekly Uploads:**<br>Week 11 Time Record<br>Week 11 CT progress report<br>**Lesson Plan #4 for observation** | CT/US completed entry:<br>**MEES Observation 3** |
| Week 13 | 3/31 – 4/4 | Full responsibility in classroom | Daily entry/attendance – TR form<br>Daily reflection/journal for US<br>Complete ST Time Record<br>Cumulative Time Record updated<br>**Fourth University Supervisor observation** | **Weekly Uploads:**<br>Week 12 Time Record<br>Week 12 CT progress report<br>**Lesson Plan #4**<br>⇒ **reflection portion updated** | |
| Week 14 | 4/7 – 4/11 | Transition back to ½ day responsibility in classroom<br>Work with small groups<br>Assist with tasks | Daily entry/attendance – TR form<br>Daily reflection/journal for US<br>Complete ST Time Record<br>Cumulative Time Record updated | **Weekly Uploads:**<br>Week 13 Time Record<br>Week 13 CT progress report<br>**Unit Assessment Plan** | CT/US completed entry:<br>**MEES Observation 4 EDA assessment by CT and US** |
| Week 15 | 4/14 – 4/18 | Transition back to small groups<br>Assist with tasks<br>Collaborative Planning/Teaching<br>Observe in other classrooms | Daily entry/attendance – TR form<br>Daily reflection/journal for US<br>Complete ST Time Record<br>Cumulative Time Record updated | **Weekly Uploads:**<br>Week 14 Time Record<br>Week 14 CT progress report<br>**Prof. Development Log Parent Contact Log** | **ST & US**<br>**Thurs, April 17th**<br>**4:30-6:00 PM**<br>**Summary & Certification**<br><br>**CT/US completed:**<br>**MEES Summative** |
| Week 16 | **4/21 – 4/25** | Assist with tasks<br>Collaborative Planning/Teaching<br>Observe in other classrooms | Daily entry/attendance – TR form<br>Daily reflection/journal for US<br>Complete ST Time Record<br>Cumulative Time Record updated<br><br>**Required ST Surveys due by 4/23:**<br>Completer survey<br>Post-graduation plans<br>CT evaluation<br>US evaluation | **Weekly Uploads:**<br>Week 15 Time Record<br>Week 15 CT progress report – **due 4/21**<br><br>ST Cumulative Time Record- **due by 4/25 @3pm** | **All student course work is due by 4/25**<br><br>**If you have days to make-up due to absences, they will need to be made up between April 28 and May 7.** |

# 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 |
|---|

**Name:**                                                          **Grade Level:**

**Content/Subject:**                                        **Lesson Start Time:**

**Number of Students:**                                  **Lesson End Time:**

| Standards/Quality Indicators/Skills |
|---|
| *What are the Missouri and national standards you identified for the lesson?* |

- **Missouri Standards:**
- **National Standards:**
- **MEES 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**
*Instructional Strategies are the teacher's 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. 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.

# MEES Scoring Protocols

**Teacher Candidate Assessment Rubric**

A Teacher Candidate Assessment Rubric (TCAR) has been provided for each of the nine standards. The first row of the rubric articulates the particular performance represented in the given standard. Evaluators should use the language in the rubric to determine a score.  The overall purpose of the rubric is to create common language articulating the expected performance of the Teacher Candidate in the Clinical Experience.

**Formative Implementation**

The instrument should be used by both University Supervisors and Cooperating Teachers throughout the culminating clinical experience so that the teacher candidate is familiar with the expectations and has time to make adjustments. EPPs determine, however, how often a candidate should be provided with a formal score. Evaluators should conference regularly with the teacher candidate regarding progress in the areas of the instrument's indicators. The Teacher Candidate Formative Assessment Tool is an optional observational instrument that EPPs may choose to use.

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**

Toward the end of the culminating clinical experience, the Cooperating Teacher and University Supervisor use the MEES for Teacher Candidates assessment rubric to provide a summative evaluation of the candidate.

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.

