

LINDENWOOD

UNIVERSITY

COLLEGE OF EDUCATION AND HUMAN SERVICES

Teacher Education – Initial Certification Student Handbook

Including:

The Missouri Standards for the
Preparation of Educators (MoSPE)

Missouri Teacher Standards
Portfolio Standards and Artifacts Course Matrix

Teacher Education Code of Ethics and Dispositions



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Rationales and Reflections

Teacher candidates will complete a portfolio through Foliotek demonstrating their knowledge of the MoSPE standards before student teaching. The portfolio will be completed during coursework, with the Missouri Educators Evaluation System (MEES) and supporting artifacts as the culminating project during student teaching.

Each teacher candidate is required to demonstrate and write about their understanding of the [Missouri teacher standards](#). In order to do this, teacher candidates should supply an artifact for each standard. This artifact will be an assignment, assessment, or activity completed in the course. Teacher candidates will write, as a course assignment, a reflective essay about the artifact and the standard. This essay is called a rationale/reflection or R/R. The rationale and reflection articulates the importance of the entire standard for the certification area and a description of the artifact and its relation to the standard. Teacher candidates should submit a rationale and reflection for each standard, as opposed to each quality indicator for each standard. Each rationale/reflection will be written as a course assignment and graded by a professor. A matrix of the assigned R/R and corresponding classes are listed later in this document.

The standard, in its entirety, must be addressed, so the documents will be longer than one page. Teacher candidates should be specific and use vocabulary from the standard. It should be clear what the artifact is, and teacher candidates should analyze the strengths and weaknesses of the artifact (s). This will prepare teacher candidates for the MEES, which uses the MOSPE standards and indicators.

Lindenwood University, and all other educator preparation programs in the state of Missouri, are responsible for demonstrating that all teacher candidates have the skills and knowledge articulated in the teacher standards. The portfolio is used at Lindenwood as one source of evidence of this. As such, every teacher candidates must complete a rationale/reflection for all nine Missouri teacher standards.

How to Write a Rationale/Reflection Step by Step

1. Download the template for the standard your class is assigned.
2. List the artifact(s) you are using. You will need to upload both the rationale/reflection and the artifact into your Canvas shell for course in which it is assigned.
3. Note your name, the course, the instructor, and the date in the header.
4. In the designated place in the template, put the standard in your own words (see following pages for a full list of all standards).
5. For your rationale, explain why the standard is important to your specific certification level/area.
6. Justify why this artifact aligns with the standards. Describe the artifact in light of the standard. Give some context including how the artifact was created (individually, in a group), the purpose of the assignment, if it was a simulation or field experience activity, etc. Specific details explicitly connected to the standard will strengthen the rationale.
7. Repeat step 6 if you have multiple artifacts. Remember to use a transition. Note at the beginning of the rationale that you are using multiple artifacts to meet the standard. If you have an individual artifact aligned with each indicator, say so.
8. A strong rationale from a teacher candidate near the end of his or her program should also connect the artifact to best practice or educational theory. The teacher candidate should be able to defend his or her choices for an artifact, i.e. why cooperative learning was used in a lesson plan.
9. For the reflection, note the strengths and weaknesses of the artifact, again focusing on the standard. What did you learn from creating this artifact? Here is the place to discuss how the lesson or activity went if it was implemented with K-12 students. If there are pieces of the standard or indicators not entirely met by the artifact, discuss what you will do in the future.
10. Read the rationale/reflection out loud, correcting any mistakes or awkward wording. Make sure the R/R is divided into paragraphs.
11. Highlight each piece of the standard/indicator, then highlight where in the rationale/reflection you discuss that phrase. Make sure you are mirroring the language in the standard. Do not make the reader assume the connection.

Writing Rationale/Reflections in Courses

The portfolio matrix articulates which standards are associated with which courses. Suggested artifacts are also provided, although each professor has the freedom to create his or her own activities and assignments. **Each professor should note the artifacts in the syllabus, and the rationale/reflection must be an assignment noted in the syllabus. It is very important that anyone teaching a course on the matrix assign the rationale/reflection.** This spreads the burden to only one standard per class, and teacher candidates will not be overwhelmed with the entire portfolio at any one time.

Once the rationale/reflection has been revised, teacher candidates should upload their final draft to Canvas, along with the artifact. **Teacher candidates should remove the names of any students, cooperating teachers, districts, etc. from the artifacts and R/Rs.**

At the conclusion of coursework and prior to student teaching, teacher candidates need scored rationale/reflection and corresponding artifact(s) for all standards. Rationale/reflections are a program requirement.

