

Webster
UNIVERSITY

SCHOOL OF EDUCATION
**APPRENTICE TEACHING
HANDBOOK**

2010-2011





Dear Apprentice Teaching Team:

At Webster University, the apprentice teaching experience culminates our teacher preparation program. It represents the opportunity for students to grow toward becoming accomplished, confident teachers. This ultimate effort requires teamwork. Each member of the team - the apprentice teacher, the cooperating teacher, and the university supervisor - plays a vital role in making this experience productive and enjoyable for all concerned.

This handbook is intended to prepare all members of the team for the apprentice teaching experience. It outlines the expectations and responsibilities of each participant in this important experience.

We expect that you will have questions. Please do not hesitate to contact the Coordinator of Apprentice Teaching and Field Experiences at 314-246-7582, or the Coordinator of Field Placements, 314-968-7103.

Diane Cooper, Ed. D., Coordinator of Apprentice Teaching and Field Experiences

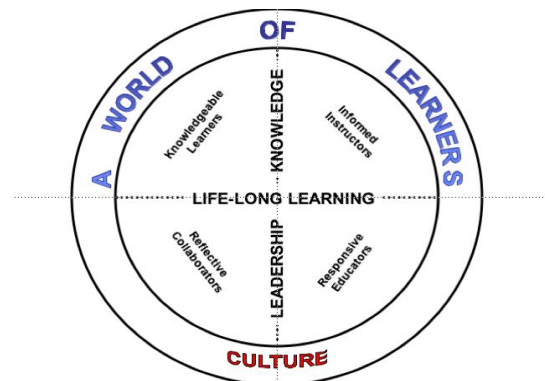
Tracey Brenner, Coordinator of Field Placements

Fall, 2010
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The School of Education continues to develop a world of learners through Knowledge, Leadership, and Life-long Learning.



PART A: School of Education Mission Statement

The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that enable them to guide both themselves and others toward lifelong learning. The School is a community of teacher-scholars who apply critical reflection and creative energies to enhance learning in schools and other educational settings. The faculty strives to do this by modeling effective teaching practices based on sound theory and research. The personalized approaches make for a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School encourages its faculty and students to work actively toward this end, keeping in mind that the actions must be rooted in visionary yet realistic thinking. This thought and action process underscores the development of an inner directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Goals of the School of Education

- Webster University education candidates demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.
- Webster University education candidates incorporate multiple assessment and instructional strategies to support effective education practices based on research and theory.
- Webster University education candidates reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities.
- Webster University education candidates demonstrate respect for diversity through responsive teaching and learning that values individual differences.

PART B: Code of Ethics of the Education Profession

NEA: National Education Association

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

PRINCIPLE I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator--

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the NEA 1975 Representative Assembly

Part C: Roles and Expectations

Section I: The Apprentice Teacher

*Role of the Apprentice
Academic Integrity
Removal or Withdrawal
Remediation
Contract
Checklist*



Section I: The Apprentice Teacher

A. Professional behaviors

The following series of guidelines are intended to help you succeed in your apprentice teaching experience. Please read them carefully.

1. Apprentice teaching is full-time work. Do not take on additional work obligations or coursework during your apprenticeship. The experience requires enormous time and energy. You may think you can, but experience has proven differently.
2. Observe the schedule and calendar of your cooperating school, not that of Webster University, during your apprenticeship. If Webster has a holiday not observed by your school, you report to your school as usual on that day. If your school observes a holiday not recognized by Webster University, you have the day off and can take care of your portfolio or some of your job application details. Your placement dates have been selected in order to provide you with 16 full weeks of teaching on the cooperating school's calendar and may not coincide with Webster University terms. A case by case decision will be made by the university supervisor concerning make-up days for absences of apprentice teachers due to sickness, school cancellations, etc. Make-up days may be required.
3. Dress like a professional educator. Observe the standards of the school.
4. Your primary responsibilities are to the pupils and to the school where you are teaching. You MUST notify your cooperating teacher, the principal, and your supervisor as soon as possible, preferably the night before, if for some reason you cannot get to your school on a particular day. You are also responsible for ensuring that any lesson plans for which you have assumed primary responsibility are transmitted to the school personnel who will implement these plans in your absence.
5. You are in the school as an apprentice, regardless of any past experience in education you may have. You are there to learn by working closely with a professional educator. Although you are not an employee, you are a participating member of the faculty, and therefore, you should work with all school personnel in a cooperative and professional manner. Do listen and learn. Do NOT tell the professionals how things should be.
6. Practice professional ethics. Demonstrate professional courtesy and confidentiality in interactions with students, parents, and colleagues. Do not discuss any problems with a colleague. Your supervisor is your confidante.
7. You are expected to attend extra events and conferences, even if they are held outside regular school hours. Consider these as opportunities to learn. Discuss parent-teacher conferences with your cooperating teacher and the school administration to see if your participation is appropriate.
8. Be prepared. Read, research, and organize appropriate materials and develop effective instructional plans. Integrate and apply subject matter knowledge and teaching theory under the guidance of your cooperating teacher and university supervisor.
9. Be prompt, cooperative, diligent, and willing to learn. Your daily schedule will be established in consultation by the cooperating teacher and university supervisor. Adhere to it or clear all changes with your cooperating teacher and university supervisor.

10. You must be accessible. If your supervisor or cooperating teacher contacts you you should return their email or call as soon as possible, the same day the contact is made.
11. Don't hesitate to ask your cooperating teacher and your university supervisor for help if you are unsure about any issue. Apprentice Teaching should be a learning experience for you. Your cooperating teacher and university supervisor are experienced professionals interested in helping you become the best teacher you can be. Trust their judgment and advice and give their suggestions a fair trial.
12. Be positive. Teaching is difficult work. In fact, at times it seems nearly impossible. Expect to be tired, but please persist. Learning is possible and can be thrilling. Draw energy from the successes of your students.
13. The school must provide a substitute in the absence of your cooperating teacher. You cannot be left alone as the substitute.
14. Problem situations might affect the successful completion of apprentice teaching. The university supervisor, in consultation with the apprentice teacher and the cooperating teacher, may develop a plan of assistance or may recommend termination of the apprentice teaching placement. The apprentice teacher may be required to do additional work. The School of Education of Webster University reserves the right to extend or terminate an apprentice teaching placement. If a student refuses or fails to adhere to such an extension or additional work, his or her placement may be terminated.
15. Relax. Teachers carry memories of their apprentice teaching experience for many years. They smile over pleasant memories and reminisce about experiences, which seemed traumatic at the time. You will survive and so will your students.

B. As an apprentice teacher you will:

1. Attend all the sessions of the Apprentice Teaching Seminar during the semester of your placement. These sessions are mandatory and it is your responsibility to give the dates and times to your cooperating teacher.
2. Keep a weekly journal. The journal includes: reactions, reflection, questions, and concerns on a topic of your choice, and should be at least one page. Discuss details with the university supervisor.
3. Following a discussion with your cooperating teacher, submit a copy of your daily schedule to the university supervisor during the first week of the placement. By the end of the third week of the placement, you should have developed and submitted a timeline, which indicates when the required assignments will be completed.
4. Write activity/lesson plans for the classes you teach. Review these plans with your cooperating teacher before they are to be implemented. Keep all copies of these lesson plans in a place where they can be reviewed by the university supervisor during observations.
5. Create and teach a 6 lesson unit plan. This plan should be approved in advance by the cooperating teacher and evaluated by the university supervisor. See the Appendix for a template.
6. Visit and observe at least three other teachers in their classrooms. These observations will be scheduled in consultation with the cooperating teacher and the university supervisor. Include reflective analysis of these observations in your journal. These observations may be done in the school in which you are doing your apprentice teaching or at other sites.
7. Observe students in several settings, such as other classes, the cafeteria, extra-curricular activities.
8. Complete a minimum of four weeks (or equivalent) of intensive teaching. During this period you are responsible for all aspects of teaching (e.g. classroom management, planning, implementing and evaluating all lessons). (Two weeks of intensives are required for eight-week placements.)
9. Identify a professional development goal related to your teaching and reflect upon your efforts to meet this goal.
10. Honestly evaluate your own progress and development in the role of teacher at the mid-term and final evaluation conference. This self-evaluation will help the cooperating teacher and the university supervisor provide useful feedback to you on your teaching performance.
11. Phone the university supervisor when there is a necessary absence or if school is closed for any reason. In addition, you should follow your school's policy for unplanned absences (calling in sick), as well as alerting your cooperating teacher as soon as possible.
12. Request all materials needed to apply to the state for certification from the Coordinator of Teacher Certification. These forms will be distributed and discussed during the Apprentice Teacher Seminar.
13. Keep copies of your evaluation forms, narratives, etc. for your job search file.
14. Complete the Apprentice Teacher Experience Evaluation during the Apprentice Teacher Seminar.
15. Complete your Teacher Work Sample for submission as outlined in the AT seminar.

ACADEMIC INTEGRITY AND PLAGIARISM POLICY

No form of academic dishonesty will be tolerated. According to the Webster University Student Handbook academic dishonesty includes: fabrication--falsifying, inventing, or misstating any data, information, or citation in an academic assignment, field experience, academic credentials, job application or placement file and plagiarism--using the works (i.e. words, images, other materials) of another person as one's own words without proper citation in any academic assignment. This includes submission (in whole or in part) of any work purchased or downloaded from a Web site or an Internet paper clearinghouse. Students who plagiarize will earn "no credit" for the assignment. At the discretion of the instructor, the student will fail the course or be referred to the department chair and dean for disciplinary action.