**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.

## Below are the scoring levels:

**0** - *The Teacher Candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.*
**1** - *The Teacher Candidate can articulate the necessary knowledge, but does not demonstrate in performance.*
**2** - *The Teacher Candidate can articulate the necessary knowledge and demonstrate in performance with some success.*
**3** - *The Teacher Candidate can articulate the necessary knowledge and effectively demonstrates in performance.*
**4** - *The Teacher Candidate adapts and develops the lesson according to the teaching environment/student response.*

## Scoring Protocol

During the culminating clinical experience, both the Cooperating Teacher and the University Supervisor use the rubrics to generate scores for each of the nine standards according to the following guidelines:

- Rubrics are analytic, not holistic; evaluators should select the descriptors that best match the evidence provided in classroom observations, artifacts, interviews, and other sources.
- Each indicator should be scored independently based solely on the evidence available.
- Candidates must be scored on all indicators.
- While "snapshot" classroom observations are essential opportunities for evaluators to document evidence, some indicators require evidence that may not be observable in a class period.
- Artifact evidence should include, but is not limited to, classroom observations, personal interviews and discussions, and artifacts (e.g. lesson plans, classroom rules).  There are no statewide mandates regarding the types of artifacts used, but individual EPPs may have such requirements.
  - It is the responsibility of the Teacher Candidate to provide artifact(s) identified by their Educator Preparation Program to support the scoring process.
- **The mean of all indicator scores in a standard is the score for the entire standard.**

## 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.

**For example**: The MEES for Teacher Candidates consists of nine separate rubrics, each aligned with one standard of the Missouri Teacher Standards. Below, for example, is the rubric for Standard 7.

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

| 0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance. | 1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance. | 2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success. | 3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance. | 4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response. |
|---|---|---|---|---|
| **Student Progress Monitoring** | | | | |
| • Provides no evidence of data from assessments to monitor the progress of students. | • Articulates the importance of collecting assessment data. | • Uses formative and/or summative assessment data to monitor the progress of the class as a whole. | • Uses formative and/or summative assessment data to effectively monitor the progress of individual students and the class as a whole. | • Analyzes trend data to respond instructionally, resulting in a positive impact on student learning |
| **Formative Assessment** | | | | |
| • Provides no awareness that formative assessments are needed to guide future instruction. | • Articulates the need to use formative assessment strategies to gather data on student understanding to guide future instruction. | • Uses some formative assessment strategies to partially gather data on student understanding and sporadically implements adjustments to plan future instruction. | • Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction. | • Uses multiple assessments to accurately monitor, analyze, and adjust mid-lesson instruction, to increase the progress of each student and the class as a whole. |
| **Assessment Records** | | | | |
| • Provides no evidence of an understanding of maintaining student assessment records. | • Articulates a process for maintaining student assessment records. | • Confidentially maintains student assessment records, though processes are inconsistent. | • Maintains student assessment records consistently and confidentially. | • Maintains detailed student assessment records consistently and confidentially and uses the data to inform collaboration with data teams, students, and families. |

The mean of all indicator scores in a standard is the score for the entire standard. Using Standard 7 (above) as an example, an evaluator may assign scores of 2, 4, and 2 for the three indicators.

- The mean of these three indicator scores is 2.7 (score should be reported to one (1) decimal).
- In this case, the teacher candidate would receive a score of 2.7 for Standard 7.
- Using the process developed by the EPP, evaluators will submit scores for each of the nine (9) standards.
- If a particular strand within a standard is not observable, score the standard based on the evidence available.
- 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.

# 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 -<br>**Content Knowledge, Student Engagement** | |
| Standard 2 -<br>**Student Learning, Growth, & Development** | |
| Standard 3 -<br>**Curriculum Implementation** | |
| Standard 4 -<br>**Critical Thinking** | |
| Standard 5 -<br>**Positive Classroom Management** | |
| Standard 6 -<br>**Effective Communication** | |
| Standard 7 -<br>**Assessment & Data Analysis** | |
| Standard 8 -<br>**Professionalism (how you act)** | |
| Standard 9 -<br>**Professional Collaboration (how you work with others** | |

# 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 - **Content Knowledge Student Engagement** | | | | | | | | | | | |
| Standard 2 - **Student Learning, Growth, & Development** | | | | | | | | | | | |
| Standard 3 - **Curriculum Implementation** | | | | | | | | | | | |
| Standard 4 - **Critical Thinking** | | | | | | | | | | | |
| Standard 5 - **Positive Classroom Environment** | | | | | | | | | | | |
| Standard 6 - **Effective Communication** | | | | | | | | | | | |
| Standard 7 - **Assessment & Data Analysis** | | | | | | | | | | | |
| Standard 8 - **Professionalism** | | | | | | | | | | | |
| Standard 9 - **Professional Collaboration** | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | |
| **Comments** | | | | | | | | | | | |

