

# LINDENWOOD

## U N I V E R S I T Y

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COLLEGE OF EDUCATION AND HUMAN SERVICES

### **Undergraduate/Graduate Initial Certification Field Experience Handbook**



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# **THE PROGRAM**

## **Goals of the teacher candidate practicum/observation program**

1. To move students from simply observing to actively preparing and presenting lessons.
2. To give Lindenwood education students an array of observation/practicum experiences in various settings. We strive to place students in schools from a wide range of demographics and cultures.
3. To provide students with the observation/practicum experiences that will comply with teacher certification requirements.

## **Required Courses**

Below you will find the required observation/practicum courses in the various certification areas. The list is not necessarily the order in which you take these classes. A detailed observation/practicum description for each of the following courses will be provided on the following pages, along with general practicum guidelines.

### **Early Childhood**

- EDU 11100/EDU 11110 School Observation/Orientation to the Educational Experience with Field Experience
- EDU 30500 Elementary Reading Methods
- EDU 31700 Introduction to Early Childhood/Special Education
- EDU 30910/EDU 30999 Instructional Strategies, Techniques and Analysis of Literacy with Practicum; Practicum – Analysis & Correction of Reading Difficulties
- EDU 32200 Elementary Classroom Teaching and Technology
- EDU 34410/EDU 38000 Elementary School Differentiation and Classroom Management with Field Experiences; Pre-Student Teaching Practicum

### **Early Childhood Special Education**

- EDU 11100/EDU 11110 School Observation/Orientation to the Educational Experience with Field Experience
- EDU 30500 Elementary Reading Methods
- EDU 31700 Introduction to Early Childhood/Special Education
- EDU 30999 EDU 30910/EDU 30999 Instructional Strategies, Techniques and Analysis of Literacy with Practicum; Practicum – Analysis & Correction of Reading Difficulties
- EDU 32200 Elementary Classroom Teaching and Technology
- EDU 34410/EDU 38000 Elementary School Differentiation and Classroom Management with Field Experiences; Pre-Student Teaching Practicum

### **Special Education K-12**

- EDU 11100/EDU 11110 School Observation/Orientation to the Educational Experience with Field Experience
- EDU 30500 Elementary Reading Methods
- EDU 30910/EDU 30999 Instructional Strategies, Techniques and Analysis of Literacy with Practicum; Practicum – Analysis & Correction of Reading Difficulties
- EDU 32100/EDU 32200 Classroom Teaching and Technology
- EDU 34410/EDU 38000 Elementary School Differentiation and Classroom Management with Field Experiences; Pre-Student Teaching Practicum
- EDS 35000 Practicum for Teaching Children with Disabilities in Cross-Categorical Settings

## Elementary

- EDU 11100/EDU 11110 School Observation/Orientation to the Educational Experience with Field Experience
- EDU 30500 Elementary Reading Methods
- EDU 30910/EDU 30999 Instructional Strategies, Techniques and Analysis of Literacy with Practicum; Practicum – Analysis & Correction of Reading Difficulties
- EDU 32200 Elementary Classroom Teaching and Technology
- EDU 34410/EDU 38000 Elementary School Differentiation and Classroom Management with Field Experiences; Pre-Student Teaching Practicum

## Middle School

- EDU 11100/EDU 11110 School Observation/Orientation to the Educational Experience with Field Experience
- EDU 32100 Middle/High School Classroom Teaching and Technology
- EDU 34410/EDU 38000 Elementary School Differentiation and Classroom Management with Field Experiences; Pre-Student Teaching Practicum
- EDU 38910 Middle School Philosophy, Curriculum & Instruction
- Content Methods Courses

## Secondary/K-12

- EDU 11100/EDU 11110 School Observation/Orientation to the Educational Experience with Field Experience
- EDU 32100 Middle/High School Classroom Teaching and Technology
- EDU 34410/EDU 38000 Elementary School Differentiation and Classroom Management with Field Experiences; Pre-Student Teaching Practicum
- Content Methods Courses

## Master of Arts in Teaching

- EDU 50000 Foundations of K-12 Education
- EDU 50300 Elementary Reading Methods (Elementary)
- EDU 51200 Elementary Mathematics Methods (Elementary/Middle School)
- EDU 51700 Introduction to Early Childhood and Early Childhood/Special Education (ECE,SPED)
- EDU 54310/54410 Classroom Differentiation/Management
- EDU 50910/EDU 50999 Instructional Strategies, Techniques and Analysis of Literacy with Practicum; Practicum – Analysis & Correction of Reading Difficulties (Early Childhood/Elementary)
- Content Methods Courses for Middle and Secondary

## Initial Certification Program Course Matrix for Observation/Practicum

### Undergraduate

Courses	Early Childhood Birth-3rd	Early Childhood SPED	Special Education K-12	Elementary 1-6	Middle Grades 5-9	Secondary 9-12	K-12 Art, Music, PE, Foreign Language
EDU 11100/ EDU 11110 School Observation/ Orientation to the Educational Experience with Field Experience	30	30	30	30	30	30	30
EDU 30500 Elementary Reading Methods	10	10	10	10			
EDU 30910/EDU 30999 Instructional Strategies,	30	30	30	30			

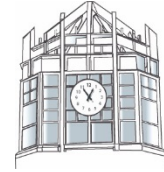
Techniques and Analysis of Literacy with Practicum; Practicum – Analysis & Correction of Reading Difficulties							
EDU 31700 Introduction to Early Childhood/Special Education	30	30					
EDU 32100/EDU 32200 Classroom Teaching and Technology	10	10	10	10	10	10	10
EDU 34310/EDU 34410/EDU 38000 Classroom Differentiation and Classroom Management; Pre-Student Teaching Practicum	45	45	45	45	45	45	45
EDU 38910 Middle School Philosophy, Curriculum & Instruction					20		
EDS 30200 Behavior Management		15	15				
EDS 35000 Practicum for Teaching Children with Disabilities in Cross-Categorical Settings			45				
Content Methods					20	20	20
<b>Total</b>	<b>155</b>	<b>170</b>	<b>185</b>	<b>125</b>	<b>125</b>	<b>105</b>	<b>105</b>

## Graduate

Courses	MAT Early Childhood Birth-3rd	MAT Early Childhood SPED	Special Education K-12	MAT Elementary 1-6	MAT Middle Grades 5-9	MAT Secondary 9-12	MAT K-12 Art, Music, PE, Foreign Language
EDU 50000 Foundations of K1-12 Education	30	30	30	30	30	30	30
EDU 50300 Elementary Reading Methods	10	10	10	10			
EDU 50910/EDU 50999 Instructional Strategies, Techniques and Analysis of Literacy with Practicum; Practicum: Diagnosis of Reading Difficulties	30	30	30	30			
EDU 51700 Introduction to Early Childhood/ Special Education	30	30					
EDU 52110/EDU 52210 Classroom Teaching and Technology	10	10	10	10	10	10	10
EDU 54310 Middle School/High School Differentiation and classroom Management					45	45	45
EDU 54410 Elementary Differentiation and	45	45	45	45			

Classroom Management							
EDU 58910 Middle School Philosophy, Curriculum & Instruction					20		
EDS 55000 Practicum for Teaching Children with Disabilities in Cross-Categorical Settings			45				
Content Methods					20	20	20
<b>Total</b>	<b>155</b>	<b>155</b>	<b>170</b>	<b>125</b>	<b>125</b>	<b>105</b>	<b>105</b>

# Conceptual Framework

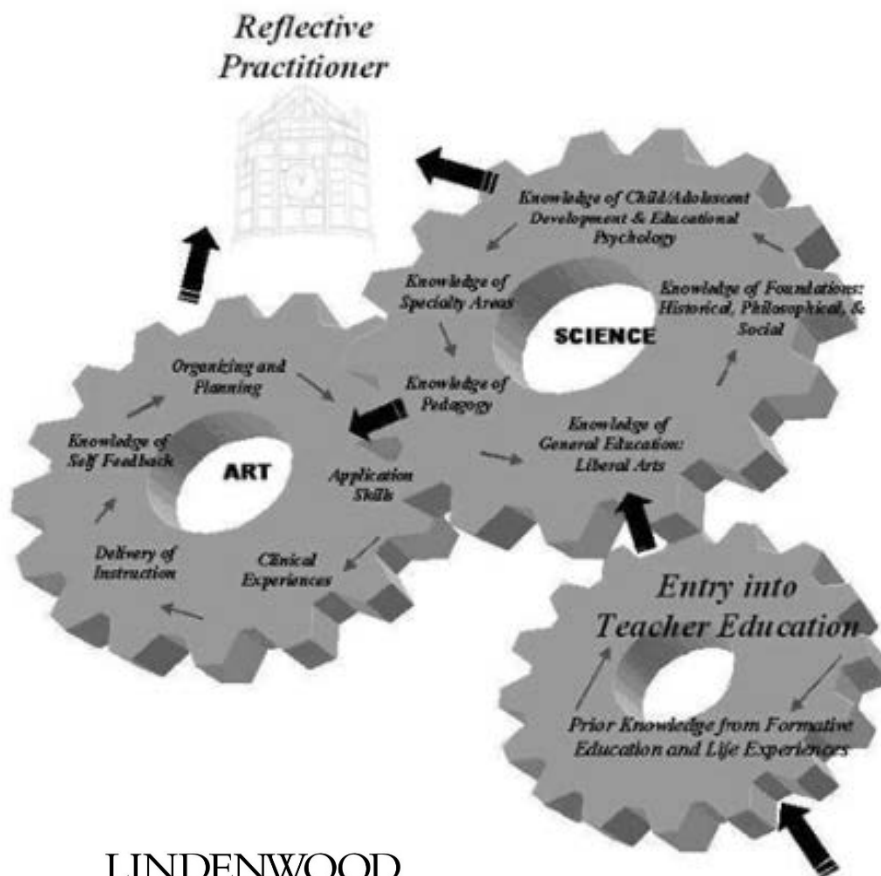


## “Teaching and Leading as an Art and a Science”

The School of Education agrees that the general outcome of the education program must be practitioners who believe and implement teaching as a blend of “Art and Science” as represented by the beauty and mechanism of the Spellman Clock Tower.

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

## “Teaching and Leading as an Art and a Science”



LINDENWOOD  
UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN SERVICES

## Introduction

Welcome to the Lindenwood University College of Education and Human Services Practicum and Observation experience. This handbook will serve as a guide through the practicum experiences for undergraduate pre-service teacher candidates. It is very important that you are familiar with and abide by the policies and procedures contained herein.

Your participation in the observation/practicum experience is an important milestone in your preparation as an educator. You will observe and interact within authentic teaching and learning environments. Doing so will help you to connect research and theory to practice, strengthen your understanding of the teaching and learning process and develop your skills as a classroom educator. Through the observations and practicum experiences you will learn to apply the conceptual framework of “Teaching and Learning as an Art and a Science” and grow as a reflective practitioner.

Lindenwood University’s Education faculty want to ensure that you gain practical experience in developing your career skills and spiraling your learning through meaningful teaching assignments. We look forward to helping you achieve your academic and professional goals. If you have any questions about the observations/practicums, or this handbook, please contact your advisor.

Very best wishes for a meaningful experience,

A handwritten signature in black ink, appearing to read "Anthony Scheffler". The signature is fluid and cursive, with a large initial "A" and "S".

Anthony Scheffler, PhD.  
Dean, School of Education



## Contact Information

Key offices are listed below. A directory of faculty and staff phone numbers and emails can be found at the following website:

<http://www.lindenwood.edu/about/directories/faculty-staff-directory/department/756/>

### Office of Field and Clinical Experiences

(636) 949-4377

[SOEplacement@lindenwood.edu](mailto:SOEplacement@lindenwood.edu)

[ARCC@lindenwood.edu](mailto:ARCC@lindenwood.edu)

Dr. Tammy Moore

Director of Field and Clinical Experiences

(636) 949-4379

[tmoore@lindenwood.edu](mailto:tmoore@lindenwood.edu)

### Education Office

(636) 949-4611

(636) 949-4844

FAX: (636) 949-4197

Dr. Anthony Scheffler

Dean, School of Education

(636) 949-4618

Administrative Assistant

(636) 949-4611

# **GENERAL PRACTICUM/OBSERVATION INFORMATION**

## **Placement Policy**

These guidelines have been developed to provide candidates with diverse field experiences.

