

LINDENWOOD

U N I V E R S I T Y

COLLEGE OF EDUCATION AND HUMAN SERVICES



2024-2025 Student Teaching Handbook

A Guidebook for the Lindenwood University Supervisor,
Cooperating Teacher, and Teacher Candidate

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Greetings:

For over a hundred years, the Lindenwood College of Education and Human Services has been committed to the preparation of outstanding teachers, and we have taken great pride in the quality and integrity of our education programs and in our teacher candidates.

Student teaching serves as the culminating experience in the preparation of classroom educators and it is during this experience that each teacher candidate demonstrates the knowledge, skills, and dispositions acquired through the teacher education program. Supervising and facilitating our teacher candidates' professional growth is a collaborative effort, with the cooperating teacher, school administrators, and university faculty and staff forming a support team around the teacher candidate. Each member of this team shares knowledge and skills that collectively provide the teacher candidate with valuable information, encouragement, and mentorship.

The College of Education and Human Services relies heavily on, and is very appreciative of, the practical experience provided to each teacher candidate by the cooperating teacher, support staff, and building-level administrators during the student teaching experience. Their professional wisdom and guidance are vital to our teacher candidates and help inform the Lindenwood University College of Education and Human Services' Teacher Preparation Program.

Thank you for your commitment to our students and for your willingness to work collaboratively with the College of Education and Human Services faculty and staff to ensure that we prepare the highest quality teachers to serve our schools. We are confident that our students will work conscientiously to ensure a successful student teaching experience and in preparation for becoming a certified professional classroom educator. We appreciate all that you do for our teacher candidates.

If I can assist you in any way, please do not hesitate to call on me.

Sincerely,

A handwritten signature in dark ink, reading "Mark S. Penny". The signature is written in a cursive style with a large, stylized "M" and "P".

Mark S. Penny, EdD
Interim Dean, College of Education and Human Services
Lindenwood University

Dear Cooperating Teacher and Building Administrator:

This handbook explains the requirements for student teaching set by the College of Education and Human Services at Lindenwood University in compliance with the regulations established by the Missouri State Department of Education. The purpose of these requirements and regulations is to assure the competency of each teacher licensed to teach in the state of Missouri.

In order to meet this purpose, your professional cooperation is indispensable. With your assistance, along with commitments by educators at your school and in your district, standards of competency and excellence can be met. Excellent schools depend upon teachers of quality, and student teaching is a crucial part of professional preparation. Through three-way interaction among you, the Teacher Candidate, and the Lindenwood University Supervisor, this process is both the capstone of pre-service education courses and the foundation for in-service professional growth.

This handbook provides guidelines for collaboration that may have strong and enduring effects upon you, your fellow teachers, students, schools, and communities. We at Lindenwood extend our gratitude for your contribution to this process and will express it with our support in every possible way. Please contact us at any time with your questions, concerns, or comments.

Thank you for your participation.



Dr. Amanda Aldridge
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Dear Teacher Candidate:

Welcome to student teaching, the culminating clinical experience of your professional preparation! Much of your success in this experience will depend upon your initiative in applying what you have learned about teaching. The student teaching experience is a full-time responsibility. During student teaching, the candidate is expected to devote full attention to teaching in the assigned school and to prioritize the student teaching requirements set by Lindenwood.

Help will be available from your Cooperating Teacher and University Supervisor with whom you will form a team for the purpose of building our profession and serving our students and communities. To the extent that this team communicates and collaborates, we can all achieve our goals.

This handbook is a guide, not a recipe. If it provides a basis of understanding and creates positive relationships among the Teacher Candidate, the Cooperating Teacher, and the University Supervisor, it will have served a useful purpose.

This handbook is a product of collaboration and consultations among teacher educators, Cooperating Teachers, administrators, Teacher Candidates, and the faculty of the Lindenwood University College of Education and Human Services. Suggestions and comments are welcomed at any time because this handbook, like teaching, is an open work always in progress.

Student teaching is not a finishing experience. At best, it is a preparatory period under more or less realistic conditions. Here the student will continue in search of the real meaning and value of teaching. One of the desired results is the development of professional insight and self-evaluation.

The Cooperating Teacher and University Supervisor stand ready to help in this experience. Please understand that we all desire the same outcome: your success as a Teacher Candidate. Ask for help when needed; that is why we are here.

Take the opportunity to become familiar with the policies in this booklet and the working relationships based upon them. At all points in this process, the Teacher Candidate supervisor and The Lindenwood University College of Education and Human Services are ready to assist you in completing your teacher education at the highest possible level. Please let us know how we can help you in building your career in our profession.



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Policies and Working Relationships

The Lindenwood University Educator Preparation Program (EPP) is accredited by the Missouri Department of Elementary and Secondary Education (DESE). The initial teacher education program is accredited by the Teacher Education Accreditation Council (TEAC) through the Council for the Accreditation of Educator Preparation (CAEP). Lindenwood University is accredited by the Higher Learning commission. The policies and forms in this handbook are aligned with the standards and requirements of these authorities.

Lindenwood University faculty view the administrator, staff, and especially the Cooperating Teacher of the cooperating public and/or private school as partners in the experience of student teaching. The Teacher Candidate in all aspects of professional practice becomes a faculty member of the school to which he or she is assigned. This means that the Teacher Candidate is administratively responsible to the principal for assigned responsibilities, days present or absent, submission of reports, shared extra-curricular responsibilities, and in matters of discipline.

All of the above assumes that:

- (a) the assignments are legal and within the scope of a certificated internee.
- (b) the student observes the expectations of Lindenwood University for any of his/her activities on or off campus.

The Council for Accreditation of Educator Preparation Standards

The CAEP Standards and their components flow from two principles:
Solid evidence that the provider's graduates are competent and caring educators, and
There must be solid evidence that the provider's educator staff have the capacity to create a culture of evidence and use it to maintain and enhance the quality of the professional programs they offer.

The five CAEP Standards flow from these principles and the standards of evidence that define them are the backbone of the accreditation process. They define quality in terms of organizational performance and serve as the basis for accreditation reviews and judgments.

These drivers of accreditation spring from a broad consensus across a very diverse group of stakeholders: providers, teachers, parents, critics, unions. They were widely circulated and reviewed.

The CAEP Standards reflect the voice of the education field – on what makes a quality educator.

Introduction to Missouri Teacher Standards

The Missouri Teacher Standards convey the expectations of performance for professional teachers in Missouri. The standards are based on teaching theory indicating that effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students. **Thus, embedded within these standards is the recognition that teachers continuously develop knowledge and skills.**

Embedded within the Missouri Teacher Standards is a developmental sequence to define a professional continuum that illustrates how a teacher's knowledge and skills mature and strengthen throughout the career. Teaching professionals are expected to supply good professional judgment and to use these standards to inform and improve their own practice.

The Missouri Educator Evaluation System contains thirty-six Quality Indicators across nine standards. In the Clinical Experience, each of the nine standards will receive one score; representative indicators are included for each standard

Standard #1 Content knowledge and 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 all students.

Quality Indicator 1: Content knowledge and academic language

Quality Indicator 2: Student engagement in subject matter

Quality Indicator 3: Engages students in the methods of inquiry and research

Quality Indicator 4: Interdisciplinary instruction

Quality Indicator 5: Diverse social and cultural perspectives

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.

Quality Indicator 1: Cognitive, social, emotional and physical development

Quality Indicator 2: Assists students in goal setting process

Quality Indicator 3: Applies knowledge in the theory of learning

Quality Indicator 4: Differentiated Lesson Design

Quality Indicator 5: Prior experiences, learning styles, multiple intelligences, strengths and needs

Quality Indicator 6: Language, culture, family and knowledge of community values

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.

Quality Indicator 1: Implementation of curriculum standards

Quality Indicator 2: Lessons for diverse learners

Quality Indicator 3. Instructional goals and differentiated instructional strategies

Standard #4 Teaching for Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including instructional resources.

Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

Quality Indicator 3: Cooperative, small group and independent learning

Standard #5 Creating a Positive Classroom Learning Environment

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.

Quality Indicator 1: Classroom management, motivation, and engagement

Quality Indicator 2: Managing time, space, transitions, and activities

Quality Indicator 3: Classroom, school, and community culture

Standard #6 Utilizing Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

Quality Indicator 1: Verbal and nonverbal communication

Quality Indicator 2: Sensitivity to culture, gender, intellectual, and physical differences

Quality Indicator 3: Learner expression in speaking, writing, and other media

Quality Indicator 4: Technology and 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.

Quality Indicator 1: Effective use of assessments

Quality Indicator 2: Assessment data to improve learning

Quality Indicator 3: Student-led assessment strategies

Quality Indicator 4: Effect of instruction on individual/class learning

Quality Indicator 5: Communication of student progress and maintaining records

Quality Indicator 6: Collaborative data analysis 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.

Quality Indicator 1: Self-assessment and improvement

Quality Indicator 2: Professional learning

Quality Indicator 3: Professional rights, responsibilities, and ethical practices

Standard #9 Professional Collaboration

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

- Quality Indicator 1: Roles, responsibilities, and collegial activities
- Quality Indicator 2: Collaborating to meet student needs
- Quality Indicator 3: Cooperative partnerships in support of student learning

Educator Preparation Program Objectives

The graduates of the Lindenwood University Educator Preparation Program should meet the 9 Missouri Standards for Preparation of Educators (MoSPE).