# 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.

# MEES Teacher Candidate Assessment Rubric

## Standard 1

| Standard 1: Content knowledge aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students. | | | | |
|---|---|---|---|---|
| 0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance. | 1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance. | 2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success. | 3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance. | 4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response. |
| **1.1 Vocabulary and Terminology** | | | | |
| Provides no evidence of addressing needed vocabulary and/or terminology for student understanding of content. | Plans to introduce vocabulary and terminology but does not use strategies to enhance student engagement and responses. | Introduces vocabulary and terminology necessary to understand content, but uses limited strategies to engage students | Conveys vocabulary and terminology necessary to understand content and uses evidence-based instructional strategies to engage students. | Promotes students' application of authentic use of vocabulary and terminology relevant to the content. |
| **1.2 Content Delivery** | | | | |
| Shares incorrect information. | Demonstrates an understanding of basic content. | Conveys accurate information when teaching content. | Conveys accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning. | Makes intentional connections between and among relevant content areas. |
| **1.3 Student Application of Content** | | | | |
| Provides no opportunity for students to process content. | Demonstrates an awareness of strategies to allow students to process content. | Provides students with limited opportunities to process content. | Provides students with multiple opportunities to process the content. | Implements additional individualized learning resources and instruction in the content to meet the unique needs of students. |
| **1.4 Student Engagement with Content** | | | | |
| Provides no evidence of planning for student engagement. | Plans for student engagement but no evidence of implementation. | Inconsistently engages students with the content. | Consistently engages the majority of students with the content. | Facilitates a lesson in which every student in the class is actively engaged for the duration of the lesson. |

| Standard 2: Student Learning, Growth, and Development. The teacher candidate understands how students learn, develop, and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students. | | | | |
|---|---|---|---|---|
| 0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance. | 1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance. | 2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success. | 3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance. | 4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response. |
| **2.1 Differentiated Lesson Design** | | | | |
| Provides no evidence of differentiating content, process, product, or environment or shows no awareness of student differences. | Describes strategies to differentiate and adjust instruction based on student differences. | Varies activities and strategies within a lesson but does not intentionally consider individual student differences represented in the classroom. | Implements lessons that intentionally vary one or more of the following in order to address student differences: content, process, product, or environment. | Adjusts strategies in the moment based on individual student needs. |
| **2.2 Differentiation of Instruction to Meet Students' Needs** | | | | |
| Provides no evidence of understanding students' background knowledge and learning needs. | Demonstrates understanding that some students may require differentiation based on cognitive, social, emotional, and physical needs. | Uses evidence-based strategies for differentiation, though choices in strategies are not matched to some students' individual needs and interests. | Applies knowledge of individual students' needs and interests by selecting a variety of evidence-based strategies, including any necessary accommodations or modifications. | Uses individual student data or assessments to inform the selection and modification of strategies. |
| **2.3 Diverse Social and Cultural Perspectives** | | | | |
| Provides no evidence of understanding students' languages, family, culture, and community needs. | Demonstrates understanding of students' languages, family, culture, and community in planning. | Affirms students' languages, family, culture, and community during learning opportunities. | Integrates understanding of students' languages, family, culture, and community when selecting, creating, and facilitating learning opportunities. | Goes beyond food, holidays, and customs to acknowledge and explore deeper cultural connections and communication strategies in classroom instruction and interactions. |

## Standard 3

**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.

| 0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance. | 1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance. | 2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success. | 3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance. | 4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response. |
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| **3.1 Alignment of Learning Activities to Standards** | | | | |
| Provides no evidence of learning activities with alignment to standards. | Plans for learning activities that are appropriately aligned to standards. | Implements learning activities aligned to standards. | Implements learning activities aligned to chosen standards and incorporates embedded formative assessment. | Delivers lessons and assessments that illustrate a high degree of understanding of the intended standards and considers scope and sequence when implementing lessons. |
| **3.2 Articulation of Learning Objectives** | | | | |
| Provides no evidence of posting or mentioning the learning objectives during the lesson. | Posts the learning objectives but does not mention the objective during the lesson. | States the learning objectives so that some students are able to articulate the objective of the lesson. | Clearly conveys objectives in student-friendly language so that the majority of students are able to articulate the objective of the lesson. | Connects learning objectives to other content areas and applications to enhance student learning. |