The Webster University School of Education faculty requires students to honor principles of academic integrity. Students are expected to practice academic honesty when they take tests, produce homework, or create original work. If a student is found to have committed plagiarism in any of his/her courses the following Plagiarism Policy will be implemented:

- 1st offense: Student will take online Plagiarism course at the Academic Resource Center and rewrite the assignment.
- 2nd offense: Student will receive a zero percent on the assignment.
- 3rd offense: Student dismissed from the Teacher Education program and expulsion from the university will be recommended by the department. (*Approved by the Teacher Education Department, May 2009*)

REMOVAL OR WITHDRAWAL FROM APPRENTICE TEACHING

A student who is removed from or withdraws from apprentice teaching must successfully complete apprentice teaching with a C- or above during the second placement arranged, or he/she is no longer eligible to pursue teacher certification through Webster University. Any student who receives a grade below C- will be considered as having had an unsuccessful placement. The student will receive either the grade earned, or a "withdrawal", depending on individual circumstances, date of action, and University policy. (*Approved by UEICCC 5/1/06; Adopted by the Department of Teacher Education 7/6/06; amended May 2010*). Any student who has an unsuccessful initial placement must successfully complete a remediation program before he/she will be placed for the second time. (See policy below). Failure to successfully complete both remediation and a second placement will result in the student's permanent removal from the teacher education program.

REMEDIATION POLICY FOR APPRENTICE TEACHING

Any student who is removed from Apprentice Teaching by the host school or by Webster University, or who withdraws from AT, or who receives a grade below C- in Apprentice Teaching as an undergraduate student, or a grade below B- as a graduate student, must successfully complete a semester of remediation prior to being placed for a second time in Apprentice Teaching. In consultation with the Coordinator of Apprentice Teaching and Field Experiences, the student will work with a selected Webster University mentor from his/her major department during the semester following the unsuccessful placement, focusing on the skills, content, or other deficits identified during the apprentice teaching experience.

During the semester of remediation, the student may request in writing a second placement from the Coordinator of Apprentice Teaching and Field Experiences. The Coordinator of Apprentice Teaching and Field Experiences will determine if the remediation has been successful and if a second placement for Apprentice Teaching is appropriate and desirable. Failure to satisfactorily complete the remediation program will prevent any further placements in Webster University's program at any subsequent time.

Any student who receives a second unsatisfactory grade in AT, who is removed from a placement, or who withdraws from the second placement, will be considered as having had a second unsuccessful placement. The student will receive either the grade earned, or a "withdrawal", depending on individual circumstances, date of action, and University policy. The student will be removed from the teacher education program and will not be assigned another placement in the University's teacher education program. (*Approved by the Teacher Education Department, May 2009; amended May 2010*)

Apprentice Teaching Contract

The purpose of this contract is to make explicit what is already implicit in the Apprentice Teaching handbook. It will be shared with the university supervisor and the cooperating teacher. The contract shall be enforced by the Webster University supervisor and will be monitored by the Coordinator of Apprentice Teaching and Field Experiences.

Apprentice Teaching placement is made based on the following assumptions:

1. Apprentice Teaching will extend for sixteen weeks, with all absences initiated by the apprentice teacher requiring make-up days.

- The sixteen-week period shall not count any fall or spring recess days, either of Webster University or the hosting school district.
- Any holidays celebrated by the school district are not counted as absences.
- Any religious holidays may be celebrated without being made up, but the apprentice teacher must inform the university supervisor and cooperating teacher of such dates in writing at the beginning of the placement period.
- Snow days taken by the school district will be made up by the Apprentice Teacher unless excused by the university supervisor.
- In-service days scheduled by the school or school district will be spent at the school or in an activity approved by the university supervisor with the advice of the cooperating teacher.
- It is the responsibility of the apprentice teacher to inform, at the earliest possible time, both the cooperating teacher and the university supervisor if an unexpected absence occurs.

2. The apprentice teacher will take on the responsibilities of the cooperating teacher for a minimum of four weeks for a sixteen-week placement or two weeks for an eight-week placement.

- The apprentice teacher shall follow the schedule of the cooperating teacher, arriving and leaving at the same time as the cooperating teacher. If the school has official times for the beginning and ending of the school day, the apprentice teacher will adhere to those times. The apprentice teacher shall not typically leave the school grounds during the school day.
- The apprentice teacher shall attend faculty meetings, IEP meetings, CareTeam staffings, open houses, and any related school functions, even though these might fall outside the above stated times.
- The apprentice teacher will assume the duties of the cooperating teacher, including supervision of students, classroom maintenance, and school-wide obligations.

3. The apprentice teacher will prepare for classes in appropriate detail.

- Before teaching any lesson, the apprentice teacher will construct a formal lesson plan. The format provided in the Apprentice Teaching Handbook will be used when the supervisor visits. If the class has a discussion component, the questions will be formulated before the lesson is taught.
- The apprentice teacher will have lesson plans approved by the cooperating teacher prior to the day the lessons are to be taught.
- The apprentice teacher is encouraged to develop engaging curriculum. He/she is advised, however, (as a guest in the classroom) to seek the approval of the cooperating teacher for any teaching strategy that has not been observed in the classroom.

4. The apprentice teacher will attend all Apprentice Teaching Seminar meetings.

- The student will obtain prior permission to leave his or her cooperating school in order to attend all seminar meetings in a timely manner.
- The student will participate fully in all of the activities and discussions of the Seminar.

5. The apprentice teacher will exhibit the positive dispositions of effective teaching as outlined by the School of Education.

I have read and agree to the expectations outlined above in the Apprentice Teaching Contract. My signature below indicates that I accept the conditions of this contract. I understand that failure to completely fulfill the terms of this contract could result in the termination of my apprentice teaching and could affect my grades in the Apprentice Teaching Seminar and in the field experience evaluation. The University reserves the right to deny a subsequent placement, or to require remediation prior to a new placement, and/or to remove the student from the School of Education teacher education program. The final decision about the student's status will be made by the Coordinator of Apprentice Teaching and Field Experiences of Webster University.

I understand that my actions in the apprentice teaching process reflect upon Webster University and on my cooperating school. I commit to engaging in apprentice teaching with a sense of responsibility and commitment to the well-being of the University, to my students and cooperating school, and to myself as an aspiring professional.

Signature of Apprentice Teacher

Date

APPRENTICE TEACHER'S CHECKLIST

Complete and sign this form and return it to the Coordinator of Field Placements

Apprentice Teacher: _____

CONFERENCES:

Mid-Term Evaluation Conference: _____

Final Evaluation Conference: _____

I have submitted the following:

To University Supervisor:
All required assignments

To Peggy Peel, Coordinator of Teacher Certification
Application for Teaching Certificate

* Certification application will not be sent to DESE until the Teacher Work Sample has been accepted.

Signature

Date

Send to: Tracey Brenner, Coordinator of Field Placements, Webster University, 470 E. Lockwood, St. Louis, MO 63119

Section II: The Cooperating Teacher

Role of the Cooperating Teacher
University and State Expectations
Data Verification Sheet
Checklist
Evaluation of Experience



Section II: The Cooperating Teacher

A. Role of the Cooperating Teacher

The following series of general suggestions and guidelines are intended to help the cooperating teacher make the apprentice teacher's experience productive and meaningful.

The cooperating teacher:

1. Introduces the apprentice teacher to the faculty, administration, students, and support staff.
2. Helps the apprentice teacher become acquainted with the school's schedule, policies, rules, and expectations for student and teacher behavior in the district.
3. Throughout the experience, shares with the apprentice teacher his or her own philosophy of teaching and outlook on the teaching profession.
4. Plans a few days of observation for the apprentice teacher to become acquainted with daily procedures, classroom management techniques, and lesson presentation style. The apprentice teacher is there to learn from your experience. Be sure to discuss these observations.
5. "Thinks aloud" while planning lessons and evaluating student work, so the apprentice teacher can learn from your experience and begin preparing for intensive teaching.
6. Gradually involves the apprentice teacher in a more active teaching role. This involvement could be accomplished by including an additional teaching responsibility each week, building up to the four-week intensive teaching experience. Sets a schedule for gradually phasing out apprentice teaching responsibilities at the end of the semester.
7. Co-plans and co-teaches with the apprentice teacher as appropriate.
8. Supports the apprentice teacher in taking over complete responsibility for planning, implementing, and evaluating all curricular and instructional activities during the intensive period. During this intensive time, the apprentice teacher should be responsible for classroom organization and management.
9. Continually provides the apprentice teacher with appropriate feedback concerning lesson plans, teaching behaviors, and interpersonal relations with students and faculty. Schedules conferences at least twice a week and provides the apprentice teacher with written feedback from your observations. Note: At least three formal observations with written feedback must be conducted per semester. Copies of the written feedback should be given to the apprentice teacher and shared with the university supervisor.
10. Reports any problem situations that might affect the successful completion of apprentice teaching to the university supervisor and Coordinator of Apprentice Teaching as soon as possible. The university supervisor, in consultation with the apprentice teacher and the cooperating teacher, may develop a plan of assistance or may recommend termination of the apprentice teaching placement. The apprentice teacher may be required to do additional work. The School of Education of Webster University thus reserves the right to extend or terminate an apprentice teaching placement.
11. Remembers that your school must provide a substitute teacher in your absence, except in emergency situations.
12. Allows the apprentice teacher to leave school in order to arrive at the Apprentice Teaching Seminars on time. Your apprentice teacher should provide these dates and times to you.

B. State and University Expectations:

Cooperating Teachers are given considerable flexibility in creating an apprentice teaching experience. To fulfill state and university requirements, the cooperating teacher:

1. Develops a schedule for transition with the apprentice teacher and the university supervisor. The apprentice teacher should assume full responsibility for planning, implementing, and evaluating all classroom experiences for a minimum period of four weeks (or equivalent). (Two weeks minimum in each eight-week placement.)
2. Makes regular, formal observations of the apprentice teacher. Provides written feedback.
3. Works with the apprentice teacher to schedule at least three observations in other classrooms with teachers who might demonstrate different styles of teaching or classroom management. It is suggested that these observations take place during the final week of apprentice teaching.
4. Completes the midterm evaluation form on the apprentice teacher's performance. This form is to be shared with, and signed by, the apprentice teacher and the university supervisor at the midterm evaluation conference. Use this conference to plan the remainder of the apprentice teacher's placement with special consideration for any strengths and weaknesses that may have been noted by this time.
5. Completes the final evaluation form. This evaluation should be shared with, and signed by, the apprentice teacher and the university supervisor during the final conference.
6. Writes a narrative evaluation of the apprentice teacher's performance at the conclusion of the experience. (May be in the form of a letter of recommendation.)
7. Completes the Cooperating Teacher Data Sheet (usually done at the beginning of the placement), the Cooperating Teacher Checklist, and the Cooperating Teacher Experience Evaluation and submits these to the University.