1. Candidates will provide three choices of schools to which they would like to complete their observation/practicum experiences. Once candidates have completed the request for field placement and uploaded all required documents to Foliotek, the Office of Field and Clinical Experiences will process the requests by sending out the requests in order of candidates' choice to the appropriate school personnel.
2. Candidates must complete ALL observation/practicum hours in order to earn a passing grade (C or better) in EDU courses that require a field component. This is to ensure that candidates meet DESE field experience hour requirements.
3. The initial field placement for all programs is EDU 11100/11110 School Observation/Orientation to the Educational Experience with Field Experience or EDU 50000 Foundations of K-12 Education (MAT). This field experience includes 30 hours of observation, per DESE requirements, and does not include a teaching component. The school must be one included on the diversity school list.
4. The field placement for EDU 380000 Pre-Student Teaching Practicum and EDU 34310/EDU 34410/EDU 54310/EDU 54410 Differentiation and Classroom Management is a 45 hour practicum, per DESE requirements, and includes a teaching component.
5. The following rules will apply for placements in the program.
  - a. Candidates may not be placed in the same school or district for EDU 11100/EDU 11110 and EDU 380000/EDU 34310/EDU 34410 (EDU 50000 and EDU 54310/54410 for MAT.)
  - b. Candidates may not be placed in the same school for EDU 38000/EDU 34310/EDU 34410/EDU 54310/EDU 54410 and student teaching. They may be placed in the same district, but not the same school.
  - c. At least one placement for each candidate (EDU 11100/EDU 11110/EDU 50000/EDU 34310/EDU 34410/EDU 54310/EDU 54410) must be in a public school setting.
  - d. Every effort will be made to vary candidate placements among different grade levels that are appropriate for their content areas.
  - e. Requests for any exceptions to any or all of the above should be submitted in writing on the Appeals Form found at <https://www.lindenwood.edu/academics/academic-schools/school-of-education/student-resources/appeals-form/>

## **Paraprofessional Field Placement Policy**

Candidates who have been employed in public or accredited nonpublic schools may complete field experience requirements in their place of employment if the following conditions are met:

1. The candidate's experience as a teacher assistant was concurrent with the semester of enrollment in the course requiring field experiences and in the same content area and grade range for which the candidate is seeking certification;
2. The candidate shall have conducted teaching activities comparable to those required for other candidates in conventional field placements and demonstrating similar competencies;
3. The teacher with whom the candidate served meets the qualifications for a host teacher;
4. The teacher with whom the candidate served has been provided a copy of the Field Experience Handbook; and
5. The candidate has been working with permission and under the authority of the principal of the school or a designee.

The following process must be followed for approval:

1. The candidate must provide the Office of Field and Clinical Experiences with a written request to complete the field experience in the school in which he/she is employed.
2. The Field Experience Review Committee will review the request for compliance with field placement policy.
3. The building principal and/or school district Human Resource representative of the school and district in which the candidate is employed must allow the candidate to complete the field experience requirements while employed in the district. A district representative (Human Resources or Principal) and the student must agree to and sign the Paraprofessionals/ Provisional Teacher-of-Record for Field Experience Contract agreeing to its conditions. (Contract)
4. Once all parties have signed the contract, the candidate will be assigned a host/mentor teacher.

## **Long-Term Substitute Field Placement Policy**

Candidates who are employed as a long-term substitute in one school may complete field experience requirements in their place of employment if the following conditions are met:

1. The candidate must request placement through Foliotek and be approved before counting any hours of the long-term substitute experience toward the field placement requirement.
2. The candidate's experience as a long-term substitute is concurrent with the semester of enrollment in the course requiring field experiences and in the same content area and grade range for which the candidate is seeking certification;
3. The candidate conducts teaching activities comparable to those required for other candidates in conventional field placements with similar competencies;
4. The candidate must be assigned a host teacher who assists the candidate as needed and who completes a field evaluation of the candidate at the end of the required field placement;
5. The host teacher with whom the candidate served has been provided a copy of the Field Experience Handbook; and
6. The candidate is working with permission and under the authority of the principal of the school or a designee.
7. The candidate may not count accumulation of substitute hours from different schools toward the field placement requirement.

## **Field Experience Hours during LindenTeach**

Candidates may earn field experience hours while they are enrolled in LindenTeach as long as the following guidelines are met:

1. The candidate has submitted a field placement request for the practicum/observation through Foliotek.
2. The field experience request must be accepted with all paperwork submitted with the request.
3. The school will assign a host teacher (through the Office of Field Experience) with whom the candidate will complete the field experience for the practicum/observation.
4. Required hours are met in the classroom with the host teacher assigned.
5. Field experience hours must be in the candidate's content area.
6. The host teacher assigned must sign the attendance log sheet.
7. The host teacher will evaluate the candidate on the practicum/observaton field experiences only, not the performance during LindenTeach duties.
8. LindenTeach hours will not count toward the practicum/observation field hour requirements.

## Background Checks

A completed background check is required by school districts prior to beginning observations/practicums in all field experiences. All candidates participating in a field experience are required to request a background check through the Missouri Department of Health and Senior Services. The DHSS provides a convenient background request via the internet at the following website: <http://health.mo.gov/safety/fcsr/>. New Background checks are \$15.25.

### Important information about the online background check\*

1. Upon entering the website found above, click the Online Registration link and follow all instructions. A social security number and valid credit card are required.
2. The cost is the responsibility of the candidate requesting the background check. Debit and credit cards are the forms of payment accepted.
3. Candidate will receive a letter in the mail stating that their background check came back clear or not.
4. It is the candidates' responsibility to upload a copy of the background check to Foliotek in the appropriate spot for reference when requesting observation/practicum placements.
5. A copy of the background check result should be taken to the school where the candidate is observing.
6. If the candidate is already registered with the site, an updated background check can be requested by calling the agency. There is no charge for an updated background check.

\*It is recommended that to expedite placement all candidate should complete the previously stated process **before** the start of the semester in which there is an observation/practicum. A candidate cannot register with the Family Care Safety Registry without a Social Security Number. Please visit the Social Security Administration website for more information about Social Security Numbers: <http://www.socialsecurity.gov>. Family Care Safety Registry (866) 422-6872.

To complete the fingerprint screening prior to student teaching (or observation/practicum), the candidate will need to go to the following website (Missouri) <http://dese.mo.gov/sites/default/files/FingerprintInformationChecklist.pdf> and follow the instructions. The registration code to use is 2301.

## Background Check FAQ

### 1. Who is required to obtain a background check?

All candidate entering any of the courses with field experience:

If you are transferring to LU you should complete these procedures during your first semester here to ensure you have a background check for any and all observation/practicum courses.

### 2. What records are accessed through the background check?

The DHSS (Department of Health and Senior Services) background check screens for the following state records: criminal history, sex offender registry, child abuse/neglect records, employee disqualification registry, child-care facility licensing records, and foster parent licensing records.

### 3. When do I obtain a background check?

You should obtain a background check prior to all courses involving an observation/practicum/student teaching. If you are transferring, you should obtain the background check as quickly as possible prior to a

course that requires an observation/practicum.

**4. How do I obtain background check?**

Follow the instructions on Page 10.

**5. Who will pay for the background check?**

You will be required to pay for the background check. Once you complete the procedures listed above, you will be able to access the DHSS website for future observation/practicum courses and request an updated background check at that time free of charge.

**6. Am I required to obtain a background check more than once?**

Yes, you will be required to obtain a background check for all observation/practicum/student teaching classes. However, the background check through DHSS is acceptable for one year.

**7. How do I update my background check after the one year expiration?**

Upon the one year expiration of the background check, you can request an updated background check from DHSS and they will mail it to you at no cost. Go to the following website: <http://www.dhss.mo.gov/FCSR/> and put in your Social Security Number. It will indicate that you are already in the system and it will provide a contact number for you to call DHSS. Call the number and request an updated form be mailed to you.

If you have questions, contact the Department of Health and Senior Services -

Toll-Free: (866) 422-6872 (7:00 am - 6:00 pm CST Monday-Friday)

Telephone: (573) 526-1974 (7:00 am - 5:00 pm CST Monday-Friday)

Fax: (573) 522-6981 Email: [fcsr@dhss.mo.gov](mailto:fcsr@dhss.mo.gov)

**8. What should I do with the approved background check letter that comes to me in the mail or email after I apply online?**

Make a photocopy immediately. One copy will be given to the school upon your arrival the first day of your observation/practicum/student teaching. You will keep the final copy for your records and scan it to upload into your foliotek online portfolio.

**9. What if I have a prior incident that might affect my background check?**

Contact the Director of Field and Clinical Experiences or the Department Chair for Curriculum & Instruction - Teacher Education.

## Professional Expectations

### Professional Appearance:

- Observation/Practicum/student teaching candidates should appear well groomed and PROFESSIONAL at all times
- All clothes should be clean, free of rips/tears/stains, and well pressed
- Avoid jeans, sweatshirts, novelty clothes, or accessories that will attract attention
- No clothing that promotes drugs, alcohol, smoking, spring break, recording artists, etc.
- Avoid exposed tattoos or piercings (except ears)
- Avoid exposed midriffs or short skirts

### Professional Behavior:

- Respect the rules of the classroom
- Keep a professional distance between yourself and the students
- Do not reinforce any negative student behaviors
- Leave all iPods, cell phones, or electronic devices at home
- Be punctual and show up for every scheduled observation

### Guidelines for Observation/Practicum Experiences:

1. In all dealings with the public and parochial schools, the candidate will assume the role of a professional.
2. All professional behavior and appearance guidelines outlined above apply to all observation/practicum experiences.
3. If unforeseen circumstances make a delay or absence necessary, the candidate must call the school as soon as possible and inform the teacher or administrator of the situation.
4. All communication, whether spoken or written, should be accurate, grammatically correct, and in good taste. Records/logs submitted to college supervisors will be kept in confidence.
5. Professional ethics must govern relationships with students, teachers, administrators, parents, or any other school personnel. Anything learned about a student or his/her family, or about a specific school's problems, should be kept in strictest confidence. Candidates are guests in the schools—to observe and to learn. While candidate may ask questions in order to gain information, *they are not in the schools to criticize or castigate school policies, programs, or personnel*. Candidates should emulate the desirable practices they observe and let the rest go without comment.

**All requests for placements in K-12 settings (including Early Childhood)  
must be submitted through Foliotek.**

## DESE Requirements for Field and Clinical Experiences

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

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

## **Policy for Field Placement Remediation**

### **Host Teacher Concerns – Remediation**

Candidates should exhibit professional behavior at all times and follow both the Lindenwood University and the field placement school policies outlined in the Practicum and Observation Handbook during all field placements. Should the host teacher or administrator have concerns about candidates' performances during the semester or other situations regarding Lindenwood University field placement candidate, the following plan should be implemented.

1. Host school personnel should contact the Lindenwood University instructor and describe the situation(s) and/or actions exhibited by the candidate. The LU instructor will document the conversation in writing. The Lindenwood University instructor will determine if the situation warrants remediation. If the situation is minor (i.e.: attendance, dress, etc.), the Lindenwood University instructor can address the problem with the candidate and the candidate can continue in the placement.
2. The LU instructor must provide the Director of Field and Clinical Experience the documentation of the situation and collaboratively determine if the situation warrants remediation. If the situation is minor (i.e.: attendance, dress, etc.), the Lindenwood University instructor will address the problem with the candidate and the candidate can continue in the placement. The Lindenwood University instructor will provide written documentation of the meeting to the Director of Field and Clinical Experiences.
3. The host school may also request a candidate be removed from the field placement. If immediate removal is warranted, the Director of Field and Clinical Experiences shall contact the candidate, host school (if available), and appropriate personnel stating the placement has been cancelled. If immediate removal is not warranted, but remediation is needed, the candidate must not continue the placement at the host school until the Director of Field and Clinical Experiences gives the student written permission to continue.
4. In cases where remediation or immediate removal is warranted, the Director of Field and Clinical Experiences will schedule and preside at a meeting between the candidate, instructor, host teacher, candidate's advisor (if appropriate) and the respective program's Department Chair within one week of the report or contact by the host school. If the situation in question is a severe infraction or endangers a K-12 student, the LU candidate will be dropped from the course for which the field experience is required, no remediation plan will be created, and the candidate may not enroll in another LU course for which field or clinical placement is required.
5. A remediation plan for the candidate will be written collaboratively between all parties at the meeting about the situation. The remediation plan implementation must occur immediately and must continue for a minimum of two weeks. Documentation of the progress of the remediation must be maintained by the Director of Field and Clinical Experiences.
6. At the conclusion of the remediation plan implementation time period, the Director of Field and Clinical Experiences, the instructor, the appropriate Department Chair, and the candidate will meet again to determine if the goals and actions outlined in the remediation plan have been met.
7. If sufficient progress has been made, the candidate may request a new field placement at a different school through Foliotek. The candidate will not be placed in the same placement unless it is stipulated by the school in the remediation plan.



8. If insufficient progress has been made, a new remediation plan may be completed and steps 4-6 will again be followed. If no progress is made or the candidate does not follow the plan, the candidate will fail the course in which the field experience is required.
9. The Director of Field and Clinical Experiences will provide a written letter to the candidate to explain the results of the meeting.
10. If a candidate is removed two times from any placement (over the duration of the program), the CTE subcommittee for field and clinical experiences and the candidate will meet to discuss the future of the candidate in the program. The candidate will also fail the course for which the field placement is required.

*The remediation plan will identify areas of needed improvement. The remediation plan may include but not be limited to the following elements:*

- a. Identification of areas of needed improvement
- b. Specific strategies to implement
- c. Specific outcomes desired and person(s) responsible for validation of those outcomes
- d. a timeline listing dates by which certain improvements must be made
- e. consequences of not adequately completing the plan
- f. date and signature of Director of Field and Clinical Experiences, class instructor, and candidate.

## **Field Evaluation Remediation**

Each host teacher for candidate in EDU 11100 School Observation, EDU 11110 Orientation to the Educational Experience with field, EDU 38000 Pre-Student Teaching Practicum, EDU 34310/EDU 34410 Differentiation and Classroom Management, EDU 50000 Foundations of Education, and EDU 54310/54410 Differentiation and Classroom Management will evaluate the candidate's participation and/or performance in their field placement. This occurs near the end of the semester in which the beginning and mid-level field experience is a requirement.

