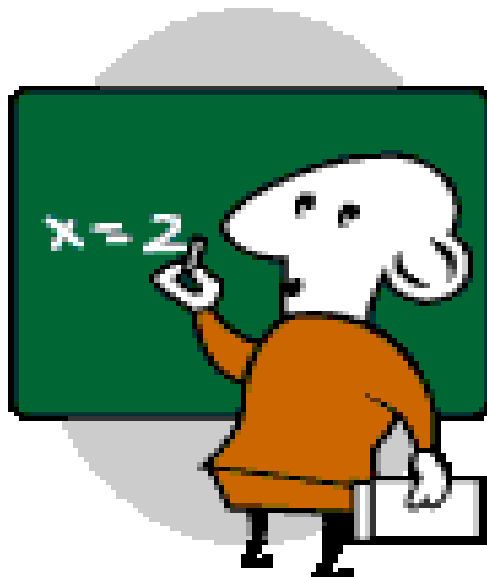




SCHOOL OF EDUCATION

**PRACTICUM
HANDBOOK**

2010-2011





Dear Practicum Team:

At Webster University, the practicum provides an opportunity for students to work in professional relationships with experts in the field of education for an extended period of time. The practicum gives students an opportunity to analyze pedagogical competencies and to begin building a conceptual framework for effective teaching and learning. Students will begin to build strategies for teaching and learning. Reflective thought, observation, discussion, and teaching experiences will prepare the practicum student for apprentice teaching.

Students initially enrolled in a practicum (2000 level) are at the beginning of their educational coursework. Students enrolled in intermediate or advanced practicum (3000, 4000/5000 level) are taking methods coursework concurrently with this experience. Students at these levels, in general, will have a more developed knowledge of teaching and learning. This field experience offers the student an opportunity to increase his/her knowledge of educational practices.

This handbook is intended to prepare all members of the team for the practicum 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

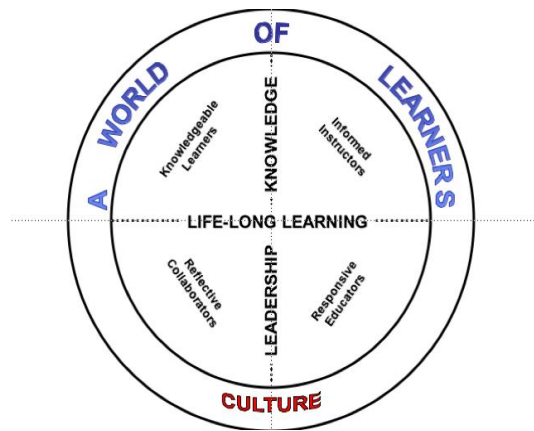
Tracey Brenner, Coordinator of Field Placements

Fall, 2010
Spring, 2011

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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--

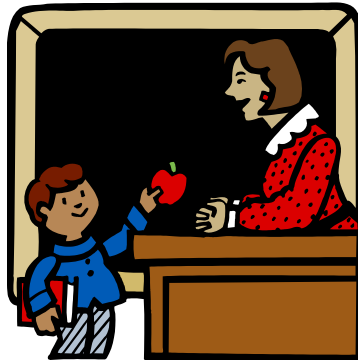
1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known 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
<http://www.nea.org/aboutnea/code.html>

PART C: OVERVIEW OF ROLES AND EXPECTATIONS

SECTION I: *What the Practicum Student Needs to Know*

Guidelines
Requirements
Removal or Withdrawal
Remediation
Academic Integrity



WHAT THE PRACTICUM STUDENT NEEDS TO KNOW

A. The following guidelines are intended to help you succeed in your practicum experience. Please read them carefully.

1. Contact the cooperating teacher and supervisor to introduce yourself and express your appreciation for them working with you. Exchange contact information with these individuals.
2. Set a weekly schedule that accommodates your classes and that meets the needs of the cooperating teacher, (for example, Monday and Wednesday, 10:00 – 2:00, every week) and that fulfills the mandatory hours required for your practicum – a minimum of 45 contact hours per credit hour. Your time includes hours when students are present. You may include some planning time with the teacher or times when the students may be in other classes, i.e. music, art, etc. But most of your time should be in your assigned classroom when students are engaged in active learning.
3. You should be in the classroom at times best suited to active learning. **Keep your appointed times and be punctual.** Maintain a log of dates, times, and total hours.
4. Your primary responsibilities are to the pupils and to the school where you are teaching. You **MUST** notify your cooperating teacher, preferably the night before, if for some reason you cannot get to your school on a particular day. Absence is for emergencies only. Your cooperating teacher plans lessons expecting your assistance.
5. Be prompt, cooperative, diligent and willing to learn.
6. Dress like a professional educator. Observe the standards of the school.
7. You are in the school as a practicum student. 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 team, and therefore, you should work with all school personnel in a cooperative and professional manner.
8. Practice professional ethics. Review the ethical guidelines applicable to your discipline before beginning your practicum. (Contact your advisor if you do not have this document.) Demonstrate professional courtesy and confidentiality in interactions with students, parents, and colleagues.
9. Listen to your cooperating teacher and your university supervisor. They 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.
10. Have a positive attitude.
11. As a practicum student you should be supervised at all times. A classroom teacher must be present in the classroom with you.
12. For additional policies and procedures regarding practicum please see the Teacher Education Handbook.

B. Key Requirements for completion of course are listed below. The list is not all-inclusive and may be adjusted by the university supervisor in consultation with the coordinator of apprentice teaching. Use this checklist to be sure you have completed these requirements of the practicum.