Student Teaching Objectives

By the end of the student teaching experience, the Teacher Candidate should be able to:

COURSE OBJECTIVE	MOSPE STANDARD
Write to the MoSPE standards assigned	All Standards
Apply teaching skills and concepts—identifying the diverse needs of individual learners.	Standards 1.2, 2.5
Discuss and apply management strategies.	Standards 5.1, 5.2
Design and teach lessons to students.	All Standards
Practice parent conferencing strategies, understanding the importance of parent/school relationships.	Standard 9.2, 9.3
Consider assessment possibilities and utilize assessments to measure student learning and lesson effectiveness, including the use of instructional software.	Standards 1.2, 7.1, 7.2, 7.3, 7.4
Compile a resume and letters of recommendation; discuss and practice interviewing strategies.	Standard 1.2, 6.3, 8.1, 8.2
Utilize the content and skills gleaned from all coursework and apply a variety of teaching strategies and skills associated with pedagogy in a practical situation.	All Standards
Attend regularly, with punctuality, and with a cooperative attitude, as a member of the school staff to which you are assigned—developing an awareness of the professional responsibilities involved in teaching.	Standards 8.1, 8.2, 8.3
Observe and collaborate with experienced teachers—demonstrating understanding of the organization of schools.	Standards 8.2, 8.3

Student Teaching Experience Expectations

- It is expected that the Teacher Candidate will need access to the entire school center as a laboratory, visiting classrooms other than the one to which he/she is assigned and conferring with administrators and specialized personnel.
- It is expected that Teacher Candidates will adhere to the Family Education Rights and Privacy Act (FERPA). See <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html> for additional information.
- The Co-Teaching model is expected during the Student Teaching experience. Cooperating Teachers, University Supervisors and Teacher Candidates are asked to attend a Triad Training at the start of the semester. This Triad training includes necessary training for the Missouri Educator Evaluation System and covers important aspects of the Co-Teaching model. In some instances, with approval from the district and from Lindenwood, Teacher Candidates may be allowed to student teach as a Teacher of Record, and the Co-Teaching model may not be utilized. However, in either situation, the Cooperating Teacher will be asked to provide consistent mentoring, frequent feedback and evaluation.
- A Teacher Candidate will begin instructional activities within the first week after arrival for the Student Teaching Experience. Duties will be gradually added throughout the experience. Quality and variety is the main objective. More details are provided within the body of this handbook.
- Our goal is for each Teacher Candidate to carry the full caseload of the Cooperating Teacher for a minimum of two full weeks per experience, and four full weeks per 16-week experience. *Intensive Teaching* includes being responsible for duties including attendance, grading, make-up work, in-school suspension work, after school and hall duty, etc. as well as actual classroom teaching. The Teacher Candidate will plan and implement at least one unit plan that they have created during a specified period. The Teacher Candidate should be expected to plan all instruction during the intensive weeks.
- Completion of a minimum of 80 hours of direct teaching is expected at the culmination of the experience. This may include hours spent instructing small groups or team teaching.
- Professional Development days, workshops, faculty meetings, and all activities expected of the regular teacher are also expected of the Teacher Candidate.
- While the Teacher Candidate should plan well, excessive paperwork should be avoided during the student teaching experience. It is asked that the completion of main office reports be held to a minimum. The Teacher Candidate needs all possible time for planning, teaching, reflecting, and evaluation.
- Typed lesson plans should be submitted to the Cooperating Teacher, in advance, for all lessons the Teacher Candidate will be implementing. This should allow for feedback regarding student readiness and suggestions for additional resources that may be available for use. Cooperating Teachers may request lesson plans be submitted the Friday before instruction is planned, or two days prior to instruction. Providing lessons immediately before instruction is not acceptable.
- The Cooperating Teacher and the University Supervisor will be required to complete evaluations using the Missouri Educator Evaluation System (MEES) tool. **Candidates will be required to pass the MEES with a determined cut score for initial certification.**

- It is important that Teacher Candidates avoid use of social media sites such as Facebook, Instagram, Twitter or others to communicate with students unless the policy of the school district explicitly allows it.

Policy on Recommending Students for Certification

Teacher Education Candidates will be recommended for certification if they meet ALL of the criteria below.

1. Student has passed Student Teaching with a “B” or better.
2. Student has passed the appropriate Content Assessment.
3. Student has earned at least the minimum cut score on the MEES or equivalent state accepted assessment during student teaching.
4. Student has demonstrated proficiency and completed the required Foliotek portfolio representing all MOSPE Standards.
5. Student must have completed all coursework toward degree or certification as denoted on the respective DESE approved program matrix.

DESE Requirements for Field and Clinical Experiences

Developmental Levels for Initial Field & Clinical Experiences			
Levels and Definitions	Early Level	Mid-Level	Culminating Level
	Observations & Limited Experiences with Students	Observations & Structured Experiences with Students	Student Teaching in Collaboration with Cooperating Teacher
Length	30 Clock Hours	45 Clock Hours	Minimum of 12 Weeks
Cooperating Teachers	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		
Field & Clinical Supervisors	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 Three or Four Weeks

Developmental Levels for Advanced Field & Clinical Experiences		
Levels and Definitions	Entry Level	Culminating Level
Length	Minimum Levels for Advanced Field & Clinical Experiences	
Field & Clinical Supervisors	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	

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. Candidates need to be teaching in the certification and content area at least 50% of the time to allow it to count towards the student teaching experience. If the position will not allow for student teaching according to Lindenwood's requirements and policies, then the placement will not be approved and the student will need to request a traditional, unpaid placement.
- **I've been contacted by the Coordinator 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 begin at the start of the Lindenwood's academic semester. The meetings for Spring Teacher Candidates begins the first or second week of January and the meetings for Fall Teacher Candidates begins the second or third week of August. A mandatory Triad Training will be held at 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. Since student teaching is an 8-12-credit hour course, you are responsible for attending the accompanying evening seminar, which meets weekly for the duration of the semester.
*It is important to know the first session of your student teaching seminar will meet at 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 for undergraduates, and an 8-12 credit hour course 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 Director of Internships and Culminating Experiences 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.

Responsibilities of Teacher Candidates

Noncompliance with one or more of the identified responsibilities is sufficient cause for termination and/or change of the student teaching assignment.

Each Teacher Candidate is expected to:

- Adhere to the policies and philosophies of the cooperating school and district where assigned.
- Consider the student teaching position as an apprenticeship in the school; he/she is encouraged to experiment but also recognize and respect the advice and counsel of the Cooperating Teacher and the school administration.
- Maintain a neat, clean, and appropriate appearance. Questions regarding attire should be addressed by the Cooperating Teacher and in adherence to district policy.
- Abide by patterns of conduct expected of professional personnel.
- Display a professional attitude with respect to confidential information about children and youth and with respect to relationships with colleagues.
- Follow the calendar of the cooperating school and comply with all school system and building regulations.
- Display behavior that is prompt, courteous, and dependable.
- Develop detailed lesson plans approved by the Cooperating Teacher and reviewed by the assigned Lindenwood University Supervisor.
- Bring to the teaching experience adequate knowledge in the areas of basic subject matter, human growth and development, and teaching strategies and procedures.
- Complete all required forms/assignments and submit them to the Director of Internships and Culminating Experiences by the date noted on the syllabus.
- Notify the Cooperating Teacher, University Supervisor, and Director of Internships and Culminating Experiences prior to any absence. Lesson plans should be provided for the Cooperating Teacher in the event of an absence.
- Attend and participate in Student Teaching Seminars and Triad Training (MANDATORY).
- Notify the appropriate Director of Internships and Culminating Experiences immediately should problems occur.

Student Teaching Activity Checklist

The following experiences are appropriate for the beginning weeks of the student teaching assignment. Efforts should be made to complete and check off the activities appropriate to the student teaching assignment.

GENERAL ORIENTATION EXPERIENCES

Meet Building Personnel:

- ☐ administrators
- ☐ secretaries
- ☐ unit teachers
- ☐ other teachers
- ☐ other personnel (media, etc.)

Locate building areas:

- ☐ office (nurse)
- ☐ media center/library
- ☐ outdoor areas
- ☐ cafeteria
- ☐ gymnasium
- ☐ classroom(s)
- ☐ teachers' work

area DISCUSSION WITH COOPERATING TEACHER

Building/Department Policy Concerning:

- | | |
|--|--|
| <input type="checkbox"/> classroom management | <input type="checkbox"/> classroom rules |
| <input type="checkbox"/> fire/disaster drill | <input type="checkbox"/> curriculum |
| <input type="checkbox"/> injuries/illness/absences | <input type="checkbox"/> teacher manuals |
| <input type="checkbox"/> basic routines | <input type="checkbox"/> use of copy machine, etc. |
| <input type="checkbox"/> faculty meetings | <input type="checkbox"/> students with special needs |
| <input type="checkbox"/> parking | <input type="checkbox"/> record keeping |
| <input type="checkbox"/> school calendar | <input type="checkbox"/> grouping |
| <input type="checkbox"/> use of media center | <input type="checkbox"/> available resources |

OBSERVATION OF THE COOPERATING TEACHER'S

PROCEDURES

- | | |
|---|--|
| <input type="checkbox"/> use of teaching strategies | <input type="checkbox"/> questioning techniques |
| <input type="checkbox"/> use of textbook | <input type="checkbox"/> reinforcement |
| <input type="checkbox"/> discussion | <input type="checkbox"/> feedback |
| <input type="checkbox"/> time management | <input type="checkbox"/> student/teacher interaction |
| <input type="checkbox"/> whole class work | <input type="checkbox"/> directions |
| <input type="checkbox"/> small group work | <input type="checkbox"/> housekeeping duties |
| <input type="checkbox"/> cooperative learning | <input type="checkbox"/> assessment |
| <input type="checkbox"/> classroom organization | <input type="checkbox"/> conclusions/closure |
| <input type="checkbox"/> individualization | <input type="checkbox"/> students with special needs |
| <input type="checkbox"/> classroom management | <input type="checkbox"/> gifted children |
| <input type="checkbox"/> motivational strategies | <input type="checkbox"/> short/long term objectives |
| <input type="checkbox"/> parent communication | <input type="checkbox"/> pacing |
| <input type="checkbox"/> lesson plans | <input type="checkbox"/> teacher/teacher interaction |

Checklist for Teacher Candidates

I. Initial Meeting With Cooperating Teacher.

- _____ Review Lindenwood Student Teaching Handbook and become familiar with the MEES requirements.
- _____ Discuss the expectations the Cooperating Teacher and Teacher Candidate have for the experience.
- _____ Set up a schedule of gradual involvement in planning, instruction, and assessment.
- _____ Set the tentative week(s) for intensive teaching.
- _____ Discuss observation of other building teachers to be conducted at the end of the experience.
- _____ Set aside a specific time each week for the weekly evaluation.
- _____ Discuss lesson plan format.
- _____ Make the Cooperating Teacher aware of the seminar and other meeting dates required by Lindenwood.
- _____ Take a tour of the building and meet other team members, department members, or administrators.
- _____ Acquire a copy of the texts to be used.
- _____ Discuss the materials the Teacher Candidate will have access to when teaching.
- _____ Discuss the units to be taught.

II. Ongoing Responsibilities

- _____ Invite the university representative to observe. (At least five observations must be held during the semester.)
- _____ Obtain a copy of district and school rules.
- _____ Be aware of referral procedures and IEPs for students with special needs.
- _____ Become aware of emergency procedures in the building.
- _____ Request that a building administrator observe your class.
- _____ Keep a record of effective and ineffective techniques you have seen or used.
- _____ Compile paperwork to be turned in at the end of the semester.
- _____ Request recommendations from Cooperating Teachers and others.
- _____ Request applications for teaching positions.
- _____ Attend school all day, every day, for an entire semester, and assume the daily schedule of the Cooperating Teachers.
- _____ Don't leave early except for student teaching seminar, illness, or emergency; if a Teacher Candidate must leave early, he/she should receive permission from the Cooperating Teacher and notify the Lindenwood University Supervisor and Director of Internships and Culminating Experiences.
- _____ Call the Cooperating Teacher, Lindenwood University Supervisor, and Director of Internships and Culminating Experiences as early as possible each morning in the event of illness or absence. Lesson plans should be made available to the Cooperating Teacher for the lessons/days missed.
- _____ Make up excessive absences at the end of the regular student teaching experience.
- _____ Follow the cooperating district's/building's schedule, not Lindenwood's schedule, for holidays and vacations. Teacher Candidates are not required to make up snow days tacked on at the end of the semester.
- _____ Participate in non-teaching activities required of your Cooperating Teacher (e.g., teacher meetings/in-service, parent-teacher meetings, open house events, dances, etc.).
- _____ Complete a minimum of four weeks of intensive teaching (per semester) during which the teaching schedule of the Cooperating Teacher is assumed. (Employ Co-Teaching strategies during this time as applicable.)
- _____ Attend all student-teaching seminars unless you are excused by the Director of Internships and Culminating Experiences. Paid coaching responsibilities are not excused absences.
- _____ Turn in all required paperwork by the deadline.