Teacher Education Rationale/Reflection 2020 Rubric

MoSPE Standard:	Effective and Consistent	Limited/Vague	Minimal/Ineffective
Rationale			
Rationale: Owning the Standard	The writer restates the standard in his or her own words and articulates the importance of the entire standard for his or her certification area.	The writer does not address all elements of the standard equally. The standard is loosely connected to the writer's certification area.	The writer's certification area is not mentioned. Restatement of standard is inaccurate or missing a part of the standard.
Rationale: Context of artifact	The writer describes the artifact(s) and the context, including the assignment and course. The reader does not need to open the artifact to understand what it is and the purpose.	The writer is not clear about details of the artifact such as if the lesson plan was actually taught. An outsider with no knowledge of the class would be confused.	No context for the artifact is given. Reader must open the artifact and read in detail to make any sense of the R/R.
Rationale: Alignment of Artifact	The writer justifies the alignment of the artifact(s) with the standard using specific examples.	The writer explains why the artifact was chosen in general terms with little to no examples. Reader has to open artifact to understand.	The writer assumes the reader knows why the artifact was chosen and gives no attempt at explanation.
Reflection: Analysis of Artifact	The writer analyzes the strengths and concerns of the artifact(s) in light of the standard and best practices with citations, as appropriate for the course.	Analysis is surface-level. Analysis may wander off topic of the standard. Few best practices or research-based methods are mentioned.	The writer makes little to no attempt at analyzing the artifact. No best practices or research-based methods are mentioned.
Reflection: Growth and Goals	The writer understands his or her growth as a teacher and sets appropriate goals.	The writer proposes vague goals. Growth discussed is not fully connected to standard.	The writer does not mention growth or goals in reflection.
Artifact	Artifact is present and verifies the statements made in the rationale and reflection. Artifact(s) represents entire standard.	Artifact is present and verifies the statements made in the rationale and reflection.	Artifact is missing or does not contain what is claimed in R/R.
Writing Style	The writing is engaging and concise with few errors. The writing flows, and the sentences vary.	The writer makes errors, but they do not interfere with meaning.	Errors are so frequent that they interfere with meaning.

Artifacts for Rationale/Reflections

For each rationale/reflection, teacher candidates must also upload at least one artifact. Artifacts are assignments, activities, assessments, any document that demonstrates proficiency in the skills and knowledge outlined in that standard. For some standards, more than one artifact may be necessary. There is no need to create an artifact specifically for the rationale/reflection; teacher candidates should already have the artifact from the activities required in your class. An artifact may also be a certificate of attendance from a professional development workshop or conference, an agenda from a K-12 meeting attended or observed, etc.

The teacher candidates's choice of artifacts is at the discretion of the professor. Some professors will require specific artifacts from the class, and others will let teacher candidates choose. This depends on the course. Each professor may have differing course assignments. Some large assignments, such as a unit plan, may be enough to satisfy an entire standard. Other standards may require multiple artifacts. The artifacts on the matrix are *suggestions*, not requirements.

Rationale/reflections are evaluated based on the content of the writing, not on the quality of the artifact. **Please remember to delete mention of student names, school names, teacher names, and any other identifying information in the artifacts and rationale/reflections.**

Matrix of Courses and Assigned Standards for Rationale/Reflections

For a complete list of each standard and all associated quality indicators, please see this website <https://dese.mo.gov/sites/default/files/TeacherStandards.pdf> . Artifacts listed are suggestions.

The teacher candidate ...	Suggested Artifacts	Early Childhood	Elementary	Middle School	Secondary/K-12
1. Understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.	Unit plan	EDU 32900 EDU 52900	EDU 31300 EDU 31310 EDU 55300 EDU 51310	Methods Course	Methods Course
2. Understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and supports the intellectual, social, and personal development of all students.	Infographic	EDU 20200 EDU 50200 EDU 50410	EDU 20200 EDU 50200 EDU 50410	EDU 20200 EDU 50200 EDU 50410	EDU 20200 EDU 50200 EDU 50410
3. Recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.	Literacy Lesson Plan	EDU 30500 EDU 50300	EDU 30500 EDU 50300	EDU 30710 EDU 50710	EDU 30710 EDU 50710

4. Uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including instructional resources.	Inquiry Lesson plan	EDU 32200 EDU 52210	EDU 32200 EDU 52210	EDU 32100 EDU 52110	EDU 32100 EDU 52110
5. Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.	Classroom Management Plan	EDU 34400 EDU 34410 EDU 54410	EDU 34400 EDU 34410 EDU 54410	EDU 34300 EDU 34310 EDU 54310	EDU 34300 EDU 34310 EDU 54310
6. Models effective verbal, nonverbal, and media communication techniques with students and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.	Professor observation evaluation	EDU 38000 EDU 34410 EDU 54410	EDU 38000 EDU 34410 EDU 54410	EDU 38000 EDU 34310 EDU 54310	EDU 38000 EDU 34310 EDU 54310
7. Understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction to enable students to grow and develop.	Data-based Driven Decision making project	EDU 40400 EDU 58400	EDU 40400 EDU58400	EDU 40400 EDU 58400	EDU 40400 EDU 58400