These evaluations (through Foliotek) include numerical ratings on specified criteria and an overall recommendation of whether the candidate should move forward in the teacher education program. The evaluator also may provide comments about the candidate's performance to justify the recommendation. The evaluator must choose one of the following:

Yes, with no hesitation

Yes, with additional support and coaching

No, I would not recommend the student progress in the teacher education program

The Director of Field and Clinical Experiences, and the Department Chair for Curriculum and Instruction – Initial Certification will review the ratings and comments. If the recommendation is “Yes, with additional support and coaching from the School of Education,” the comments and ratings will be reviewed to determine if any follow-up is needed. If it is determined that a follow up with the candidate is needed, the Director of Field and Clinical Experiences will develop a Document of Concern and will send it to the candidate and the student's advisor for review. The advisor will follow up with the student to address the concern(s) and notate on the bottom of the form, that the meeting occurred and the steps the candidate will take to improve.

If the recommendation is “Yes, but with hesitation about his/her success,” a Document of Concern will be developed by the Director of Field and Clinical Experiences and will be sent to the candidate and the candidate's advisor for review. The advisor and the Director of Field and Clinical Experiences will follow up with the candidate to address the concern(s) and notate on the bottom of the form, that the meeting occurred and

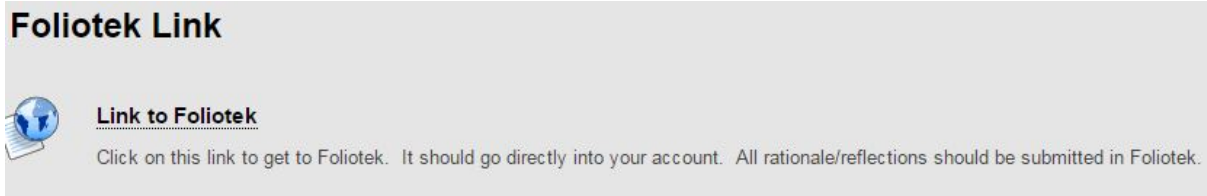
the steps the candidate will take to improve. A formal Improvement Plan will be completed by the candidate. The candidate and the advisor will meet periodically the next semester to review the Improvement Plan.

The Document of Concern will be returned to the Director of Field and Clinical Experiences for future reference. However, the candidate’s advisor should keep a copy in their files for follow up. After the follow up meeting, the entire document should be returned to Director of Field and Clinical Experiences so it can be uploaded to Foliotek and kept on file for record keeping.

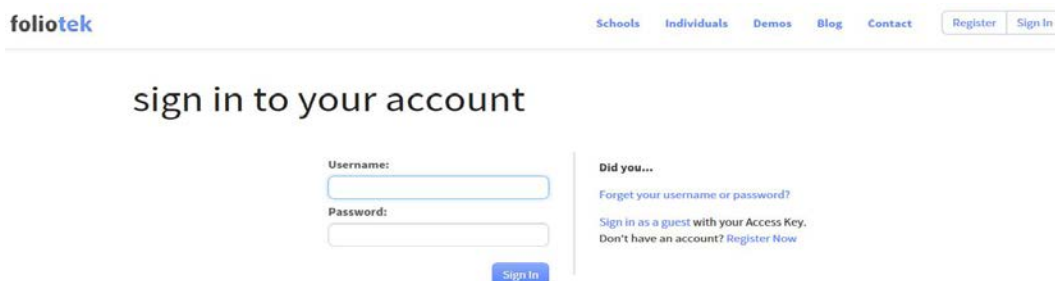
## Purchasing Foliotek

To purchase Foliotek, follow the procedure below.

1. Foliotek must be purchased through the Canvas shell of the course that requires placement or through the Canvas School of Education Community. **DO NOT PURCHASE FOLIOTEK FROM OUTSIDE OF Canvas.** To join the Canvas Community, please email [soeplacements@lindenwood.edu](mailto:soeplacements@lindenwood.edu) using your Lindenwood account asking to join the Community. If your class has a Foliotek link provided in Canvas for that course, click on the link and follow the instructions to purchase Foliotek. **DO NOT** click on the “Next” button at the bottom of the page. Use the scroll feature to scroll to the bottom of the Foliotek purchasing page.
2. Click on “Link to Foliotek.”



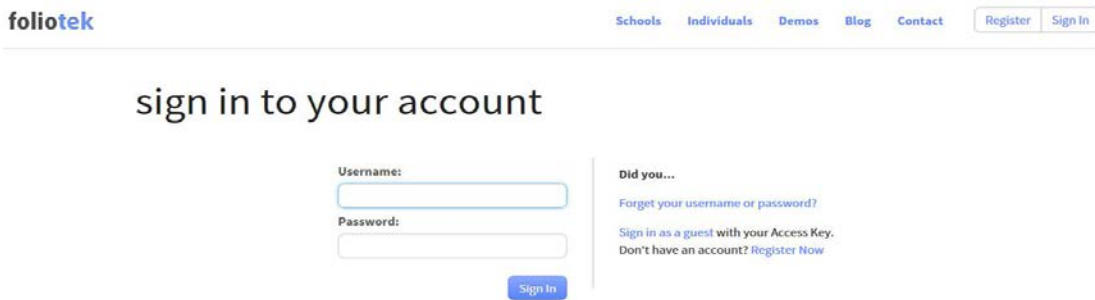
3. Register for Foliotek. You must have a credit card to purchase Foliotek. The cost is \$59.
4. Click on the sign me up button under the username and password. Then sign in to your account.



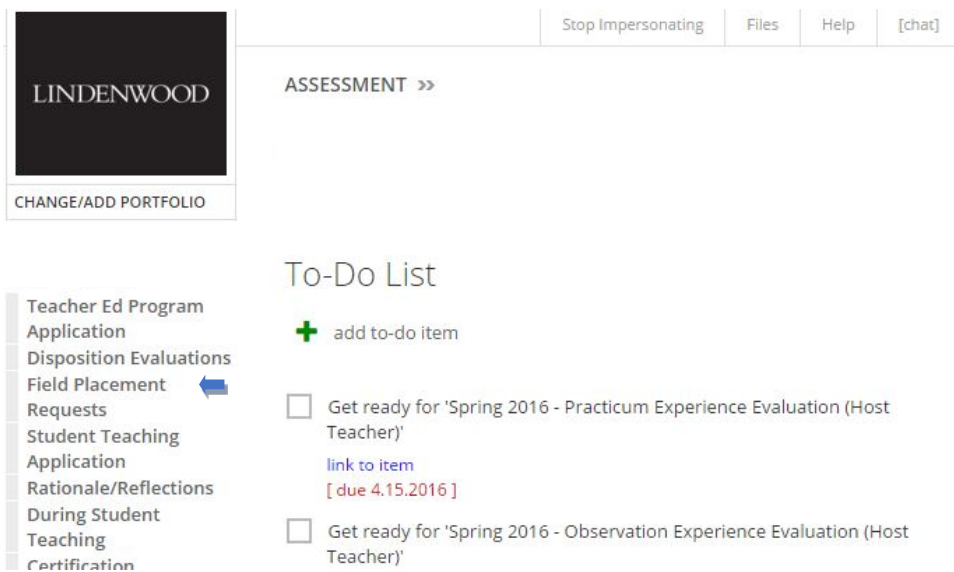
5. Complete the profile and save.

## Requesting Placements for Practicum/Observation

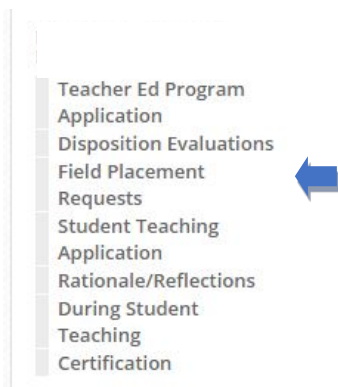
1. Logon to FolioTek (be sure to include your entire email address as the username)



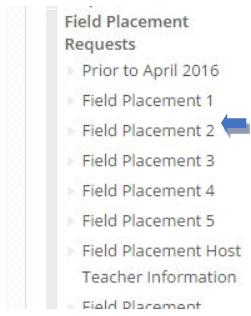
2. Make sure you are in “MOSPE Portfolio.” If you are not, email [SOEplacements@lindenwood.edu](mailto:SOEplacements@lindenwood.edu) before you continue. Click on Field Placement in the left-hand pane



3. Click on “Field Placement Requests”



4. Click on “Field Placement #.” Use only one request per class.



5. If you have already completed that request, you will see this screen. You cannot edit it. You cannot overwrite a request previously submitted. If you have already requested a placement, the form under that placement request will not be editable. You must complete a new request.

## Field Placement 2

Please complete the request form AND upload your background check, TB test results, and completed travel waiver in the appropriate areas listed below. Your placement will not be processed until all items are complete.

If you completed the Request for Field Placement 2 prior to April 2016, please view those requests in the 'Prior to April 2016' section in the left menu.

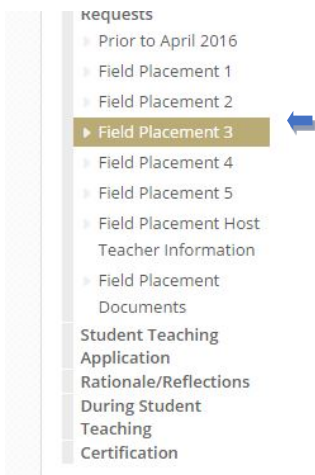
6. Click on “Request for Student Field Placement #” again.

REQUESTS	LAST MODIFIED
Request for Student Field Placement 3 - FORM	n/a
FCSR (background)	n/a
TB Test Results	n/a
Travel Waiver	n/a


7. Complete all fields through #4.

8. Click on “Save and Close” at the very bottom left-hand side.

9. Click on “Field Placement #” again

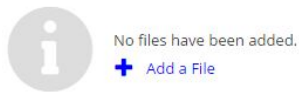


10. Click on “FCSR (background)”

Request for Student Field Placement 3 - FORM	4/22/2016
FCSR (background) 	n/a
TB Test Results	n/a
Travel Waiver	n/a

11. Click on “Add a File”

 add file






12. Choose the type of file you want to upload, then upload it. If you have already uploaded the document for a different placement, you can choose “Add existing file” to select it.

➔ CHOOSE FILE TYPE ➔ ...

Specify what kind of file you would like to add.

- Upload new file
- Add existing file
- Foliotek Presentation Portfolio
- Link to external file or website (URL)
- New zipped website

 back    next      cancel

13. Follow directions 11 and 12 for “TB Test Results” and “Travel Waiver” and “Confidentiality Agreement”

Request for Student Field Placement 1 - FORM	9/6/2018	3	Always
FCSR (background)	1/22/2018	1	Always
TB Test Results 	n/a	0	<input type="radio"/> <input checked="" type="radio"/>
Travel Waiver and Confidentiality Agreement 	n/a	0	Always

## 14. Click on “SUBMIT THIS APPLICATION FOR EVALUATION”

The screenshot shows a web interface for field placement requests. On the left is a navigation menu with options like 'PORTFOLIO', 'MOPTA IO', 'id Program on Evaluations', and 'ement'. The main content area has a green button labeled 'SUBMIT THIS APPLICATION FOR EVALUATION' and a link for 'preview scoring guide'. Below this is a text instruction: 'Please complete the request form AND upload your background check, TB test results, and completed travel waiver in the appropriate areas listed below. Your placement will not be processed until all items are complete.' A note states: 'If you completed the Request for Field Placement 3 prior to April 2016, please view those requests in the 'Prior to April 2016' section in the left menu.' Below the text are two tabs: 'ELEMENT LIST' (selected) and 'FORM SUMMARY'. A table displays a list of requests.

REQUESTS	LAST MODIFIED	ITEMS	VIEWABLE
Request for Student Field Placement 3 - FORM	4/22/2016	1	Always

## Practicum/Observation Process

1. A student worker in the Office of Field and Clinical Experiences will request placement for the candidate through the school representative. This representative will send the request to the chosen school administration and subsequently to the requested teacher (if designated). The request will either be accepted or denied. This information is submitted back to the school administration and then back to Lindenwood University. The student worker will try his/her best to place the student in the indicated field and location of choice; however, due to circumstances beyond his/her control, this is sometimes not possible. If the request is denied, the student worker will send a request out to the next choice of schools made by the candidate.
2. Once the placement has been arranged, the student worker will send a confirmation email with the placement assignment to the candidate and the candidate’s professor. The student worker will also send a copy of observation/practicum requirements for both host teachers and candidate to the host teacher.
3. Upon receiving the placement assignment confirmation, the candidate is then ready to begin the observation. At this time, he/she should contact his/her assigned teacher to set up the initial observation. Candidates may NOT begin observation/practicum until notified by the Office of Field and Clinical Experiences.
4. Candidate should take a copy of their TB results and FCSR results with them during the first observation/field experience to give to the appropriate school personnel.

## Student Teaching Eligibility And Application

All student teaching applications are submitted electronically via the Foliotek system. Students should contact the Academic, Retention and Certification Center at [ARCC@lindenwood.edu](mailto:ARCC@lindenwood.edu) or go to the Academic, Retention and Certification Center (Roemer 115).

Candidate will upload ALL components (listed below) to the Foliotek system. [www.foliotek.com](http://www.foliotek.com)

Student Teaching applications will be processed between the following dates:  
August 1 – October 15 for **Spring** Semester  
February 1 – April 15 for **Fall** Semester

No applications will be accepted beyond these dates.  
Teacher candidates should have alternative plans if these deadlines are missed.