1. Following a discussion with your cooperating teacher, submit a copy of your weekly schedule to the university supervisor during the first week of the placement and adhere to this schedule.
2. Fulfill the mandatory hours required for your practicum – a minimum of 45 contact hours per credit hour. A log of practicum hours should be kept during the semester. (A sample log is included in this handbook.) This log should be signed by the cooperating teacher and returned to the Webster supervisor at the end of the semester.
3. Review the syllabus and share the requirements with your cooperating teacher. After consultation with him/her and your university supervisor, develop a tentative schedule of assignments and due dates.
4. Write comprehensive lesson plans for the classes you teach. Review these plans with your cooperating teacher at least a week before they are to be implemented. Keep these plans with you at practicum so that the university supervisor can refer to them during observations. (See Appendix for lesson plan format.)
5. This practicum is intended to prepare you for apprentice teaching. You must have regularly scheduled teaching experiences during the semester.
6. You must phone the cooperating teacher when you will be unavoidably absent. In addition, you should notify your supervisor if he/she had scheduled a visit that day. This communication is both courteous and professionally appropriate.
7. Complete all assignments as outlined in the syllabus, including creating and teaching a unit plan.
8. Submit your lesson plans, reflective journal entries for each activity, and reflective summary on weekly journal entries to your supervisor as required before the final date of the semester.
9. Arrange a debriefing visit with your supervisor to review the supervisor's evaluation form.
10. For additional policies and procedures regarding practicum, please see the Teacher Education Handbook.
11. **In order to advance to Apprentice Teaching, you must demonstrate competency in both Pedagogical Components and Dispositions.**

NOTE: Secondary students, including Art, English, Foreign Language, Math, Science, Social Studies, must also attend the secondary seminar that accompanies the practicum.

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 PRACTICUM

A student who is removed from or withdraws from practicum must successfully complete practicum 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 PRACTICUM

Any student who is removed from Practicum by the host school or by Webster University, or who withdraws from Practicum, or who receives a grade below C- in Practicum 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 Practicum. 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.

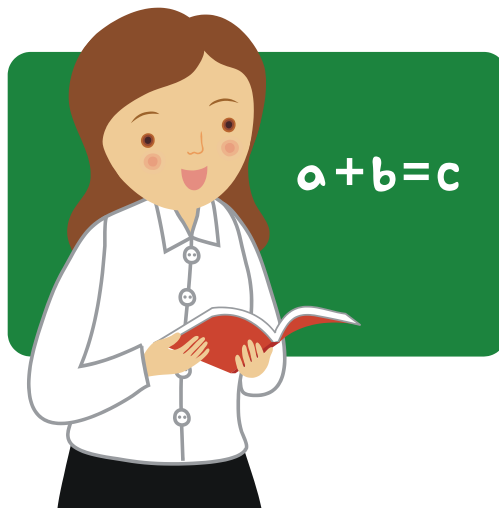
During the semester of remediation, the student may request in writing a second placement from the Coordinator of Apprentice Teaching and Field Experiences. The Coordinator of Apprentice Teaching and Field Experiences will determine if the remediation has been successful and if a second placement for Practicum 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 Practicum, 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*)

Section II

What the Cooperating Teacher Needs to Know

Guidelines
Data Verification Sheet
Experience Evaluation



Role of the Cooperating Teacher

The following series of general suggestions and guidelines are intended to help you make the practicum experience productive and meaningful for your student and for yourself.

The cooperating teacher:

1. Introduces the practicum student to his/her students and other personnel as appropriate.
2. Helps the practicum student become acquainted with the school's schedule, policies, rules, and expectations for student and teacher behavior in the district.
3. Sets a weekly schedule with the student that meets your needs and accommodates the student's schedule. The practicum student should be in the classroom at times best suited to active learning. Once set, this schedule should be followed throughout the semester unless you approve a change.
4. Reviews the requirements with the student and discusses the options for practicum activities. The requirements for the practicum are in the syllabus.
5. Plans a few days of observation for the practicum student to allow him/her to become acquainted with your daily procedures, classroom management techniques, and lesson presentation style.
6. Gradually involves the practicum student in a more active role. As practicum is key preparation for apprentice teaching, practicum students should be actively involved in on-going teaching activities (tutoring, small group instruction and whole class instruction, grading, etc.)
7. Co-plans and co-teaches with the practicum student when appropriate. Your guidance and knowledge are critical to his/her development.
8. Provides the practicum student with appropriate feedback concerning lesson plans, teaching behaviors, and interpersonal relations with students and faculty. You may use both the Observation Form (Section VI) and/or the Teaching Methods Scoring Guide for Field Experience (Section VII).
9. Reports any problem situations that might affect the successful completion of this practicum to the university supervisor. The university supervisor will develop a plan of assistance.
10. Supervises the practicum student at all times. A classroom teacher must be present in the class. The practicum student may not be solely in charge of a class.
11. Signs the practicum student's log of practicum hours.
12. Submits the "Cooperating Teacher's Practicum Evaluation Form" and the "Cooperating Teacher's Data" sheet. The evaluation should be shared with and signed by the practicum student.

Students are required to teach four to six lessons (see syllabus). They must develop a detailed written lesson plan for each lesson and share that plan with you prior to their implementation. You are encouraged to allow the student to plan for and teach additional lessons as appropriate. (Note: Early Childhood students must complete a minimum of 3 activity plans per one credit practicum.)

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

Practicum Cooperating Teacher Data Verification

Check the information below, make any corrections, and return to the field placement office. Be sure to include your social security number; it is needed to request your honorarium.

Teacher: _____
School: _____
Address: _____

Phone: _____

Social Sec. No.: _____

E-Mail address: _____

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

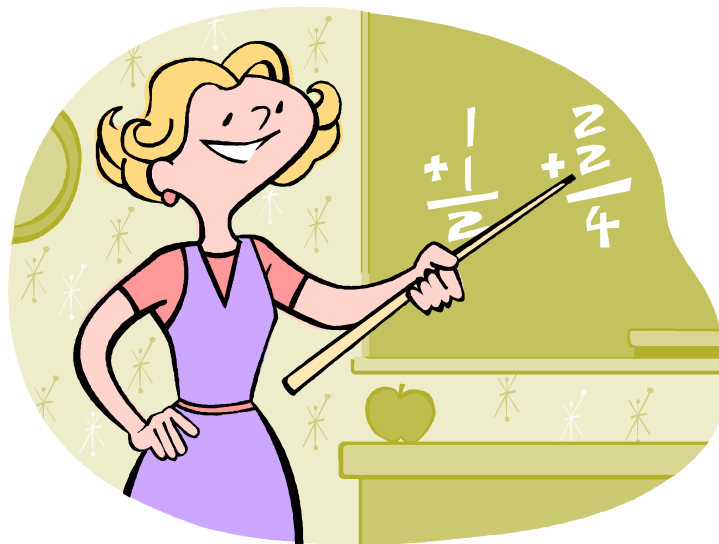
You may return this to me in the envelope provided or contact me via

phone: 314-968-7103
fax: 314-968-7118
email: traceybrenner31@webster.edu
mail: Webster University, 470 E. Lockwood, St. Louis, MO 63119

Thank you,
Tracey Brenner
Coordinator of Field Placements

Section III: What the University Supervisor Needs to Know

*Guidelines
Checklist
Experience Evaluation*



The Role of the University Supervisor

The university supervisor provides the vital link between the school and Webster University, acting as the advisor for the student as well as assigning the grade for the practicum course.