<p>8. Is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher seeks out opportunities to grow professionally in order to improve learning for all students.</p>	<p>Journals and Teacher interview</p>	<p>EDU 11100/ EDU 11110 EDU 50000</p>	<p>EDU 11100/ EDU 11110 EDU 50000</p>	<p>EDU 11100/ EDU 11110 EDU 50000</p>	<p>EDU 11100/ EDU 11110 EDU 50000</p>
<p>9. Has effective working relationships with students, parents, school colleagues, and community members.</p>	<p>Journals and Teacher interview</p>	<p>EDU 11100/ EDU 11110 EDU 50000</p>	<p>EDU 11100/ EDU 11110 EDU 50000</p>	<p>EDU 11100/ EDU 11110 EDU 50000</p>	<p>EDU 11100/ EDU 11110 EDU 50000</p>

Foliotek

Foliotek is the online portfolio management system used by the College of Education and Human Services. Teacher candidates in teacher education, leadership, and counseling use Foliotek for storage and evaluation of portfolios. Foliotek is also used to request an observation, practicum, field placement, and internship placement, store important documents such as assessment scores and background checks, and house the teacher candidates' portfolio.

Teacher candidates access Foliotek through their EDU professor's Canvas shell. Students should NOT go to www.foliotek.com to create an account. A Foliotek account can only be created by accessing Canvas. If teacher candidates are not currently enrolled in an EDU course or are in between semesters, they can access Foliotek through the Canvas community Teacher Education Certification Group. To be added to the Canvas community, student should contact Dr. Janette Ralston at jralston@lindenwood.edu through their Lindenwood student account.

Documents uploaded to Foliotek can be viewed by Curriculum and Instruction faculty, advisors, the Office of Field and Clinical Experiences, and College of Education and Human Services administrators. Comments posted in Foliotek can also be viewed by all of these individuals.

As teacher candidates progress through the program, they should upload documents to their student teaching application. Assessment results (MoGEA, MOCA) are only available for download for a limited period of time. Saving these documents in Foliotek will ensure they are safely stored and can be accessed as needed by the advisor and teacher candidate.

For a timeline of assessments, please see the last pages of this document.

Missouri Teacher Standards (MoSPE)

The College of Education and Human Services uses the Missouri Teacher Standards as a guide to inform instruction and to create assessments and rubrics. Rationale/Reflections are correlated with these standards. The standards are listed below with all indicators associated with each standard. The Missouri Educators Evaluation System (MEES) which is used to assess teacher candidate performance during student teaching is also based on these standards.

Standard #1 Content knowledge, including varied perspectives, aligned with appropriate instruction. The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.				
Standard 1 --- Quality Indicator 1: Content knowledge and academic language	Standard 1 --- Quality Indicator 2: Engaging students in subject matter	Standard 1 --- Quality Indicator 3: Disciplinary research and inquiry methodologies	Standard 1 --- Quality Indicator 4: Interdisciplinary instruction	Standard 1 --- Quality Indicator 5: Diverse social and cultural perspectives
1C1) The teacher candidate demonstrates knowledge of the discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. The candidate knows the academic language of his/her discipline	1C2) The teacher candidate demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.	1C3) The teacher candidate demonstrates an understanding of how to engage students in the methods of inquiry/research in his/her respective discipline.	1C4) The teacher candidate can create and implement interdisciplinary lessons that are aligned with standards.	1C5) The candidate demonstrates understanding of diverse cultural perspectives and recognizes the potential for bias in his/her representation of the discipline.

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

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

Standard 2 --- Quality Indicator 1: Cognitive, social, emotional and physical development	Standard 2 --- Quality Indicator 2: Student Goals	Standard 2 --- Quality Indicator 3: Theory of Learning	Standard 2 --- Quality Indicator 4: Meeting the needs of every student	Standard 2 --- Quality Indicator 5: Prior experiences, learning styles, multiple intelligences, strengths and needs	Standard 2 --- Quality Indicator 6: Language, culture, family and knowledge of community values
2C1) The teacher candidate knows and identifies child/adolescent development stages and can apply them to students.	2C2) The teacher candidate demonstrates the ability to set short- and long-term goals, organize, implement, and self-reflect.	2C3) The teacher candidate applies knowledge of the theory of learning.	2C4) The teacher candidate recognizes diversity and the impact it has on education.	2C5) The teacher candidate is aware that students' prior experiences, learning styles, multiple intelligences, strengths and needs impact learning.	2C6) The teacher candidate shows an understanding that instruction should be connected to students' prior experiences and family, culture, and community.