Please Note: This form should be submitted at the beginning of the placement in order that your honorarium check can be issued as soon as the placement is completed. Failure to submit it early may delay receipt of your honorarium.

**WEBSTER UNIVERSITY APPRENTICE TEACHING
COOPERATING TEACHER DATA SHEET**

Please provide the following information for our records. I am asking for your home address and phone number so that we can keep in touch with you in an emergency and notify you of any changes or information you may need regarding this apprentice teaching placement. You can be assured that this information will be kept confidential in my office. I do not give out home information to students or other faculty without your permission.

Complete home information.

Verify the school information.

Name: _____
Address: _____
City, State, Zip: _____
Phone: _____

E-mail address: _____

Verify or provide your social security number; it is needed to request your stipend or voucher.

Social Sec. No.: _____

Thank you for your participation in our Apprentice Teaching program. We look forward to rewarding experience for both you and our students.

You may return this to me in the envelope provided or contact me via
phone: 314-968-7103
fax: 314-968-7118
mail: Webster University, 470 E. Lockwood, St. Louis, MO 63119
email: traceybrenner31@webster.edu

*Thank you,
Tracey Brenner
Coordinator of Field Placements*

COOPERATING TEACHER'S CHECKLIST

Complete and sign this form and return it to the Coordinator of Field Placements

Cooperating Teacher: _____

Apprentice Teacher: _____

University Supervisor: _____

CONFERENCES:

Mid-Term Evaluation Conference: _____

Final Evaluation Conference: _____

I have submitted the following:

_____ Cooperating Teacher Data Sheet (usually done when placement is confirmed)

_____ Mid-Term and Final Evaluations

_____ Narrative Evaluation as noted on the bottom of the evaluation form

_____ Cooperating Teacher Experience Evaluation

NOTE: The Final Evaluation must be submitted as soon as possible. This information is an important part of the student's file and is essential to the student's job search. You will receive payment when you have submitted your social security number and final evaluation.

Signature

Date

Send to: Tracey Brenner, Coordinator of Field Placements, Webster University, 470 E. Lockwood, St. Louis, MO 63119

Student Name _____

Cooperating Teacher _____

University Supervisor _____

School _____

Date _____

COOPERATING TEACHER EXPERIENCE EVALUATION

1. Were you well informed of your responsibilities as a cooperating teacher?
2. What were some highlights of this supervisory experience?
3. What were some challenging points of this experience?
4. Was your apprentice teacher well prepared to begin the apprentice teaching experience?
5. How could Webster University have been of greater assistance to you?

Section III: The University Supervisor

*Role of the Supervisor
University and State Expectations
Checklist
Evaluation of Experience*



Section III: The University Supervisor

A. The university supervisor provides the vital link between the school and Webster University.

The university supervisor:

1. Contacts the apprentice teachers and the cooperating teachers before the placement begins.
2. Becomes acquainted with the school administrators and serves as liaison between that school and Webster University.
3. Supports the apprentice teacher in his/her development of effective teaching strategies and skills.
4. Confers regularly with the cooperating teacher to discuss the apprentice teacher's progress, plan future observations, and answer questions concerning the process of apprentice teaching.
5. Provides written and oral feedback on lesson plans and assignments.
6. Reports any problem situations that might affect the successful completion of apprentice teaching to the Coordinator of Apprentice Teaching. The university supervisor, in consultation with the apprentice teacher and the cooperating teacher, may develop a plan of assistance or may recommend termination of the apprentice teaching placement. The apprentice teacher may be required to do additional work by the supervisor. The School of Education of Webster University thus reserves the right to extend or terminate an apprentice teaching placement.

B. State and University Expectations:

To comply with state and university requirements the university supervisor will:

1. Visits the placement classroom to observe the apprentice teacher at least six times during a 16-week placement, (3-4 visits each 8 week placement). Each visit should be at least 40 minutes long including a conference with the apprentice teacher to discuss progress. Written feedback should be provided after each observation. (See Appendix for sample.)
2. Convenes and moderates the midterm and final evaluation conferences.
3. Completes the Supervisor's Checklist, Mileage Form, and the University Supervisor Experience Evaluation and submit to the Coordinator of Field Placements. All forms are due by the grade deadline.
4. Maintains written anecdotal records of observations and formative and summative evaluations. Submit these records along with the midterm and final evaluation forms to the Coordinator of Apprentice Teaching.
5. Attends all meetings called by the Coordinator of Apprentice Teaching and Field Placements.
6. Submits a midterm and final evaluation with narrative to the Coordinator of Field Placements. These evaluations must be discussed with, and signed by, the apprentice teacher and cooperating teacher before submitting.
7. Writes a narrative evaluation of the apprentice teacher's performance at the conclusion of the experiences. (May be in the form of a letter of recommendation.)
8. Assigns the grade for the apprentice teacher.

UNIVERSITY SUPERVISOR'S CHECKLIST

Complete and sign this form and return it to the Coordinator of Field Placements

Supervisor: _____

Apprentice Teacher: _____

Cooperating Teacher: _____

SCHOOL VISITS: Once every two weeks is recommended
 Minimum: 7 visits for 16-week placements

CONFERENCES:

Mid-Term Evaluation Conference: _____

Final Evaluation Conference: _____

Please verify that the apprentice teacher has fulfilled all of the required assignments.

___ yes ___ no

Please provide explanation if any of the above visits, conferences, or requirements were not met.

I have submitted the following:

- _____ Mid-Term and Final Evaluations
- _____ Narrative Evaluation
- _____ Course Grade – (on-line or to the School of Education Office)
- _____ Mileage Expense Report
- _____ University Supervisor Experience Evaluation

NOTE: The Final Evaluation must be submitted as soon as possible. This information is an important part of the student's file and is essential to the student's job search.

Signature

Date

Send to: Tracey Brenner, Coordinator of Field Placements, Webster University, 470 E. Lockwood, St. Louis, MO 63119

PART D: Forms, Rubrics, and Samples

Section IV: Student Work Templates

*Instructional Unit Plan Format
Lesson Plan Protocols Format
Unit Plan Scoring Guide
Professional Development Plan
Professional Development Plan Scoring Guide*



Section IV: Student Work Materials

Webster University School of Education INSTRUCTIONAL UNIT PLAN FORMAT

1. **Unit title, descriptions and rationale:** description of the overall unit, the theme of the unit, and why it is appropriate for the students. The unit should extend at least six lessons for a 16 week placement and at least four lessons for a 8 week placement. Your rationale should include why students are learning this information and HOW it will help the student. DO NOT say it is part of the GLE or curriculum as your rationale.
2. **Clear and Concise description of learners:** range of age and ability, including reading ability.
3. **Learner outcomes:** description of what you expect the students to know and be able to do.
4. **Identification of the Show/Me Standards:** any addressed in the unit (Standards or GLEs that are referenced need to be assessed).
5. **A clear description of the behavioral and motivational goals:** What you are working toward in designing management procedures for each lesson. (For example, you may be working toward better group interaction, more group independence, or motivation of reluctant learners).
6. **A description of how the unit takes into consideration the cultural diversity of the students:** Have you taken into consideration cultural mores, language diversity, socio-economic status, religious preferences, holiday and cultural celebrations, other?
7. **Pre-unit assessment of learners' prior knowledge and skill levels:** Include assessment questions and procedures. Give pre-assessment prior to any instruction or discussion before the unit begins. Keep your data for comparison to post assessments.
8. **A day-by-day general plan:** List the lessons to be included in the unit (may be completed as a calendar of lessons and activities).
9. **Thorough daily lesson plans;** At least six (6) lessons for a 16 week placement and at least four (4) lessons for an 8-week placement. Include individual adaptations and modifications for all students with special needs, materials, classroom management techniques, and assessment activities. ***At least 2 or 3 lessons of the unit must be taught with university supervisor present, unless the supervisor determines otherwise.***
10. **A list of resources:** Include materials, people, print, and media both for teacher and student.
11. **Unit assessment of the learner outcomes:** Include the assessment itself (the instrument or, if not a paper and pencil task, a detailed description), the scoring guide used to evaluate the assessment, and the strategy used to share the information with students.
12. **Reflection on P-12 learning:** After the unit is taught, reflect on the success or lack of success. (What do the students know now and what are they able to do? How well do they know and can they do it? What would you do next to further the development of the learning?)

NOTE: The assignment should be written in a clear, concise, professional manner with attention given to proper grammar, spelling, and punctuation.

Webster University School of Education LESSON PLAN PROTOCOLS FORMAT

Description of Setting: What characteristics of the classroom or setting are important to the lesson? (Grade; physical set-up of classroom; number of students; environmental factors cultural makeup of the school) **This information needs to be included ONLY in the first lesson of the unit.**

Description of the Learners: What do you know about the learners that have influenced your decisions in planning this lesson? How do you know this? (Range of age, ability; prior knowledge and skills; developmental levels, IEP goals, cultural background) **This information included ONLY in the first lesson of the unit.**

Rationale: In what way does this lesson address what you are trying to accomplish with P-12 students? (Rationales or goals are broad, speaking to the long-term needs of the learner, and are rarely accomplished in one lesson). They answer the question: "Why do the P-12 students need to learn this?"

e.g. Students will be able to understand and to demonstrate how authors use dialogue to reveal characters' personalities.

Outcomes: Outcomes are related to rationales/goals, but are narrow enough to be measurable. **Every outcome will need to be assessed.** Outcomes answer the question: "What do the P-12 students need to know and be able to do?"

e.g. Students will be able to write a 20-line dialogue in which characters reveal their motives and personality traits.

Show-Me Standards: What *Show-Me Standards, Grade Level Expectations or CLE's* will be addressed?

Instructional Process: Describe in detail sequentially what the teacher and students will do.

- How will you engage learners, assess knowledge, develop schema, and set purpose for learning?
- How can you best connect this to the lives of students? In what ways will you explain the purpose of the lesson to the students?
- How will you demonstrate the processes your students will follow as they participate in the lesson?
- Describe the procedures you will use to guide students through the lesson.
- How will you scaffold your lesson so that students can gradually assume responsibility for learning?
- How will you guide students to reflect on what they learned and their success in the learning?
- Outline how you are providing for individual differences among the students in your class. Speak to the specific needs, modifications or accommodations for individuals, not in generalities.