Operational Suggestions for Cooperating Teachers

The role of the Cooperating Teacher is to mentor the Teacher Candidate and encourage professional growth. The role encompasses numerous responsibilities including those listed below:

The Cooperating Teacher is asked to:

- Attend Triad Training with your Teacher Candidate and University Supervisor prior to your candidate's arrival. (An electronic invitation will be sent to your email. An RSVP is requested.)
- Maintain a climate that allows the Teacher Candidate to develop the skills necessary for success in teaching.
- Collaborate with the Teacher Candidate in order to reach decisions leading to the development of appropriate teaching strategies.
- Provide the Teacher Candidate with an overview of the long-range plans (scope and sequence) for the classroom, samples of actual lesson plans, and explanations of the lesson planning process.
- Establish specific guidelines for the Teacher Candidate to follow in designing lessons, a time frame for review prior to implementation, and clarification of the amount of detail expected.
- Provide relevant experiences for the Teacher Candidate that include but are not limited to observations, classroom activities, teacher responsibilities, parent/teacher conferences, and professional meetings.
- Observe and critique the Teacher Candidate's performance on a frequent and continual basis. Weekly Feedback forms should be completed each week of the experience, and at least 6 Formative Observations using the MEES Tool/Rubric should be completed in a 16-week experience. A midterm evaluation and a final summative evaluation will also be completed. Comments/suggestions derived from these evaluations should be discussed immediately with the Teacher Candidate.
- Allow time for the Teacher Candidate to conference with the Lindenwood University Supervisor immediately following each on-site observation.
- Recommend a final rating that reflects the Teacher Candidate's performance in comparison to a beginning teacher.
- Write a narrative recommendation that describes the Teacher Candidate's professional experiences and competencies. This recommendation is submitted to the Lindenwood University Supervisor and given to the Teacher Candidate for use in his/her personal career pursuits.
- Provide the Director of Internships and Culminating Experiences with feedback regarding the student teaching experiences and the Educator Preparation Program.
- Request assistance from the University Supervisor and/or the Director of Internships and Culminating Experiences in situations warranting special attention.

Additional Suggestions for Cooperating Teachers

The Cooperating Teacher should consider the following:

I. Timing and responsibilities of the student teaching experience.

- A. Try to involve the Teacher Candidate in classroom activities early in the experience.
- B. Allow the Teacher Candidate to assume responsibility for small groups for short periods of time, gradually increasing the number of pupils and amount of teaching until he/she is capable of full-time instruction.
- C. Permit the Teacher Candidate to start instruction in areas in which he/she has the greatest interest or special expertise.
- D. Pre-plan by creating a tentative calendar of teaching responsibilities for the entire semester.
- E. Do not hesitate to leave the classroom for short periods of time--10 to 15 minutes at first-- depending on the capabilities of the Teacher Candidate. Teacher Candidates need freedom early in the experience.

II. Planning.

- A. Understand that a Co-Teaching experience requires collaborative planning. Set aside time to plan with your Teacher Candidate on a consistent basis.
- B. Assist in lesson design to the degree needed by the Teacher Candidate according to his/her ability.
- C. Help the Teacher Candidate develop long-range planning goals and prepare daily plans as an outgrowth of those goals.
- D. Permit the Teacher Candidate to have freedom to explore teaching styles and experiment with various methods of instruction.

III. Steps to Building Skills in Planning.

- A. Share the daily, weekly, and long-range planning strategies he/she has established.
- B. Assist the Teacher Candidate in developing and keeping his/her own daily, weekly, and long-range plan book.
 - 1. Early plans are usually prepared with more detailed information, gradually allowing the Teacher Candidate to develop his/her personal approach to lesson design.
 - 2. The Cooperating Teacher should set a time to meet with the Teacher Candidate to help him/her create plans.
- C. Make available materials to guide planning. Introduce building and district resources to the Teacher Candidate.
 - 1. The Teacher Candidate is responsible for creating or locating materials outside of school, but please remember that his/her resources are limited.
- D. Remind the Teacher Candidate that "over-planning" is much better than not having planned sufficiently.
- E. Provide time and make arrangements for your Teacher Candidate to observe outside of the classroom to which he/she is assigned in order for him/her to view other styles and methods of teaching.

IV. Communication.

- A. Assist the Teacher Candidate with appropriate communication skills when necessary. Help the Teacher Candidate to adjust his/her communication with pupils so as to learn to speak at the students' levels.
- B. Give the Teacher Candidate encouragement to be him/herself and not simply mirror present procedures in the classroom.
- C. Emphasize the importance of communicating with colleagues in a professional manner.
- D. Encourage the importance of being a good listener.
- E. Be a positive person and avoid the negative.

V. Improving Skills In Self-Evaluation.

- A. Guide the student during reflection of his/her teaching, to bring awareness in areas of strength and areas in need of improvement. Do not allow problems to grow.
- B. Talk with the Teacher Candidate about strengths and improvement areas early in the experience.
- C. Help the Teacher Candidate, if possible, check the ratio of teacher-pupil talk in the classroom. Consider use of a video camera for clues to communication issues in the classroom.
- D. Hold conferences with the Teacher Candidate at regular intervals such as at the end of the day or week and be prepared to share ideas and information about the experience with the Lindenwood University Supervisor during visits.
- E. Constructively criticize when a specific behavior seems to be habitual. Give suggestions for improvement and encourage your Teacher Candidate to implement suggestions. Always be objective with any criticism and keep in mind that the Teacher Candidate is just starting and does not have years of experience.

VI. Evaluation of Students in the Classroom.

- A. Help Teacher Candidates develop skill in evaluating pupil progress effectively and without making it a daily burdensome task with many papers to correct and return.
 - 1. Explain the need to alternate submission dates so that not every class turns materials in at once.
 - 2. Show the Teacher Candidate how students can self-evaluate their own activities.
- B. Demonstrate for Teacher Candidates the use of both formative and summative evaluation methods.
 - 1. Encourage use of rubrics for evaluation of long-term assignments.
 - 2. Help the Teacher Candidate determine student baseline performance and how to use that data to differentiate and drive instruction.
 - 3. Discuss methods by which group work can be evaluated.
 - 4. Show methods to grade papers/projects/exams.
 - 5. Explain the use of percentage grades as well as grading on the curve.
 - 6. Explain the reason you choose the methods you do.
 - 7. Provide guidance in the use of a gradebook or the computer to figure final grades. For most Teacher Candidates, this will be their first experience with this activity.
 - 8. Help create testing materials.
- C. Remember Teacher Candidates will have had limited experience in evaluation procedures.

VII. Liability. The Cooperating Teacher should:

- A. Provide the Teacher Candidate opportunities to be in charge of the classroom alone; however, a Cooperating Teacher should not be absent from the classroom for lengthy intervals. **The classroom is still the responsibility of the classroom teacher.**
- B. Remember that a Teacher Candidate **should not be asked to serve as a substitute unless there are absolutely no substitutes available and should not substitute for anyone but his or her Cooperating Teacher.** Payment for substitute teaching is based upon district policy. Teacher Candidates can substitute only for a maximum of four (4) days during the semester of the student teaching experience, unless otherwise approved by the Director of Internships and Culminating Experiences.
- C. Encourage Teacher Candidates to participate in field trips and after school activities—**only** under the supervision of a school official.

Observations by University Personnel

The Lindenwood University Supervisor:

The Lindenwood University Supervisor will provide the Teacher Candidate and Cooperating Teacher with complete information about Lindenwood University requirements. The supervisor will ensure that at least five formal supervisory observations take place within each student teaching semester, structured so that the Teacher Candidate and Cooperating Teacher have an opportunity to conference with the supervisor within reasonable times prior to and/or after each visit.

The Lindenwood University Supervisor will be available for evaluation conferences or other hearings with the Teacher Candidate, Cooperating Teacher, cooperating administrator, or their delegates. He/she will keep accurate records of the assignment, supervision, and evaluation of the Teacher Candidate within limits of confidentiality required by the local education agency and Lindenwood University.

The Lindenwood University Supervisor will be available to Teacher Candidates for instruction, guidance and support. The candidate is expected to function according to policies and procedures of the respective school districts and interact constructively with school personnel. Additional responsibilities of the Lindenwood University Supervisor are listed below. Some modification of responsibilities will result from special arrangement placements that are outside the local supervisory area for Lindenwood University.

The University Supervisors will:

- Become cognizant of building policies and procedures relevant to the student teaching experience.
- Schedule conferences with Cooperating Teachers and Teacher Candidates near the beginning of the experience to clarify policies.
- Observe in a variety of teaching situations and confer on a regular basis with Cooperating Teachers during the semester to facilitate Teacher Candidate growth.
- Provide Teacher Candidates and Cooperating Teachers with written feedback concerning progress, problems, and recommendations.

MEES Formative Assessment Reports

MEES Formative Assessments are a requirement of student teaching. When Teacher Candidates are observed by their Lindenwood University Supervisor or Cooperating Teachers, the Teacher Candidate is required to supply the observer with a completed **Pre-observation form**, a **MEES Teacher Candidate Assessment form**, and a complete **Lesson Plan, using the Lindenwood University Observed Lesson Plan Template**. See Appendix for these forms. Giving the University Supervisor digital access to materials used for the lesson is recommended.