Standard #3 Implementing the Curriculum

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

Standard 3 --- Quality Indicator 1: Implementation of curriculum standards	Standard 3 --- Quality Indicator 2: Develop lessons for diverse learners	Standard 3 --- Quality Indicator 3: Analyze instructional goals and differentiated instructional strategies
3C1) The teacher candidate knows and understands the components and organization of an effective curriculum, is able to create aligned learning experiences. The candidate and can locate national and state standards and align to learning outcomes.	3C2) The teacher candidate knows and understands learning styles and learning theory and selects appropriate strategies for addressing individual student needs.	3C3) The teacher candidate knows and understands the concept of differentiated instruction and short- and long-term instructional goal planning to meet student needs.

Standard #4 Teaching for critical thinking The teacher uses a variety of instructional strategies to encourage students' development and critical thinking, problem solving, and performance skills including instructional resources.		
Standard 4 --- Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking	Standard 4 --- Quality Indicator 2: Appropriate use of instructional resources to enhance student learning	Standard 4 --- Quality Indicator 3: Cooperative learning
4C1) The teacher candidate demonstrates knowledge and its application of researched based models of critical thinking and problem solving and identifies and distinguishes between various types of instructional strategies and appropriate resources.	4C2) The teacher candidate demonstrates knowledge and its application of current instructional resources and how they benefit the teaching and learning process.	4C3) The candidate demonstrates knowledge and its application of multiple strategies for effective student engagement.

Standard #5 Creating a positive classroom environment for learning The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.		
Standard 5 --- Quality Indicator 1: Classroom management, motivation, and engagement	Standard 5 --- Quality Indicator 2: Managing time, space, transitions, and activities	Standard 5 --- Quality Indicator 3: Classroom, School and Community Culture
5C1) The teacher candidate recognizes the importance of the relationship between classroom management, motivation, and engagement strategies and techniques.	5C2) The teacher candidate recognizes the necessity of managing time, space, transitions, and activities.	5C3) The teacher candidate recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning.

Standard #6 Utilizing Effective Communication The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.			
Standard 6 --- Quality Indicator 1: Verbal and nonverbal communication	Standard 6 --- Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences	Standard 6 --- Quality Indicator 3: Learner expression in speaking, writing and other media	Standard 6 --- Quality Indicator 4: Technology and media communication tools
6C1) The teacher candidate develops the ability to use effective verbal, nonverbal and communication techniques	6C2) The teacher candidate develops sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and in responses to students' communications.	6C3) The teacher candidate develops the ability to facilitate learner expression in speaking, writing, listening, and other media.	6C4) The candidate develops skills in using a variety of media communication tools.

Standard #7 Use of Student Assessment Data to Analyze and Modify Instruction					
The teacher understands and uses formative and summative assessment strategies to assess the learner’s progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.					
Standard 7 --- Quality Indicator 1: Effective Use of Assessments	Standard 7 --- Quality Indicator 2: Assessment Data to Improve Learning	Standard 7 --- Quality Indicator 3: Student led Assessment Strategies	Standard 7 --- Quality Indicator 4: Effect of instruction on individual/class learning	Standard 7 --- Quality Indicator 5: Communication of Student Progress and Maintaining Records	Standard 7--- Quality Indicator 6: Collaborative Data Analysis Process
7C1) The teacher candidate describes, develops, analyzes and implements formal and informal assessments.	7C2) The teacher candidate demonstrates an understanding of how assessment data can be accessed and appropriately used to improve learning activities.	7C3) The teacher candidate describes and analyzes a variety of self and peer assessment strategies, can explain the purpose of such strategies, understands the need to prepare students for the demands of particular assessment formats, can set their own learning goals and is able to teach students to set learning goals.	7C4) The teacher candidate develops a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions, higher order questioning, and analysis, and the effect of class instruction on individual and whole class learning	7C5) The teacher candidate explains ethical and legal implications of confidentiality of student records and can describe and analyze strategies to communicate student progress to students, families, colleagues and administrators.	7C6) The teacher candidate demonstrates an understanding of the department/grade level/school data analyses process.