## Missouri Student Teaching Application Components

1. **Candidate Information Sheet** – Complete the form indicating your name, certification area, and three choices of placement.
2. **Resume Application** – Complete the resume application (template is available in Foliotek). Your resume application **MUST** be on the template form provided in Foliotek.
3. **Philosophy of Education** - Write a personal statement reflecting your views on teaching and learning, your influences and inspirations, your strengths and attributes, and your plans to further your education. Keep this statement 1-2 pages in length.
4. **Advising/Program Planning Sheet** - Schedule an appointment with your academic advisor for verification of eligibility to student teach. Your education advisor will be checking for completion of coursework prior to student teaching as well as ensuring that you have successfully passed all education courses with a grade no lower than a "C" and that you have a required cumulative GPA.
5. **Negative TB Test Results** - The TB test is valid for one year. Students may turn in the TB test when the application is due and the Placement office will send the date from the TB test to the school district of their choice. It will be at the discretion of the school district to determine whether or not they want the Teacher Candidate to get another TB test conducted prior to student teaching.

Students who pay a health fee through tuition may be eligible to receive free TB testing at Lindenwood's Student Health Center. **Call to determine eligibility: (636) 949-4804.**

6. **Passing MoGEA OR ACT Score Report** – Undergraduates Only. All Teacher Candidates must have passing MoGEA scores OR an ACT composite score of 20. Students need only submit either MoGEA scores OR qualifying ACT scores.
7. **Passing Missouri Content Assessment (MoCA)** - All candidates must have passing MoCA scores for all areas of certification they are seeking. Passing scores are 220 on all tests.
8. **Signed Letters of Recommendation (3)** – Recommendations may range from academic, employment, and/or character references. Please include at least one recommendation from someone who has observed you in a school setting or leadership role.
9. **Family Care Safety Background Clearance** – Dated no earlier than one year prior to student teaching. Student receives results. <http://health.mo.gov/safety/fcsr/> New applicants must pay a \$15.25 processing fee. If you are already on file with FCSR, simply call the number indicated on the website to request that an updated report be sent to the email address of the applicant.

10. **Travel Waiver and Confidentiality Agreement (2 forms)** - Sign and date the Travel Waiver (make sure the activity is listed as “Student Teaching”) and the Confidentiality Agreement, which states that Lindenwood University will not be held responsible for activities that require the Teacher Candidate to travel off campus and that you will keep information seen and heard during field experiences confidential.
11. **Substitute Certificate** - Candidates will apply for the substitute certification through Missouri DESE’s website. The certificate can be printed off from the user’s profile page under “certificate status.” Typical turn-around time for issuance of the certificate is one to two days upon receipt of fingerprints, official transcripts and submitting the application online. There is a processing fee of \$50 for the substitute applications.

In order to obtain the substitute certificate, the candidate is responsible for (in order):

- a. Applying online for the substitute certification (through DESE’s website)
- b. Sending an official transcript verifying 60 college credits
- c. Sending fingerprints (see item number 10 for directions) directly to DESE by using code **2301**.

Once the certificate has been issued, print the certificate under “Certificate Status” in the educator profile on DESE’s website.

### **Directions for obtaining fingerprints:**

**Missouri Highway Patrol Fingerprint** - All candidate applicants will be required to send fingerprints directly to DESE as of summer 2013 in accordance with new dissemination laws. Before sending fingerprints to DESE, the student will need to create an educator profile in DESE and apply for the substitute certificate.

Candidate must schedule an appointment to get fingerprints taken through the Missouri State Highway Patrol. Please refer to this link for fingerprint.

<http://dese.mo.gov/sites/default/files/FingerprintInformationChecklist.pdf>

Follow the directions to have fingerprints sent directly to Mo DESE for the substitute certification. The code s candidate will use is **2301**. The cost of the fingerprint background check is \$44.80. Prints are valid for one year and may need to be updated and re-sent to DESE in order to receive the initial professional certification (initial teacher certification) at the end of student teaching.

12. **Professional Liability Insurance** - It is required that candidates have professional liability insurance through the semester in which they student teach. This type of insurance also can be added to an existing homeowner or car insurance policy. Many professional associations also offer this type of insurance included with a student membership and can be renewed annually with applicable feed. These associations include the following:

Student MNEA <http://www.nea.org/studentprogram>

Student AAE <http://www.aateachers.org/index.php/member-benefits>

Student MSTA <http://www.msta.org/>



## Student Teaching FAQs

- **Does Lindenwood have a policy against being paid by my district while student teaching?**  
Lindenwood does not have a policy against currently employed teachers, teacher aides, and paraprofessionals contracted in the certification content area setting receiving payment while completing their student teaching in their employing district; however, if the district does not allow it, Lindenwood will support the district's policy.
- **I've been contacted by the Director of Field and Clinical Experiences with a placement. Now what?**  
After receiving your placement, you will be responsible for contacting your assigned cooperating teacher. You will need to introduce yourself and begin working with your cooperating teacher in planning for the upcoming semester. You should also attend the co-teaching workshop held before beginning dates for student teaching with your cooperating teacher.
- **What if I want to change districts after my placement is secured?**  
Once a placement has been secured for you, it will not be changed.
- **Whose semester schedule should I follow – the district's schedule or Lindenwood's schedule?**  
You will be responsible for student teaching in accordance with the assigned school district's schedule.  
**Please Note:** The Student Teaching meetings may begin prior to the start of the Lindenwood's academic semester. A mandatory Triad Training will be held prior to the beginning of the student teaching semester.
- **How many hours a week will be devoted to student teaching?**  
As a Teacher Candidate, you will be expected to attend school every day for 16 weeks, not including breaks, and you will be expected to attend all teacher meetings and professional development days. It is also expected that candidates student teach for the full day of school. If candidates are paraprofessionals or a part-time teacher of record, candidates must student teach for at least 50% of the date in which school is in session. Since student teaching is a 12-credit hour course, you are responsible for attending the accompanying evening seminar, which meets weekly on campus for the duration of the semester.  
\*It is important to know the first session of your student teaching seminar meets earlier than the start of Lindenwood's semester. More information regarding the seminar will be provided at the mandatory informational meeting, which is held during the semester prior to student teaching.
- **What fees are associated with student teaching?**  
Student teaching is a 12-credit hour course (8 credit hours for graduate students). In addition, you will be responsible for a student teaching lab fee, plus the cost of your electronic portfolio, background checks and Tuberculosis (TB) test. Students who elect to student teach out of the area may be subject to an additional fee.
- **How is my grade determined for student teaching?**  
The Lindenwood University Student Teaching Coordinator issues your grade. That grade is based on completion and approval of your electronic portfolio, attendance, assignment completion and evaluations from your Lindenwood supervisor, cooperating teacher, principal, and/or district.

- **Who should I contact if I have questions about getting my initial certification or applying for an add-on certificate?**

The Lindenwood University Certification Officer is Dr. Tammy Moore. You should contact her at 636-949-4379 or by email at [tmoore@lindenwood.edu](mailto:tmoore@lindenwood.edu). You may also visit <https://dese.mo.gov/educator-quality/certification> for more information.

## **COURSE DESCRIPTIONS**

### **EDS 35000 – Practicum for Teaching Children with Disabilities in Cross-Categorical Settings**

Required for Special Education certification

This course is required concurrently for students enrolled in EDS 33000 or the semester following. Working with a special education teacher in a mild/moderate cross categorical setting, the student will apply the principles, techniques, strategies, and methods taught in EDS 33000. Practicum students are responsible for observing and working with special education students throughout the semester under the supervision of a certificated special education teacher. Development of an Individual Education Program (IEP), lesson plans, and progress reports are required. This class will lead to teaching certification for mild and moderate disabilities K 12. Service delivery models of collaborative teaching, consultative services, itinerant teaching, and resource support services are emphasized. The practicum courses should be taken after other coursework. Only one three hour practicum course may be taken at the same time. Prerequisite: EDU 21501 and EDU 34100.

#### **General Observation/Practicum Information**

All students are required to complete a 60 hour observation/practicum with a certified special education teacher. All attendance sheet logs must be uploaded to Foliotek.

### **EDU 11100 – School Observation**

Required for Early Childhood, Elementary, Middle School, High School

This course provides the education student with observation experience in the school setting. Students will be required to document 30 hours and 30 entries in a reflection journal. A Criminal Record Check is required for a nominal fee for EDU 11100. Prerequisite: EDU 10000.

#### **General Observation/Practicum Information**

All students are required to complete a 30 hour observation/practicum with a certified teacher. Students must complete the “Practicum Host Teacher Information Form” in Foliotek once a placement is confirmed. All attendance sheet logs must be uploaded to Foliotek.

### **EDU 11110 – Orientation to the Educational Experiences with Field Experience**

Required for Early Childhood, Elementary, Middle School, High School

Students will examine the roles and responsibilities of teachers, including educational law and ethical codes. This course is designed to allow the student interested in education to investigate current issues, trends, educational reforms and legal issues in education. Historical, philosophical, theoretical, governance and financing perspectives will also be analyzed. Students will understand the spectrum of diversity in the context of schools and present to the class on a variety of educational topics. A 30-hour early level field experience is required. A nominal fee is required for requesting a background check. Students will also pay a site license fee for their portfolio.

### General Observation/Practicum Information

All students are required to complete a 30 hour observation/practicum with a certified teacher. Students must complete the “Practicum Host Teacher Information Form” in Foliotek once a placement is confirmed. All attendance sheet logs must be uploaded to Foliotek.

### EDU 30500 – Elementary Reading Methods

Required for Early Childhood, Elementary, Middle School

In this course, the student will participate in a comprehensive study of the skills required for reading in the content area and reading development, such as phonetic awareness, comprehension, vocabulary, and fluency. A variety of reading methodologies, materials, and evaluation items are presented and used with readers in the school system. This course includes a ten-hour practicum. Prerequisite: EDU 21501 and EDU 32200.

### General Observation/Practicum Information

All students are required to complete a 10 hour observation/practicum with a certified teacher. Students must request placement through Foliotek following the directions above. When completing the school request, students will request the school in which the instructor has made prior arrangements. Then in “Other” students will state “No placement needed, teacher placed.” All placement documents (e.g., background check, TB test results, and Travel Waiver) must be uploaded in Foliotek by student. All attendance sheet logs must be uploaded to Foliotek.

FIRST CHOICE

District:	Building Name (if applicable):	Teacher's First Name (if applicable):	Teacher's Last Name (if applicable):
City of St. Charles School Dist ▼	Null Elementary	Teacher First Name	Teacher Last Name
If 'Other' is chosen for District above, please specify: No placement needed, teacher placed			

### EDU 30910 INSTRUCTIONAL STRATEGIES, TECHNIQUES AND ANALYSIS OF LITERACY WITH PRACTICUM

This course is designed to teach teacher candidates the diagnostic/prescriptive process necessary to deal with readers at various developmental levels in the classroom. Candidates learn to use and analyze a variety of informal and standardized diagnostic reading tests appropriate for individual and group diagnosis. Candidates also learn to use commercial and teacher-made materials in conjunction with basal readers to provide appropriate instruction. This course provides the Candidate with clinical experiences in the use of diagnostic instruments and procedures for identifying types of reading difficulties. The candidate will complete the practicum in an elementary school setting or in a summer reading camp program taught and supervised by a Lindenwood professor. The student will be expected to administer, score, and interpret basic tests and to write case study reports. This course includes a 45 hour practicum. Only one practicum course may be taken in a semester. Prerequisite: EDU 21501 and EDU 30500.

### General Observation/Practicum Information

Students will apply the testing and remediation techniques taught the LU class in a school setting for thirty contact hours and thirty preparation hours, working with a regular classroom teacher and/or remedial reading teacher who will be responsible for observing and working with students throughout the semester. All attendance sheet logs must be uploaded to Foliotek.

## **EDU 30999 – Practicum: Analysis and Correction of Reading Difficulties**

Required for Early Childhood, Elementary, Middle school

This course is required for students working towards completion of an early childhood, early childhood special education, or elementary education program. This course provides the student with clinical experiences in the use of diagnostic instruments and procedures for identifying types of reading difficulties. The student will complete his/her practicum in an elementary school setting or in a summer reading camp program taught and supervised by a Lindenwood professor. The student will be expected to administer, score, and interpret basic tests and to write case study reports. This course is taken concurrently with [EDU 30900](#). *Note: Only one practicum course may be taken in a semester.* Prerequisite: EDU 21501 and EDU 30500.

### **General Observation/Practicum Information**

Students will apply the testing and remediation techniques taught in EDU 30900 (concurrent enrollment is required) in a school setting for thirty contact hours and thirty preparation hours, working with a regular classroom teacher and/or remedial reading teacher who will be responsible for observing and working with students throughout the semester. All attendance sheet logs must be uploaded to Foliotek.

### **Summer Enrollment**

Practicum requirements are fulfilled through participation in Camp Read-A-Lot and/or Camp Lynx Tales.

## **EDU 31700 – Introduction to Early Childhood and Early Childhood/Special Education**

Required for Early Childhood

This course includes a study of basic early childhood environmental principles, which are designed to meet the needs of the developing child. Cognitive, physical, social, emotional, and creative development are investigated and observed in the early childhood setting. Curriculum and materials appropriate for early education are emphasized, as well as planning and executing activities for the young child. Growth, development, and special needs of preschool children with disabilities are discussed, including developmentally appropriate practices, assessment, material, and curriculum adaptation necessary when working with this population. A 30 hour practicum is embedded in this course and includes 15 hours in an infant/toddler classroom and 15 hours in a preschool to third grade classroom.

### **General Observation/Practicum Information**

All students are required to complete a 30 hour observation/practicum – 15 hours in an infant and/or toddler classroom and 15 hours observing in a pre-k to third grade classroom. All attendance sheet logs must be uploaded to Foliotek.