- The Teacher Candidate will prepare and submit the lesson in the Lesson Plan Template that the Cooperating Teacher has reviewed, along with a completed Pre-observation form 2 business days prior to the observation in the Google Folder. The Teacher Candidate will email the observer to let them know that all necessary forms have been completed and uploaded. The observer will complete the MEES Teacher Candidate Assessment form during the visit.
- After the lesson, the observer will review the MEES form with the Teacher Candidate.
- The observer and the Teacher Candidate will sign/initial the form.
- The Teacher Candidate will submit all completed forms (Pre-observation forms, MEES Teacher Candidate Assessment Form and Lesson Plans) in Foliotek at the completion of the semester. Copies of these forms should be kept in the Student Teaching Google Folder during the course of the semester and should be updated weekly.
- Each Cooperating Teacher is to complete multiple MEES Formatives of the Teacher Candidate. The Formatives should be completed by the Cooperating Teacher every two weeks, and by the University Supervisor every 3rd week. These completed forms and documents will be uploaded by the Teacher Candidate to Foliotek at the end of the semester. Lesson Plans and Pre-Observation forms are also needed for observed lessons. Unscheduled visits may occur. In this case, a Pre-observation form will not be requested. Copies of all forms and documents should be available for viewing via the Teacher Candidate's Google Folder.
- If possible, it is suggested that the Teacher Candidate request an observation by a building administrator. The administrator is asked to submit a review of the observation on either a MEES Teacher Candidate Assessment form, or a form that is used by the district when observing contracted teachers. A debriefing between principal and Teacher Candidate, if possible, is also suggested.

The Teacher Candidate MEES Summative Evaluation is completed by the Cooperating Teacher at the end of the student teaching experience. The Summative uses the same MEES rubric. The Cooperating Teacher may use the same document to complete the final evaluation, but will be required to complete a digital version that will arrive electronically (to the Cooperating Teacher's email) from Foliotek. The Cooperating Teacher is asked to consider the ratings carefully and keep in mind that the Teacher Candidate is a beginner and does not have a wealth of experience on which to draw. Comments on the final page are highly encouraged. At the completion of the student teaching assignment, the Cooperating Teacher is asked to submit a number rating for the experience. The university holds the Director of Internships and Culminating Experiences administratively responsible for the final grade.

If a Teacher Candidate is assigned to more than one Cooperating Teacher, each Cooperating Teacher is to complete a separate Summative Evaluation. The Cooperating Teacher and the University Supervisor's

evaluation on the identified MOSPE standards and indicators are reported to DESE. Again, all Summatives will be delivered electronically to Cooperating Teachers and University Supervisors.

A Letter of Recommendation is requested from each Cooperating Teacher for the Teacher Candidate's credential file if permission is granted by the district in which the student has been placed. Therefore, the Cooperating Teacher may be unable to write a letter of recommendation, or the Cooperating Teacher may choose not to write a letter of recommendation. Teacher Candidates may also ask team teachers or building administrators to write letters of recommendation. A copy of this letter is to be given to the student.

It is preferable that this letter be written on school district stationery.

Lesson Plans

Lesson Plans are required to demonstrate the adequate preparation of instruction. Lesson plans reveal an understanding of the concepts to be taught by the Teacher Candidate and learned by the students in the classroom. *Teacher Candidates are asked to use the provided lesson plan template to write plans during the student teaching semester. See Appendix for the formats.*

- Lesson plans should be carefully designed. Teacher Candidates are expected to write lesson plans in sufficient detail so that another person could teach from them.
- The Teacher Candidate should prepare the lesson plans as directed by the Director of Internships and Culminating Experiences.
- Lesson plans are to be submitted to the University Supervisor and/or Cooperating Teacher at least 2 business days prior to the observation. They should also be written and submitted on a daily basis in a timely manner. Cooperating Teachers should be provided lesson plans by the Teacher Candidate at least 2 days prior to implementation. These communicated lesson plans are particularly important during the Teacher Candidate's first weeks.
- Because Teacher Candidates are usually new to the process of preparing lesson plans, it is the responsibility of the Cooperating Teacher to work with the Teacher Candidate to develop effective lessons.
- Teacher Candidates should prepare plans with enough time in advance of the lesson date in order for Cooperating Teachers to review the plans and offer suggestions. Two (2) business days prior to implementation is the rule.
- It is important to recognize that the plans do not have to reflect the exact method by which the Cooperating Teacher would teach the lesson, but they should reflect an effective method.
- In later weeks, lesson plans should contain enough detail that the Cooperating Teacher, university observer, or a substitute teacher could follow them.
- It is recognized that some practicing teachers do not use daily plans; however, Teacher Candidates are required to complete lesson plans in order to ensure an effective learning environment and provide a basis on which Cooperating Teachers can offer suggestions prior to the teaching experience.
- Initial lesson plans should be cooperatively developed by the Teacher Candidate and the Cooperating Teacher to guarantee success. The purpose of the lesson should be specific and limited.
- Key components of the lesson plan should include each of the following:
 - Anticipatory Set (Introduction, i.e., review, overview of plan for students)

Objectives
Content/Activity
Assessment of learning
Closure
Post-instructional teaching effectiveness and reflection

When designing lessons and selecting a lesson plan format, it is expected that the Teacher Candidate will consider sequence and variety of activities, timing of the lesson, grouping of students, and options for use with students with special needs. Each teacher candidate will be required to create and implement at least one unit plan that aligns with the school's curriculum and implement the unit(s) during the student teaching experience.

Sample Lesson Plan Format

Teacher Candidates are required to use Lindenwood's Lesson Plan Template. Teacher Candidates that are Teachers of Record are encouraged to use their district, school, or cooperating teacher's preferred lesson plan format.

Items to consider when designing lesson plans:

Standards/Quality Indicators/Skills

Missouri and national standards, quality indicators, and skills addressed by this lesson

Learning Objectives/Goals

The lesson's objectives and learning outcomes appropriate for meeting curricular and student needs

Assessment (type[s] of assessment used throughout the lesson)

Assessment(s) before, during, and after the lesson

Lesson Structure and Procedures

Sequence of events of the lesson elements. (The before, during, and after the lesson, e.g., Engagement/Opening, Procedures, Guided Practice, Conclusion)

Instructional Strategies

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

Learning Activities

Opportunities provided for students to develop knowledge and skills of the learning objectives

Resources and Materials

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

Technology

Instructional and/or assistive technology incorporated into the lesson to enhance instruction and student learning (Note: Technology needs to be used for more than just a projector. Find engaging ways to incorporate technology.)

Differentiation/Accommodations/Modifications/Increase in Rigor

To help meet the needs of all learners, learning differences, cultural and language differences, etc.

Classroom Management

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

Extensions

Activities for early finishers that extend students' understanding of and thinking about the learning objectives by applying their new knowledge in a different way

Follow-up to Today's Lesson

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

Additional Information

Any area or lesson component that may not have been covered by this format that you think is vital to include in this lesson

Suggested Time Line Using Co Teaching Model for 16 week placements

Weeks 1-4:

Cooperating teacher (CT) has lead role in lesson planning, encouraging input from Teacher Candidate (TC). Co-teaching strategies should be included in lesson design.

CT has lead role in lesson execution, while implementing co-teaching strategies. Co-teaching opportunities for the TC should include both large and small group.

TC begins taking on housekeeping duties and grading as assigned by CT.

Weeks 5-8:

CT and TC share planning and execution of lessons.

Co-teaching and solo teaching opportunities should be planned for TC.

CT and TC share housekeeping duties and grading.

Weeks 9-10:

TC begins taking on lead role in lesson planning with CT's input.

TC begins taking on lead role in teaching, while implementing co-teaching strategies.

Weeks 11-14: Intensive Weeks

TC has lead role in lesson planning. Co-teaching is encouraged, with TC deciding which teaching strategies to use and the role of the CT.

TC has lead role in lesson execution. Co-teaching allowed, however TC should be expected to solo teach during this time.

TC should experience multiple days of solo teaching. CT should be out of the classroom for extended periods of time during these times.

TC has responsibility for housekeeping duties and grading.

Weeks 15-16:

TC begins phasing out of classroom planning and teaching, observing other teachers in the building.

Suggested Time Line Using Co Teaching Model for 12 and 4 week placements

Weeks 1-2:

Cooperating teacher (CT) has lead role in lesson planning, encouraging input from Teacher Candidate (TC). Co-teaching strategies should be included in lesson design.

CT has lead role in lesson execution, while implementing co-teaching strategies. Co-teaching opportunities for the TC should include both large and small group.

TC begins taking on housekeeping duties and grading as assigned by CT.

Weeks 3-5:

CT and TC share planning and execution of lessons.

Co-teaching and solo teaching opportunities should be planned for TC.

CT and TC share housekeeping duties and grading.

Weeks 6-8:

TC begins taking on lead role in lesson planning with CT's input.

TC begins taking on lead role in teaching, while implementing co-teaching strategies.

Weeks 9-11: Intensive Weeks

TC has lead role in lesson planning. Co-teaching is encouraged, with TC deciding which teaching strategies to use and the role of the CT.

TC has lead role in lesson execution. Co-teaching allowed, however **TC should be expected to solo teach during this time.**

TC should experience multiple days of solo teaching. CT should be out of the classroom for extended periods of time during these days.

TC has responsibility for housekeeping duties and grading.

Week 12:

TC begins phasing out of classroom planning and teaching, observing other teachers in building.

Week 13: (NEW 4 WEEK PLACEMENT BEGINS)

Cooperating teacher (CT) has lead role in lesson planning, encouraging input from Teacher Candidate (TC). Co-teaching strategies should be included in lesson design.

CT has lead role in lesson execution, while implementing co-teaching strategies. Co-teaching opportunities for the TC should include both large and small group.

TC begins taking on housekeeping duties and grading as assigned by CT.

Week 14:

CT and TC share planning and execution of lessons.

Co-teaching and solo teaching opportunities should be planned for TC.

CT and TC share housekeeping duties and grading.

Week 15:

TC has lead role in lesson planning. Co-teaching is encouraged, with TC deciding which teaching strategies to use and the role of the CT.

TC has lead role in lesson execution. Co-teaching allowed, however **TC should be expected to solo teach during this time.**

TC should experience three days of solo teaching. CT should be out of the classroom for extended periods of time during these three days.

TC has responsibility for housekeeping duties and grading.

Week 16:

TC begins phasing out of classroom planning and teaching, observing other teachers in building the last day or two.

Observation Techniques

Student teaching is designed to be a growth experience. The primary change agents in this experience are the Cooperating Teacher and the Lindenwood University Supervisor. Through the use of both formal and informal observation and conference techniques, Teacher Candidates should receive valuable ongoing feedback. Through observation and conferencing, Teacher Candidates are provided opportunities to reflect on their teaching effectiveness and improve their self-evaluation skills.