Standard #8 Professional Practice		
The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.		
Standard 8 --- Quality Indicator 1: Self-Assessment and Improvement	Standard 8 --- Quality Indicator 2: Professional Learning	Standard 8 --- Quality Indicator 3: Professional rights, responsibilities and ethical practices
8C1) The teacher candidate reflects on teaching practices to refine his/her instructional process	8C2) The teacher candidate identifies and reflects on the array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities	8C3) The teacher candidate is aware of the influence of district policies and school procedures on classroom structure.

Standard #9 Professional collaboration The teacher has effective working relationships with students, parents, school colleagues and community members.		
Standard 9 --- Quality Indicator 1: Roles, Responsibilities, and Collegial Activities	Standard 9 --- Quality Indicator 2: Collaborating with historical, cultural, political and social context to meet the needs of students	Standard 9 --- Quality Indicator 3: Cooperative Partnerships in support of student learning
9C1) The teacher candidate observes and reflects upon the importance of collegial activities designed to build a shared mission, vision, values and goals, participates in collaborative curriculum and staff development meetings at their school site, and demonstrates the ability to collaborate with his/her cooperating teacher and supervisor/or instructor to establish relationships in the school, district and community.	9C2) The teacher candidate understands school-based systems designed to address the individual needs of students and works with his/her cooperating teacher and/or supervisor to engage with the larger professional community and with others across the system to identify and provide needed services to support individual learners.	9C3) The teacher candidate reflects on the importance of developing relationships with students, families and communities in support of student learning and seeks opportunities to develop cooperative partnerships in support of student learning and well-being.

Model Code of Ethics for Educators



The School of Education Teacher Education program has adopted the Model Code of Ethics for Educators as a “guide for future & current educators faced with the complexities of P-12 education. The code establishes principles for ethical best practice, mindfulness, self-reflection, and decision-making, setting the groundwork for self-regulation & self-accountability. The establishment of this professional code of ethics, by educators and for educators, honors the public trust and upholds the dignity of the profession.” (https://www.nasdtec.net/page/MCEE_Rationale)

“The following are the MCEE principles; the full code with indicators is available at www.nasdtec.net.

Principle I: Responsibility to the Profession

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

Principle III: Responsibility to Students

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

Principle IV: Responsibility to the School Community

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

The MCEE was developed under the leadership of the National Association of State Directors of Teacher Education and Certification (NASDTEC) and is supported by a number of national education organizations that undergird the profession. “



https://www.nasdtec.net/page/MCEE_Rationale

The Teacher Education program has embedded five principles in coursework and teacher candidates are required to complete the quizzes and scenarios associated with each in the respective course to which it is assigned. The scenarios require teacher candidates to recognize the Code of Ethics principles in an appropriate educational setting and identify the situation with regard to the Code of Ethics and to respond with a solution and/or an alternate way of dealing with the issue. Each quiz is worth 25 points and the scenario is worth 21 points. These quizzes and scenarios are completed in Canvas. Below is a matrix of the implementation of these principles.

Principle I	Principle II	Principle III	Principle IV	Principle V
IA1	IIA1	IIIA1	IVA1	VA1
IA2	IIA2	IIIA2	IVA2	VA2
Quiz	Quiz	IIIA3	Quiz	Quiz
IB1	IIB1	Quiz	IVB1	IVB
IB1	IIB2	IIIB	IVB2	Quiz
Quiz	Quiz	Quiz	Quiz	IVC
IC1	IIC1	IIIC1	IVC	Quiz
IC2	Quiz	IIIC2	Quiz	IVD
Quiz	Scenario	Quiz	IVD1	Quiz
Scenario		Scenario	IVD2	Scenario
			Quiz	
			IVE	
			Quiz	
			Scenario	
Total Pts: 96	Total Pts: 96	Total Pts: 96	Total Pts: 146	Total Pts: 121
EDU 10000	EDU 40400	EDU 34400/34300	EDU 11100	EDU 32100/32200
EDU 11110		EDU 34410/34310	EDU 11110	
EDU 50000	EDU 58404	EDU 54410/54310	EDU 50000	EDU 52110/52210

Dispositions

The Curriculum and Instruction – initial certification program is committed to preparing all teacher candidates with the knowledge, skills, and dispositions to be effective educators. Being an effective teacher involves more than just planning instruction, knowledge of the content taught, and the pedagogies implemented in the classroom. It also involves a beliefs and value system that is conducive to learning. Dispositions are modes of conduct and ways in which these beliefs and values are displayed by educators inside and outside the classroom. They extend to values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

Teacher Candidate dispositions are assessed by School of Education faculty a minimum of three times throughout each program to ensure teacher candidates are displaying the dispositions to be an effective teacher. If the disposition assessment identifies a concern, a Document of Concern will be completed by the appropriate Assistant Dean or Representative based on the ratings in the dispositions assessment.