## **EDU 34310 MIDDLE/HIGH SCHOOL DIFFERENTIATION AND CLASSROOM MANAGEMENT WITH FIELD EXPERIENCES**

This course will require teacher candidates to examine and implement differentiated instruction in diverse middle school and high school classroom settings. The teacher candidate will examine the roles of teachers including consulting and collaborating for cooperative teaching situations. The teacher candidate will also explore the demands and techniques of classroom management including: building classroom community and culture, establishing classroom systems, maximizing instructional time, management of learning materials and physical space, and the use of positive reinforcements. The student will examine various methods of differentiation and the importance of culturally responsive teaching and student engagement. Teacher

candidates will create and teach multiple differentiated lesson plans. Teacher candidates will also create a comprehensive classroom management plan. This course requires a 45-hour mid-level field experience. Prerequisite: EDU 21501 and EDU 32100.

### **General Observation/Practicum Information**

This 45 hour practicum is embedded in the course and is designed to provide students involved in preschool, elementary, middle school or secondary education with a field experience in the classroom where students may observe and participate, while gaining experience with skills and strategies applicable to effective teaching. Students must teach a minimum of two lessons in their content area. One lesson will be evaluated by the host teacher and the other lesson will be evaluated by the Lindenwood instructor of the course. The host teacher and the Lindenwood instructor must use the assigned rubric for evaluation. Students must provide to the evaluator a lesson plan that is approved by the host teacher. Students must complete the “Practicum Host Teacher Information Form” in Foliotek once a placement is confirmed. All attendance sheet logs must be uploaded to Foliotek. Several forms must be completed: see [Forms](#) for a list and individual forms.

## **EDU 34410 ELEMENTARY SCHOOL DIFFERENTIATION AND CLASSROOM MANAGEMENT WITH FIELD EXPERIENCES**

This course examines the specific demands required for differentiated instruction in diverse elementary classroom settings. Teacher candidates in this course will identify specific strategies necessary for creating a productive environment for academic achievement, including establishing rules and routines that set expectations for behavior; maximizing learning time by managing time materials and physical space and promoting student engagement. Teacher candidates will examine strategies for reinforcing student behavior, redirecting off task behaviors and serious misbehavior of elementary students. Teacher candidates will examine the process of consulting and collaborating with other professionals for cooperative teaching situations. This course will explore techniques of classroom management and identify best practices in managing the needs of multiple students with a range of ability and need. Teacher candidates will create lesson plans aligned to the Missouri Learning Standards and incorporate the use of technology to enhance student learning and demonstrate effective teaching pedagogy. Legal and ethical issues that control the use of technology in the classroom will be investigated. This course has a 45-hour practicum.

Prerequisite: EDU 21501 and EDU 32200.

### **General Observation/Practicum Information**

This 45 hour practicum is embedded in the course and is designed to provide students involved in preschool, elementary, middle school or secondary education with a field experience in the classroom where students may observe and participate, while gaining experience with skills and strategies applicable to effective teaching. Students must teach a minimum of two lessons in their content area. One lesson will be evaluated by the host teacher and the other lesson will be evaluated by the Lindenwood instructor of the course. The host teacher and the Lindenwood instructor must use the assigned rubric for evaluation. Students must provide to the evaluator a lesson plan that is approved by the host teacher. Students must complete the “Practicum Host Teacher Information Form” in Foliotek once a placement is confirmed. All attendance sheet logs must be uploaded to Foliotek. Several forms must be completed: see [Forms](#) for a list and individual forms.

## **EDU 38000 – Pre-Student Teaching Practicum**

Required for Early Childhood, Elementary, Middle School, High School

This course is designed to offer the education student experience in elementary and secondary schools or other educational environments. Evaluations are conducted by the university consultant and the host teacher. Students

must enroll for one hour of practicum (EDU 38000) as a co requisite with EDU 34300 or EDU 34400. Prerequisite: EDU 21501 and EDU 32100 or EDU 32200.

### **General Observation/Practicum Information**

This 45 hour practicum is designed to provide students involved in preschool, elementary, middle school or secondary education with a field experience in the classroom where students may observe and participate, while gaining experience with skills and strategies applicable to effective teaching. Students must teach a minimum of two lessons in their content area. One lesson will be evaluated by the host teacher and the other lesson will be evaluated by the Lindenwood instructor of the course. The host teacher and the Lindenwood instructor must use the assigned rubric for evaluation. Students must provide to the evaluator a lesson plan that is approved by the host teacher. Students must complete the “Practicum Host Teacher Information Form” in Foliotek once a placement is confirmed. All attendance sheet logs must be uploaded to Foliotek. Several forms must be completed: see [Forms](#) for a list and individual forms.

### **EDU 38910 – Middle School Philosophy, Curriculum and Instruction**

This course introduces students to the philosophy, organization, and curriculum of middle schools. Students will explore the many aspects of effectively educating diverse middle school students, focusing especially on positive teacher-student relationships. Students will also learn instructional strategies and programs best suited for middle school students. Students will identify and examine societal influences and their effects on the middle school setting. This course requires a 20-hour practicum to be completed in a middle school setting. During the practicum, the teacher candidate is required to teach at least one direct-instruction lesson in the middle school setting. Prerequisite: EDU 32100.

### **General Observation/Practicum Information**

All students are required to complete a 20 hour observation/practicum and to teach at least one direct-instruction lesson in the middle school setting. All attendance sheet logs must be uploaded to Foliotek.

### **EDS 50200 – Behavior Management**

Required for Special Education add-on certification

This course is designed to increase the teacher candidate’s knowledge and repertoire of ethical, effective, and efficient behavioral management techniques and programs that can be used with children and youth in general and special education, home, and community settings. Conceptual models have made and continue to make significant contributions to our knowledge of learning and behavior are reviewed and analyzed through an integrative framework. Teacher candidates will research peer-reviewed journal articles related to conceptual models presented in class and ethical expectations related to behavior management. Teacher candidates will reflect on their findings and write a scholarly paper using APA for citations. Prerequisite: EDU 51500 and 54100.

### **General Observation/Practicum Information**

All students are required to complete a 15 hour observation/practicum. All attendance sheet logs must be uploaded to Foliotek.

### **EDU 50000 – Foundations of K-12 Education**

This course consists of a general introduction to the area of elementary and secondary education for the graduate student seeking teacher certification. Teacher candidates will review educational law and ethical codes and apply them to classroom scenarios. Teacher candidates will examine the spectrum of diversity in the context of schools. Class presentations covering a variety of educational topics will be required. Teacher candidates will be introduced to learning standards and objectives, Depth of Knowledge, and Bloom’s



taxonomy. An early level field experience is required, which may include a Saturday commitment. Teacher candidates must obtain a clear criminal background check to participate in the field experience. A nominal fee is required for requesting a background check. Teacher candidates will also pay a site license fee for their portfolio and a lab fee is required for the field trip.

### **General Observation/Practicum Information**

All students are required to complete a 30 hour observation/practicum. All attendance sheet logs must be uploaded to Foliotek.

### **EDU 50300 – Elementary Reading Methods**

In this course, the student will participate in a comprehensive study of the skills required for reading in the content area and reading development, such as phonetic awareness, comprehension, vocabulary, and fluency. A variety of reading methodologies, materials, and evaluation items are presented and used with readers in the school system. This course includes a ten-hour practicum. Teacher candidates will collect pre and post assessment data during their practicum, identify student strengths and weaknesses, and reflect on appropriate classroom interventions based on their findings. Teacher candidates will also read and provide written reflections on relevant peer reviewed literature. Prerequisite EDU 52110 or EDU 52210.

### **General Observation/Practicum Information**

All students are required to complete a 10 hour observation/practicum with a certified teacher. Students must request placement through Foliotek following the directions above. When completing the school request, students will request the school in which the instructor has made prior arrangements. Then in “Other” students will state “No placement needed, teacher placed.” All placement documents (e.g., background check, TB test results, and Travel Waiver) must be uploaded in Foliotek by student. All attendance sheet logs must be uploaded to Foliotek.

FIRST CHOICE

District:	Building Name (if applicable):	Teacher's First Name (if applicable):	Teacher's Last Name (if applicable):
<input type="text" value="City of St. Charles School Dist"/>	<input type="text" value="Null Elementary"/>	<input type="text" value="Teacher First Name"/>	<input type="text" value="Teacher Last Name"/>

If 'Other' is chosen for District above, please specify:

### **EDU 51700 – Introduction to Early Childhood/ Special Education**

Graduate students are expected to complete different and additional assignments (e.g. additional reading and writing intensity), student assessments for learning, and student assessments of media compilation, self-directed learning project learning (exams, quizzes, papers, and projects) designed for increased outcome and rigor. Graduate teacher candidates complete higher-level questions on the pre/post assessment quizzes. Teacher candidates research a minimum of 20 different early childhood/early childhood special social media sites incorporating a description, analysis, and reflection (DAR) format as compared to 10 required for Undergraduate students. Teacher candidates selecting to complete a self-directed learning project will first complete a learning contract approved by the professor prior to implementing the project.

### **General Observation/Practicum Information**

All students are required to complete a 30 hour observation/practicum – 15 hours in an infant and/or toddler classroom and 15 hours observing in a pre-k to third grade classroom. All attendance sheet logs must be uploaded to Foliotek.

## **EDU 50910 INSTRUCTIONAL STRATEGIES, TECHNIQUES AND ANALYSIS OF LITERACY WITH PRACTICUM**

This course provides a comprehensive study of the skills required for reading in the content area and reading development, such as phonetic awareness, comprehension, vocabulary, and fluency. Teacher candidates will review a variety of reading methodologies, materials, and evaluation items used with readers in the school system, including the diagnostic/prescriptive process necessary to deal with students of various levels in the classroom. Teacher candidates learn to use and analyze a variety of informal and standardized diagnostic reading tests appropriate for individual and group diagnosis. Teacher candidates also learn to use commercial and teacher-made materials for both assessment and instruction. Teacher candidates will collect pre-and post-assessment data during their practicum, identify student strengths and weaknesses, and reflect on appropriate classroom interventions based on their findings. Teacher candidates will also read and provide written reflections on relevant peer reviewed literature. This course includes a 45-hour practicum.

Prerequisite: EDU 50300, EDU 51500.

### **General Observation/Practicum Information**

Students will apply the testing and remediation techniques taught in the LU course in a school setting for thirty contact hours and thirty preparation hours, working with a regular classroom teacher and/or remedial reading teacher who will be responsible for observing and working with students throughout the semester. All attendance sheet logs must be uploaded to Foliotek.

## **EDU 50999 – Practicum: Diagnosis of Reading Difficulties**

This practicum course is designed for MAT teacher candidates who are working on their initial teaching certificate. This course provides the teacher candidate with clinical experiences in the use of various diagnostic instruments and procedures for identifying types of reading difficulties. The teacher candidate will complete his/her practicum in an elementary school setting or in a summer reading camp program taught and supervised by a Lindenwood professor. The teacher candidate will be expected to administer, score, and interpret basic assessments and to write case study reports. Teacher candidates enrolled in this course will complete a progress monitoring project. Teacher candidates will analyze pre and post data as well as use progress monitoring and present a graphic representation of student's growth during the practicum. This project will be presented in class. The teacher candidate will be required to provide evidence of enrollment in EDU 50900 or past successful completion of EDU 50900. *Note: Only one practicum course may be taken in a semester.* Prerequisite: EDU 51500.

### **General Observation/Practicum Information**

Students will apply the testing and remediation techniques taught in EDU 30900 (concurrent or past enrollment is required) in a school setting for thirty contact hours and thirty preparation hours, working with a regular classroom teacher and/or remedial reading teacher who will be responsible for observing and working with students throughout the semester. All attendance sheet logs must be uploaded to Foliotek.

### **Summer Enrollment**

Practicum requirements are fulfilled through participation in Camp Read-A-Lot and/or Camp Lynx Tales.

## **EDU 54310 – Middle School/ High School Differentiation and Classroom Management**

This course will require teacher candidates to examine and implement differentiated instruction in the middle school and high school classroom settings. The teacher candidate will examine co-teaching models, including the roles and responsibilities of each participant. The teacher candidate will examine different classroom management strategies and the importance of building classroom community and culture. Teacher candidates will create and teach multiple differentiated lesson plans. Teacher candidates will also create a classroom management plan. This course requires a 45-hour mid-level field experience. Teacher candidates will



investigate student behaviors, research-based methodologies, and create management plans based on simulated classrooms.

#### **General Observation/Practicum Information**

All students are required to complete a 45 hour observation/practicum. All attendance sheet logs must be uploaded to Foliotek.

#### **EDU 54410 – Elementary Differentiation and Classroom Management**

This course examines the specific demands required for differentiated instruction in diverse elementary classroom settings. Teacher candidates in this course will identify specific strategies necessary for creating a productive environment for academic achievement. Teacher candidates will examine the process of consulting and collaborating with other professionals for cooperative teaching situations. This course will explore techniques of classroom management and identify best practices in managing the needs of multiple students with a range of ability and need. Teacher candidates will create lesson plans aligned to the Missouri Learning Standards and incorporate the use of technology to enhance student learning and demonstrate effective teaching pedagogy. Legal and ethical issues that control the use of technology in the classroom will be investigated. This course has a 45-hour practicum Prerequisite: EDU 52100 or EDU 52210.

#### **General Observation/Practicum Information**

All students are required to complete a 45 hour observation/practicum. All attendance sheet logs must be uploaded to Foliotek.