Assessment Procedures: How will you determine what each student knows and/or can do? How will you record this and share it with the student? (Include any tool you will be using to assess, including any scoring guide. If possible include a copy of the work of one or two students in your final copy.)

Materials: List any materials, support materials, and technology used in the lesson. This includes texts, literature, charts, and bulletin boards. Include a copy of anything you will be using with the students.

Management Procedures: What procedures will you put in place to assure a successful lesson? (Describe behavior management plan, including the "rules" in effect and how these will be shared with students. Describe time management/procedures to smooth transitions, especially for younger children.)

Reflection: What have I learned from teaching this lesson? (After the lesson, reflect on what worked and what you would do differently. Describe how you adjusted the lesson to meet the needs of the learners. Reflect on what you have learned about the students by teaching the lesson. Talk about what comes next, for the students and for you. *The purpose of this reflection is not to defend your teaching, but to demonstrate that you have learned from it.*)

UNIT PLAN EVALUATION GUIDELINES

#	Exceeds Standards 4	Meets Standards 3	Nearing Proficiency 2	Unsatisfactory 1	Mo ST EP
1	Clear description of unit that expertly defines the alignment of student needs and abilities with the rationale.	Clear description of unit that explains why it is a good fit to the needs and abilities of the students	A serious attempt is made to explain the rationale in terms of the needs and abilities of students, with a need for more clarity.	Vague description with little or no reference to the needs and abilities of this group of students.	1
2	Description of the learners is thorough and insightful, including grade level, ranges of age and ability, and cultural influences that might affect performance.	Description of the learners includes grade level, range of age and ability including reading ability. Description is clear and specific	Description of the learners includes most of the designated components but with a need for more clarity or specificity.	Description of the learners includes fewer than half of the designated components: description is vague.	2
3	Learner outcomes clearly align with standards and specify what the student is to know and be able to do at the end of the unit.	Learner outcomes clearly describe what the student is to know and be able to do at the end of the unit.	Learner outcomes describe what the student is to know and be able to do, but tend to be too general.	Learner outcomes inadequately describe what the student is to know and be able to do at the end of the unit.	4
4	Identification of appropriate content and process ShowMe Standards (and eventual inclusion of each in the assessment plan for the unit).	Identification of most appropriate content and process ShowMe Standards (and inclusion of each in the assessment plan for the unit).	Identification of some appropriate content and process ShowMe Standards (with most included in the assessment plan for the unit).	Incomplete identification of content and process ShowMe standards.	1, 4
5	Clear description of the behavioral and motivational goals the class is working to achieve.	Description of the behavioral and motivational goals the class is working to achieve.	A serious attempt at determining the behavioral and motivational goals, with a need for greater clarity.	Vague description with little or no indication of the goals of behavior choices.	6
6	Insightfully describes how the cultural diversity of the students is used in the planning of the unit.	Describes how the cultural diversity of the students is used in the planning of the unit.	Shows some evidence that the cultural diversity of the students is used in planning the unit.	Does not consider the cultural diversity of the students in planning the unit.	3
7	Pre-unit assessment of learners' prior knowledge and skill levels is specifically targeted and directly impacts instruction based on student responses. Questions guiding the assessment and assessment procedures are specified.	Pre-unit assessment of learners' prior knowledge and skill levels is targeted and impacts instruction based on student responses. Questions guiding the assessment and assessment procedures are evident.	Pre-unit assessment of learners' prior knowledge and skill levels is somewhat vague but impact on instructional planning is evident. Questions are clearly specified.	Pre-unit assessment of learners' prior knowledge and skill levels is minimal or absent and its impact on instruction is unclear. Questions guiding the assessment and assessment procedures are not specified.	1

Unit Plan Scoring Guide Continued.

	Exceeds Standards 4	Meets Standards 3	Nearing Proficiency 2	Unsatisfactory 1	Mo ST EP
8	The general plan is a well developed mapping of the unit, with practical consideration of the time available and the requirements of the learners.	The general plan is a reasonable mapping of the unit, with practical consideration of the time available and the requirements of the learners.	The general plan is complete but does not show evidence of a clear understanding of the limitations of time or the requirements of the learners.	The general plan is incomplete or it is inappropriate given the time available and/or the requirements of the learners.	4, 5
9	Unit includes at least six strong lessons. Lesson plans use the given format including specific objectives and detailed scripting of instructional activities (including adaptations and modifications, materials, management, and assessment activities).	Unit includes at least six lessons. Lesson plans use the given format including specific objectives and detailed scripting of instructional activities (including adaptations and modifications, materials, management, and assessment activities).	Unit includes at least six lessons with a need for more clarity. Lesson plans use the given format including specific objectives and detailed scripting of instructional activities (including adaptations and modifications, materials, management, and assessment activities).	Unit includes inadequate lesson plans.	3, 11
10	Resources in each category are provided (people, print, and media, both for teacher planning and student use) and demonstrate a breadth of information used.	Resources in each category are provided (people, print, and media, both for teacher planning and student use)	Resources in most categories are provided (people, print, and media, both for teacher planning and student use)	An inadequate attempt to search out resources.	10
11	Unit assessment includes all unit outcomes, how information will be shared with the student, and includes a descriptive scoring guide for evaluating the assessment. Impact on PK-12 learning is clearly articulated.	Unit assessment includes most unit outcomes, how information will be shared with the student, and includes a scoring guide for evaluating the assessment. Impact on PK-12 learning is articulated.	The unit assessment makes a serious attempt to include unit outcomes, but the means of scoring information is vague. The scoring guide needs to better describe the criteria. Impact on PK-12 learning is addressed.	The unit assessment does not address most of the unit objectives; administration and scoring directions are nonspecific.	8
12	Detailed, specific reflection on P-12 learning is evident. (What do the students now know and what are they able to do? How well do they know it and can they do it? What would you do next to further the development of the learning?)	Specific reflection on P-12 learning is evident. (What do the students now know and what are they able to do? How well do they know and can they do it? What's next?)	Global reflection on P-12 learning is evident. (What do the students now know and what are they able to do? How well do they know and can they do it? What would you do next to further the development of the learning?)	Limited reflection on P-12 learning is evident. (What do the students now know and what are they able to do? How well do they know and can they do it? What would you do next to further the development of the learning?)	9
	Assignment is written in a clear, concise, professional manner with attention given to proper grammar and no errors.	Assignment is written in a clear, concise, professional manner with attention given to proper grammar, spelling, and punctuation.	Assignment is written in a clear, concise, professional manner with minimal grammar, spelling, and punctuation errors	Assignment is written in a nonspecific or unprofessional manner with multiple grammar, spelling, and punctuation errors.	7

Professional Development Plan Sample

Having examined your knowledge and skills using the MoSTEP Standards, choose your two weakest areas. For each, state in clear language a reasonable goal to accomplish within the next year. Explain why you have chosen that goal. List possible activities that you might pursue to help you achieve the goal.

Goal 1: _____

Rationale: _____

Possible activities to address the goal: _____

Goal 2: _____

Rationale: _____

Possible activities to address the goal: _____

Professional Development Plan Evaluation Guidelines

Exceeds Standards 4	Meets Standards 3	Nearing Proficiency 2	Unsatisfactory 1
Plan objective is clearly written and indicates all criteria needed for mastery.	Plan objective is clearly written and indicates most criteria needed for mastery.	Plan objective lacks one or more of the specified components	Plan objective is not clearly written or inadequately describes the criteria needed for mastery
An insightful rationale that draws upon past professional experiences and input from other professionals is provided.	A specific rationale that draws upon past professional experiences and input from other professionals is provided	A limited rationale is provided as to why the particular objective was chosen	No rationale is provided as to why the particular objective was chosen
Activities needed to address objective and subsequent timeline in which activities will be implemented are clearly outlined.	Activities needed to address objective and subsequent timeline in which activities will be implemented are generally stated.	Activities needed to address objective and/or subsequent timeline in which activities will be implemented are limited such as not to allow a thorough and meaningful focus on the objective	Activities needed to address the objective and/or a subsequent timeline in which the activities will be implemented are not provided
A plan for evaluating progress is clearly specified, with contingencies noted.	A plan for evaluating progress is clearly specified.	A plan for evaluating progress is unclear.	A plan for evaluating progress is not included.
Results and reflection on implementation is insightful and thorough.	Results and reflection on implementation is general.	Results and/or reflection on plan implementation are limited	Results and/or reflection on implementation are absent
Mechanics-assignment is written in a clear, concise, professional manner with no grammar, spelling, and/or punctuation errors.	Mechanics-assignment is written in a clear, concise, professional manner with minimal grammar, spelling, and/or punctuation errors.	Mechanics-assignment is written in a nonspecific or unprofessional manner with some grammar, spelling, and/or punctuation errors.	Mechanics-assignment is written in a nonspecific, disconnected, or unprofessional manner with multiple grammar, spelling, and/or punctuation errors.

*Section V: Required Forms for Cooperating
Teachers and University Supervisors*

Observation Form

Apprentice Teaching Evaluation Form

Apprentice Teaching MoSTEP Worksheet

MoSTEP Standards Rubric

School of Education Dispositions

Summative Scoring and Evaluation Guide



Student _____

Subject/Grade: _____

Date _____

OBSERVATION FORM

Observations:

Strengths:

Recommendations:

Observation made by: _____ Date: _____
Signature

1 copy for student and 1 copy for observer

Apprentice Teaching Evaluation Form

Based on MoSTEP Standards and School of Education Goals & Dispositions

Student ID Number

Course # EDUC Section

Evaluation Date

Evaluation Term Midterm Final

Apprentice Teacher _____ Subject Matter/Grade Level _____

Evaluation Prepared By _____ School _____ District _____

Thank you for taking the responsibility to improve the professional competencies of a Webster University preservice teacher. Please fill out this form and the attached Apprentice Teaching Worksheet with the preservice teacher (written comments are appreciated). For each indicator select the rating that best fits the student's performance.