If the concern is identified as Minor, the Document of Concern will be developed by the Assistant Dean or Representative and will be sent to the teacher candidate and the teacher candidate's advisor for review. The advisor will follow up with the teacher candidate to address the concern(s) and notate on the bottom of the form, that the meeting occurred and the steps the teacher candidate will take to improve.

If the concern is identified as Major, the Document of Concern will be developed by the Assistant Dean or Representative and will be sent to the teacher candidate and the teacher candidate's advisor for review. The advisor and the Assistant Dean or Representative will follow up with the teacher candidate to address the concern(s) and notate on the bottom of the form, that the meeting occurred and the steps the teacher candidate will take to improve. A formal Improvement Plan will be completed by the teacher candidate. The teacher candidate and the advisor will meet periodically the next semester to review the Improvement Plan.

The Document of Concern will be returned to the Assistant Dean or Representative for future reference. However, the teacher 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 the Assistant Dean or Representative so it can be uploaded to Foliotek and kept on file for record keeping.

Below is the Disposition Assessment rubric:

The teacher candidate	Major Concern	Minor Concern	No evidence of concerns
Makes ethical decisions.	Has been dishonest, cheated, or plagiarized an assignment. Fails to understand or apply confidentiality in a K-12 classroom setting.	Occasionally displays questionable judgment when presented with a scenario.	When presented with case studies or scenarios, the candidate makes ethical decisions and is able to articulate reasoning behind them.
Is reliable and keeps the professor informed of any absences or circumstances	Regularly misses class with no explanation. When asked, does not take responsibility and offers excuses.	May notify professor after the fact of absences. Does not take responsibility and offers excuses.	Student has made up material missed in a timely fashion. Informed professor of absence in advance.

Displays professional appearance appropriate for the course setting.	Dresses inappropriately in the K-12 setting even after meeting with professor or host teacher.	Appearance is generally appropriate for course setting. Any issues were resolved after a conversation with professor or host teacher.	Appearance is appropriate for course setting. Student dresses professionally for presentations. Demonstrates good personal hygiene.
Adheres to deadlines and guidelines.	Fails to meet deadlines in a way that impacts the student's grade. Blames professor for failure to follow guidelines.	Has missed a deadline occasionally with little reasonable explanation or makes excuses. Has a tendency to procrastinate and ask questions at the last minute.	Follows all guidelines and deadlines. Recognizes need for deadlines and asks questions in advance.
Is self-directed and sets high expectations for self and others to enhance professional knowledge and improvement.	Is unable or unwilling to find information or resources on own. Asks same question repeatedly. Does not have goals established for improvement.	Is occasionally unable to find information or resources. Shows little engagement in material outside of earning a grade. Has some goals, but does not have an action plan.	Can find all necessary information consistently but asks questions when needed. Takes notes or stores resources for later use. Has goals/high expectations and action plans for improvement.
Contributes in a positive way to the classroom climate and is flexible and patient.	Is consistently late. Rarely participates in classroom discussion or follows guidelines for such activities. Fails to maintain composure in the classroom or complains excessively. Continues to use distracting electronic device after conversation with faculty. Impatient and inflexible with others' ideas.	Is occasionally late. Only contributes to class discussion or participates about half the time. Has consistently not prepared for class. Is distracted during class (possibly using phone or device) tends to get impatient and inflexible when materials/ideas are not agreed upon.	Is consistently prepared for class and contributes to discussion. Always participates in class activities. Has a sense of humor. Stays on task. Is patient and flexible with self and others about material/ideas.
Demonstrates enthusiasm and persistence for the career of teaching.	Displays ambivalence toward the career of teaching. Becomes frustrated with requirements and may give up when presented with challenge.	When articulating reasons he/she wants to be a teacher, benefits (summers, retirement) are prominent factors, or indicates that a member of family desires this career for student. Becomes frustrated with requirements.	Enjoys teaching and presenting in class. Can articulate reasons he/she wants to be a teacher. Is flexible and adaptable. Embraces a challenge and is willing to try again if first attempt does not succeed.
Interacts and collaborates appropriately with peers	Working with peers typically results in conflict or student contributes little to group collaboration.	Does not "carry their weight" with a group. Able to resolve conflicts in a group most of the time. Does not suggest further collaboration or professional development.	Can productively contribute to a group of peers and resolve any conflicts that arise. Interactions with peers are generally friendly and supports professional development for all.
Responds to constructive criticism and changes behavior accordingly.	Consistently reacts to criticism with anger or defensiveness. Does not change behavior.	Occasionally reacts to criticism with anger or defensiveness. Makes little attempt to change behavior.	Open to criticism from faculty and peers and makes an attempt to change behavior. Offers constructive criticism to peers appropriately.
Demonstrates respect for faculty, self, and others.	Candidate speaks rudely to professor. Candidate is consistently distracted in class by use of a cell phone or other piece of technology. Fails to follow guidelines set in syllabus for classroom expectations.	In more than one instance, candidate interrupts professor or fails to stop talking during instruction. Candidate has used cell phone or other device for non- instructional purposes. Candidate has slept in class.	Is polite and follows etiquette when participating in class or emailing. Actively listens in class. Follows all guidelines set in syllabus for classroom behavior.