The university supervisor:

1. Contacts the practicum student and the cooperating teacher before the placement begins.
2. Become acquainted with the school administrator and serves as liaison between that school and Webster University.
3. Supports the practicum student in the development of effective teaching strategies and skills.
4. Confers with the cooperating teacher to discuss the student's progress, plan observations, and answer questions concerning the process of the practicum.
5. Encourages students to participate as much as possible in teaching activities. Confers with the cooperating teacher as necessary to ensure that the practicum student is given opportunities to teach.
6. Reports any problem situations that might affect the successful completion of the practicum to the Coordinator of Apprentice Teaching. The university supervisor, in consultation with the Coordinator may develop a plan of assistance or may recommend termination of the placement.
7. Reminds the cooperating teacher that the practicum student should be supervised at all times. The classroom teacher must be present.
8. Visits the placement classroom to observe the practicum student at least one time per credit hour. Each visit should include a conference with the student to discuss progress. University supervisors may visit the practicum student as often as once a week or as needed.
9. Provides the practicum student with appropriate feedback concerning lesson plans, teaching behaviors, and interpersonal relations with students and faculty after each visit using the "Field Experience Observation Log" and/or the "Observation Form." (You may also use the Observation Form for Productive Teaching Practice" and/or "Teaching Methods Scoring Guide for Field Experience" for additional feedback).
10. Arranges a debriefing visit with the student to review the supervisor's evaluation form.
11. Submits the "University Supervisor's Practicum Evaluation Form" to the Field Experience office. These evaluations must be discussed with and signed by the student before submitting.
12. Completes the "Supervisor's Checklist" and "Mileage Form". All forms are due by the grade deadline of the semester.
13. Evaluates the written assignments and assigns the grade for the practicum based on those assignments and on your observations of the students, in consultation with the cooperating teacher. The University supervisor has the final say in assigning the grade.

SUMMATIVE SCORING AND EVALUATION PROCEDURES For PRACTICUM 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 Practicum Summative Evaluation sheet, using that data from the worksheets as follows:

- a. Complete practicum 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 1-3. (NB: For practicum students, 3 is considered proficient) 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 1-3, give a “3” for “proficient”, a “2” for “Nearing Proficiency”, and “1” for “Unsatisfactory”. Then arrive at a percentage 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) 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 39. The number which results is the percentage grade for the unit plan.
 - iii. Transfer this score to Summative Evaluation form.
- b. Reflective essay—Assessing this score is at the discretion of evaluator, but based on achieving goals of MoSTEP standards 9 and 10 and on principles of good writing at the collegiate level. Arrive at a percentage, based on Webster’s scale of A-F.
 - i. Transfer percentage score to Summative Evaluation form.
- c. 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 appendix to clarify scoring). Assign a 1-3 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 [11x3]).
 - iii. This percentage grade should be put on the Summative Evaluation score sheet.
- d. Dispositions (outlined on bottom of Practicum Evaluation sheet)—generate a percentage based on the score recorded for dispositions (highest score = 9). 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 [3x3]).
 - 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 = 80% of overall final grade

Unit Plan = 25%

Reflective Summary = 15%

Lesson Plan and presentation = 40%

Dispositions = 20% of overall final grade

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

Sample:

Unit plan grade: 90 X .25 (25% of grade) =	22.5
Reflective summary grade: 85 X .15 =	12.75
Lesson plan and presentation: 95 X .40 =	38.0
<u>Dispositions: 90 X .20 =</u>	<u>18.0</u>
TOTAL	91.25

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

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

1. SUMMATIVE Evaluation summary sheet and grade—Think of that page as the cover sheet.
2. Completed Practicum Evaluation Form and Worksheets.
3. All supporting data that you think is helpful should questions arise.

PRACTICUM SUMMATIVE EVALUATION SHEET

Student Name: _____


University Supervisor: _____

Cooperating Teacher: _____

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

Semester of practicum experience: (e.g. F 10) _____

Date evaluation completed: _____ Signature of University Supervisor _____

	Raw Score	Multiplied by % of Grade	Total points weighted value	Notes
PEDAGOGICAL COMPONENTS				
Unit Plan		X 25% (.25) =		
Reflective Summary		X 15% (.15) =		
Lesson Plan presentation & Instructional effectiveness		X 40% (.40) =		
DISPOSITIONS		X 20% (.20) =		
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 IV: Syllabus and Activities

*Syllabus
Practicum Activities
Practicum Checklist*



Syllabus

DESCRIPTION:

2000 Level Beginning Practicum: This practicum provides supervised field experience for students who are beginning their education studies. This practicum gives the preservice teacher an opportunity to analyze pedagogical competencies and to begin building his/her own personal strategies for teaching and learning. Reflective thought, observation, discussion, and some co-teaching may be used to expand his/her skills. This practicum is graded as credit/no credit.

3000 Level Intermediate Practicum: This practicum provides supervised field experience for students to be taken concurrently with methods coursework in preparation for apprentice teaching. The preservice teacher is given an opportunity to analyze pedagogical competencies and to build his/her own personal strategies for teaching and learning. Reflective thought, observation, discussion, and teaching will be used to expand his/her skills.

4000/5000 Level Advanced Practicum: This practicum provides supervised field experience for students who have finished their professional education courses but will not be completing apprentice teaching or who have completed apprentice teaching in another area. This practicum gives the preservice teacher an opportunity to analyze pedagogical competencies and to build his/her own personal strategies for teaching and learning, and to experience an intensive teaching period equaling one fourth of the total field experience. Reflective thought, observation, discussion, and actual teaching will be used to expand his/her skills.