Observation and Conference Tips for the Cooperating Teachers:

- The role of the Cooperating Teacher is to be a mentor, a guide.
- Supply feedback that is specific and objective. Small corrections can be mentioned, but look for the big issues/problems to address.
- Clearly define one or two purposes for each observation (e.g. pacing of lesson and follow-through, student participation).
- Use the following criteria to limit the number of concerns addressed in each conference with the Teacher Candidate. What is the...
 - impact on the Teacher Candidate's physical/emotional well-being?
 - impact on the class (motivation, unity, general rapport)?
 - impact on the classroom students' learning?
 - Cooperating Teacher's perception of the Teacher Candidate's ability to change her/his behavior?
- All observations should be followed by either formal or informal conferences. Schedule formal conferences on a regular basis.
- Forewarn the Teacher Candidate that to increase the effectiveness of his/her self-evaluation, questions will be asked that encourage reflection and assist in assessing the strengths and weakness in his/her planning and teaching of lessons.
- Avoid asking the Teacher Candidate to respond globally to the overall effectiveness of lessons. Judging "goodness/badness" by use of a general question such as, "How do you think the lesson went?" may be too vague for a beginning teacher. Analysis should be in terms of specific objectives, strategies, and/or techniques.
- When a Teacher Candidate identifies a concern, assist in clearly defining the concern and encourage the Teacher Candidate to reconcile the matter.
- Recognize classroom students' responses as indicators of the Teacher Candidate's effectiveness. Comments such as "students appear bored... restless... engaged and/or actively involved" assist the Teacher Candidate in self-evaluation. Substantiate feedback with specific data and examples.
- Critical judgment should be followed with specific suggestions for improvement and strategies for analyzing the effect of changed behavior. The major function of supervision is to upgrade teacher effectiveness.
- Emphasize the continuing aspect of self-evaluation by relating present remarks to past observations and providing a foundation for future observations.
- Conferences should end on a positive note with a summary of current strengths and a plan of action for future attention.

Structure of the Observation

Observations by the Lindenwood University Supervisor:

Teacher Candidates should prior to the observation:

- complete the Pre-observation form
- attach the form to a complete lesson plan and submit this information to the University Supervisor two days prior to the visit
- provide the MEES Teacher Candidate Assessment form
- create a place in the room for the visitor to sit
- place the form, plan, copies of handouts, Student Teaching binder/notebook, any accompanying artifacts and a text (if possible) at the desk (chair) arranged for the visitor inform the Cooperating Teacher (and students) of the date and time of the observation
- arrange for a brief meeting after the observation between the University Supervisor, the Cooperating Teacher (if possible) and the Teacher Candidate

Teacher Candidates should after the observation:

- share the observation form with the classroom teacher
- sign/initial the form and keep a copy in the Google Folder, which will be submitted with final paperwork at the end of the semester in Foliotek
- provide any evidence/artifacts as requested by the University Supervisor

Observations by the Classroom Teacher:

Teacher Candidates should prior to the observation:

- complete the Pre-observation form
- attach the form to a complete lesson plan
- provide the MEES Teacher Candidate Assessment form
- give the classroom teacher the form, plan, and copies of handouts at least two days prior to implementation.

Teacher Candidates should after the observation:

- meet with the Cooperating Teacher to review the results of the observation
- sign/initial the form and keep a copy in the Google Folder, which will be submitted with final paperwork at the end of the semester in Foliotek
- make changes according to feedback provided.

Recommended Activities for a Teacher Candidate

The following list is comprised of experiences the Teacher Candidate should have prior to starting a first job. If the Cooperating Teacher does not use a particular method and would rather the Teacher Candidate not try that method, the Teacher Candidate can be excused from that activity.

- Lesson plans for each lesson taught during the first weeks and abbreviated plans when the Cooperating Teacher feels it is appropriate. Plans, particularly at first, should be reviewed by the Cooperating Teacher at least two full days prior to the day the lesson is taught.
- Outline of intensive teaching materials prepared and checked by the Cooperating Teacher at least one week prior to intensive weeks
- At least one pre and post assessment
- One bulletin board (if appropriate)
- Handouts for materials taught: It is not necessary to re-create materials already in existence; however, the Teacher Candidate needs experience creating materials for use during lectures/discussions/activities
- At least one lesson taught through cooperative learning or group work (if appropriate)
- One 2+ day project (if appropriate)
- 1+ game (if appropriate)
- Use of technology (for more than just a projector)
- Use of grade book or computer program to assess student learning
- Other appropriate and related activities

Grading Scale

Five- Point Student Teaching Scale

This 5-point scale should be used by the Cooperating Teacher and Teacher Candidate to evaluate final student teaching performance.

Outstanding: A. The outstanding Teacher Candidate is someone who excels and demonstrates remarkable teaching, organizational, and communication skills. A Teacher Candidate who has reached a level of success not normally achieved by a beginning teacher will have earned primarily 3's and 4's.

Above Average: A - B. This Teacher Candidate maintains a stable and effective classroom environment during the period which he/she is teaching. If problems occur they are usually corrected and success is experienced. A Teacher Candidate who is working on refinement of his/her teaching skills will have earned primarily 2's and 3's and will receive grades in the A - B range. This grade is representative of a typical first-year teacher.

Satisfactory: B - C. This is the Teacher Candidate who has occasional difficulties but is generally successful. The Teacher Candidate is aware of appropriate teaching techniques but has difficulty with implementation. Difficult students and/or situations may not be completely resolved, but in general the Teacher Candidate handles most situations independently. A Teacher Candidate who tends to be routine and mechanical will have earned primarily 1's and 2's and will receive grades in the B - C range.

Below Average: C - D. This Teacher Candidate is aware of difficulties and needs guidance to successfully handle responsibilities. While a good effort is made in planning for and correcting problems, considerable work is still needed. A Teacher Candidate who is below average will have earned primarily 0's or 1's and will receive grades in the C - D range, as he/she is making progress.

Unsatisfactory: F. This Teacher Candidate has not been successful and responsibilities have either been taken away or not fully assumed. This Teacher Candidate has a lack of awareness and little success has been realized. A Teacher Candidate who is performing unsatisfactorily will have earned primarily 0's and will receive a grade of F.

The Marginal Teacher Candidate

There may be a Teacher Candidate identified early in his/her experience who will need continued assistance and may not be ready to manage and facilitate learning in the classroom. The following plan is suggested for dealing with such a situation.

- I. The Director of Internships and Culminating Experiences and/or the Lindenwood University Supervisor is/are to be notified immediately when a Teacher Candidate does not appear to be progressing at a rate that will allow for successful completion of the student teaching experience.
- II. The Teacher Candidate, Director of Internships and Culminating Experiences, Lindenwood University Supervisor, building principal, and Director of Field and Clinical Experiences will be notified regarding the concern about the quality of the student teaching experience.
- III. Whenever feasible, a Remediation Plan (See Appendix) will be developed that identifies areas of needed improvement. The University Supervisor and Cooperating Teacher will collaborate to recommend strategies for implementation. 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 the Teacher Candidate, Cooperating Teacher, and Lindenwood University Supervisor
- IV. Weekly written and oral feedback will be provided to the Teacher Candidate regarding his/her progress toward reaching the goals of the Remediation Plan. Copies of the Remediation Plan and the written feedback will sent to the Director of Field and Clinical Experiences to be placed in the Teacher Candidate's file. The Director of Field and Clinical Experiences will be kept up-to-date on the Teacher Candidate's progress and outcome decisions.
- V. Possible outcomes from the steps outlined above include:
 - A. The Teacher Candidate may adequately meet the requirements of the Remediation Plan and be allowed to complete the student teaching experience.
 - B. The Teacher Candidate may make significant progress toward meeting the requirements of the remediation plan but may not complete all aspects of the plan.
In that case, an incomplete grade may be given to the Teacher Candidate, and he/she may be required to extend his/her experience in the same setting or a different setting during the same or subsequent semester.
 - C. The Teacher Candidate may decide to withdraw from student teaching.
 - D. The Teacher Candidate's rate of progress may remain unsatisfactory.
 - E. Under these circumstances, the student teaching assignment will be terminated. The decision to terminate will be made based upon input from discussions among the University Supervisor, Cooperating Teacher, Director of Internships and Culminating Experiences, and building administrator. A teacher candidate may be removed from their placement, if the disposition or other concern, is considered major, or if no significant improvements have been made, as indicated by the Remediation Plan.
 - F. The Teacher Candidate, if she/he decides to complete the experience, may be given a grade that reflects his/her progress during the student teaching experience.

- G. A Teacher Candidate may be removed from their placement due to a repeated minor concern or a major concern. This may also result in dismissal from the program.
- H. Should the Teacher Candidate decide to withdraw or be terminated from his/her student teaching experience, re-registration for a new student teaching assignment during a subsequent semester may be an option.

Teacher candidates who have a history of disposition concerns, a significant major concern during student teaching, and teacher candidates who have been dismissed previously from a placement (first time) will not be eligible for another placement. The COEHS may recommend that the candidate be dismissed from the Teacher Education Program and notified of the reasons for dismissal with a description of the process to appeal.

When appropriate, due to the nature of the dismissal concern, notification of dismissal will include information about whether the teacher candidate may reapply for admittance into the program, and at what date the teacher candidate may reapply. Teacher Candidates who qualify to reapply for admission into the program will undergo a review by the FERC Committee to ensure conditions associated with the original dismissal are addressed and are no longer a concern.

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.

Appendix A: Student Teaching Checklist



In order to qualify for a grade, Teacher Candidates must make sure that each of the items below has been given/sent to the Director of Internships and Culminating Experiences. Grades will not be posted if arrangements for these items have not been made.

_____ Cooperating Teacher Information Form

_____ Sixteen (16) Weekly Feedback forms from Cooperating Teacher(s) in Foliotek

_____ MEES Formative Teacher Candidate Assessment packet and supporting forms from Cooperating Teacher(s) ¹ in Foliotek

_____ Pre-Observation forms, Observed Lesson Plans and MEES Formative Teacher Candidate Assessments from the Lindenwood University Supervisor observations (5 or more visits), loaded into Foliotek

_____ Mid-term evaluation with PDP

_____ MEES Teacher Candidate Summative Evaluation for the first placement

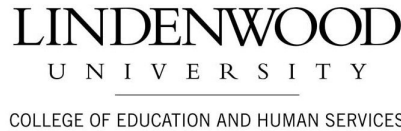
_____ MEES Teacher Candidate Summative Evaluation for the second placement, if applicable

_____ Teacher Candidate Information Form

_____ MEES Standards Writing & Required Artifacts added in Foliotek

_____ Other materials as assigned

Appendix B: Suggested Activities for School Preparation Experience



Listed below are a number of activities appropriate to the School Preparation Experience. Teacher Candidates are not expected to complete every listed activity, and other activities may also be part of this experience. The list below serves only as a guide to possible activities.

Orientation

- _____ 1. Become acquainted with the school building and facilities
- _____ 2. Meet other teachers in your subject area or on your team, administrators, and staff.
- _____ 3. Become familiar with the day-to-day activities of your Cooperating Teacher.
- _____ 4. Observe or interact with pupils in group or individual settings.
- _____ 5. Attend a beginning-of-the-year (semester) teachers' meeting.

Assist with Routine

- _____ 1. Assist with paperwork requirements during the opening days of a new school year (or semester.)
- _____ 2. Compile data for required records and reports.
- _____ 3. Help the Cooperating Teacher prepare and keep records.
- _____ 4. Assist with distribution of books and other classroom materials.
- _____ 5. Assist with housekeeping duties including bulletin boards, seating charts, etc.

