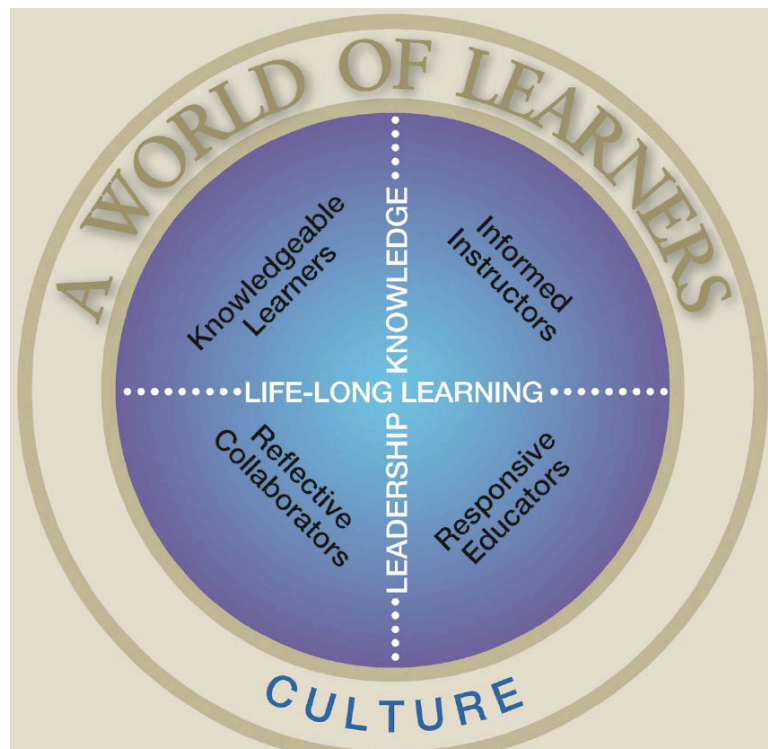


Undergraduate Teacher Education Candidate Handbook 2010-2011



Department of Teacher Education
Webster University
School of Education
Webster Groves, MO 63119

(Updated July 2010)

TABLE OF CONTENTS

Section I: Guiding Principles	3
Mission Statement	3
School of Education Goals	4
Candidate Dispositions	4
Professionalism	5
Academic Honesty & Plagiarism	5
ADA Policy	6
Section II: School of Education Organization	7
Section III: Policies and Procedures	8
Policies and Procedures for Grade	
Disputes, Appeals, and Waivers/Substitutions	8
Undergraduate Registration into M.A.T. courses	10
Course Drop/Add	10
Course Overload	10
Course Withdrawal	11
Taking a Course at Another Institution	11
Class Attendance	11
Grading	12
Honors	13
Departmental GPA policy	14
Entrance into the Major	15
Teacher Certification GPA	15
Section IV: Programs of Study, Advising and Registration	16
Role of Your Advisor	16
Responsibilities of Advisees	16
Candidate Responsibility Form	17
Section V: Field Experiences	18
Communicating Professional Behavior	18
Practicum	19
Criminal Records Check and TB Screening	20
Apprentice Teaching	23
Field Experience Placements	24
Role of Cooperating Teacher	24
Role of University Supervisor	24
Section VI: Teacher Certification	25
Acceptance to Teacher Certification	25
Certification Areas	26
C-BASE Exam	26
PRAXIS Exam	27
Capstone Project	27
Filing for Initial Certification	27
Section VII: Student Resources	28
Newsletter	28
Professional Organizations	28
Student Organizations	29
Section VIII: Lesson Plan and Unit Plan Guidelines	
APA Format Guidelines	30
Lesson Plan Format	30
Unit Plan Format	32
APA Format	33
Show-Me Standards	34
MOSTEP Standards	37