Students at **all levels** will spend the first 2-4 hours in careful observation of the workings and interactions of the classroom. (For Special Education practicum this includes reviewing the students' IEPs and other pertinent student information as appropriate.) The remaining hours should be used working with the teacher and students under the direct supervision of the teacher.

ASSIGNMENTS:

2000 Level Beginning Practicum:

1. Fulfill the mandatory hours required for your practicum – a minimum of 45 contact hours per credit hour. A log of practicum hours should be kept during the semester. (A sample log is included in this handbook.) This log should be signed by the cooperating teacher and returned to the Webster supervisor at the end of the semester.
2. Keep a daily journal of your experiences in the classroom. Use the Reflective Journal Format included in this packet.
3. A contract specifying the work to be done and the documentation to be submitted must be developed by you with input from your supervisor and cooperating teacher.

3000 Level Intermediate Practicum:

1. Fulfill the mandatory hours required for your practicum – a minimum of 45 contact hours per credit hour. A log of practicum hours should be kept during the semester. (A sample log is included in this handbook.) This log should be signed by the cooperating teacher and returned to the Webster supervisor at the end of the semester.
2. Write a unit plan using the format included in this packet. The unit should include at least six lessons for a three-credit practicum and at least four lessons for a two-credit practicum.
3. Teach at least four to six lessons using the lesson plan format included. If possible, at least 2 to 3 of these lessons should be those developed as part of your unit plan.

4. Write a Reflective Summary synthesizing your experiences. Use the format included in this packet titled REFLECTIVE SUMMARY OF EXPERIENCES and/or your journal entries.

4000 & 5000 Level Advanced Practicum:

1. Fulfill the mandatory hours required for your practicum – a minimum of 45 contact hours per credit hour. A log of practicum hours should be kept during the semester. (A sample log is included in this handbook.) This log should be signed by the cooperating teacher and returned to the Webster supervisor at the end of the semester.
2. Write a unit plan using the format included in this packet. The unit should include at least six lessons for a three-credit practicum and at least four lessons for a two-credit practicum.
3. Teach at least four to six lessons using the lesson plan format included. If possible, at least 2 to 3 of these lessons should be those developed as part of your unit plan.
4. Write a Reflective Summary synthesizing your experiences. Use the format included in this packet titled REFLECTIVE SUMMARY OF EXPERIENCES and/or weekly journal entries.
5. Identify a professional development goal related to your teaching. Develop a system to measure your progress toward this goal.

For 3000, 4000, 5000 level Practicum:

- Students are welcome to submit assignments early for feedback.
- Assignments which are not handed in by the deadlines agreed upon may be penalized.
- Lesson plans must be completed prior to teaching the lesson. No points will be awarded for lesson plans written after the lesson has been taught.
- No assignments will be accepted (initial or resubmission) after the last day of the semester.
- Incomplete grades are not awarded for this course except in emergency conditions. In the event of an emergency, the student must contact the instructor prior to the end of the course to complete an Incomplete Course form; otherwise, a failing grade will be issued.
- Special Education Practicum students are required to meet with their university supervisor outside of the practicum setting a minimum of three times per semester.

Academic Honesty Reminder:

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.

All assignments which are starred *** in this syllabus must be submitted by hard copy as well as electronic copy. The electronic copy may be sent to the "Turnitin" database to determine if any part of the assignment has been copied and not properly cited. 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.

Student Responsibilities

Review the syllabus and share the requirements with your cooperating teacher. After consultation with him/her and your university supervisor, develop a tentative schedule of assignments and due dates.

This syllabus is subject to change at the discretion of the instructor.

**CHECKLIST EVALUATION OF PRACTICUM ACTIVITIES
BASED on MOSTEP/NCATE**

Teaching and Learning Description	Activities with Reflections as appropriate	Due Date
1. Knows the subject and makes learning meaningful for students. <i>Content/Pedagogy</i>	As part of your unit plan, describe the theme of the unit and why it is appropriate for the students.	
2. Understands how students learn and develops appropriate learning opportunities. <i>Impact on P-12 Learning</i>	The unit must clearly describe the learners, including range of age and ability and reading level.	
3. Understands how students differ in their approaches to learning and creates instructional opportunities for diverse learners. <i>Diversity, Assessment, Impact on P-12 learning</i>	Lessons in the unit plan must include specific adaptations and modifications to meet the needs of individual students. Include a clear description of how you will recognize the cultural differences of the students in the planning of the unit.	
4. Develops, implements, and evaluates curriculum based upon student, district, and state performance standards. <i>Content/Pedagogical Knowledge, Assessment</i>	Lessons in the unit plan must identify both the content and process ShowMe Standards including the way you plan to assess these standards. Learner outcomes should be clear and specific.	
5. Uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. <i>Professional and Pedagogical Skills</i>	The teaching strategies and activities included in your unit plan should describe the way in which they will lead to the development of critical thinking, problem solving, and performance skills.	
6. Understands individual and group motivation and behavior to create a positive learning environment. <i>Pedagogical and Professional Skills</i>	Your unit must clearly describe the behavioral and motivational goals you are working toward and the way they will be met.	
7. Models effective verbal, nonverbal and media communication techniques. <i>Professional Knowledge and Skills</i>	Within your unit, identify ways in which you will use verbal, nonverbal, and media communication techniques. Additionally, the plan itself should be written in a clear, concise, professional manner with attention given to grammar, spelling, and punctuation.	
8. Understands and uses formal and informal assessment strategies to evaluate continuous development of the learner. <i>Impact on P-12 Learning</i>	The unit assessment should include all unit outcomes, how the information will be shared with the student, and a descriptive scoring guide for evaluating the assessment.	