Assist with Teaching Activities

- _____ 1. Collect and distribute materials for the classroom and students.
- _____ 2. Work with students on an individual basis or in small groups.
- _____ 3. Help plan classroom work.
- _____ 4. Write instructional material on boards.
- _____ 5. Assist with the preparation, administration, and scoring of tests.

Assist with Non-Instructional and Professional Activities

- _____ 1. Assist with extra-curricular activities.
- _____ 2. Attend teachers' meetings.
- _____ 3. Attend open-house activities.
- _____ 4. Discuss specific questions with building teachers or administrators.

Appendix C: Teacher Candidate Information Form

This information will go into a Foliotek Form.

Teacher Candidate's Name: _____

Campus Address: _____

Permanent Address: _____

Personal Email Address: _____

Current Telephone Number: _____

Semester Student Teaching (Fall, Spring + year): _____

Student Teaching Placements: _____

First Placement: _____
 (Teacher's Name) (Subject, Grade Level)

 (Building Name) (District)

Second Placement: _____
(if applicable) (Teacher's Name) (Subject, Grade Level)

(Building Name) (District)

Please identify the building administrator that supervised you during your experience.

Building Supervisor's Name: _____

Building Supervisor's Email address: _____

Degree Being Sought: _____

Certification Being Sought: _____

Anticipated Date of Certification/Graduation:

Previous Degree(s):

Appendix D: Cooperating Teacher Information Form

Each Cooperating Teacher is asked to complete the following information so your Teacher Candidate can complete the Foliotek form.

Cooperating Teacher's first and last name: _____

Cooperating Teacher Phone Number: _____

Cooperating Teacher's email address: _____

Cooperating Teacher's Alternate email address: _____

Building Principal's first and last name: _____

Building Principal's email address: _____

Building name and address: _____

Dates during which teacher will serve as a Cooperating Teacher: _____

Cooperating Teacher's highest degree completed: _____

Graduate College/University awarding highest degree completed: _____

Major area of study: _____

Total years of teaching experience: _____

Years of experience in this district: _____

Number of Teacher Candidates with whom this teacher has worked: _____

Subject and grade currently teaching: _____

Grade currently teaching: _____

Appendix E: Daily Lesson Plan Format

Lindenwood University Daily Lesson Plan Format

This Lesson Plan Format is a tool that can help a teacher candidate develop well-planned and structured lessons. This format also can help a teacher candidate better understand and design meaningful daily lessons (Objective, procedure and assessment required and noted by asterisk) that can positively enhance his or her instructional practice and students' learning. Teacher candidates are expected to complete the entire lesson plan (Lesson Plan Format for Observed Lessons) when Cooperating Teachers or Supervisors will be providing feedback

Learning Objectives/Goals* <i>The lesson's objectives and learning outcomes appropriate for meeting curricular and student needs</i>
Assessment (type[s] of assessment used throughout the lesson)* <i>Assessment(s) before, during, and after the lesson</i>
Lesson Structure and Procedures* <i>Sequence of events of the lesson elements.</i> <i>(The before, during, and after the lesson, e.g., Engagement/Opening, Procedures, Guided Practice, Conclusion)</i>

Appendix F: Lesson Plan Format for Observed Lessons

Lindenwood University **Lesson Plan Format for Observed Lessons**

This Lesson Plan Format is a tool that can help a teacher candidate develop well-planned and structured lessons. This format also can help a teacher candidate better understand and design meaningful daily lessons (Objective, procedure and assessment required and noted by asterisk) that can positively enhance his or her instructional practice and students' learning. Teacher candidates are expected to complete the entire lesson plan for observed lessons where Cooperating Teachers or Supervisors provide feedback.

Standards/Quality Indicators/Skills
<i>Missouri and national standards, quality indicators, and skills addressed by this lesson</i>
Learning Objectives/Goals*
<i>The lesson's objectives and learning outcomes appropriate for meeting curricular and student needs</i>
Assessment (type[s] of assessment used throughout the lesson)*
<i>Assessment(s) before, during, and after the lesson</i>
Lesson Structure and Procedures* <i>Sequence of events of the lesson elements.</i>
<i>(The before, during, and after the lesson, e.g., Engagement/Opening, Procedures, Guided Practice, Conclusion)</i>
Instructional Strategies
<i>Teacher approach to helping students achieve the learning objectives and meet their needs</i>
Learning Activities
<i>Opportunities provided for students to develop knowledge and skills of the learning objectives</i>

Resources and Materials <i>List of materials used in the planning of and during the instruction of the lesson</i>
Technology <i>Instructional and/or assistive technology incorporated into the lesson to enhance instruction and student learning</i>
Differentiation/Accommodations/Modifications/Increase in Rigor <i>To help meet the needs of all learners, learning differences, cultural and language differences, etc.</i>
Classroom Management <i>Strategies consistent with the learning needs of the lesson that also meet student behavior needs to help keep students on task and actively engaged</i>
Extensions <i>Activities for early finishers that extend students' understanding of and thinking about the learning objectives by applying their new knowledge in a different way</i>
Follow-up to Today's Lesson <i>Quick activity for review or building on today's learning that will deepen student understanding and interconnect concepts (may be incorporated tomorrow or throughout the unit)</i>
Additional Information <i>Any area or lesson component that may not have been covered by this format that you think is vital to include in this lesson</i>

Appendix G: Pre-Observation Worksheet

Lindenwood University

Teacher Candidates are required to complete one pre-observation worksheet each time they are observed (by the Cooperating Teacher or University Supervisor). **Attached to this worksheet should be a complete lesson plan.** For lessons observed by the US, the Teacher Candidate is responsible for submitting the Pre-Observation Worksheet, Lesson Plan, and MEES Formative Assessment form, completed, all in one document in Foliotek at the end of the semester.

Teacher Candidate: _____ Date: _____

Building: _____ Time: _____

Grade Level: _____ Subject Matter: _____

- 1) How will your anticipatory set be used to notify students of the lesson objective and stimulate students' interests?
- 2) What materials do you need in order for this lesson to be taught?
- 3) What specific tool or strategy will you use to check for student understanding and mastery of the lesson objectives?
- 4) Are there any special circumstances about which the observer should be aware?
- 5) Name one or more particular aspect of your lesson that you want monitored.
- 6) Which of the MEES standards will be covered by this particular lesson or visit? Please provide a rationale for each standard identified.
- 7) Please give a short description of any Professional Development Meetings or Team/Department Meetings you've participated in since the last visit.

Comments:

Teacher Candidate's Signature/Date:

Observer's Signature/Date:

Appendix H: Weekly Feedback Form



Teacher Candidate

Date

Week #

Use this form weekly to provide direction for your Teacher Candidate's growth. Candidate is responsible for loading this form into the Google Folder immediately after completion. Assess Teacher Candidate at current level of proficiency, not as an experienced teacher. Please provide robust comments/suggestions. Thank you!

Key: 4 – Consistently Demonstrated; **3** – Developing; **2** – Needs Time/Assistance; **1** – Unsatisfactory;
N/A- Not Applicable

PROFESSIONAL CHARACTERISTICS/SKILLS

COMMENTS/SUGGESTIONS

- ___ Enthusiasm (Standard 5)
- ___ Creativity/Resourcefulness (Standard 5)
- ___ Flexibility (Standard 9)
- ___ Professional Appearance/Attitude (Standard 8, 9)
- ___ Dependability/Responsibility (Standard 9)
- ___ Maintains Accurate Records (Standard 7)
- ___ Rapport with Staff/Cooperation (Standard 6, 8, 9)
- ___ Rapport with Parents/Families (Standard 6, 9)
- ___ Initiative (Standard 8)
- ___ Confidence (Standard 5)
- ___ Oral Communication (Standard 3, 4, 5, 6)
- ___ Written Communication (Standard 6)
- ___ Computer Skills (Standard 6)
- ___ Self-Evaluation/Reflection Skills (Standard 8)

INSTRUCTION

- ___ Planning/Appropriate Objectives/Goals (Standard 2, 3, 4, 7)
- ___ Organization/Budgeting of Time (Standard 5)
- ___ Motivation of Students (Standard 5)
- ___ Skill in Giving Directions/Discussions (Standard 1, 4, 6)
- ___ Questioning Skills (Standard 2, 4, 7)
- ___ Rapport with Students (Standard 5)
- ___ Background Knowledge of Subject Matter (Standard 1)
- ___ Student Assessment Skills (Standard 3, 4, 7)
- ___ Classroom Management/Learning Environment (Standard 5)
- ___ Monitors/Adjust Lessons (Standard 2, 3, 7, 8)
- ___ Awareness of Individual Needs (Standard 2, 3, 7)
- ___ Diversity Awareness (Standard 2, 5)
- ___ Variety – Methods/Strategies (Standard 2, 3, 4)

Appendix I: MEES Teacher Candidate Assessment Rubric

Standard 1: Content knowledge aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
Student Engagement in Subject Matter				
<ul style="list-style-type: none"> Provides no opportunity for students to process content. 	<ul style="list-style-type: none"> Demonstrates an awareness of strategies to allow students to process content. 	<ul style="list-style-type: none"> Provides students with limited opportunities to process content. 	<ul style="list-style-type: none"> Provides students with multiple opportunities to process the content. 	<ul style="list-style-type: none"> Implements additional individualized learning resources and instruction in the content to meet the unique needs of students.
Content Knowledge and Academic Language				
<ul style="list-style-type: none"> Shares incorrect information. 	<ul style="list-style-type: none"> Demonstrates an understanding of basic content. 	<ul style="list-style-type: none"> Conveys accurate information when teaching content. 	<ul style="list-style-type: none"> Conveys accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning. 	<ul style="list-style-type: none"> Makes intentional connections between and among relevant content areas.
Vocabulary and Terminology				
<ul style="list-style-type: none"> Provides no evidence of addressing needed vocabulary and/or terminology for student understanding of content. 	<ul style="list-style-type: none"> Plans to introduce vocabulary and terminology but does not use strategies to enhance student engagement and responses. 	<ul style="list-style-type: none"> Introduces vocabulary and terminology necessary to understand content, but uses limited strategies to engage students 	<ul style="list-style-type: none"> Conveys vocabulary and terminology necessary to understand content and uses evidence-based instructional strategies to engage students. 	<ul style="list-style-type: none"> Promotes students' application of authentic use of vocabulary and terminology relevant to the content.
Student Engagement with Content				
<ul style="list-style-type: none"> Provides no evidence of planning for student engagement. 	<ul style="list-style-type: none"> Plans for student engagement but no evidence of implementation. 	<ul style="list-style-type: none"> Inconsistently engages students with the content. 	<ul style="list-style-type: none"> Consistently engages the majority of students with the content. 	<ul style="list-style-type: none"> Facilitates a lesson in which every student in the class is actively engaged for the duration of the lesson.