#### **EDU 58910 – Middle School Philosophy, Curriculum and Instruction**

This course introduces students to the philosophy, organization, and curriculum of middle schools. Students will explore the many aspects of effectively educating diverse middle school students, focusing especially on positive teacher-student relationships. Students will also learn instructional strategies and programs best suited for middle school students. Students will identify and examine societal influences and their effects on the middle school setting. This course requires a 20-hour practicum to be completed in a middle school setting. During the practicum, the teacher candidate is required to teach at least one direct-instruction lesson in the middle school setting. Prerequisite: EDU 52110.

#### **General Observation/Practicum Information**

All students are required to complete a 20 hour observation/practicum and to teach at least one direct-instruction lesson in the middle school setting. All attendance sheet logs must be uploaded to Foliotek.

## **FORMS**

Candidates in EDU 11100/EDU 11110/EDU 50000 should refer to and complete the forms in this section.

### **EDU 11100/11110/50000 OBSERVATION FORMS**

[Paraprofessional/Provisional Teacher-of-Record for Field Experience Contract](#)

[Journal of Practicum/Observation Experience](#)

[School Observation/Foundations Observation Time Sheet](#)

[School Observation Host Teacher Letter](#)

[School Observation Checklist](#)

[Checklist for Observing Teaching](#)

[Orientation Host Teacher Feedback Form](#)

(This form is generated through FolioTek and sent to host teacher through FolioTek)

[Observation Teacher Information](#)

Candidates in EDU 38000/34310/34410/54310/54410 should refer to and complete the forms in this section.

### **EDU 38000/34310/34410/54310/54410 PRACTICUM FORMS**

[Practicum Attendance Log](#)

[EDU Practicum Host Teacher Letter](#)

[Practicum Teaching Agreement Assignment](#)

[Practicum Checklist](#)

[Checklist for Completing Practicum Requirements](#)

[Host Teacher Instructional Plan Evaluation](#)

[University Faculty – Instructional Plan Evaluation](#)

[Practicum Experience Evaluation](#)

(This form is generated through FolioTek and sent to host teacher through FolioTek)

[Practicum Teacher Information](#)

### **ALL FIELD EXPERIENCE COURSES FORMS**

[Documentation of Concern](#)

[Remediation Plan](#)

# PARAPROFESSIONALS/PROVISIONAL TEACHER-OF-RECORD CONTRACT

Pre-service Teacher Education Student: \_\_\_\_\_

Semester: \_\_\_\_\_ Course: \_\_\_\_\_ Number of Hours \_\_\_\_\_

Placement District: \_\_\_\_\_ Placement School: \_\_\_\_\_

Official Title/Position Held at School: \_\_\_\_\_

The undersigned parties agree to the following conditions when allowing a paraprofessional or provisional teacher-of-record to assume the role of a field experience observation/practicum student or Student Teacher (culminating experience) while performing his/her duties as a paraprofessional or provisional teacher-of-record.

Programs having pre-service teacher education students who have been employed in public or accredited nonpublic schools for at least two (2) years as teacher assistants shall accept such experiences in lieu of the conventional field experience requirement if the following conditions are met:

The Lindenwood Pre-service Education Student (PS) and District Representative must initial each statement:

PS District

- \_\_\_\_\_ \_\_\_\_\_ The pre-service student's experience as a teacher assistant was concurrent with the semester of enrollment in the course requiring field experiences and in the same content area and grade range for which the student is seeking certification;
- \_\_\_\_\_ \_\_\_\_\_ The pre-service education student shall have conducted teaching activities comparable to those required for other pre-service education students in conventional field placements and demonstrating similar competencies;
- \_\_\_\_\_ \_\_\_\_\_ The host teacher with whom the pre-service education student served meets the qualifications for a host teacher, as defined in this rule;
- \_\_\_\_\_ \_\_\_\_\_ The pre-service education student has been working with permission and under the authority of the principal of the school or a designee.
- \_\_\_\_\_ \_\_\_\_\_ The host teacher shall formally evaluate the pre-service education student throughout the experience.
- \_\_\_\_\_ \_\_\_\_\_ The host teacher shall verify and sign the pre-service education student's attendance log sheet for the required hours.
- \_\_\_\_\_ \_\_\_\_\_ The pre-service teacher must complete field experience within the same grade level/content area of the program in which he or she is enrolled.

## Field Experience Expectations

- The pre-service education student must request placement through Foliotek with all supporting documentation.
- Assignments and paperwork associated with the field experience are completed and turned in to the appropriate professor.
- The pre-service education student will exhibit professional behavior and appearance.
- The pre-service education student will be familiar with the Field Placement Handbook and/or Student Teaching Handbook and abide by its policies.

\_\_\_\_\_  
Pre-service Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
District Representative

\_\_\_\_\_  
Date

## **JOURNALS AND INTERVIEW OF FIELD EXPERIENCE IN EDU 11100/11110 and EDU 50000**

Journals and Interviews for the 30 hours of observation for EDU 11100/11110 and EDU 50000 are required. Refer to the course syllabus in Canvas for requirements and guidelines on how to complete these journals. Typically, they are uploaded to Canvas for class assignments and to Foliotek for documentation.

**LINDENWOOD UNIVERSITY**  
**EDU 11100/11110 and EDU 50000**  
**OBSERVATION TIME SHEET**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Host Teacher: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

School: \_\_\_\_\_

School Address: \_\_\_\_\_

Grade/Subject Observed: \_\_\_\_\_

Dates and times observed in the assigned classroom:

Date	Time	Initials
__/__/____	_____	_____
__/__/____	_____	_____
__/__/____	_____	_____
__/__/____	_____	_____
__/__/____	_____	_____
__/__/____	_____	_____
__/__/____	_____	_____

Date	Time	Initials
__/__/____	_____	_____
__/__/____	_____	_____
__/__/____	_____	_____
__/__/____	_____	_____
__/__/____	_____	_____
__/__/____	_____	_____
__/__/____	_____	_____

**Host Teacher Verification:**

*(please sign in ink)*

I agree that \_\_\_\_\_ has completed \_\_\_\_\_ hours of observation in my  
 \_\_\_\_\_  
 (Student Observer)  
 classroom.

\_\_\_\_\_  
 (Signature of Host Teacher) Date: \_\_\_\_\_

*This form may be duplicated.*

**LINDENWOOD UNIVERSITY**  
**EDU 11100/11110 and EDU 50000**  
**HOST TEACHER LETTER**

FROM: Dr. Janette Ralston  
Director of Field and Clinical Experiences  
School of Education  
Lindenwood University  
636-949-4435

Thank you for allowing our teacher candidate in your classroom this term. This serves as a beneficial opportunity for our students while completing his/her teacher training program

EDU 10000 Orientation to Education and EDU 11000 School Observation, (EDU 11110 Orientation to Educational Experiences with Field Experiences beginning Fall 2021) are the first education courses for teacher candidates. (EDU 50000 Foundations of K-12 Education – MAT students) Their assignment is primarily to observe, in addition to helping with classroom and teacher responsibilities. Listed below are suggested activities that you may choose to use with your observation students.

The Lindenwood instructors for this course have thoroughly impressed upon the students the importance of appropriate dress and behavior while they are guests in your school. However, please feel free to review these guidelines with the students before they begin observing in your classroom. If you have any concerns about a student, please feel free to contact the Director of Field and Clinical Experiences at: [Jralston@lindenwood.edu](mailto:Jralston@lindenwood.edu) An electronic evaluation will be sent through Foliotek so you can evaluate the student's performance in your school. A paper copy is provided for your review before the electronic version is sent. Note: The student is expected to complete the Observation Time Sheet and secure your signature for verification of hours.

Students are required to keep a journal of their field experience. The various observation courses have specific requirements for journal entries which will be outlined in the course syllabi. All journals are to include dated entries for each time students observe in their assigned schools. Journals are to reflect the students' observations, personal reaction to occurrences, and how the experiences helped to prepare them for their future in the Teacher Education Program. This is the student's responsibility.

**Suggested Activities for Student Observers:**

- Providing clerical assistance
- Assisting with routines and classroom maintenance
- Working with individual or small groups of students to improve study skills
- Helping plan classroom work and projects
- Monitoring recess or hallway activities.
- Assisting in the preparation, administration, and scoring of tests

**Responsibilities of the Host Teacher:**

- Communicating with the candidate about classroom activities
- Sign a daily time log
- Complete the Host Teacher Evaluation Feedback Form of the candidate electronically through Foliotek
- Consult with the university instructor as desired or necessary.

# OBSERVATION CHECKLIST

## Orientation

- Getting acquainted with the school, (building, equipment, program, teaching staff, surroundings, etc.)
- Studying the community, its resources, and its character, in relation to the school
- Becoming familiar with the regular day-to-day activities of a teacher and the whole range of teachers' responsibilities
- Getting to know groups of students in a school setting
- Becoming familiar with the routine for the school day

## Assisting with routine

- Giving clerical assistance
- Compiling data for records
- Helping teachers prepare and keep records
- Assisting with the distribution of books and materials
- Assisting with housekeeping duties, such as regulating heat, light, ventilation as necessary, helping put materials away, and keeping rooms in order
- Assisting in the library

## Assisting with teaching activities

- Collecting and distributing materials for teachers and pupils
- Helping to secure, prepare, and care for library books, illustrative material, and other teaching aids used in the classroom
- Working with pupils who need help in study procedures
- Helping plan classroom work and individual and group projects
- Putting instructional material on the Canvas
- Assisting in the preparation, giving, and scoring of tests
- Helping individuals or groups of pupils with their studies following absence or late entrance
- Occasionally assuming responsibilities for instruction using co-teaching and whole or small group instruction. (This should be done only when the student has demonstrated competence to assume this responsibility)

## Assisting with non-instructional activities

- Assisting with extra-curricular activities, such as clubs, dramatic groups, recreational groups, etc.
- Conducting playground activities

## Assisting in supervision at sporting events and professional activities

- Discussing of specific problems of teaching with teacher, principal, or superintendent
- Attending teachers' meetings (when appropriate and invited)
- Attending parent and community activities and meetings
- Visiting the homes of pupils with the visiting teacher, or on invitation extended by a responsible staff member

*Other types of activity will occur to candidates and staff members alike as the experience progresses. Few students will do all of the above, but any group of students will do all of these and many more.*

# CHECKLIST FOR OBSERVING TEACHING

Below are questions designed to serve as a guide for observing the elements of teaching that each candidate is expected to reflect in journal entries. These questions will help Lindenwood University School of Education Instructors in keeping up-to-date on current instructional best practices. They are in no way a reflection or evaluation of the effectiveness of host teachers.

## Interpersonal Skills

### *Does the teacher:*

- Attend to students on a consistent basis?
- Respond to the feelings and effect of the students?
- Help students understand the reasons for their feelings (personalizing)?
- Work with students to ensure that they know the action steps they can take to achieve their goals (initiating)?
- Make an effort to remain open to influence from the student if the response is not “on target?”
- Try to select feeling words which best describe the student’s feelings and vary responses?

## Curriculum Structure and Content

### *Does the teacher:*

- Have a course plan which identifies the units, topics, tasks and skills which will be covered during a specified period of time?
- Have a daily plan or structure which identifies the skills and supportive facts, concepts and principles needed for the lesson?
- Begin the lesson with a review of what was covered during the last session?
- Provide an overview with the objectives and skills which will be learned during this period?
- Organize a presentation which provides students with the facts, concepts and principles needed to learn the designated skills?
- Provide exercise activities or skills practice where students can practice and apply the learning?
- End the class with a summary of what was covered and “learned” during the class period?

## Instruction

### *Does the teacher:*

- Rely too heavily on "tell" forms of instruction?
- Include "show" methods of instruction to demonstrate the meanings of the material being covered?
- Include "do" activities where students apply, or learn, the skills of the lesson?
- Use other students as part of the instructional process?
- Vary instructional methods to ensure meeting the needs of all students?

## Classroom Management

### *Does the teacher:*

- Make an effort to use the physical environment in ways which can increase learning?
- Use classroom symbols to reflect the ethnic diversity within the classroom?
- Make an effort to ensure that students are seated in some "neutral" fashion so that interactions among students on the basis of mixed race, ethnicity, and sex will be encouraged?
- Give non-verbal behaviors that indicate differential respect of students on the basis of race, ethnic group, or sex?
- Interact with certain groups of students at a different level of intensity or frequency?
- Exhibit differences in waiting time for various groups of students?
- Reinforce students differentially on the basis of race, ethnic group, or sex?
- Demand less work from some groups of students?

Source: "What's Noteworthy on Teaching," Mid-Continent Regional Educational Laboratory, Editor, C.L. Hutchins, Kansas City, MO



**EDU 11100/11110 and EDU 50000  
HOST TEACHER EVALUATION FEEDBACK FORM**

Thank you for hosting an observation candidate! Your feedback regarding his/her performance is a critical piece of information that will support Lindenwood’s Mission and our commitment to excellence in our teacher preparation program. **This is a sample of the form will be sent electronically to the host teacher from Foliotek.** Please take a moment to complete and return the evaluation to help us provide the teacher candidate with relevant and timely feedback for professional growth purposes. It is possible that you will not notice all of the characteristics during the candidate’s experience in your classroom. If that is the case, please mark Not Exhibited.