Activities continued:

Teaching and Learning Description	Activities with Reflections	Due Date
<p>9. Is a reflective practitioner who continually assesses the effects of choices and actions on others. Understands the impact of instruction on PK-12 learning.</p> <p><i>Disposition #1</i></p>	<p>At the end of your practicum experience, write a Reflective Summary synthesizing your experiences. Use the format included in this packet titled REFLECTIVE SUMMARY OF EXPERIENCES. (4000 Level Practicum must also identify a professional development goal related to your teaching. Develop a system to measure your progress toward this goal.)</p>	
<p>10. Fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well being.</p> <p><i>Disposition #3</i></p>	<p>Your unit plan should include resources in each category (people, print, and media, both for teacher planning and student use).</p>	
<p>11. Understands the theory & application of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.</p>	<p>As part of your unit, design a lesson that includes the use of technology that allows students to research, compare and contrast, use higher-order thinking skills, use problem-solving skills, etc. Additionally describe how the technology you used enhanced student learning.</p>	
<p>Presentation</p>	<p>Presentation of lesson plans.</p>	
<p>Instructional Effectiveness—Impact of Instruction of PK-12 Learning</p>	<p>Implementation of lesson plan(s) including adjustment of lesson plan(s) in response to student performance and/or unexpected situations, critical reflection regarding the lesson’s effectiveness and implementation of instructor feedback in subsequent lessons.</p>	
<p>Dispositions to teach</p>	<p>Demonstrates the School of Education Dispositions as outlined.</p>	

PRACTICUM CHECKLISTS
For your information only. Do not submit to office.

STUDENT CHECKLIST:

I have completed all assigned activities and I have submitted the following to the University Supervisor:

- Lesson Plans
- Unit Plan
- Reflective Summary of Practicum Experience
(or Journal Entries for 2000 level)

COOPERATING TEACHER CHECKLIST

I have shared feedback with the student and I have submitted the following to the Field Placement Office

- Cooperating Teacher Data Verification (usually done when placement is confirmed)
- Cooperating Teacher Practicum Evaluation Form

UNIVERSITY SUPERVISOR CHECKLIST

I have made school visits and conferenced with student - (at least 1 visit per credit hour)

VISIT/CONFERENCE DATES:

1st visit: _____
2nd visit: _____
3rd visit _____
Additional _____
visits _____

The practicum student has fulfilled the following requirements.

Lesson Plans yes no
Unit Plan yes no
Reflective Journal Summary yes no

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

I have asked the cooperating teacher to complete the evaluation form and give it to me or mail directly to the office.

I have submitted the following to the Field Placement Office:

- University Supervisor's Practicum Evaluation Form
- Course Grade – (entered online)
- Mileage Expense Report

Section V: Student Work

Practicum Log Example

Instructional Unit Plan Format

Lesson Plan Protocols Format

Unit Plan Scoring Guidelines

Professional Development Plan

*Professional Development Plan Scoring
Guidelines*

Reflective Journal Format

Reflective Summary of Experiences

Reflective Summary Example



Practicum Log Example

Student Name _____ Cooperating teacher _____

WEEK	DAY	DATE	IN	OUT	TOTAL HOURS	CUMULATIVE TOTAL
1	Mon	08/19/02	8:30	10:30	2	8
	Wed.	08/21/02	8:30	10:30	2	
	Fri.	08/23/02	8:30	12:30	4	
2						
3						
4						
5						
6						
7						
8						

Create as many cells in your table as you need.

Cooperating Teacher's Signature

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

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 is 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 the learners, assess prior knowledge, develop schema, and set a 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 you want students to 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 own success in the learning process?
- Outline within this lesson 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 and 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 to demonstrate that you have learned from your experience, not to defend your teaching.*)

INSTRUCTIONAL UNIT PLAN SCORING 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

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 Scoring 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.

Reflective Journal Format for 2000 Level Practicum Description, Analysis, and Reflection

Your journal entries should be typed and in the following format:

Reflective Journal Entry

Date _____

Grade/Subject Area Observed: _____

Building _____ **Teacher** _____

Description - A description of the activity and the procedures you followed.

Analysis - Analysis deals with reasons, motives, and interpretation. Analytic writing shows the thought processes that you used to arrive at the conclusions you made about the teaching situation.

Reflection - A thought process that occurs after a teaching related situation. This is the thinking that allows you to make decisions about how you would approach a similar situation in the future. You might decide to do something the same way, differently, or not at all. The reflection portion of your writing demonstrates how you use what you have learned from coursework, and how this experience relates to your understanding of self, other, and/or professional identity. Reflect on how you would use this knowledge to inform and improve your own practice in the future.

REFLECTIVE SUMMARY OF EXPERIENCES for 3000, 4000 & 5000 Level Practicum

Write a summary synthesizing your practicum experiences. The written reflection should articulate and document competencies. The following outline should be used in writing the reflective summary.

I. General Overview

Give a brief background of where you did your practicum, with whom, and a description of the school and its environment. Also, include a schedule to indicate the times and dates that you were at the school. Indicate the subject area(s) that were taught at the times that you were there (e.g., 9:00-9:45 Language Arts).

II. Pedagogical Competencies

Include the following as subtopics of this section:

- Command of Subject Matter
- Knowledge of Pedagogy
- Understanding of Diverse Learners
- Curriculum and Planning
- Instructional Strategies
- Classroom Management
- Teacher as Communicator
- Teacher as Evaluator
- Reflective Practitioner
- Learning Communities
- Technology

III. Conclusion

REFLECTIVE SUMMARY EXAMPLE

Location: XYZ Elementary School
School District
12345 That Road
St. Louis, MO 65555

Telephone Number: (314) 555-5555

Principal: Bob Bobby

Cooperating Teacher: Ms. So Andso; 4th-grade, Room 111

Dates of Practicum:

Description of the school and its environment:

The Local School District's 2005-2006 profile booklet explains that "the XYZ School opened as an elementary school in the fall of 1991. Increasing enrollment in the district's four other elementary schools made it necessary to redraw boundary lines and open a fifth elementary school". XYZ Elementary School was awarded the Missouri Gold Star Award in 1998, and in 1999, it was recognized as a National Blue Ribbon School of Excellence.