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

0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
Differentiation of Instruction to Meet Students' Needs				
<ul style="list-style-type: none"> Provides no evidence of differentiating content, process, product, or environment or shows no awareness of student differences. 	<ul style="list-style-type: none"> Describes strategies to differentiate and adjust instruction based on student differences. 	<ul style="list-style-type: none"> Varies activities and strategies within a lesson but does not intentionally consider individual student differences represented in the classroom. 	<ul style="list-style-type: none"> Implements lessons that intentionally vary one or more of the following in order to address student differences: content, process, product, or environment. 	<ul style="list-style-type: none"> Adjusts strategies in the moment based on individual student needs.
Differentiation of Instruction to Meet Individual Student's Needs				
<ul style="list-style-type: none"> Provides no evidence of understanding students' background knowledge and learning needs. 	<ul style="list-style-type: none"> Demonstrates understanding that some students may require differentiation based on cognitive, social, emotional, and physical needs. 	<ul style="list-style-type: none"> Uses evidence-based strategies for differentiation, though choices in strategies are not matched to some students' individual needs and interests. 	<ul style="list-style-type: none"> Applies knowledge of individual students' needs and interests by selecting a variety of evidence-based strategies, including any necessary accommodations or modifications. 	<ul style="list-style-type: none"> Uses individual student data or assessments to inform the selection and modification of strategies.
Diverse Social and Cultural Perspectives				
<ul style="list-style-type: none"> Provides no evidence of understanding students' languages, family, culture, and community needs. 	<ul style="list-style-type: none"> Demonstrates understanding of students' languages, family, culture, and community in planning. 	<ul style="list-style-type: none"> Affirms students' languages, family, culture, and community during learning opportunities. 	<ul style="list-style-type: none"> Integrates understanding of students' languages, family, culture, and community when selecting, creating, and facilitating learning opportunities. 	<ul style="list-style-type: none"> Goes beyond food, holidays, and customs to acknowledge and explore deeper cultural connections and communication strategies in classroom instruction and interactions.

Standard 3: Curriculum Implementation. The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district, and state standards.				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
Alignment of Learning Activities to Standards				
<ul style="list-style-type: none"> Provides no evidence of learning activities with alignment to standards. 	<ul style="list-style-type: none"> Plans for learning activities that are appropriately aligned to standards. 	<ul style="list-style-type: none"> Implements learning activities aligned to standards. 	<ul style="list-style-type: none"> Implements learning activities aligned to chosen standards and incorporates embedded formative assessment. 	<ul style="list-style-type: none"> Delivers lessons and assessments that illustrate a high degree of understanding of the intended standards and considers scope and sequence when implementing lessons.
Articulation of Learning Objectives				
<ul style="list-style-type: none"> Provides no evidence of posting or mentioning the learning objectives during the lesson. 	<ul style="list-style-type: none"> Posts the learning objectives but does not mention the objective during the lesson. 	<ul style="list-style-type: none"> States the learning objectives so that some students are able to articulate the objective of the lesson. 	<ul style="list-style-type: none"> Clearly conveys objectives in student-friendly language so that the majority of students are able to articulate the objective of the lesson. 	<ul style="list-style-type: none"> Connects learning objectives to other content areas and applications to enhance student learning.

Standard 4: Critical Thinking. The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
Engagement of Students in Sharing and Generating Ideas and Solutions				
<ul style="list-style-type: none"> • Demonstrates no awareness of the importance of students sharing ideas and generating possible solutions. 	<ul style="list-style-type: none"> • Plans strategies to facilitate opportunities for students to share ideas and generate possible solutions. 	<ul style="list-style-type: none"> • Uses strategies for some students to share ideas and generate possible solutions. 	<ul style="list-style-type: none"> • Implements strategies in which most students convey their ideas or solutions through product or process. 	<ul style="list-style-type: none"> • Facilitates student-centered lessons in which students discover for themselves the desired knowledge or skills through product or process.
Engagement of Students in Analyzing and Discussing Problems				
<ul style="list-style-type: none"> • Provides no evidence of knowledge of importance of student analysis and discussion of problems and possible solutions. 	<ul style="list-style-type: none"> • Plans strategies for analyzing and discussing problems and possible solutions. 	<ul style="list-style-type: none"> • Creates opportunities for some students to analyze and discuss problems and possible solutions. 	<ul style="list-style-type: none"> • Facilitates opportunities in which most students analyze and discuss problems and possible solutions. 	<ul style="list-style-type: none"> • Provides opportunities for students to engage in creative and collaborative problem identification and generation of possible solutions.
Questioning Techniques				
<ul style="list-style-type: none"> • Provides no evidence of using questions that promote critical thinking. 	<ul style="list-style-type: none"> • Plans to use questions that promote critical thinking. 	<ul style="list-style-type: none"> • Uses questioning techniques that promote students' critical thinking. 	<ul style="list-style-type: none"> • Uses questioning techniques that result in most students providing answers reflecting critical thinking. 	<ul style="list-style-type: none"> • Poses questions to provide opportunities for student thinking to delve into real - world topics, which address differing viewpoints, and allows students to respectfully justify their own opinion and solutions to a problem.
Higher Order Thinking				
<ul style="list-style-type: none"> • Provides no evidence of higher order thinking. 	<ul style="list-style-type: none"> • Plans for higher order thinking. 	<ul style="list-style-type: none"> • Uses strategies to incorporate higher order thinking. 	<ul style="list-style-type: none"> • Consistently uses evidence-based strategies to promote higher order thinking. 	<ul style="list-style-type: none"> • Provides opportunities for all students to utilize higher order thinking to analyze and discuss real-world topics.

Standard 5: Positive Classroom Environment. The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/student response.
Classroom Expectations				
<ul style="list-style-type: none"> Provides no evidence of classroom expectations that would contribute to a safe learning environment. 	<ul style="list-style-type: none"> Plans to communicate expectations to maintain a safe learning environment. 	<ul style="list-style-type: none"> Communicates expectations to students in advance, though may not consistently maintain these expectations throughout the lesson. 	<ul style="list-style-type: none"> Implements developmentally appropriate expectations to maintain a respectful and safe learning environment. 	<ul style="list-style-type: none"> Involves all students in promoting a safe learning environment that respects differences and individual preferences.
Positive Classroom Relationships and Interactions				
<ul style="list-style-type: none"> Displays a lack of awareness of how to build appropriate relationships with students. 	<ul style="list-style-type: none"> Describes strategies for building appropriate relationships with students. 	<ul style="list-style-type: none"> Fosters positive social interactions in the classroom. 	<ul style="list-style-type: none"> Maintains positivity in formal and informal interactions, which encourages students to actively engage in learning. 	<ul style="list-style-type: none"> Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning.
Classroom Management				
<ul style="list-style-type: none"> Provides no evidence of strategies for monitoring student behavior and addressing disruptions. 	<ul style="list-style-type: none"> Explains strategies for monitoring student behavior and minimizing disruptions. 	<ul style="list-style-type: none"> Responds appropriately to classroom disruptions. 	<ul style="list-style-type: none"> Proactively uses varied classroom management strategies to minimize disruptions to the learning environment. 	<ul style="list-style-type: none"> Effectively uses varied management and organizational strategies to motivate students and minimize interference with classroom instruction.

Standard 6: Effective Communication. The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues, and families to foster active inquiry, collaboration, and supportive interaction in the classroom.				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
Communication of Instructions				
<ul style="list-style-type: none"> Provides no evidence of instructions in lesson plan. 	<ul style="list-style-type: none"> Plans to provide instructions. 	<ul style="list-style-type: none"> Conveys instructions to students through verbal OR non-verbal cues. 	<ul style="list-style-type: none"> Conveys clear instructions through verbal AND non-verbal cues or other communication strategies; follows up with students not understanding instructions. 	<ul style="list-style-type: none"> Purposefully adjusts communication and interactions to support individual student understanding.
Communication of Expectations				
<ul style="list-style-type: none"> Provides no evidence of understanding the need to articulate expectations for student communication and interaction. 	<ul style="list-style-type: none"> Plans to articulate expectations for respectful student communication and interaction. 	<ul style="list-style-type: none"> Articulates vague expectations to students about respectful communication and interaction. 	<ul style="list-style-type: none"> Articulates or models expectations for student communication and interaction with respect for diverse backgrounds or differing opinions. 	<ul style="list-style-type: none"> Articulates and models expectations for student communication and interaction with respect for diverse backgrounds or differing opinions and provides opportunities for students to practice with feedback.
Communication Attributes				
<ul style="list-style-type: none"> Uses volume, tone, inflection, or sight lines that negatively impact lesson delivery. 	<ul style="list-style-type: none"> Displays self-awareness of the impact of volume, tone, inflection, or sight lines on lesson delivery. 	<ul style="list-style-type: none"> Uses volume, tone, inflection, or sight lines that periodically impact lesson delivery. 	<ul style="list-style-type: none"> Ensures volume, tone, inflection, and sight lines positively impact lesson delivery that is sensitive to the diverse needs of students. 	<ul style="list-style-type: none"> Ensures volume, tone, inflection, and sight lines positively impact lesson delivery and utilizes visuals and resources to enhance communication while remaining sensitive to the diverse needs of students.

STANDARD 6 CONTINUES ON THE NEXT PAGE
STANDARD 6 (CONTINUED)

0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
Communication Conventions				
<ul style="list-style-type: none"> Consistently includes distracting communication errors that interfere with meaning. 	<ul style="list-style-type: none"> Includes communication errors that interfere with meaning. 	<ul style="list-style-type: none"> Usually models proper spelling and grammar in written and verbal communication. 	<ul style="list-style-type: none"> Consistently models proper spelling and grammar in written and verbal communication 	<ul style="list-style-type: none"> Consistently models and encourages students to use proper spelling and grammar in written and verbal communication.
Communication with Students of Diverse Backgrounds				
<ul style="list-style-type: none"> Provides no evidence of culturally and linguistically appropriate communication, resources, or examples. 	<ul style="list-style-type: none"> Plans for culturally and linguistically appropriate communication, resources, or examples. 	<ul style="list-style-type: none"> Uses culturally and linguistically appropriate communication, resources, or examples. 	<ul style="list-style-type: none"> Intentionally integrates and responds to culturally and linguistically appropriate communication, resources, or examples based on audience and context. 	<ul style="list-style-type: none"> Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.