# Standard 4

| 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. | | | | |
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| 0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance. | 1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance. | 2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success. | 3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance. | 4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response. |
| **4.1 Instructional Strategies Leading to Student Centered Ideas and Solutions** | | | | |
| Demonstrates no awareness of the importance of students sharing ideas and generating possible solutions. | Plans strategies to facilitate opportunities for students to share ideas and generate possible solutions. | Uses strategies for some students to share ideas and generate possible solutions. | Implements strategies in which most students convey their ideas or solutions through product or process. | Facilitates student-centered lessons in which students discover for themselves the desired knowledge or skills through product or process. |
| **4.2 Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking** | | | | |
| Provides no evidence of knowledge of importance of student analysis and discussion of problems and possible solutions. | Plans strategies for analyzing and discussing problems and possible solutions. | Creates opportunities for some students to analyze and discuss problems and possible solutions. | Facilitates opportunities in which most students analyze and discuss problems and possible solutions. | Provides opportunities for students to engage in creative and collaborative problem identification and generation of possible solutions. |
| **4.3 Questioning Techniques** | | | | |
| Provides no evidence of using questions that promote critical thinking. | Plans to use questions that promote critical thinking. | Uses questioning techniques that promote students' critical thinking. | Uses questioning techniques that result in most students providing answers reflecting critical thinking. | Poses questions to provide opportunities for student thinking to delve into real - world topics, which address differing viewpoints, and allows students to respectfully justify their own opinion and solutions to a problem. |
| **4.4 Higher Order Thinking** | | | | |
| Provides no evidence of higher order thinking. | Plans for higher order thinking. | Uses strategies to incorporate higher order thinking. | Consistently uses evidence-based strategies to promote higher order thinking. | Provides opportunities for all students to utilize higher order thinking to analyze and discuss real-world topics. |

# Standard 5

| 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. | | | | |
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| 0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance. | 1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance. | 2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success. | 3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance. | 4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response. |
| **5.1 Classroom Expectations** | | | | |
| Provides no evidence of classroom expectations that would contribute to a safe learning environment. | Plans to communicate expectations to maintain a safe learning environment. | Communicates expectations to students in advance, though may not consistently maintain these expectations throughout the lesson. | Implements developmentally appropriate expectations to maintain a respectful and safe learning environment. | Involves all students in promoting a safe learning environment that respects differences and individual preferences. |
| **5.2 Positive Classroom Environment, Relationships, and Interactions** | | | | |
| Displays a lack of awareness of how to build appropriate relationships with students. | Describes strategies for building appropriate relationships with students. | Fosters positive social interactions in the classroom. | Maintains positivity in formal and informal interactions, which encourages students to actively engage in learning. | Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning. |
| **5.3 Classroom Management Strategies** | | | | |
| Provides no evidence of strategies for monitoring student behavior and addressing disruptions. | Explains strategies for monitoring student behavior and minimizing disruptions. | Responds appropriately to classroom disruptions. | Proactively uses varied classroom management strategies to minimize disruptions to the learning environment. | Effectively uses varied management and organizational strategies to motivate students and minimize interference with classroom instruction. |

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

| 0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance. | 1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance. | 2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success. | 3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance. | 4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response. |
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| **6.1 Verbal and Non-Verbal Communication** | | | | |
| Provides no evidence of instructions in lesson plan. | Plans to provide instructions. | Conveys instructions to students through verbal OR non-verbal cues. | Conveys clear instructions through verbal AND non-verbal cues or other communication strategies; follows up with students not understanding instructions. | Purposefully adjusts communication and interactions to support individual student understanding. |
| **6.2 Models Expectations for Student Communication** | | | | |
| Provides no evidence of understanding the need to articulate expectations for student communication and interaction. | Plans to articulate expectations for respectful student communication and interaction. | Articulates vague expectations to students about respectful communication and interaction. | Articulates or models expectations for student communication and interaction with respect for diverse backgrounds or differing opinions. | Articulates and models expectations for student communication and interaction with respect for diverse backgrounds or differing opinions and provides opportunities for students to practice with feedback. |
| **6.3 Communication Positively Impacts Lesson Delivery** | | | | |
| Uses volume, tone, inflection, or sight lines that negatively impact lesson delivery. | Displays self-awareness of the impact of volume, tone, inflection, or sight lines on lesson delivery. | Uses volume, tone, inflection, or sight lines that periodically impact lesson delivery. | Ensures volume, tone, inflection, and sight lines positively impact lesson delivery that is sensitive to the diverse needs of students. | Ensures volume, tone, inflection, and sight lines positively impact lesson delivery and utilizes visuals and resources to enhance communication while remaining sensitive to the diverse needs of students. |

**STANDARD 6 CONTINUES ON THE NEXT PAGE**

| 0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance. | 1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance. | 2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success. | 3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance. | 4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response. |
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| **6.4 Communication Conventions** | | | | |
| Consistently includes distracting communication errors that interfere with meaning. | Includes communication errors that interfere with meaning. | Usually models proper spelling and grammar in written and verbal communication. | Consistently models proper spelling and grammar in written and verbal communication | Consistently models and encourages students to use proper spelling and grammar in written and verbal communication. |
| **6.5 Communication with Respect for Diverse Backgrounds and Experiences** | | | | |
| Provides no evidence of culturally and linguistically appropriate communication, resources, or examples. | Plans for culturally and linguistically appropriate communication, resources, or examples. | Uses culturally and linguistically appropriate communication, resources, or examples. | Intentionally integrates and responds to culturally and linguistically appropriate communication, resources, or examples based on audience and context. | 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. |