Rating Scale: 3.5 or 4.0 = Advanced 2.5 or 3.0 = Proficient 1.5 or 2.0 = Nearing Proficiency 1.0 = Unsatisfactory

4	3.5	3.0	2.5	2.0	1.5	1.0	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Teaching & Learning Description
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. Knows the subject and makes learning meaningful for students.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2. Understands how students learn & develops appropriate learning activities.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3. Understands how students differ in their approaches to learning and creates instructional opportunities for diverse learners.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4. Develops, implements & evaluates curriculum based on student, district and state standards.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. Uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. Understands individual and group motivation and behavior to create a positive learning environment.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. Models effective verbal, nonverbal, and media communication techniques.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. Understands and uses formal and informal assessment strategies to evaluate continuous development of the learner.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9. Is a reflective practitioner who continually assesses the effects of choice and actions on others.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10. Fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well being.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11. Uses available technology as appropriate.

4	3.5	3.0	2.5	2.0	1.5	1.0	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Dispositions
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Understands & respects self; respects differences; open to change; curious; reflective.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Understands & respects others; responds appropriately to diversity; exhibits empathy; commits to fairness & honesty; listens respectfully to other points of view.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Understands, respects professional communities; professional behavior in school; informed decision-maker; communicates/collaborates; willing to work; affects change with courage and confidence.

Please describe the diversity of the setting:

Please attach a one-page typed narrative (may be in the form of a letter of recommendation) to the final evaluation describing the special strengths, areas of specific growth and/or professional development goals for this apprentice teacher. Your evaluation and narrative may become part of the apprentice teacher's portfolio and used by the apprentice teacher with job applications.

Other comments as appropriate or desired:

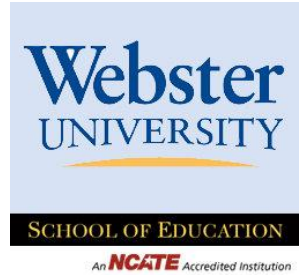
Following a discussion of the completed evaluation and worksheet, all three (3) members of the apprentice teaching team should sign below

Apprentice Teacher _____ Date _____
Cooperating Teacher _____ Date _____
University Supervisor _____ Date _____

White: Field Experience Office
Yellow: Apprentice Teacher
Pink: Cooperating Teacher
Gold: University Supervisor

Return to: Tracey Brenner,
Apprentice Teaching & Field Experience Office, WEBH 227
470 East Lockwood Ave, St. Louis MO 63119
314-968-7103

APPRENTICE TEACHING WORKSHEET
MoSTEP PROFESSIONAL COMPETENCIES FOR TEACHER PREPARATION (Initial)



- Cooperating Teacher
- University Supervisor

Student Name _____ Student ID _____ PBC/GRAD or UNDG Certification Area: _____
 (circle one)

STANDARD	MET	NOT YET MET	Not observed	PERFORMANCE INDICATORS/BENCHMARKS
Makes Learning Meaningful Standard 1. (1.2.1) The preservice teacher understands the central concepts, tools of inquiry and structure of the disciplines(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students				1.1 knows the discipline as defined by the certification Subject Specific Competencies (SSC)
				1.2 presents the subject matter in multiple ways
				1.3 uses students' prior knowledge when identifying learning objectives and choosing instructional strategies
				1.4 engages students in the methods of inquiry used in the discipline
				1.5 creates interdisciplinary learning
				COMMENTS:
Student Learning Standard 2. (1.2.2) The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.				2.1 knows and identifies child/adolescent development
				2.2 strengthens prior knowledge with new ideas
				2.3 encourages student responsibility
				2.4 knows theories of learning
				COMMENTS:
Awareness of Diversity Standard 3. (1.2.3) The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners				3.1 identifies prior experience, learning styles, strengths, and needs
				3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs
				3.3 knows when and how to access specialized services to meet students' needs
				3.4 connects instruction to students' prior experiences and family, culture, and community
				COMMENTS:
Curriculum Standard 4. (1.2.4) The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.				4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired)
				4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance.
				4.3 evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning
				COMMENTS:

STANDARD	MET	NOT YET MET	Not observed	PERFORMANCE INDICATORS/BENCHMARKS
Instructional Strategies Standard 5. (1.2.5) The preservice teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.				5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs
				5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities
				COMMENTS:
Individual and Group Motivation Standard 6. (1.2.6) The preservice teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.				6.1 knows motivation theories and behavior management strategies and techniques
				6.2 manages time, space, transitions, and activities effectively
				6.3 engages students in decision making
				COMMENTS:
Communication Techniques Standard 7. (1.2.7) The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom				7.1 models effective verbal/ non-verbal communication skills
				7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and responses to student's communication
				7.3 supports and expands learner expression in speaking, writing, listening, and other media
				7.4 uses a variety of media communication
				COMMENTS:
Assessment Strategies Standard 8. (1.2.8) The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.				8.1 employs a variety of formal and informal assessment techniques (e.g. observations, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor his/her knowledge of learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies
				8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning
				8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom instructions, questioning, and analysis of student work
				8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues
				COMMENTS:
Reflective Practitioner Standard 9. (1.2.9) The preservice teacher is a reflective practitioner who applies the ethical practices of the profession and continually assesses the effects of his/her choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.				9.1 applies a variety of self-assessment and problem-solving strategies reflecting on practice, their influences on students' growth and learning, and the complex interactions between them
				9.2 uses resources available for professional development
				9.3 practices professional ethics
				COMMENTS:

STANDARD	MET	NOT YET MET	Not observed	PERFORMANCE INDICATORS/BENCHMARKS
Professional Relationships Standard 10. (1.2.10) The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.				10.1 participates in collegial activities designed to make the entire school a productive learning environment
				10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems
				10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being
				10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential
				COMMENTS:
Technology Standard 11. (1.2.11) The preservice teacher understands the theory and application of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students				11.1 demonstrates an understanding of instructional technology concepts and operations
				11.2 plans and designs effective learning environments and experiences supported by informational and instructional technology
				11.3 implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning
				11.4 uses technological applications to facilitate a variety of effective assessment and evaluation strategies
				11.5 uses technology to enhance personal productivity and professional practice
				11.6 demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice
			COMMENTS:	

Review and discussion with teacher candidate:

Teacher Candidate Signature Date

cc: Teacher Candidate
Field Experience Office

University Supervisor Signature or
Cooperating Teacher Signature Date

COMMENTS/PLAN OF ACTION:

MoStep Standards Rubric for Preservice Teachers

Apprentice Teaching

MOSTEP Standard 1: The preservice teacher understands the central concepts, tools of inquiry and structures of the disciplines within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

Proficient	Nearing Proficiency	Unsatisfactory
The preservice teacher demonstrates strong knowledge of relevant central concepts, tools of inquiry and structures of the disciplines with no serious gaps or inaccuracies in understanding.	The preservice teacher demonstrates strong knowledge of relevant concepts in the discipline(s) and works actively to expand knowledge of the tools and structures of the discipline.	The preservice teacher demonstrates a basic knowledge of the disciplines, possibly only exhibiting the knowledge or skills of a discipline rather than the central concepts that unify the discipline. The preservice teacher's work, however, may demonstrate flaws or gaps in disciplinary understanding.
Lesson preparation and instruction reveal the ability to make connections between and among the content, other disciplines, and student background and life experiences.	Lesson preparation demonstrates an understanding of teaching in a context that is meaningful to students' lives but some support is needed in creating learning situations that connect to student's lives and other disciplines.	There is little or no evidence of teaching content in a meaningful context that connects to students' interests and lives or to connect subject matter within and across disciplines

MOSTEP Standard 2: The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social and personal development of all students.

Proficient	Nearing Proficiency	Unsatisfactory
The preservice teacher applies knowledge of how students learn and develop to create developmentally appropriate learning opportunities that not only strengthens prior knowledge and encourages student responsibility, but also supports the intellectual, social, and personal development of all students.	The preservice teacher attempts to apply theories of learning, often using this knowledge in developmentally appropriate ways, typically modeling developmentally appropriate practice but not yet independent in designing practice that consistently supports the growth of all students.	The preservice teacher demonstrates a basic knowledge of theories and principles of human development and learning (e.g. paraphrases the most major developmental and learning theorists). However, there is little or superficial evidence of using this knowledge to create developmentally appropriate instruction.

MOSTEP Standard 3: The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Proficient	Nearing Proficiency	Unsatisfactory
The preservice teacher demonstrates the ability to adapt instruction and assessment to meet the diverse physical, intellectual, and cultural needs of individual students	The preservice teacher demonstrates the ability to adapt instruction and assessment to meet the diverse physical, intellectual, and cultural needs of individual students with the support of the classroom teacher.	The preservice teacher demonstrates a recognition that students differ in their approaches to learning but offers only occasional or narrow evidence of the ability to implement even the most basic adaptations to meet the needs of individual learners.
Based in high expectations, activities connect with and build upon students' individual strengths, prior experiences, family, culture, and community heritages.	Activities typically show evidence of being adapted for all learners, taking into account differences in the abilities, learning style and previous knowledge of the learners.	The preservice teacher may assert a belief in the individuality of learners (possibly considering only ability differences), but instruction appears predominately designed for the whole class.
The candidate demonstrates knowledge of when and how to access specialized services.	Preservice teacher is actively pursuing an understanding of when/how to access a variety of specialized services.	Overt knowledge of when and how to access specialized services is superficial or absent.

MOSTEP Standard 4: The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

Proficient	Nearing Proficiency	Unsatisfactory
The preservice teacher demonstrates the ability to create and implement short-term curriculum goals, the ability to set and/or to work toward long-term curricular goals, and the ability to evaluate the impact of delivered curriculum.	The preservice teacher demonstrates the ability to create and implement short-term classroom curriculum goals and or the ability to evaluate the impact of delivered curriculum.	The preservice teacher demonstrates the ability to create and implement short-term classroom curriculum without providing evidence of either the ability to set and/or to work toward long-term curricular goals or the ability to evaluate the impact of delivered curriculum.
The preservice teacher is aware of state and district knowledge and performance standards and considers those, as well as student needs, when planning lessons.	The preservice teacher applies state and district standards to lessons, typically referencing them after having designed the lesson.	Although lesson plans may include references to state knowledge and performance standards, references tend not to be reflected in what K-12 students were actually asked to do.
Instructional planning and implementation consider individual student learning styles and are constructed to build student skills in developmentally appropriate ways.	Lessons include consideration of differences in learning style but are predicated on models rather than on the actual learning styles of the students in the class.	Lesson tends to focus on whole-class instruction.
During implementation, the preservice teacher demonstrates flexibility by evaluating and changing long- & short-term goals and/or instruction to meet student needs.	The preservice teacher adjusts instruction during implementation but typically does not adjust long and short-term goals.	Little evidence is available to indicate the teacher's ability or inclination to evaluate and change goals and/or instruction to meet student needs.