In the 1999-2000 school year there were four Special School District self-contained language classes, three SSD Early Childhood Education classes and four classes of PEGS students (St. Louis regional Program for Exceptionally Gifted Students). XYZ currently offers service for students with special needs such as a resource room, occupational and speech therapy, developmental reading, and paraprofessional assistants. There are also opportunities for students to enroll in many extracurricular activities. There were 710 students enrolled in the 1999-2000 school year. The average class size was 19.78 students. The average daily attendance was 96%. The ratio of student-to-classroom teachers was 20.88 to one. XYZ offers a voluntary transportation/transfer program that gives families who live in the city of St. Louis the opportunity to send their children to school in St. Louis County. The school also offers a breakfast program everyday before school begins.

The XYZ Elementary School Mission Statement is as follows:

We at XYZ Elementary School are dedicated to the education of the whole child in a supportive environment. This includes academics, social skills, personal responsibilities, positive self-esteem and parent involvement.

The school motto is "Be the Best You Can Be"

XYZ Elementary School has a larger enrollment than other elementary schools that I have visited. That is one of the reasons why I requested my practicum placement there. I wanted to observe the differences in school climate and orientation to see if I would want to teach in such a large school. I learned from my observations and interactions with students, teachers, and faculty members that although XYZ is indeed a large school, it is a warm and welcoming environment with a kind, caring, supportive, and helpful staff. At XYZ Elementary I have seen students, teachers, parents, and community members working together to make the school a safe, comfortable, and exciting learning environment. XYZ participates in the School District's Character Plus program, and I have seen Character Plus themes interwoven in the school building.

My cooperating teacher is a "looping" teacher, and this is her second year with the same students; she taught them last year in third grade. I have seen her use various instructional strategies that allowed the students the opportunity to utilize all of their multiple intelligences. She also frequently adapted her instructional strategies to accommodate students' individual needs. The instruction that I observed at XYZ was mostly the traditional direct teaching method. Most academic subject areas were taught using textbooks and worksheets. Basal readers were used occasionally, but for the most part, reading instruction was literature-based, and guided reading as well as writer's workshop were main topics in language arts. Miss Andso used various methods of formal and informal assessment. The five computers in the classroom were used mainly for word processing, taking tests, and working with certain educational software programs. The school utilizes an accelerated reading program that is maintained and monitored through the school library. Music, art, and physical education are integrated into the curriculum.

You may also include a copy of the cooperating teacher's schedule.

Source: School Profile, XYZ School District...

Pedagogical Competencies

1. Command of Subject Matter

I designed my first lesson plan, Properties of Matter: Volume, with the constructivist philosophy in mind. I utilized four steps that actively engaged the students in the learning process. Following are the four steps I used: engage, explore, develop, and extend (apply). I began with examining their background knowledge and was successful in capturing their interest by asking critical-thinking questions. Then I gave the students an opportunity to explore the topic by guiding them in an experiment. They then took the results of the experiment and analyzed the concept further. Finally the students were able to extend and apply what they learned to real world examples. The students used the scientific method to understand the concepts of volume thereby performing a task “within the context of a global society”. The learning was meaningful for the students.

2. Knowledge of Pedagogy

Students learn and grow in different ways and at different rates. Miss Andso has a very diverse group of learners in her classroom. I used heterogeneous groups with my first lesson-Properties of Matter: Volume. Forming small heterogeneous groups was essential to address each student’s developmental level and to meet their learning needs. Before I taught the lesson I already knew that I was working with a group of students who are respectful toward one another and who help each other. They have worked in cooperative groups many times. I found that the heterogeneous grouping was successful.

3. Understanding of Diverse Learners

During both of my lessons (science and math) I realized that I must address students’ different learning styles and approaches. I offered verbal instructions and explanations for the auditory learners, and I drew pictures and used charts for the visual learners. I offered the students the opportunity to work in small heterogeneous groups for the science lesson, and I asked them to work independently for the math lesson. All activities were hands-on, and they applied to real-world experiences. I gave consistent and positive feedback to support and encourage all learners.

4. Curriculum and Planning

Both my science lesson and my math lesson were part of the existing curriculum for fourth grade in accordance with the XYZ School District’s curriculum guide. I used the same teacher resources that my cooperating teacher used. She approved the lessons I chose to teach to ensure they would meet the student and district standards. Both of my lessons addressed several performance and knowledge standards of the Show-Me Standards not just in science and math, but in other content areas as well.

5. Instructional Strategies

As I pointed out in pedagogical competency number one I designed my first lesson plan, Properties of Matter: Volume, with the constructivist philosophy in mind. I utilized the engage, explore, develop, and extend (apply) steps to actively engage the students in the learning process. Using the scientific method, the students were able to think critically, and by performing an experiment they were actively involved in exploration and discovery. For my math lesson, I asked the students to work independently to solve problems using the “guess-and-check” strategy. I taught them how to make charts and write basic algebraic equations using a variable to help them.

6. Classroom Management

I have written extensively in my reflective journal, and I have collected many artifacts on this topic. Classroom and behavior management are important areas of concern for me, so I studied them in great detail during my practicum assignment. I developed a thorough understanding of my cooperating teacher’s behavior management plan, and I have seen her use many other short-term and long-term strategies. I have examined the routines used in the classroom such as morning activities, turning in homework, attendance, ordering lunch, desk arrangements, end-of-day activities, and more. I also collected artifacts pertaining to strategies used before transition periods. When I made the decision to teach a science lesson I was confident that the students would interact positively with each other. I had already seen that they are often self-motivated, and they help each other. When I taught my science lesson to Miss Andso’s students I taught them a simple routine. I told them that when I want their attention I would say, “One, two, three, eyes on me”. Then they will say, “One, two, eyes on you”. We practiced it once before I started the experiment. During both of my lessons I used behavior management strategies that my cooperating teacher uses, and they worked to my satisfaction.

7. Teacher as Communicator

The evaluations for both my lessons indicate that I have modeled effective communication techniques. My presentations were clear and focused. I presented information with clarity. I used eye contact and mobility effectively. I was enthusiastic, and I portrayed that to the students. I used appropriate inflection and grammar. I was professionally dressed with an attitude conducive to teaching. My activities and questioning fostered critical thinking and inquiry, collaboration, and supportive interaction in the classroom.