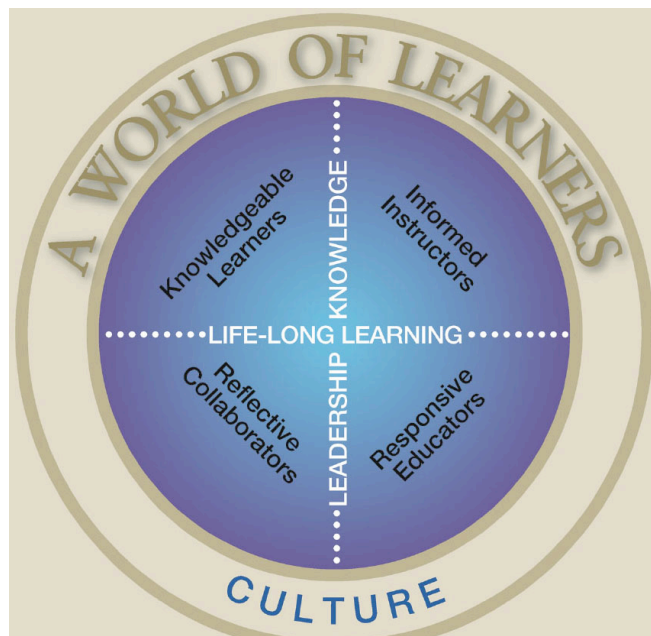
SECTION I GUIDING PRINCIPLES

SCHOOL OF EDUCATION VISION: “. . . We all must work to make this world worthy of its children.”

(Casals, 1970)

MISSION STATEMENT

The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action 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.



THEME: Developing a world of learners through knowledge, leadership, and life-long learning. The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

SCHOOL OF EDUCATION GOALS

Upon completion of the selected program, a candidate in Webster University's School of Education will:

1. Demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.
2. Incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.
3. Reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.
4. Demonstrate respect for diversity through responsive teaching and learning that values individual differences.

CANDIDATE DISPOSITIONS

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) The School of Education emphasizes these qualities of an effective teacher:

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
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
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

Student dispositions are continually monitored and evaluated through out their time in the Teacher Education Department.

PROFESSIONALISM

The Webster University School of Education expects its students to exhibit professionalism while on campus and during their field experiences. Professional educators are prepared, use appropriate language, dress in appropriate ways, communicate respect for teachers, students, parents, and peers, and exhibit academic honesty. For more specific suggestions regarding the communication of professional qualities, please refer to page 18 of the handbook.

ACADEMIC HONESTY AND PLAGIARISM

The Webster University School of Education faculty requires students to honor the principles of academic honesty. Students are expected to practice academic honesty when they take tests, produce homework, or create original work.

Plagiarism occurs when an author intentionally or unintentionally implies that another person's work is his/her own. An author, who copies a lesson plan off the Internet, borrows a paper from a friend, or purchases a term paper is guilty of plagiarism. An author who inserts direct quotes or small portions of text from another source without appropriate citation is also guilty of plagiarism. If an author uses a direct quotation or paraphrases an idea from another work, he must cite the source accurately. A student who plagiarizes jeopardizes his/her academic standing and his/her professional reputation.

Students must avoid plagiarism by following the guidelines set forth in the *American Psychological Association (APA) Style Guide*, available at academic bookstores. For a sample of APA citation guidelines, please refer to page 33 of the handbook.

Plagiarism Policy

1st offense student will be referred to the Academic Resource center and must complete the online tutorial. Student must then rewrite the assignment.

2nd offense will result in the student receiving a 0 for the assignment.

3rd offense will result in the student being dismissed from the Teacher Education program and expulsion from the university will be recommended.

(Teacher Education Department policy, approved and adopted May 2009)

ADA POLICY

Webster University considers employment, admission, financial aid, program, and activity applications without regard to race, sex, sexual orientation, color, creed, age, ethnic or national origin, or nondisqualifying disability. Grievances should be pursued according to the Student Grievance Policy and Procedure.

Webster is committed to providing admitted students with the services they need in order to:

- * have access to information and the opportunity to benefit from University programs equal to that enjoyed by students without disabilities;
- * function in the University's educational mainstream.

To be eligible for Webster University's special services, students must:

- * be enrolled at Webster University;
- * have a documented disability.

Webster has charged the Academic Resource Center (ARC) director with providing or helping enrolled students with disabilities obtain the services needed to meet the goals of equal access and opportunity.

These may include:

- * modifications, substitution, or waivers of nonessential program requirements;
- * classroom and testing accommodations;
- * auxiliary aids, such as sign interpreters, note takers, and taped books.

Webster does not provide the extensive medical and psychological testing needed to document a disabling condition. On receipt of enrolled student request or faculty referral, however, the ARC director screens students for disabling conditions.

When appropriate, students are given names of several agencies and persons who perform the in-depth assessment required for the diagnosis and formal documentation of a disability.

To be eligible for a special services evaluation, students must file a request with the ARC director and provide documentation of their disabling condition(s).

Decisions regarding student eligibility for program modifications are reached through student-academic advisor-ARC director-department chair consultation. Decisions about student needs for classroom modifications and auxiliary aids are reached through joint student-ARC director assessment of program requirements, student classroom performance, and student documentation data.