Standard 7: Student Assessment and Data Analysis. The teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction.				
The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
Student Progress Monitoring				
<ul style="list-style-type: none"> Provides no evidence of data from assessments to monitor the progress of students. 	<ul style="list-style-type: none"> Articulates the importance of collecting assessment data. 	<ul style="list-style-type: none"> Uses formative and/or summative assessment data to monitor the progress of the class as a whole. 	<ul style="list-style-type: none"> Uses formative and/or summative assessment data to effectively monitor the progress of individual students and the class as a whole. 	<ul style="list-style-type: none"> Analyzes trend data to respond instructionally, resulting in a positive impact on student learning
		Formative Assessment		
<ul style="list-style-type: none"> Provides no awareness that formative assessments are needed to guide future instruction. 	<ul style="list-style-type: none"> Articulates the need to use formative assessment strategies to gather data on student understanding to guide future instruction. 	<ul style="list-style-type: none"> Uses some formative assessment strategies to partially gather data on student understanding and sporadically implements adjustments to plan future instruction. 	<ul style="list-style-type: none"> Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction. 	<ul style="list-style-type: none"> Uses multiple assessments to accurately monitor, analyze, and adjust mid-lesson instruction, to increase the progress of each student and the class as a whole.
Assessment Records				
<ul style="list-style-type: none"> Provides no evidence of an understanding of maintaining student assessment records. 	<ul style="list-style-type: none"> Articulates a process for maintaining student assessment records. 	<ul style="list-style-type: none"> Confidentially maintains student assessment records, though processes are inconsistent. 	<ul style="list-style-type: none"> Maintains student assessment records consistently and confidentially. 	<ul style="list-style-type: none"> Maintains detailed student assessment records consistently and confidentially and uses the data to inform collaboration with data teams, students, and families.

Standard 8: Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.

0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
Reflection on the Teaching and Learning Process				
<ul style="list-style-type: none"> Provides no evidence of reflection on the lesson. 	<ul style="list-style-type: none"> Reflects on the lesson when prompted by the evaluator. 	<ul style="list-style-type: none"> Independently reflects on aspects of the lesson. 	<ul style="list-style-type: none"> Reflects on the effectiveness of a lesson based on student learning and engagement. 	<ul style="list-style-type: none"> Reflects on the effectiveness of a lesson based on student learning outcomes and implements strategies to increase learning, critical thinking, and engagement.
Use of Feedback to Improve Practice				
<ul style="list-style-type: none"> Provides no evidence of acceptance of feedback provided by the evaluator. 	<ul style="list-style-type: none"> Accepts feedback but does not use feedback to adjust and improve practice. 	<ul style="list-style-type: none"> Accepts and uses feedback inconsistently to adjust and improve practice. 	<ul style="list-style-type: none"> Accepts and uses feedback consistently to adjust and improve practice. 	<ul style="list-style-type: none"> Actively seeks and implements feedback to improve practice.
Reflection on Professional Effectiveness and Conduct				
<ul style="list-style-type: none"> Provides no evidence of recognition of own weaknesses even when prompted. 	<ul style="list-style-type: none"> Acknowledges weaknesses when prompted but does not improve professional conduct. 	<ul style="list-style-type: none"> Monitors and adjusts professional conduct when prompted. 	<ul style="list-style-type: none"> Monitors and adjusts professional conduct through self-assessment. 	<ul style="list-style-type: none"> Monitors and adjusts conduct through self-assessment. With collegial input, sets goals and implements appropriate strategies.
Reflection on Professional Development				
<ul style="list-style-type: none"> Provides no acknowledgement of the importance of professional development. 	<ul style="list-style-type: none"> Acknowledges the importance of professional development but does not attend. 	<ul style="list-style-type: none"> Attends approved professional development. 	<ul style="list-style-type: none"> Uses techniques or strategies introduced in approved professional development to improve student learning. 	<ul style="list-style-type: none"> Identifies areas of growth, seeks out opportunities to strengthen professional knowledge, e.g., webinars, books, professional development opportunities, professors, etc. and implements new strategies to enhance student learning.

Standard 9: Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members.				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
Importance and Value of Professional Collaboration				
<ul style="list-style-type: none"> Provides no evidence of understanding the importance of professional collaboration with colleagues. 	<ul style="list-style-type: none"> Recognizes the importance of professional collaboration with colleagues. 	<ul style="list-style-type: none"> Participates in professional collaboration with colleagues. 	<ul style="list-style-type: none"> Prepares for and fully engages in professional collaboration with colleagues to enhance student learning. 	<ul style="list-style-type: none"> Actively participates in school or district events to build a broader network of collaboration to enhance student learning.
Importance and Value of Relationship Building				
<ul style="list-style-type: none"> Provides no evidence of understanding the importance of building relationships. 	<ul style="list-style-type: none"> Recognizes the importance of building relationships with students, colleagues, and families. 	<ul style="list-style-type: none"> Builds and maintains appropriate relationships with a limited number of students, colleagues, and families. 	<ul style="list-style-type: none"> Builds, maintains, and seeks out positive, appropriate relationships with students, colleagues, and families to support student success. 	<ul style="list-style-type: none"> Builds, maintains, and seeks out positive, appropriate relationships with students, colleagues, and families to support student success. Broadens their network of collaboration by connecting with additional building and district colleagues such as special education professionals, school counselors, media specialists, etc.

Appendix J: Teacher Candidate Evaluation of Cooperating Teachers

Teacher Candidate Evaluation Form – Cooperating Teacher (Foliotek Form)

Name of Cooperating Teacher _____ Date _____

School Where Employed _____ Subject Matter _____

Please respond to each question by putting an X in the appropriate column.	Fully Agree	Moderately Agree	Moderately Disagree	Fully Disagree	No Opinion
1. My cooperating teacher communicated with me in a clear and understandable manner.					
2. My cooperating teaching was willing and available to provide me with guidance and appropriate feedback.					
3. My cooperating teacher seemed genuinely interested in my success.					
4. School personnel communicated with me in a clear and understandable manner.					
5. School personnel were willing and available to provide me with guidance and appropriate feedback.					
6. School personnel seemed genuinely interested in my success.					
7. This student teaching experience enhanced my skills/abilities/professional development.					

Please respond to each question by putting an X in the appropriate column. If you need more space, please use the back of this sheet.	Fully Agree	Moderately Agree	Moderately Disagree	Fully Disagree	No Opinion
1. Lindenwood should continue to use my cooperating teacher. Comments: In the space below, please give reasons as to why Lindenwood should or should not continue to use this teacher.					
2. Lindenwood should continue to send students to the school where I was employed. Comments: In the space below, briefly evaluate the student teaching situation at your school, i.e. discipline, atmosphere, interest in student success, how you were received.					

Appendix K: Evaluation of University Supervisor

(Google form)

Course Number: _____ Semester: _____ Year: _____

Supervisor: _____

Evaluation Key: 5 – Almost Always 4 – Frequently 3 – Sometimes 2 – Rarely 1 – Never

The supervisor provided constructive suggestions and feedback related to goals for instruction and planning.	1	2	3	4	5
The supervisor provided constructive suggestions and feedback related to teaching methods, materials and content.	1	2	3	4	5
The supervisor provided constructive suggestions and feedback related to student management and motivation.	1	2	3	4	5
The supervisor provided constructive suggestions and feedback related to evaluation of students.	1	2	3	4	5
The supervisor provided thoughtful suggestions and feedback related to my self-evaluations.	1	2	3	4	5
The supervisor asked me to self-evaluate and provide self-recommendations for improvement.	1	2	3	4	5
The supervisor helped me set appropriate goals for my professional development.	1	2	3	4	5
The supervisor set reasonable or appropriate goals to be addressed in next (or future) observations	1	2	3	4	5
The supervisor provided timely responses to my questions and inquiries.	1	2	3	4	5
The supervisor intervened in or facilitated (when appropriate) my relationship with my cooperating teacher.	1	2	3	4	5
My supervisor was available between observations to answer my questions and provide feedback and support.	1	2	3	4	5
The supervisor watched me teach and provided feedback _____times.					
The supervisor provided me with a copy of his or her observation notes and recommendations after each observation.				Yes	No

Please write any comments on the back of this form.

This form has been adapted from the University of Wisconsin's School of Education

Appendix L: Remediation Plan Form

Teacher Candidate:

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:

TC Initials _____ I am aware that failure to adhere to the progress outlined above may cause termination of my student teaching placement. I may have to repeat the student teaching semester and pay all expenses related to the experience.

Teacher Candidate Printed Name

Teacher Candidate Signature

Date

Cooperating Teacher Printed Name

Cooperating Teacher Signature

Date

Building Principal Printed Name

Building Principal Signature

Date

University Supervisor

Director of Internships and Culminating Experiences

Additional comments from Teacher Candidate:

Appendix M: Supervisor Evaluation of Cooperating Teacher

(Google form)

Cooperating Teacher: _____ Semester: _____ Year: _____

University Supervisor: _____

Evaluation Key: 5 – Almost Always 4 – Frequently 3 – Sometimes 2 – Rarely 1 – Never

N/A- Not Applicable

The cooperating teacher was welcoming to the teacher candidate and helped him/her acclimate to the student teaching placement.	1	2	3	4	5
--	---	---	---	---	---

The cooperating teacher provided my teacher candidate constructive suggestions and feedback related to goals for instruction, planning, assessment and student management and motivation.	1	2	3	4	5
---	---	---	---	---	---

The cooperating teacher made collaborative planning with the teacher candidate a priority.	1	2	3	4	5
--	---	---	---	---	---

The cooperating teacher set reasonable or appropriate goals for my teacher candidate to address throughout the semester.	1	2	3	4	5
--	---	---	---	---	---

Comments/scores provided by the cooperating teacher on formative evaluations and in conversations matched comments/scores provided on the summative evaluation.	1	2	3	4	5
---	---	---	---	---	---

The cooperating teacher completed paperwork requested by the teacher candidate in a timely manner.	1	2	3	4	5
--	---	---	---	---	---

Co-Teaching was effectively implemented by the cooperating teacher and teacher candidate in this placement.	1	2	3	4	5
---	---	---	---	---	---

The cooperating teacher was professional and reliable.	1	2	3	4	5
--	---	---	---	---	---

Please write any comments below.

Appendix N: Cooperating Teacher Evaluation of Supervisor

(Google form)

Supervisor: _____ Semester: _____ Year: _____

Cooperating Teacher: _____

Evaluation Key: 5 – Almost Always 4 – Frequently 3 – Sometimes 2 – Rarely 1 – Never
N/A-Not Applicable

The supervisor provided my teacher candidate constructive suggestions and feedback related to goals for instruction, planning, assessment and student management and motivation.	1	2	3	4	5
The supervisor encouraged the teacher candidate to self-reflect and set appropriate goals.	1	2	3	4	5
The supervisor provided timely responses to my questions and inquiries.	1	2	3	4	5
The supervisor intervened in or facilitated (when appropriate) my relationship with my teacher candidate. (May indicate N/A)	1	2	3	4	5
The supervisor sought my input before conferencing with my teacher candidate. (May indicate N/A)	1	2	3	4	5
The supervisor made expectations clear for myself and my teacher candidate.	1	2	3	4	5
The supervisor was professional and reliable.	1	2	3	4	5

Please write any comments below.