8. Teacher as Evaluator

During both of my lessons I made anecdotal records as I walked around the room to check for understanding. I collected the students' activity sheets from my science lesson, and I have positive feedback in the form of written comments and stickers. These sheets were not graded. My cooperating teacher collected and examined the worksheets the students did for my math lesson. She used the results to determine when she would test them on the topic. I saw that my cooperating teacher often used scoring guides in math, social studies, and language arts.

9. Reflective Practitioner

I consider myself to be a reflective practitioner. As I read my journals I find that most of my reflections consider the feelings and perceptions of others-students mostly. I watched interactions between students and between teachers and students, and I thought about the complexities of them. I realize what a tremendous impact a teacher has on students. That is why it is essential that I continue to train myself to reflect and be metacognitive. I continually strive to look at relationships and assess the effects of one's choices and actions on others. I want to teach children to do the same. I had an opportunity to listen and share experiences with my classmates on a regular basis. This helped to add perspective and insight to my thoughts and ideas.

10. Learning Communities

During my practicum assignment I was able to meet other fourth-grade teachers and members of the office staff. I also had many opportunities to speak with the paraprofessional who works with Ms. Andso every day. We often discussed her learning and what she might need for successful transitions. I spoke with the custodian, school nurse, librarian, counselor, and music teacher a few times. All of the staff members, no matter what their job, are valuable resources who have a lot to offer students. When I become a teacher I intend to reach out to parents and members of the community and involve them in the learning that takes place in our classroom.

Conclusion

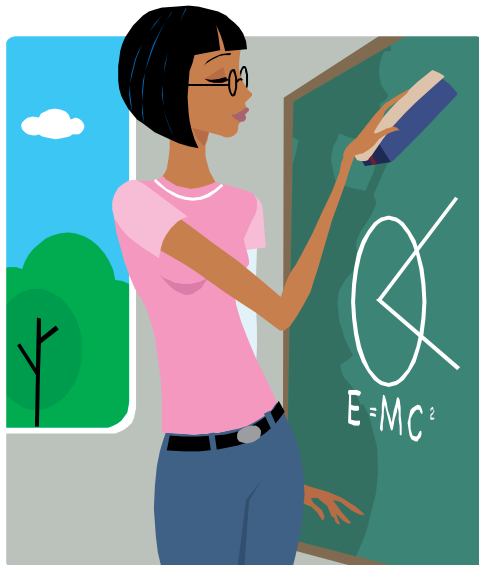
My practicum experience has given me a broader and deeper perspective on teaching and learning. I was able to apply much of my knowledge and student experiences in the classroom. Through my daily journal reflections I was able to look more critically at myself and at others and discover new things, and by doing so, I was able to further hone and define my philosophy of education. Through my interactions with teachers and students I was able to observe firsthand some of the educational psychology I have studied. Some of my experiences were quite poignant. As a result I can see more clearly the educator that I will become. In discussing and defining critical pedagogy, Joan Wink said, "Critical pedagogy makes us look at the world, and it makes us look at our individual role in the world, the community, the classroom. Critical pedagogy is like a lens that enables us to see more clearly, more critically, amore keenly (p.44)". This is precisely what my practicum experience has helped me to accomplish. I consider myself fortunate to have met and worked with such special children who brought so much joy to my life in such a short period of time. Most of what I learned this semester I learned from them. In a sense, they are my first teachers.

Reference

Wink, J. (2000), Critical pedagogy: notes from the real world (2nd ed.).New York: Addison Wesley Longma

Section VI: Required Evaluation Forms for Supervisors and Cooperating Teachers

*Observation Forms
Practicum Evaluation Form
Practicum Worksheet
MoSTEP Standards Rubric
Dispositions*



Student _____

Subject/Grade: _____

Date _____

OBSERVATION FORM

Observations:

Strengths:

Recommendations:

Observation made by: _____ Date: _____
Signature

Practicum Evaluation Form

Original for student and copy for observer.

Practicum Student _____ 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 Practicum Worksheet with the preservice teacher (written comments are appreciated). For each indicator select the rating that best fits the student's performance.

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

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"/>	Teaching & Learning Description
<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"/>	2. Understands how students learn & develops appropriate learning activities.
<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"/>	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"/>	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"/>	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"/>	7. Models effective verbal, nonverbal, and media communication techniques.
<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"/>	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"/>	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"/>	11. Uses available technology as appropriate.
<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"/>	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"/>	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"/>	Understands & respects professional communities; commits to professional behavior in school cultures; practices informed decision-making; communicates and collaborates; willing to work; affects change with courage and confidence.

Please describe the diversity of the setting:

Supervisors may write additional comments on the back of this form if desired. Following a brief discussion of the completed evaluation and worksheet, all three (3) members of the practicum team should sign below.

Practicum Student _____ Date _____
 Cooperating Teacher _____ Date _____
 University Supervisor _____ Date _____

White: Field Experience Office
 Yellow: Practicum Student
 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

PRACTICUM 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
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
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
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

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 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:

MoSTEP Standards Rubric for Preservice Teachers Practicum Experience

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.

Meets the Standard for New Teachers	Proficient for Practicum	Nearing Proficiency for Practicum	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 adequate knowledge of relevant concepts in the discipline(s) and the central concepts that unify the discipline. The preservice teacher works to expand knowledge of tools and structure of the discipline but needs more practice.	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.	Lesson preparation attempts to include an understanding of teaching in a context that is meaningful to students' lives but significant 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.

Meets the Standard for New Teachers	Proficient for Practicum	Nearing Proficiency for Practicum	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 needs support in applying theories of learning, and is attempting to use this knowledge in developmentally appropriate ways, sometimes 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.

Meets the Standard for New Teachers	Proficient for Practicum	Nearing Proficiency for Practicum	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 is beginning 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.	Activities sometimes show evidence of being adapted for select 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 preservice teacher demonstrates knowledge of when and how to access specialized services.	Preservice teacher is actively pursuing an understanding of when and how to access a variety of specialized services.	Preservice teacher has a basic understanding of when and 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.

Meets the Standard for New Teachers	Proficient for Practicum	Nearing Proficiency for Practicum	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 goals and or the ability to evaluate the impact of delivered curriculum with support from the classroom teacher.	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.	The preservice teacher applies state and district standards to lessons, typically referencing them after having designed the lesson, with assistance from the classroom teacher.	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.