MOSTEP Standard 5: The preservice teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Proficient	Nearing Proficiency	Unsatisfactory
The preservice teacher uses and subsequently evaluates the impact of a variety of instructional strategies, materials, and technologies to meet individual student needs	The preservice teacher uses a variety of instructional strategies, materials and technologies with limited reflection on the relative value of the strategy for promoting long-term learning.	The preservice teacher uses a limited set of instructional strategies, materials, or technology to create lessons mostly at the recall/recognition level; the candidate may not distinguish multiple activities using the same strategy from using different strategies.
Artifacts reveal the use of a variety of strategies to encourage students' development of critical thinking, problem solving, and performance skills	The preservice teacher is exploring strategies that encourage the development of critical thinking, problem solving, and performance skills and consciously attempting to incorporate these in the lessons.	There is little or no evidence of either the ability to create learning opportunities that encourage students; development of critical thinking, problem solving, and performance skills or the ability to align instructional strategy with content and/or skills to be taught
The candidate offers evidence of the ability to engage each student in active learning; moreover, instructional artifacts emphasize a balance between teacher-centered, whole-class instruction and more student-centered, individualized instruction.	The preservice teacher is actively pursuing ways of engaging students in active learning and shows evidence of student-centered, individualized instruction.	The candidate reveals only limited evidence of the ability to engage each student in active learning; rather, instructional artifacts emphasize a frequently teacher-centered, whole-class approach to instruction
The candidate uses student work in the evaluation of a strategy's impact on student learning.	The preservice teacher includes some evidence of student learning in evaluating strategy impact.	The candidate tends to assert the positive impact of a strategy rather than provide evidence via student work.

MOSTEP Standard 6: The preservice teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Proficient	Nearing Proficiency	Unsatisfactory
The preservice teacher provides evidence of not only knowing but also applying motivation theories and behavior management strategies and techniques to create a collaborative, participatory, and individualized learning environment that encourages positive social interaction, active engagement in learning and self-motivation.	The preservice teacher is progressing in applying motivation theories and behavior management strategies and techniques to create a collaborative, participatory, and individualized learning environment that encourages positive social interaction, active engagement in learning and self-motivation, with support from the cooperating teacher.	The preservice teacher may recount the principles (or theorists) of individual and group motivation and behavior management but offer little or no evidence of the ability to design and implement a collaborative, participatory, or individualized learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
The preservice teacher demonstrates the capacity to actively engage students in their own learning and the effort to encourage all students to set, monitor, and adjust their learning goals and behavior.	The preservice teacher is actively exploring strategies for actively engaging students in their own learning and encouraging students to set, monitor, and adjust their learning goals and behavior.	Maintaining control may be emphasized over student empowerment.

MOSTEP Standard 7: The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Proficient	Nearing Proficiency	Unsatisfactory
The preservice teacher uses clear and articulate verbal, nonverbal and media communication tools in all interactions with students, parents, colleagues and the community.	The preservice teacher uses clear and articulate verbal, nonverbal and media communication tools in all interactions with students, parents, colleagues and the community, as demanded by the setting.	The preservice teacher demonstrates effective personal oral and written communication skills and presentation techniques, including limited media communication to communicate with students, parents, colleagues, and the community.
The candidate uses these communication tools and techniques to support the learner's development of effective communication skills and to foster active inquiry, collaboration, and supportive interaction in the classroom.	The preservice teacher uses these communication tools and techniques to support the learner's development of effective communication skills and to foster active inquiry, collaboration, and supportive interaction in the classroom, with the support of the cooperating teacher.	The candidate can describe how these communication skills might be used to develop learners' skills or to foster active inquiry, collaboration, and supportive interaction in the classroom without actually giving evidence demonstrating the ability.
Interactions with students tend to treat students as valued individuals.	Interactions with the students increasingly treat all students as valued individuals.	Interactions with students tend to treat students as all being the same.
Use of communication/media technology is appropriate and varied.	The preservice teacher is actively exploring the use of technology to promote learning.	Use of communication/media technology is limited and conventional.

MOSTEP Standard 8: The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Proficient	Nearing Proficiency	Unsatisfactory
The preservice teacher understands and uses formal and informal traditional and performance-based assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner, including but not limited to understanding of state knowledge/performance standards and their assessment.	The preservice teacher understands and actively explores the use of a variety of formal and informal assessment strategies, including but not limited to the state assessments, with the support of the classroom teacher.	The preservice teacher demonstrates a basic knowledge of formal assessment strategies for a variety of purposes (i.e. intellectual, social, and physical assessment); alternatively, the candidate may reveal only a narrow range of even formal assessment strategies, tending to focus on whole-class knowledge testing.
Evidence demonstrates knowledge of state knowledge/performance standards and their assessment.	Knowledge of state knowledge/performance standards and their assessment is increasingly being incorporated into classroom assessments.	Provides little or no evidence of knowledge of state knowledge/ performance standards or their assessment.
This teacher maintains and uses data from assessment activities to inform instruction and to provide constructive and specific feedback to students, parents and colleagues.	Supported by the cooperating teacher, the preservice teacher maintains and uses data from assessment activities to inform instruction. Feedback is constructive and increasingly specific.	There is little or no evidence that the candidate uses information generated from assessment to inform instruction or to foster student self-assessment or growth.
The candidate consciously encourages and supports students' self-assessment as a means to enhancing their own learning and achievement; moreover, evidence reveals the willingness and ability to use assessment data to offer constructive feedback to students, parents, and colleagues.	The preservice teacher increasingly includes students' self-assessment in lessons. The preservice teacher has developed strategies for documenting student performance and sharing this information with students, parents and colleagues.	There is little or no evidence of the ability to maintain useful records of student performance and/or to communicate constructive and specific feedback to students, parents, or colleagues.
Student work samples verify candidate's assessment knowledge and skills.	The preservice teacher is increasingly using student work samples to verify student learning.	Knowledge and skills tend not to be supported by student work samples.

MOSTEP Standard 9: The preservice teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

Proficient	Nearing Proficiency	Unsatisfactory
The preservice teacher is a reflective practitioner who demonstrates the capacity and the inclination to examine and assess the effects of his/her choices and actions on self and others; candidate reflections analyze the impact or actions on student learning (vs. merely describing what transpired).	The preservice teacher is a reflective practitioner who demonstrates the capacity and the inclination to examine and assess the effects of his/her choices and actions on self and others; preservice teacher reflections increasingly analyze the impact or actions on student learning (vs. merely describing what transpired).	The preservice teacher does not consistently exhibit the ability to think about and articulate the quality of his/her own learning, choices, and actions on student learning.
The candidate offers evidence that he or she consciously applies professional ethical standards within this reflective process.	The preservice teacher offers evidence that he or she consciously applies professional ethical standards in classroom situations.	There is evidence that this teacher can articulate and apply professional ethical standards to situations posed to him or her; alternatively, there may be no evidence that the individual has considered ethical standards.
The candidate uses reflection to analyze actions and decisions, and based on his/her findings the candidate refines practice and/or seeks out opportunities to grow professionally	The preservice teacher uses reflection to analyze actions and decisions, supported by the cooperating teacher and the university supervisor, using the information to grow professionally.	Candidate reflections are primarily descriptive of what occurred; if reflection is used at all, it yields at most only minor refinements in learning and practice, seeking no opportunities for professional growth.

MOSTEP Standard 10: The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well being.

Proficient	Nearing Proficiency	Unsatisfactory
The preservice teacher seeks opportunities to develop caring, professional, and productive relationships with school colleagues, parents, and educational partners in the school and larger community to support student learning and well-being	The preservice teacher takes advantage of opportunities to develop caring, professional, and productive relationships with school colleagues, parents, and educational partners in the school and larger community to support student learning and well being, as appropriate to the practicum experience.	The preservice teacher confines his/her activities to the classroom and to interactions with the cooperating teacher.
The candidate demonstrates knowledge of when and how to access specialized services.	The preservice teacher actively seeks knowledge of special services appropriate to the needs of the students.	The candidate shows no evidence of going beyond the classroom to connect with others to support student learning, including but not limited to knowledge of when and how to access specialized services.

MOSTEP Standard 11: Technology in Teaching and Learning: The preservice teacher understands the theory and application of technology in educational settings and has technological skills to create meaningful learning opportunities for all students.

Proficient	Nearing Proficiency	Unsatisfactory
The preservice teacher demonstrates continual growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results.	The preservice teacher actively pursues knowledge of the uses of current and emerging computer technologies relevant to the school setting.	The preservice teacher demonstrates at most a basic (or very limited) knowledge of computer technologies with little recognition of need to stay abreast of evolving technologies.
The preservice teacher applies current research on teaching and learning with technology to plan and deliver developmentally appropriate learning opportunities that integrate a variety of software, applications, and learning tools (e.g., graphing calculators, language translators, scientific probe-ware, musical composition software, electronic maps, etc) to support the diverse needs of learners.	The preservice teacher actively pursues those technologies specific to the content of the curriculum or the needs of the diverse learners in the class.	The preservice teacher plans and delivers learning opportunities that integrate computers into the classroom, but these opportunities employ only a limited range of learning software and little beyond games, word-processing, presentation software, and computerized work sheets.