## Standard 7

| 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. | | | | |
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| 0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance. | 1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance. | 2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success. | 3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance. | 4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response. |
| **7.1 Use of Data to Monitor Student Learning** | | | | |
| Provides no evidence of data from assessments to monitor the progress of students. | Articulates the importance of collecting assessment data. | Uses formative and/or summative assessment data to monitor the progress of the class as a whole. | Uses formative and/or summative assessment data to effectively monitor the progress of individual students and the class as a whole. | Analyzes trend data to respond instructionally, resulting in a positive impact on student learning |
| **7.2 Formative Assessment Strategies** | | | | |
| Provides no awareness that formative assessments are needed to guide future instruction. | Articulates the need to use formative assessment strategies to gather data on student understanding to guide future instruction. | Uses some formative assessment strategies to partially gather data on student understanding and sporadically implements adjustments to plan future instruction. | Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction. | Uses multiple assessments to accurately monitor, analyze, and adjust mid-lesson instruction, to increase the progress of each student and the class as a whole. |
| **7.3 Assessment Records** | | | | |
| Provides no evidence of an understanding of maintaining student assessment records. | Articulates a process for maintaining student assessment records. | Confidentially maintains student assessment records, though processes are inconsistent. | Maintains student assessment records consistently and confidentially. | Maintains detailed student assessment records consistently and confidentially and uses the data to inform collaboration with data teams, students, and families. |

# Standard 8

| Standard 8: Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students. | | | | |
|---|---|---|---|---|
| 0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance. | 1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance. | 2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success. | 3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance. | 4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response. |
| **8.1 Reflection on Lesson Effectiveness** | | | | |
| Provides no evidence of reflection on the lesson. | Reflects on the lesson when prompted by the evaluator. | Independently reflects on aspects of the lesson. | Reflects on the effectiveness of a lesson based on student learning and engagement. | Reflects on the effectiveness of a lesson based on student learning outcomes and implements strategies to increase learning, critical thinking, and engagement. |
| **8.2 Use of Feedback to Improve Practice** | | | | |
| Provides no evidence of acceptance of feedback provided by the evaluator. | Accepts feedback but does not use feedback to adjust and improve practice. | Accepts and uses feedback inconsistently to adjust and improve practice. | Accepts and uses feedback consistently to adjust and improve practice. | Actively seeks and implements feedback to improve practice. |
| **8.3 Reflection on Professional Conduct** | | | | |
| Provides no evidence of recognition of own weaknesses even when prompted. | Acknowledges weaknesses when prompted but does not improve professional conduct. | Monitors and adjusts professional conduct when prompted. | Monitors and adjusts professional conduct through self-assessment. | Monitors and adjusts conduct through self-assessment. With collegial input, sets goals and implements appropriate strategies. |
| **8.4 Professional Learning and Development** | | | | |
| Provides no acknowledgement of the importance of professional development. | Acknowledges the importance of professional development but does not attend. | Attends approved professional development. | Uses techniques or strategies introduced in approved professional development to improve student learning. | Identifies areas of growth, seeks out opportunities to strengthen professional knowledge, e.g., webinars, books, professional development opportunities, professors, etc. and implements new strategies to enhance student learning. |

# Standard 9

| Standard 9: Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members. | | | | |
|---|---|---|---|---|
| 0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance. | 1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance. | 2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success. | 3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance. | 4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response. |
| **9.1 Professional Collaboration** | | | | |
| Provides no evidence of understanding the importance of professional collaboration with colleagues. | Recognizes the importance of professional collaboration with colleagues. | Participates in professional collaboration with colleagues. | Prepares for and fully engages in professional collaboration with colleagues to enhance student learning. | Actively participates in school or district events to build a broader network of collaboration to enhance student learning. |
| **9.2 Positive Relationships** | | | | |
| Provides no evidence of understanding the importance of building relationships. | Recognizes the importance of building relationships with students, colleagues, and families. | Builds and maintains appropriate relationships with a limited number of students, colleagues, and families. | Builds, maintains, and seeks out positive, appropriate relationships with students, colleagues, and families to support student success. | Builds, maintains, and seeks out positive, appropriate relationships with students, colleagues, and families to support student success. Broadens their network of collaboration by connecting with additional building and district colleagues such as special education professionals, school counselors, media specialists, etc. |