MoSTEP Standard 4 continued:

Meets the Standard for New Teachers	Proficient for Practicum	Nearing Proficiency for Practicum	Unsatisfactory
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.	Lessons occasionally 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.	Lessons tend 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.	The preservice teacher occasionally 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.

Meets the Standard for New Teachers	Proficient for Practicum	Nearing Proficiency for Practicum	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 is beginning to use 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 preservice teacher 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.	The preservice teacher is exploring strategies that encourage the development of critical thinking, problem solving, and performance skills and is attempting to incorporate these in the lessons, with guidance from the classroom teacher.	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 preservice teacher 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 preservice teacher occasionally incorporates active learning in to lessons and is beginning to show evidence of student-centered, individualized instruction.	The preservice teacher 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 preservice teacher 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 preservice teacher sometimes includes evidence of student learning in evaluating strategy impact.	The preservice teacher 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.

Meets the Standard for New Teachers	Proficient for Practicum	Nearing Proficiency for Practicum	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 is beginning to apply 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.	The preservice teacher is beginning to explore 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.

Meets the Standard for New Teachers	Proficient for Practicum	Nearing Proficiency for Practicum	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 oral and written communication skills and presentation techniques and sometimes uses media communication to communicate with students, parents, colleagues, and the community.	The preservice teacher demonstrates ineffective personal oral and written communication skills and presentation techniques, including limited media communication to communicate with students, parents, colleagues, and the community.
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.	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 preservice teacher sometimes 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 preservice teacher 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.

MoSTEP Standard 7 continued:

Interactions with students tend to treat students as valued individuals.	Interactions with the students increasingly treat all students as valued individuals.	Interactions with students show the preservice teacher shows some evidence of treating 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.	The preservice teacher is beginning to explore 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.

Meets the Standard for New Teachers	Proficient for Practicum	Nearing Proficiency for Practicum	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)	The preservice teacher may reveal only a narrow range of even formal assessment strategies, tending to focus on whole-class knowledge testing.
Evidence demonstrates a 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.	Knowledge of state knowledge/performance standards and their assessment is referenced in the lesson plan but does not always guide its development.	Provides little or no evidence of knowledge of state knowledge/performance standards or their assessment.
The preservice 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.	Supported by the cooperating teacher, the preservice teacher is beginning to maintain and use data from assessment activities to inform instruction. Feedback is constructive and increasingly specific.	There is little or no evidence that the preservice teacher uses information generated from assessment to inform instruction or to foster student self-assessment or growth.
The preservice teacher 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.	The preservice teacher is beginning to include students' self-assessment in lessons. With assistance from the classroom teacher, 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 preservice teacher's assessment knowledge and skills.	The preservice teacher is increasingly using student work samples to verify student learning.	The preservice teacher is beginning to use 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.

Meets the Standard for New Teachers	Proficient for Practicum	Nearing Proficiency for Practicum	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; preservice teacher 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 is emerging as a reflective practitioner who can demonstrate the capacity and the inclination to examine and assess the effects of his/her choices and actions on self and others; preservice teacher reflections are beginning to 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 preservice teacher 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.	The preservice teacher offers some evidence that he or she consciously applies professional ethical standards in classroom situations.	There is evidence that this preservice 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 preservice teacher uses reflection to analyze actions and decisions, and based on his/her findings the preservice teacher 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.	The preservice teacher is beginning to use reflection to analyze actions and decisions, supported by the cooperating teacher and the university supervisor, using the information to grow professionally.	Preservice teacher 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.

Meets the Standard for New Teachers	Proficient for Practicum	Nearing Proficiency for Practicum	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 occasionally 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 preservice teacher 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.	With encouragement from the classroom, the preservice teacher seeks knowledge of special services appropriate to the needs of the students.	The preservice teacher 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.

Meets the Standard for New Teachers	Proficient for Practicum	Nearing Proficiency for Practicum	Unsatisfactory
<p>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.</p>	<p>The preservice teacher actively pursues knowledge of the uses of current and emerging computer technologies relevant to the school setting.</p>	<p>The preservice teacher is beginning to pursue knowledge of the uses of current and emerging computer technologies relevant to the school setting.</p>	<p>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.</p>
<p>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.</p>	<p>The preservice teacher actively pursues those technologies specific to the content of the curriculum or the needs of the diverse learners in the class.</p>	<p>The preservice teacher is beginning to pursue those technologies specific to the content of the curriculum or the needs of the diverse learners in the class.</p>	<p>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.</p>
<p>The preservice teacher identifies, locates, explores, and evaluates for accuracy and suitability, computer/technology resources including applications, tools, educational software, and associated documentation. 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 and explores suitable computer technology, relying only on self-evaluation of suitability. The preservice teacher increasingly seeks resources that promote higher level thinking, relying on the support of the teacher to identify 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>

MoSTEP Standard 11 continued:

Meets the Standard for New Teachers	Proficient for Practicum	Nearing Proficiency for Practicum	Unsatisfactory
<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 is beginning to explore 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 is beginning to explore 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 occasionally 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 typically 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

- 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 her/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 of focusing 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, working at listening to others, understanding their point of view, and responding 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, fails to work at listening to others, to understand their point of view, and to 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 right decisions and to provide the most effective learning setting.	The preservice teacher does not demonstrate the professional behavior, communication and collaboration skills, and the work ethic necessary to make right decisions and to provide the most effective learning setting.

Section VII: Optional Assessment Guides

*Field Experience Observation Log
Observation Form
Teaching Methods Scoring Guide*



FOR COOPERATING TEACHER AND/OR UNIVERSITY SUPERVISOR USE

THE FOLLOWING FORMS ARE OPTIONAL AND
MAY BE COPIED AND USED WITH STUDENTS OR USED TO GUIDE OTHER ASSESSMENTS

Field Experience Observation Log

Student _____ Date _____

School/Class _____ Observer _____

Activity Observed _____

Lesson Planning and Instruction

	Always Yes	Frequently	Sometimes Somewhat	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 requirements of the learning tasks?	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

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

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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