**Level of Demonstration**

<b>Distinguished (4)</b>	<b>Proficient (3)</b>	<b>Sufficient (2)</b>	<b>Emerging (1)</b>	<b>Insufficient (0)</b>
A rating of 4 indicates that the teacher candidate exhibits exemplary, thoughtful, developmentally appropriate skills, behaviors and dispositions.	A rating of 3 indicates that the teacher candidate exhibits appropriate skills, behaviors and dispositions.	A rating of 2 indicates that the skills, behaviors and dispositions were exhibited by the teacher candidate after guidance and support from the host teacher.	A rating of 1 indicates that the skills, behavior and/or disposition needs improvement.	A rating of 0 indicates that the skills, behavior and/or disposition was expected but not displayed or not displayed appropriately by the teacher candidate. Student needs remediation to be successful.

<b>Level of Demonstration</b>	<b>Distinguished 4</b>	<b>Proficient 3</b>	<b>Sufficient 2</b>	<b>Emerging 1</b>	<b>Insufficient 0</b>
1. Teacher candidate asks questions to clarify the context of the classroom and better understand the teacher's role, student behavior and procedures.					
2. Teacher candidate is respectful of the host teacher and keeps him or her informed about schedule changes.					
3. Teacher candidate displays professional dress and behavior which does not disrupt the existing classroom climate.					
4. Teacher candidate displays active initiative and seeks direction from the host teacher.					
5. Teacher candidate demonstrates enthusiasm and persistence for the career of teaching.					
6. Teacher candidate demonstrates adaptability in a variety of classroom situations.					
7. Teacher candidate establishes rapport with the host teacher, students and staff members in the building.					
8. Teacher candidate demonstrates appropriate written and oral communication					
9. Teacher candidate initiates tasks and requests opportunities to assist the host teacher.					
10. Teacher candidate is respectful of the host teacher's time and demonstrates appropriate planning when scheduling interviews, asking questions, and discussions pertinent to his/her observation assignments for Lindenwood University.					

Yes, with no hesitation.

Yes, with additional support and coaching.

No, I would not recommend the student progress in the teacher education program.

# EDU 11100/EDU 11110/EDU 50000 HOST TEACHER INFORMATION

This form must be completed in Foliotek once your placement has been made.

1. Click on “Field Placement Host Teacher Information”

**LINDENWOOD**  
CHANGE/ADD PORTFOLIO

ASSESSMENT >> MOSPE / MOPTA Portfolio

## Field Placement Host Teacher Information

Click the appropriate link to the appropriate form below and complete all fields.

FORM | STANDARDS

+ add file

<input type="checkbox"/>	TYPE	FILES	MODIFIED
<input type="checkbox"/>		EDU 11100/EDU 50000 Field Host Teacher Information Form	11/16/2015 2:35 PM CDT
<input type="checkbox"/>		EDU 38000/EDU 52100/EDU 54310/EDU 54410 Field Host Teacher Information Form	11/20/2015 9:36 AM CDT

VIEW PORTFOLIO

2. Then click on the appropriate form, complete it, then save and close.

## Field Placement Host Teacher Information

First Name:	<input type="text"/>	Last Name:	<input type="text"/>
Email:	<input type="text"/>	Alternate email (non-school):	<input type="text"/>
Building Name:	<input type="text"/>	Subject/Grade Taught:	<input type="text"/>

save & close



**LINDENWOOD UNIVERSITY  
PRE-STUDENT TEACHING  
PRACTICUM HOST TEACHER LETTER**

FROM: Dr. Janette Ralston  
Director of Field and Clinical Experiences  
School of Education  
Lindenwood University  
636-949-4435

Thank you for allowing our teacher candidate in your classroom this term. This serves as a beneficial opportunity for our student while completing his/her teacher training program

EDU 38000 Pre-Student Teaching Practicum or EDU 34310/34410/54310/54410 Differentiation and Classroom Management are mid-level field experiences in which candidate are expected to interact with the K-12 students more than just observing. Their assignments are primarily to provide more hands-on assistance to you, the host teacher and your students in addition to helping with classroom and teacher responsibilities. Listed below are suggested activities that you may choose to use with your candidates.

The Lindenwood instructors for this course have thoroughly impressed upon the candidates the importance of appropriate dress and behavior while they are guests in your school. However, please feel free to review these guidelines with the candidates before they begin their field experience in your classroom. If you have any concerns about a candidate, please feel free to contact the Director of Field and Clinical Experiences at: [Jralston@lindenwood.edu](mailto:Jralston@lindenwood.edu). An electronic evaluation will be sent through Foliotek so you can evaluate the candidate's performance in your school. A paper copy is provided for your review before the electronic version is sent. Note: The candidate is expected to complete the Practicum Attendance Log and secure your signature for verification of hours.

**Suggested Activities for Practicum Candidates:**

- Providing clerical assistance
- Assisting with routines and classroom maintenance
- Working with individual or small groups of students to improve study skills
- Helping plan classroom work and projects
- Monitoring recess or hallway activities.
- Assisting in the preparation, administration, and scoring of tests
- Becoming involved in planning and assist with parts of lessons, under the supervision of the host teacher
- Planning, preparing, and teaching a minimum of two lessons under the supervision of the host teacher. Arrange for the host teacher and the professor to observe and evaluate the lesson, and/or have the lesson taped.

**Responsibilities of the Host Teacher:**

- Communicating and planning with the student about classroom activities
- Signing a daily time log
- Completing the Host Teacher Evaluation Feedback Form of the candidate electronically through Foliotek
- Consulting with the university instructor as desired or necessary.

**LINDENWOOD UNIVERSITY**  
**PRESTUDENT TEACHING AGREEMENT ASSIGNMENT**  
**EDU 38000/EDU 34310/EDU 34410/EDU 54310/EDU 54410**

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

Host Teacher's Name: \_\_\_\_\_

School: \_\_\_\_\_ Room # \_\_\_\_\_

Subject: \_\_\_\_\_

**PURPOSE:** To provide teacher education candidates with the opportunity to work with a practicing professional in a quality education setting in order to gain observational and hands-on experience.

**TIME:** A minimum of 45 clock hours is required. Specific hours agreed upon by candidate and teacher.

*RESPONSIBILITIES OF THE CANDIDATE.*

- Observe.
- Become acquainted with routines, schedules, host teacher and students.
- Preview text series and instructional materials.
- Assist host teacher with non teaching and administrative tasks.
- Work with students individually or in small groups as host teacher directs.
- Become involved in planning and assist with parts of lessons, under the supervision of the host teacher.
- Plan, prepare, and teach a lesson under the supervision of the host teacher, at least once during the practicum. Arrange for the host teacher and the professor to observe and evaluate the lesson, and /or have the lesson taped.

*RESPONSIBILITIES OF THE HOST TEACHER:*

- Plan with the student the classroom activities during the practicum.
- Sign a daily time log.
- Review student's teaching during at least one lesson in a one to one conference.
- Complete the Host Teacher Review form and return to the university.
- Consult with the university instructor as desired or necessary.

**SIGNATURES:**

University Instructor: \_\_\_\_\_ Date \_\_\_\_\_

Practicum Student: \_\_\_\_\_ Date \_\_\_\_\_

Host Teacher: \_\_\_\_\_ Date \_\_\_\_\_

# PRACTICUM CHECKLIST

## Orientation

- Getting acquainted with the school, (building, equipment, program, teaching staff, surroundings, etc.)
- Studying the community, its resources, and its character, in relation to the school
- Becoming familiar with the regular day-to-day activities of a teacher and the whole range of teachers' responsibilities
- Getting to know groups of students in a school setting
- Becoming familiar with the routine for the school day

## Assisting with routine

- Giving clerical assistance
- Compiling data for records
- Helping teachers prepare and keep records
- Assisting with the distribution of books and materials
- Assisting with housekeeping duties, such as regulating heat, light, ventilation as necessary, helping put materials away, and keeping rooms in order
- Assisting in the library

## Assisting with teaching activities

- Collecting and distributing materials for teachers and pupils
- Helping to secure, prepare, and care for library books, illustrative material, and other teaching aids used in the classroom
- Working with pupils who need help in study procedures
- Helping plan classroom work and individual and group projects
- Putting instructional material on the Canvas
- Assisting in the preparation, giving, and scoring of tests
- Helping individuals or groups of pupils with their studies following absence or late entrance
- Occasionally assuming responsibilities for instruction using co-teaching and whole or small group instruction. (This should be done only when the student has demonstrated competence to assume this responsibility)

## Assisting with non-instructional activities

- Assisting with extra-curricular activities, such as clubs, dramatic groups, recreational groups, etc.
- Conducting playground activities

## Assisting in supervision at sporting events and professional activities

- Discussion of specific problems of teaching with teacher, principal, or superintendent
- Attending teachers' meetings (when appropriate and invited)
- Attending parent and community activities and meetings
- Visiting the homes of pupils with the visiting teacher, or on invitation extended by a responsible staff member

*Other types of activity will occur to students and staff members alike as the experience progresses. Few students will do all of the above, but any group of students will do all of these and many more.*

# EDU 38000/34310/34410/54310/54410 TEACHING EVALUATION

Candidate Name: \_\_\_\_\_

Class: \_\_\_\_\_ Building: \_\_\_\_\_

Title of Instructional Plan: \_\_\_\_\_ Total Points Awarded: \_\_\_\_\_ / 68

	Distinguished (4)	Proficient (3)	Sufficient (2)	Emerging (1)	Insufficient (0)	Total Points
Content knowledge aligned with appropriate instruction (Standard 1.2)	Uses a variety of skillful questioning strategies to promote active participation and depth of student response	Uses accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning	Uses accurate content knowledge to support learning	Provides students basic information about content, but unable to convey a deep understanding of the topic	Makes mistakes and/or shares misinformation when teaching content	
Content knowledge aligned with appropriate instruction (Standard 1.2)	Identifies low engagement and responds with strategies to increase engagement.	Uses a variety of evidence-based instructional strategies to teach academic content, vocabulary, and terminology to enhance student engagement and responses	Uses limited strategies to teach academic content, vocabulary, and terminology	Plans to introduce vocabulary and terminology, but fails to use strategies to enhance student engagement and responses	Makes no attempt to address needed vocabulary or terminology necessary to understand content	
Content knowledge aligned with appropriate instruction (Standard 1.2)	Facilitates a lesson in which every student in the class appears engaged for the duration of the lesson.	The majority of students exhibit engagement in the content, e.g. raising hands, participating in activities, using vocabulary	Some students exhibit engagement in the content	Few students are engaged in the content	Students are not engaged	
Student Learning, Growth and Development (Standard. 2.4)	Uses strategies linked to the different needs and attributes of students for differentiation in teacher presentation and student response.	Designs and utilizes a variety of evidence-based instructional strategies and/or adapted assessment tools to meet student needs including content, process, product and /or environment	Incorporates instructional strategies to meet needs of some students does not intentionally consider student differences	Describes possible differentiation strategies to meet student needs, but fails to implement	Makes no attempt to differentiate to meet student needs in content, process, product, or environment	
Curriculum Implementation (Standard 3.1)	Makes adjustments during the lesson while still following district curriculum.	Implements and/or utilizes embedded formative assessment opportunities and learning activities closely aligned to chosen district, state, and/or national standards	Implements learning activities aligned to district, state, and/or national standards.	Plans for learning activities somewhat aligned to district, state, and/or national standards	Learning activities clearly do not align to standards	



Curriculum Implementation (Standard 1.4)	Connects cross-curricular subjects and/or considers scope and sequence when implementing lessons.	Connects learning objectives to real world references to aid in student comprehension	Posts the learning objective(s) in student-friendly language but only refers to it minimally during lesson	Records the learning objectives on the lesson plan	Does not include standards in lesson plan	
Curriculum Implementation (Standard 3.1)	Delivers lessons and assessments that illustrate a high degree of understanding of the intended learning objectives.	Clearly conveys objectives so that the majority of students are able to articulate the objective of the lesson in student friendly language	States the learning objectives so that some students are able to articulate the objective of the lesson	Posts the learning objective but does not mention the objective during the lesson	Does not post or mention the learning objective during the lesson	
Critical Thinking (Standard 4.1)	Provides opportunities for students to demonstrate creativity, engage in creative problem-solving, and develop curiosity through hands-on experiences.	Facilitates opportunities in which students analyze and discuss problems and possible solutions	Facilitates limited opportunities for students to analyze and discuss problems and possible solutions	Explains strategies for analyzing and discussing problems	Facilitates no opportunities for student to analyze and discuss problems and possible solutions	
Critical Thinking (Standard 4.1)	Provides opportunities for student thinking to delve into real-world topics, which address differing viewpoints, and allows students to respectfully justify their own opinion and solution to a problem.	Facilitates reciprocal higher-order questioning	Uses questioning techniques that prompt students to provide answers reflecting critical thinking	Includes questions that promote critical thinking in lesson plans	Students are not encouraged to respond to or ask questions	
Critical Thinking (Standard 2.2)	Allows students to express their thoughts, feelings, insights, opinions, and attitudes (not just knowledge) through a variety of media to promote rigor and relevance.	Uses various evidence-based instructional strategies to promote rigor and relevance	Uses limited strategies to incorporate rigor and relevance	Explains strategies to incorporate rigor and relevance	Facilitates instruction lacking in rigor and relevance	
Positive Classroom Environment (Standard 5.1)	Candidate proactively intercepts student misbehavior or distraction.	Monitors student behavior and intervenes as needed	Inconsistently monitors and responds to behavior	Explains strategies for monitoring student behavior	Lacks strategies for monitoring student behavior	