MOSTEP Standard 11 continued:

Proficient	Nearing Proficiency	Unsatisfactory
<p>The preservice teacher identifies, locates, explores, and evaluates for accuracy and suitability, computer/technology resources including applications, tools, educational software, and associated documentation.</p> <p>Designs and utilizes technology-enhanced, learner-centered classroom strategies and activities (including teaming and/or small group collaboration) to address the diverse needs of students. Facilitates technology-enhanced learning experiences that develop students' higher-order thinking skills, creativity, and problem-solving skills; content standards; and student technology standards.</p>	<p>The preservice teacher identifies, locates and explores suitable computer technology, often relying on the feedback of students to evaluate suitability. The preservice teacher increasingly seeks resources that promote higher-level thinking, consciously looking for resources that can adapt to the diverse needs of students.</p>	<p>The preservice teacher identifies, locates, explores computer/technology resources including applications, tools, educational software, but does not evaluate these critically with regard to such issues as developmental appropriateness, accuracy, or suitability to support local, state, or national standards. Designs and utilizes technology-based, teacher-centered classroom strategies and activities, with no differentiation of instruction. Facilitates technology-enhanced learning experiences that are limited to knowledge or basic-skills acquisition and communication.</p>
<p>The preservice teacher uses technology resources in assessing student learning of subject matter using a variety of assessment techniques to collect and analyze data, to interpret results, and to communicate findings to improve instructional practice and maximize student learning (including the use of technology resources for learning, communication, and productivity).</p>	<p>The preservice teacher explores the use of technology in assessing and managing data, with the support of the classroom teacher.</p>	<p>The preservice teacher exhibits little or no use of technology resources in assessing and managing data on student learning of subject matter; alternatively, uses technology to assess only the recall/recognition of knowledge and basic skills.</p>
<p>The preservice teacher uses technology resources to engage in ongoing professional development and lifelong learning, continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning, uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning and to conduct research and to solve problems.</p>	<p>The preservice teacher explores the use of technology in professional development and communication with students and parents in order to nurture student learning, as appropriate to the setting.</p>	<p>The preservice teacher reveals little or no evidence of the inclination or ability to use technology resources to enhance professional development learning, rarely reflects on professional practice regarding the use of technology in support of student learning, may use technology to communicate with peers but not with parents and the larger community or to collaborate or conduct research.</p>
<p>The preservice teacher models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources, applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, including facilitating equitable access to technology resources for all students.</p>	<p>The preservice teacher models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources. The preservice teacher applies technology resources equitably. With the support of the classroom teacher, the preservice teacher increasingly enables and empowers learners with diverse backgrounds, characteristics, and abilities.</p>	<p>The preservice teacher models and teaches legal and ethical practice related to technology, information, and software resources, but does not demonstrate the inclination to teach this to students; alternatively, may disregard matters of copyright or fair acknowledgment of resources and materials taken from print or electronic sources; expresses some concern for the safe and healthy use of technology resources; does not use technology resources as a means to empowering learners with diverse backgrounds, characteristics, and abilities; does not overtly consider the issues of equitable access to technology resources for all students.</p>

Webster University School of Education Dispositions Proficiencies and Rubric

1. Understands and Respects Self

Student name _____

- 1.1 Understands and respects that s (he) may be different from others
- 1.2 Embraces an openness to change (adaptability, flexibility)
- 1.3 Exhibits curiosity
- 1.4 Engages in reflection

Proficient	Nearing Proficiency	Unsatisfactory
The preservice teacher reflects an understanding of self and the ways in which the teacher differs from others. The preservice teacher in the classroom setting is willing to be flexible and open to learning both about teaching and about the students. Reflection demonstrates that he/she has learned from the experience.	The preservice teacher is beginning to reflect an understanding of self and the ways in which the teacher differs from others. The preservice teacher is sometimes able to adapt and focus on opportunities to learn in the classroom. Reflection involves a specific description of events.	The preservice teacher does not reflect an understanding of self and the ways in which the teacher differs from others. The preservice teacher shows a lack of adaptability and does not focus on opportunities to learn in the classroom. Reflection involves a general description.

2. Understands and Respects Others

- 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
- 2.2 Exhibits empathy
- 2.3 Commits to fairness and honesty
- 2.4 Listens respectfully to other points of view

Proficient	Nearing Proficiency	Unsatisfactory
The preservice teacher consistently interacts with others in a way that reflects an understanding of differences. The preservice teacher in the classroom setting consistently makes an effort to listen to and understand others. The preservice teacher is sensitive to perceptions of fairness in dealing with students, families, and colleagues.	The preservice teacher is beginning to respond appropriately to the differences in others. The preservice teacher is beginning to focus on the students and the school setting, to listen to others, to understand their point of view, and to respond fairly.	The preservice teacher fails to respond to the differences in others. The preservice teacher fails to focus on the students and the school setting, does not attempt to listen to others and to understand their point of view, and does not respond fairly.

3. Understands and Respects Professional Communities

- 3.1 Commits to professional behavior in university and school cultures
- 3.2 Practices informed decision-making in university and school cultures
- 3.3 Communicates and collaborates in university and school cultures
- 3.4 Accepts academic rigor (willingness to work/ high expectations)
- 3.5 Affects change with courage and confidence

Proficient	Nearing Proficiency	Unsatisfactory
The preservice teacher consistently interacts with students, families and colleagues in a professional manner. The preservice teacher makes wise decisions in the school setting, communicating and collaborating effectively in this process. The preservice teacher works diligently in the classroom, constantly striving to provide the optimum setting for learning for each child.	The preservice teacher is beginning to demonstrate the professional behavior, communication and collaboration skills, and the work ethic necessary to make wise decisions and to provide the most effective learning setting.	The preservice teacher does not demonstrate the professional behavior, communication and collaboration skills, or the work ethic necessary to make wise decisions and provide the most effective learning setting.

SUMMATIVE SCORING AND EVALUATION PROCEDURES For APPRENTICE TEACHING SUPERVISORS

Step 1: Collect and organize data based on standards and benchmarks and on your observations and conversations with the student, with the input of the cooperating teacher. Complete Apprentice Teaching Summative Evaluation sheet (attached), using that data from the worksheets as follows:

- a. Complete worksheets --**except for the section on “Dispositions”**--by reviewing MoSTEP definitions in handbook, and then assigning a rating on each of the standards. If you have not observed the student on some of the items, use the notation of “N/O”—“not observed” in that space for clarity.
- b. Based on these scores, assign an overall score for each standard, using the range of 1-4. (NB: 3 is considered proficient; 4 should be reserved for exceptional skill) Transfer that evaluative information on each major standard to the Summative Evaluation form.

Step 2: Assess all other components of the summative evaluation. To complete this section, assess the components separately as follows:

- a. Unit plan—Using the scale of 1-4, give a “3” for “proficient”, a “2” for “Nearing Proficiency”, and “1” for “Unsatisfactory” (3.5 and 4 should be reserved for exceptional). Then arrive at a percentage-based score by:
 - i. Adding the points earned for each section and dividing by 39 possible points (3 being the highest possible rating X 13 categories, unless you gave some 4’s. If you did, add the extra points to 39) to obtain a score. (Use the description list of ratings on the “Unit Plan Scoring Guide” as a guide.).
 - ii. Divide the sum total by whatever your score total was. The number which results is the percentage grade for the unit plan.
 - iii. Transfer this score to Summative Evaluation score sheet.
- b. Lesson plan and presentation—Assigning this score is the discretion of the evaluator, but should be based on meeting standards in MoSTEP 1-8 as explained in handbook (can use other optional forms, such as those found in the last section of the handbook to clarify scoring). Assign a 1-4 value to each of the MoSTEP standards. Arrive at a cumulative percentage, based on Webster’s scale of A-F, by:
 - i. Adding total points earned in all 11 categories.
 - ii. Dividing this total by the highest possible number of points that could be earned (e.g. possibly 33 [11 standards x 3]). (NB: You can give 4’s as warranted, but be sure to add the extra points to the 33 base.)
 - iii. This percentage grade should be put on the Summative Evaluation score sheet.
- c. Dispositions (outlined on bottom of Apprentice Teaching Evaluation sheet)—generate a percentage based on the score recorded for dispositions (highest possible score = 12). Compute this by:
 - i. Adding the total points earned in all 3 categories.
 - ii. Dividing this total by the highest possible number of points possible (e.g. possibly = 9 [3 x 3]). You can give 4’s as you choose.
 - iii. This is the percentage grade that should be put on the Summative Evaluation score sheet.

Step 3: Check that you have recorded all percentage grades to Summative Evaluation control sheet.

Step 4: Average the grades on the “Evaluation Components” chart (bottom of Summative Evaluation sheet) as shown below:

Pedagogical Components = 70% of overall final grade

Unit Plan = 30%

Lesson Plan and presentation = 40%

Dispositions = 30% of overall final grade

To arrive at the weights of the sections, multiply the average by the weight.

Sample:

Unit plan grade: 90% X .30 (30% of grade) = 27.0

Lesson plan and presentation: 95% X .40 (40% of grade) = 38.0

Dispositions: 90% X .30 (30% of grade) = 27.0

TOTAL 92.0

Step 5: This total will be the student’s final grade for Apprentice Teaching. The grade should reflect your observations, the input from the cooperating teacher, the student’s work, and the alignment with MoSTEP standards.

Step 6: Turn in Apprentice Teaching Evaluation Form, the Worksheets, the Summative Evaluation Form, and supporting documentation (observations, rubrics, etc.) in this order:

1. SUMMATIVE Evaluation summary sheet and grade—Think of this as the cover sheet.
2. Completed Evaluation Form and Worksheets.
3. All supporting data that you think is helpful should questions arise, such as written records of conversations, written suggestions to the student, emails, etc.