	Candidate consistently speaks while professor is talking.		
Communicates professionally both verbally and in writing	Errors in writing or speaking interfere with meaning. Under stress, may become angry or disrespectful.	Frequent errors in grammar when speaking or writing. Lack of etiquette when writing emails.	Addresses faculty member appropriately in person and in email or other communication. Recognizes need for face-to-face meetings rather than emails when necessary.
Displays the qualities of a compassionate, caring professional (others-centered).	Lacks self-control. Becomes visibly annoyed by children/adolescents or refuses to engage with them.	Occasionally shows disinterest in children/adolescents or lack of empathy or concern.	Demonstrates empathy and concern for others. Applies belief that all students can learn to classroom assignments. Loves working with children/adolescents.
Is open-minded and respectful of diversity within the classroom and the broader context.	Uses racial slurs or otherwise demeans a culture or group of people. Is unwilling to participate in a discussion with those who hold differing views.	Becomes uncomfortable in discussion with those who hold differing views. May reinforce stereotypes unintentionally due to lack of experience.	Recognizes stereotypes of groups of people and works to expand his or her own understanding. Is open to differing opinions and perspectives.

Below is the schedule of when the Disposition Assessment is administered.

Early Level	Mid-Level	Before Student Teaching
Undergraduate		
EDU 10000/EDU 11110 Orientation to Educational Experiences; Orientation to Educational Experiences with Field Experiences	EDU 34300/EDU 34310 Middle/High School Differentiation and Classroom Management; Middle/High School Differentiation and Classroom Management with Field Experiences	EDU 40400 Advanced Measurement and Evaluation to Enhance Learning
	EDU 34400/EDU 34410 Elementary School Differentiation and Classroom Management; Elementary School Differentiation and Classroom Management with Field Experiences	
Graduate		
EDU 50000 Foundations of K-12 Education	EDU 54310 Middle/High School Differentiation and Classroom Management	EDU 58404 Advanced Measurement and Evaluation to Enhance Learning
	EDU 54410 Elementary School Differentiation and Classroom Management	

Dispositions Document of Concern

LINDENWOOD UNIVERSITY

COLLEGE OF EDUCATION AND HUMAN SERVICES

Disposition Document of Concern

Name: _____ Date: _____

Certification Area: _____

Course for which the Disposition was cited as a concern: _____

Semester: _____ Type of Concern: _____

The below item(s) selected were cited as either a Minor Concern or a Major Concern:

Major **Minor**

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Makes ethical decisions. |
| <input type="checkbox"/> | <input type="checkbox"/> | Is reliable and keeps the professor informed of any absences or circumstances. |
| <input type="checkbox"/> | <input type="checkbox"/> | Displays professional appearance appropriate for the course setting. |
| <input type="checkbox"/> | <input type="checkbox"/> | Adheres to deadlines and guidelines. |
| <input type="checkbox"/> | <input type="checkbox"/> | Is self-directed and sets high expectations for self and others to enhance professional knowledge and improvement. |
| <input type="checkbox"/> | <input type="checkbox"/> | Contributes in a positive way to the classroom climate and is flexible and patient. |
| <input type="checkbox"/> | <input type="checkbox"/> | Demonstrates enthusiasm and persistence for the career of teaching. |
| <input type="checkbox"/> | <input type="checkbox"/> | Interacts and collaborates appropriately with peers. |
| <input type="checkbox"/> | <input type="checkbox"/> | Responds to constructive criticism and changes behavior accordingly. |
| <input type="checkbox"/> | <input type="checkbox"/> | Demonstrates respect for faculty, self, and others. |
| <input type="checkbox"/> | <input type="checkbox"/> | Communicates professionally both verbally and in writing. |
| <input type="checkbox"/> | <input type="checkbox"/> | Displays the qualities of a compassionate, caring professional (others-centered). |
| <input type="checkbox"/> | <input type="checkbox"/> | Is open-minded and respectful of diversity within the classroom and the broader context. |

Please provide a detailed explanation of the conversation about cited concerns. Include plans for Improvement (if a Major Concern was cited): **Date:** _____

Signature of Teacher Candidate

Date

Signature of Teacher Candidate's Advisor

Date

Signature of Assistant Dean or Representative
(If applicable)

Date

Follow Up: **Date:** _____

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

Additional Improvement Plans (If Appropriate)

Signature of Teacher Candidate

Date

Signature of Teacher Candidate's Advisor

Date

Signature of Assistant Dean or Representative
(If applicable)

Date

Unit Plans

Teacher Candidates will be required to create a unit plan in their respective methods coursework. The unit plan(s) will be a key assessment in the methods classes and will be uploaded to Canvas in the class to which it is assigned AND to Foliotek to be submitted for review. The professor of the class will provide more information about this assignment.