Positive Classroom Environment (Standard 2.2)	Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning.	Utilizes varied management and/or organizational strategies to minimize disruptions to the learning environment	Uses strategies to minimize disruptions to the learning environment. Behavior occasionally distracts other students from learning	Describes strategies to minimize disruptions	Students are not able to learn because the classroom environment is not conducive	
Positive Classroom Environment (Standard 5.1)	Seeks feedback from students on his or her teaching, strategies, classroom, etc.	Plans, communicates, and implements developmentally appropriate expectations to maintain a safe learning environment. Displays a strong relationship and rapport with individual students that promotes a positive learning environment	Demonstrates a positive rapport with most students in the classroom. Reacts to student behavior in the moment without clearly communicating expectations in advance	Plans to communicate expectations to maintain a safe learning environment	Unequipped to appropriately respond to student misbehavior, resulting in frustration and demonstrates hostility toward some students	
Effective Communication (Standard 6.1)	Provides clear instructions through verbal AND non-verbal cues that elicits correct responses from students.	Provides clear instructions through verbal AND non-verbal cues.	Provides clear instructions through verbal OR non-verbal cues	Provides clear instructions in the lesson plan, but fails to implement during the lesson	Does not include instructions in lesson plan nor implements during lesson.	
Effective Communication (Standard 6.3)	Clearly and effectively models desired outcomes to enhance student comprehension with successful student performance based on the modeling.	Clearly and effectively models desired outcomes to enhance student comprehension but students still need more modeling or instruction to perform tasks.	Models desired outcomes to enhance student comprehension, but does so without sufficient clarity and/or effectiveness.	Plans to model desired outcomes to enhance student comprehension in the lesson plan, but fails to do so.	Does not plan for nor understand the need to model desired outcomes to enhance student comprehension.	
Effective Communication (Standard 6.4)	Models effective speech qualities including volume, tone, and inflection which positively impact lesson delivery. Positive reinforcement is used appropriately and effectively.	Models effective speech qualities including volume, tone, and inflection which positively impact lesson delivery. Positive reinforcement is used.	Inadequate speech qualities including volume, tone, and/or inflection minimally impact lesson delivery. Positive reinforcement is present but sometimes lost in communication to the student.	Speech qualities including volume, tone, and/or inflection are absent, negatively impacting lesson delivery. Positive reinforcement is minimal and not effective.	Significant speech inadequacies, including volume, tone and/or inflection, convey candidate's lack of awareness. Little to no positive reinforcement is use.	

Effective Communication (Standard 6.2)	Models proper grammar and vocabulary that is developmentally appropriate consistently in written and verbal communication. Multiple uses of technology are used with thoughtful consideration of culture, gender, intellectual and physical differences.	Grammar and vocabulary usage is developmentally appropriate in written and/or verbal communication but may include errors that do not interfere with meaning. Technology is used with consideration of culture, gender, intellectual and physical differences.	Grammar and vocabulary usage is not always developmentally appropriate in written and/or verbal communication and includes errors that do not interfere with meaning. Use of technology is minimal with some consideration of culture, gender, intellectual and physical differences.	Grammar and vocabulary usage is not developmentally appropriate in written and/or verbal communication and includes errors that significantly interfere with meaning. Use of technology is minimal with no consideration of culture, gender, intellectual and physical differences.	Grammar and vocabulary usage is developmentally appropriate in written and/or verbal communication and includes errors that demonstrate lack of candidate knowledge that significantly interfere with meaning. No technology is used.	
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Comments:

# LINDENWOOD UNIVERSITY

## EDU 38000/34310/34410/54310/ 54410 PRACTICUM EXPERIENCE EVALUATION

(This is a sample of the form that will be emailed directly to the host teacher from Foliotek.)



### *“Teaching as an Art and Science”*

Thank you for hosting a practicum candidate! Your feedback regarding his/her performance is a critical piece of information that will support Lindenwood’s Mission and our commitment to excellence in our teacher preparation program. Please take a moment to complete this evaluation sheet to help us provide the teacher candidate with relevant and timely feedback for professional growth purposes. Your specific evaluation of the practicum candidate will not impact his/her grade in the course; however, the course instructor from the Teacher Education Department at Lindenwood will review these data and discuss areas needing growth as well as areas of excellence with the candidate.

It is possible that you will not notice all of the characteristics during the candidate’s experience in your classroom. If that is the case, please mark Not Exhibited.

#### **Level of Demonstration**

<b>Distinguished (4)</b>	<b>Proficient (3)</b>	<b>Sufficient (2)</b>	<b>Emerging (1)</b>	<b>Insufficient (0)</b>
A rating of 4 indicates that the teacher candidate exhibits exemplary, thoughtful, developmentally appropriate skills, behaviors and dispositions. The teacher candidate is ready to begin student teaching, and ready to independently practice many of these skills, behaviors and dispositions in a classroom setting,	A rating of 3 indicates that the teacher candidate exhibits appropriate skills, behaviors and dispositions. The teacher candidate is ready to begin student teaching, and ready to practice many of these skills, behaviors and dispositions in a classroom with minimal intervention.	A rating of 2 indicates that the skills, behaviors and dispositions were exhibited by the teacher candidate after guidance and support from the host teacher. The teacher candidate Is ready to begin student teaching but may need assistance in practicing many of these skills, behaviors and dispositions in a classroom.	A rating of 1 indicates that the skills, behavior and/or disposition needs improvement.	A rating of 0 indicates that the skills, behavior and/or disposition was expected but not displayed or not displayed appropriately by the teacher candidate. Student needs remediation to be successful.

<b>Level of Demonstration</b>	<b>Distinguished 4</b>	<b>Proficient 3</b>	<b>Sufficient 2</b>	<b>Emerging 1</b>	<b>Insufficient 0</b>
1. Teacher candidate follows through on assigned tasks and expectations.					
2. Teacher candidate keeps the school informed and made plans for absence, late arrivals, and other special arrangements.					
3. Teacher candidate asks questions to help clarify ideas to understand students, teaching, and the school's organization.					
4. Teacher candidate exhibits professional attire and behavior that is not disruptive to the existing classroom management program and contributes to the classroom climate.					
5. Teacher candidate actively shows initiative and/or seeks direction.					
6. Teacher candidate is effective with students as a tutor, teaching a lesson, or with small groups.					
7. Teacher candidate demonstrates enthusiasm and persistence for the career of teaching.					
8. Teacher candidate demonstrates an understanding of the needs of students in organizing and carrying out tasks.					
9. Teacher candidate demonstrates adaptability in various situations.					
10. Teacher candidate establishes rapport with students and others.					
11. Teacher candidate demonstrates appropriate written and oral communication.					
12. Teacher candidate initiates tasks, takes on extra responsibility and set goals					
13. Teacher candidate demonstrates basic classroom management techniques and promptly redirects misbehavior.					
14. Teacher candidate applies theories of learning to implement well-planned and delivered instruction with research-based practices.					
15. Teacher candidate designs/implements instruction that considers the needs of students.					
16. Teacher candidate engages and motivates students using their interests and learning styles.					

\_\_\_ The teacher candidate completed a minimum of 45 contact hours during this practicum placement.

\_\_\_ The teacher candidate taught a minimum of one lesson utilizing a co-teaching, whole **or** small group design during this practicum placement.

Based on my observations and interactions with the teacher candidate, I recommend him/her for student teaching:

\_\_\_ Yes, with no hesitation.

\_\_\_ Yes, with additional support and coaching.

\_\_\_ No, I would not recommend the student progress in the teacher education program.

Host teacher signature or name: \_\_\_\_\_ Date: \_\_\_\_\_

**After receiving this form via email, please submit your response directly to Foliotek.**

**Thank you so much for hosting a Lindenwood University Teacher Candidate.**

Sincerely,

**Dr. Jill Hutcheson, EdD**

**Associate Dean**

# EDU 38000/EDU 34310/EDU 34410/EDU 54310/EDU 54410 HOST TEACHER INFORMATION

This form must be completed in Foliotek once your placement has been made.

1. Click on “Field Placement Host Teacher Information”

LINDENWOOD

CHANGE/ADD PORTFOLIO

MOSPE / MOPTA PORTFOLIO

- Teacher Ed Program Application
- Disposition Evaluations
- Field Placement
  - Request for Student Field Placement
  - Field Placement Host Teacher Information**
  - Field Placement Documents
- Student Teaching Application
- Rationale/Reflections
- During Student Teaching
- Certification

VIEW PORTFOLIO

ASSESSMENT >> MOSPE / MOPTA Portfolio

## Field Placement Host Teacher Information

Click the appropriate link to the appropriate form below and complete all fields.

FORM STANDARDS

+ add file

<input type="checkbox"/>	TYPE	FILES	MODIFIED
<input type="checkbox"/>		EDU 11100/EDU 50000 Field Host Teacher Information Form	11/16/2015 2:35 PM CDT
<input type="checkbox"/>		EDU 38000/EDU 52100/EDU 54310/EDU 54410 Field Host Teacher Information Form	11/20/2015 9:36 AM CDT

2. Then click on the appropriate form, complete it, then save and close.

## Field Placement Host Teacher Information

First Name:  Last Name:

Email:  Alternate email (non-school):

Building Name:  Subject/Grade Taught:

save & close

# LINDENWOOD

## FIELD EXPERIENCE DOCUMENT OF CONCERN

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Certification Area: \_\_\_\_\_

Course for which the Field Evaluation cited a concern: \_\_\_\_\_

Semester: \_\_\_\_\_ Type of Concern: \_\_\_\_\_

### The below item(s) selected received low scores for EDU 11100/EDU 11110/EDU 50000:

- Teacher candidate asks questions to clarify the context of the classroom and better understand the teacher's role, student behavior and procedures.
- Teacher candidate is respectful of the host teacher and keeps him or her informed about schedule changes.
- Teacher candidate displays professional dress and behavior which does not disrupt the existing classroom climate.
- Teacher candidate displays active initiative and seeks direction from the host teacher.
- Teacher candidate demonstrates enthusiasm and persistence for the career of teaching.
- Teacher candidate demonstrates adaptability in a variety of classroom situations.
- Teacher candidate establishes rapport with the host teacher, students and staff members in the building.
- Teacher candidate demonstrates appropriate written and oral communication.
- Teacher candidate initiates tasks and requests opportunities to assist the host teacher.
- Teacher candidate is respectful of the host teacher's time and demonstrates appropriate planning when scheduling interviews, asking questions, and holding discussions pertinent to his/her Observation assignments for Lindenwood University..

### The below item(s) selected received low scores for EDU 38000/34310/34410/54310/54410:

- Teacher candidate follows through on assigned tasks and expectations.
- Teacher candidate keeps the school informed and makes plans for absence, late arrivals, and other special arrangements.
- Teacher candidate asks questions to help clarify ideas to understand students, teaching, and the school's organization.
- Teacher candidate exhibits professional attire and behavior that is not disruptive to the existing classroom management program and contributes to the classroom climate.
- Teacher candidate actively shows initiative and/or seeks direction.
- Teacher candidate is effective with students as a tutor, teaching a lesson, or with small groups.
- Teacher candidate demonstrates enthusiasm and persistence for the career of teaching.
- Teacher candidate demonstrates an understanding of the needs of students in organizing and carrying out tasks.
- Teacher candidate demonstrates adaptability in various situations.
- Teacher candidate establishes rapport with students and others.
- Teacher candidate demonstrates appropriate written and oral communication.
- Teacher candidate initiates tasks, takes on extra responsibility and set goals.
- Teacher candidate demonstrates basic classroom management techniques and promptly redirects misbehavior.
- Teacher candidate applies theories of learning to implement well-planned and delivered instruction with research-based | practices.
- Teacher candidate designs/implements instruction that considers the needs of students.
- Teacher candidate engages and motivates students using their interests and learning styles.

**Please provide a detailed explanation of the conversation about identified concerns. Include plans for Improvement (if a "No. I would not recommend the student progress in the teacher education program" was recommended):**

**Date:** \_\_\_\_\_



\_\_\_\_\_  
Signature of Teacher Candidate                      Date

\_\_\_\_\_  
Signature of Teacher Candidate's Advisor                      Date

\_\_\_\_\_  
Signature of Assistant Dean or Representative                      Date  
(If applicable)

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**Follow Up:    Date:** \_\_\_\_\_

Has the disposition improved?     **Yes**     **No**

**Additional Improvement Plans (If Appropriate)**

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\_\_\_\_\_  
Signature of Teacher Candidate                      Date

\_\_\_\_\_  
Signature of Teacher Candidate's Advisor                      Date

\_\_\_\_\_  
Signature of Department Chair or Representative                      Date  
(If applicable)

# REMEDIATION PLAN FORM

**Field Placement Student:**

**Content/Certification Area:**

**Undergraduate/Graduate:**

**Assigned Building:**

**Strengths:**

**Areas for Concern:**

**Plan for Action:**

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

**Student Initials \_\_\_\_\_ I am aware that failure to adhere to the progress outlined above may cause termination of my field placement. I may have to repeat the course for which field placement is a requirement.**

\_\_\_\_\_  
Field Placement Student Printed Name

\_\_\_\_\_  
Field Placement Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Host Teacher Printed Name

\_\_\_\_\_  
Host Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Building Principal Printed Name  
(if appropriate)

\_\_\_\_\_  
Building Principal Signature  
(if appropriate)

\_\_\_\_\_  
Date

\_\_\_\_\_  
LU Instructor Printed Name

\_\_\_\_\_  
LU Instructor Signature

\_\_\_\_\_  
Date

**Additional comments from Student:**