APPRENTICE TEACHING SUMMATIVE EVALUATION SHEET

Student Name: _____



University Supervisor: _____

Cooperating Teacher: _____

School: _____ Grade (and/or subject): _____

Semester of practicum experience: (e.g. F 09) _____

Date evaluation completed: _____ Signature of University Supervisor _____

	Raw Score	Multiplied by % of Grade	Total points weighted value	Notes
PEDAGOGICAL COMPONENTS				
Unit Plan		X 30% (.30) =		
Lesson Plan presentation & Instructional effectiveness		X 40% (.40) =		
DISPOSITIONS		X 30% (.30) =		
TOTAL SCORE	 	100%		Final Grade in % _____

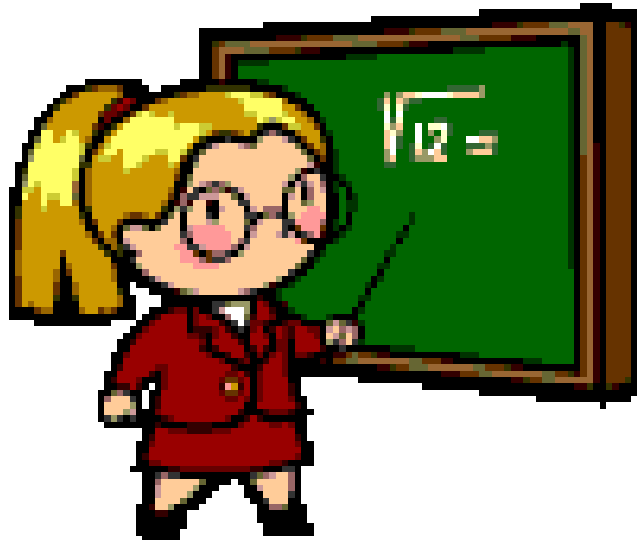
Grading Conversion Scale for supervisors

- 92 -100 = A
- 90 – 91 = A-
- 88 – 89 = B+
- 82 – 87 = B
- 80 – 81 = B-
- 78 – 79 = C+
- 72 – 77 = C
- 70 – 71 = C-
- 68 – 69 = D+
- 62 – 67 = D
- 60 – 61 = D-
- 59 and below: F

N.B. If a score is .5 and above, round up to the next whole number. If the score is below .5, round down to the next whole number.

Section VI: Assessment Guides

*The following forms are optional.
They may be copied and used with
students or used to guide other
evaluations.*



Field Experience Observation Log

Student _____

Date _____

School/Class _____

Observer _____

Activity Observed _____

<u>Lesson Planning and Instruction</u>		Always Yes	Frequently Somewhat	Sometimes	Rarely No	
1.	Was the objective of the lesson plan clearly delineated, either verbally or in writing?	1	2	3	4	5
2.	Did the teacher relate the objective to previous learning?	1	2	3	4	5
3.	Was the teacher prepared to teach the lesson?	1	2	3	4	5
4.	Did the teacher use logical step-by-step procedures to accomplish the objective? (task analysis; review of prerequisite skills)	1	2	3	4	5
5.	Did the teacher plan and teach in a manner that provides for individual differences in the abilities, learning styles, cultural experiences of the students	1	2	3	4	5
6.	Did the teaching methods creatively and effectively match the needs of the learners to task requirements?	1	2	3	4	5
7.	Did the teacher incorporate evaluation into the lesson?	1	2	3	4	5
8.	Was the teacher prepared to modify instruction and materials based on the evaluation of student progress?	1	2	3	4	5
9.	Was appropriate feedback provided to the students?	1	2	3	4	5
10.	Was the lesson planned with transfer and generalization of new learning in mind?	1	2	3	4	5
11.	Were practice activities incorporated into the lesson?	1	2	3	4	5
12.	To what degree did students participate in the lesson?	1	2	3	4	5
13.	To what degree were students interested in the lesson and activities?	1	2	3	4	5
14.	Did the teacher use instructional time effectively?	1	2	3	4	5
15.	Did the teacher organize and monitor instructional groups efficiently and effectively according to the learning styles and abilities of the students?	1	2	3	4	5
16.	Was the lesson appropriately paced?	1	2	3	4	5

Comments:

Classroom Management and Organization

	Always Yes	Frequently	Sometimes Somewhat	Rarely No	
1. Was the teacher consistent, fair, and firm in dealing with classroom behavior?	1	2	3	4	5
2. Did the teacher create a safe, positive, and supportive learning environment for all students?	1	2	3	4	5
3. Did the teacher use sound behavior management skills in a positive manner to establish appropriate behavior?	1	2	3	4	5
4. Did the teacher anticipate problems before they developed?	1	2	3	4	5
5. Did the teacher promote problem-solving strategies that encourage independence and self-direction on the part of the students?	1	2	3	4	5
6. Did the teacher effectively direct the activities of the teacher aide in organizing the learning environment?	1	2	3	4	5
7. Did the physical surroundings meet the needs of the activities?	1	2	3	4	5
8. Did the teacher plan and organize the daily schedule and routine, including transition times, in an effective manner?	1	2	3	4	5

Interpersonal Relations

	Always Yes	Frequently	Sometimes Somewhat	Rarely No	
1. Does the teacher foster respect in students for themselves and others?	1	2	3	4	5
2. Does the teacher use and encourage appropriate communication skills with students and other professionals?	1	2	3	4	5
3. Was rapport established between the teacher and students?	1	2	3	4	5
4. Was rapport established between the teacher and other professionals or paraprofessionals in the school?	1	2	3	4	5

Professional Development

1. Did the teacher conduct her/himself in a professional manner?	1	2	3	4	5
2. Does the teacher conduct her/himself according to the ethical code of the profession?	1	2	3	4	5
3. Does the teacher have good work habits?	1	2	3	4	5

Comments:

Observation Form for Productive Teaching Practice (OPTIONAL SUPPLEMENTARY FORM)

Taken from Sikorski, M. F., Niemiec, R. P., & Walberg, H. J., (1996). *A classroom checkup. Teaching Exceptional Children, 1, 27-29.*

Observer _____ Date _____
 Instructor _____
 Beginning Time _____ Ending Time _____

Scale for each item Y = Yes, observed N = No, not observed N/A = Not applicable

Step 1: Introducing the Lesson

Presents brief overview of new concepts	Y	N	N/A
Relates new concepts to previous learning	Y	N	N/A
Alerts students to key questions that need to be answered	Y	N	N/A
Identifies specific objectives	Y	N	N/A
Conveys benefits of lesson	Y	N	N/A
Presents schedule of activities	Y	N	N/A
Clarifies expectations	Y	N	N/A
Establishes behavioral norms	Y	N	N/A
Uses pretests, if necessary	Y	N	N/A

Step 2: Presenting the Lesson

Proceeds in small steps at rapid pace	Y	N	N/A
Demonstrates or models appropriate behavior	Y	N	N/A
Signals transition between main points or key ideas	Y	N	N/A
Maintains eye contact	Y	N	N/A
Uses correct grammar - avoids jargon	Y	N	N/A
speaks with expression and uses a variety of vocal tones	Y	N	N/A
Uses concrete and everyday examples	Y	N	N/A
Shows nonexamples	Y	N	N/A
Uses a variety of learning modalities	Y	N	N/A
Encourages students to paraphrase, summarize or relate new information to existing knowledge	Y	N	N/A
Asks higher-order, challenging questions	Y	N	N/A
Suggests how new information could be applied to problem solving	Y	N	N/A
Models organizational learning strategies of outlining or creating a hierarchy	Y	N	N/A
Demonstrates and encourages a variety of learning strategies	Y	N	N/A
Demonstrates and encourages students to check their own comprehension	Y	N	N/A
Encourages students to self-praise	Y	N	N/A
Summarizes key concepts	Y	N	N/A

Step 3: Student Participation

Sets high standards	Y	N	N/A
Sets schedule of activities and identifies needed resources	Y	N	N/A
uses a variety of activities including group exercises, demonstrations, debates, field experiences, and boardwork	Y	N	N/A
Redirects student questions back to group	Y	N	N/A
Uses a variety of comprehension checks to ensure that all students understand	Y	N	N/A
Discourages inappropriate behaviors	Y	N	N/A
Engages all students -- for example, reminds silent students to participate	Y	N	N/A
Encourages peer interaction and cooperation	Y	N	N/A
Identifies and praises significant accomplishments	Y	N	N/A

Step 4: Corrective Feedback

Reviews content when necessary	Y	N	N/A
Reteaches when necessary	Y	N	N/A
Provides appropriate homework and explains assignments fully	Y	N	N/A
Provides accurate and rapid feedback on homework assignments	Y	N	N/A
Tests frequently using a variety of evaluation strategies, particularly alternative assessments that include peer or self-assessment	Y	N	N/A

COMMENTS:

Webster University Teaching Methods Scoring Guide for Field Experiences

Student Name _____ Evaluator _____

Date _____

Directions: Circle or highlight descriptors that indicate the level of performance.

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • Presentation lacks clarity, focus, little or no understanding of concept and methodology • Shows little evidence of oral or written preparation and/or organization • Display of information is generally unclear • Presenter often lacks mobility and/or eye contact with students • Presenter lacks oral skills to make the lesson enthusiastic and keep students' attention • Presenter frequently uses inappropriate grammar • No critical - thinking questions were asked • Feedback is seldom given or negatively given • Checking for understanding did not occur or was used ineffectively • Presentation inappropriate to meet the needs and developmental age of students • Does not mention the purpose or connection to real life • Presenter's attitude and/or appearance was not conducive to student learning 	<ul style="list-style-type: none"> • Presentation lacks clarity, but shows some understanding of concepts and methodology • Presentation lacks some organization. Presenter could have been better prepared • Display of information is generally clear • Presenter shows fairly consistent use of eye contact and is often mobile • Presenter is generally enthusiastic but may have short lapses. Presentation is occasionally interactive/for most part keeps students' attentions • Presenter occasionally uses inappropriate grammar • Some critical-thinking questions • Feedback is given; may not always be positive • Occasionally checks for understanding • Presentation was somewhat appropriate to meet the needs and developmental age of students • May mention application to real life/set purpose • Presenter is reasonably attired, but could be more professional 	<ul style="list-style-type: none"> • Presentation is clear and focused Presentation shows in-depth understanding of concepts and methodology • Presentation is well organized and prepared • Information presented in modeling of concept(s) is done with clarity • Eye contact and mobility used effectively • Presenter is enthusiastic and portrays that enthusiasm to the audience • Presenter communicates using appropriate inflection and grammar • Frequently asks critical-thinking questions • Gives consistent, positive feedback • Checks for understanding • Pacing and wait time used effectively • Presenter relates teaching to developmental level and unique needs of students. Connections made to real life application/sets purpose to establish meaningfulness • Presenter is professionally dressed with an attitude conducive to teaching

NOTES