Field Experience Handbook

The policies and procedures for field experiences can be found in the Field Experience Handbook at the link below:

<https://www.lindenwood.edu/education/curriculum-and-instruction-teacher-education/documents-and-handbooks/>

Student Teacher Handbook

The policies and procedures for student teaching can be found in the Student Teaching Handbook at the link below:

<https://www.lindenwood.edu/education/curriculum-and-instruction-teacher-education/documents-and-handbooks/>

Lindenwood Teacher Education Checklist

<input checked="" type="checkbox"/> To Do List	Cost	When to do it?
<input type="checkbox"/> Login to Lindenwood wifi, Outlook email, Lindenwood Student Portal, and Canvas account, and G Suite for Education account. Email helpdesk@lindenwood.edu or call (636) 255-5100 for help.	None	Before classes start
<input type="checkbox"/> Join Teacher Certification Student Group in Canvas & review resources	None	Week 2 of EDU 10000/11110/50000 or the transferred equivalent course
<input type="checkbox"/> Purchase Foliotek (through Canvas) DO NOT PURCHASE DIRECTLY FROM FOLIOTEK!!	\$59 (2 year license)	Week 3 of EDU 10000/11110/50000 or the transferred equivalent course
<input type="checkbox"/> FCSR (Family Care Safety Registry) Background Check for MO placements http://health.mo.gov/safety/fcsr/	\$15.25 for the initial request, updates are free	Week 3 of EDU 10000/11110/50000 or the transferred equivalent course - when requesting observation/ practicum placement
<input type="checkbox"/> TB test results -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. -Available from St. Charles County Health & Human Services for a nominal fee https://www.sccmo.org/605/Tuberculosis-Testing	Prices vary	Background checks and TB tests are only good for one year and must be valid for the entire semester for which they are used.
<input type="checkbox"/> Travel Waiver	Linked in Foliotek	The Travel Waiver must be completed for each individual course.
<input type="checkbox"/> Confidentiality Agreement	Linked in Foliotek	The Confidentiality Agreement must be completed for each individual course.

<input type="checkbox"/> Write Rationale/Reflection for each class in which they are assigned; upload rationale/reflection and correlating artifact to Canvas	None	At the end of each course listed on the matrix *See individual course syllabi for due dates!
<input type="checkbox"/> MOGEA (Missouri General Education Assessment, for undergrads only) Cut Scores: English 220 Writing 220 Math 220 Science & Social Studies 220 OR ACT Composite 20	\$59 for all tests, \$25 for single subtests (You can only register to take all the tests once , then each single subtest is \$25.)	Required to pass EDU 21501 Teacher Education Seminar and admission to the Teacher Education Program. EDU 21501 is a prerequisite to upper level coursework so you must take either test early. (test requirements are for undergraduate only)
Apply for Teacher Education	Link in Foliotek	During EDU 21501/EDU 51500
<input type="checkbox"/> Substitute Certificate from DESE (6-8 weeks processing)	\$50 application fee, plus fingerprint charge (\$45+)	Upon successful completion of 60 college credit hours. Be sure to request official transcripts that are sent to DESE
<input type="checkbox"/> MOCA (Missouri Content Assessment) Cut Score 220 MOCA Requirements	Cost varies Most are \$73 but elementary is \$110	One year before student teaching semester
<input type="checkbox"/> Maintain 3.0 GPA in all education and content courses, including any transfer courses. No grades below a C are accepted. For MAT students, maintain 3.0 GPA, also includes undergraduate content courses	Cost varies as required by institutions to obtain transcripts	Acceptance into Teacher Education program, certification and student teaching application requirement
<input type="checkbox"/> Submit Application for Student Teaching in Foliotek	None	Application window is August 1 – October 15 for Spring placement Application window is February 1 – April 15 for Fall placement
<input type="checkbox"/> Apply for Missouri Teacher Certification https://apps.dese.mo.gov/webLogin/Register.aspx	No Cost to apply	Upon successful completion of student teaching AND successful completion of the MEES with acceptable cut score