When so directed by the student, the ARC sends notification forms to the student's academic advisor and instructors. These forms describe the student's strengths and weaknesses and list the special services that may be needed to afford the student equal access to information and equal opportunity for success.

SECTION II
SCHOOL OF EDUCATION ORGANIZATION
 Brenda Fyfe, School of Education – Dean

Department of Teacher Education

FACULTY	RANK	TITLE
Bauermeister, Maxine	Associate Professor	
Cooper, Diane	Assistant Professor	Coordinator, Practicum and Apprentice Teaching
Green, Theodore	Associate Professor	Department Chair
Hoyt, Carol	Associate Professor	
McMullen, Victoria	Associate Professor	
Visiting Professor	Assistant Professor	

Department of Communication Arts, Reading and Early Childhood

FACULTY	RANK	TITLE
Birkman, Marlene	Professor	
Breig-Allen, Cheryl	Assistant Professor	Coordinator / Early Childhood
Cornell, Thomas	Associate Professor	Coordinator/Comm. Arts
Koehnecke, Dianne	Associate Professor	Department Chair
Wilkinson, Phyllis	Professor	Coordinator / Reading
Witkowski, Paula	Associate Professor	
Visiting Professor	Assistant Professor	

Department of Multidisciplinary Studies

FACULTY	RANK	TITLE
Altrogge, Virginia	Assistant Professor	
Bevel, Mary	Associate Professor	Coordinator / Ed.S. degree
Campbell, Donna	Professor	Coordinator / Special Ed.
Diefenbacher, Lori	Instructor	Coordinator / Independent Learning Experiences
Olliges, Ralph	Associate Professor	Department Chair Coordinator / Ed. Tech
Rodney, Desmond	Assistant Professor	Coordinator/ Social Sciences
Rothbart, Andrea	Professor	Coordinator / Math
Stiles, Deborah	Professor	Coordinator/ Ed. Psychology
Tamashiro, Roy	Professor	

Administrative Support Staff

NAME	TITLE
Anglin Jordan, Sheila	Representative, Teacher Education Dept.
Bowersox, Maegan	Advisor, Teacher Education Dept.
Brenner, Tracey	Coordinator / Field Placements & In-Service Ed
Collier, Shane	Department Associate, CARE Department
Diefenbacher, Lori	Advisor, Multidisciplinary Studies; Coordinator, Portfolios
Ferriera, Dawna	Director of Operations
Hosford, Diane	Director, Office of Assessment
Peel, Peggy	Certification Officer
Santoya, Anna	Department Associate, MULD

SECTION III POLICIES & PROCEDURES

POLICY AND PROCEDURES FOR GRADE DISPUTES, APPEALS, AND WAIVERS/SUBSTITUTIONS TO SCHOOL OF EDUCATION ACADEMIC POLICIES

POLICY:

The faculty of the School of Education shall treat all students respectfully, impartially, and in a professional manner.

Normally, grade disputes should be resolved between the student and the instructor. Students may discuss any grade with an instructor. If the grade dispute cannot be resolved with the course instructor, the student may discuss the grade with the Chairperson of the course, if the student believes that the grade was awarded on an arbitrary basis, or was assigned for nonacademic reasons. If the grade dispute is not resolved, the student may appeal the grade to the Dean to review the procedures that were used to determine the grade. Grade appeals should be considered in a timely manner, and shall not be considered after six months from the posting of the grade.

A student who believes that she/he has been discriminated against on the basis of race, sex, sexual orientation, color, creed, age, ethnic or national origin, non-disqualifying disability, or veteran status by a faculty member, may file a grievance with the Chairperson of the student's respective department. Further information is available at: <http://www.webster.edu/studlife/StuA/handbook/handbook.htm>

A student may request a waiver of or substitution to an established policy or procedure of the Department, School of Education, or University by submitting his/her request in writing to the appropriate party identified in the following section.

PROCEDURES:

Following are the Webster University School of Education's procedures for students disputing course grades or who seek exceptions/appeals/grievances* to stated policy, procedures, or program requirements.

Students are encouraged to seek the advice of their advisor regarding any of these issues.

If the exception/ appeal/ grievance is with regard to:	Step 1: Initial Contact Person	Step 2: If not successfully resolved via Step 1	Step 3: If not successfully resolved via Step 2
Grade dispute- Undergraduate Education course, taught by full-time or adjunct faculty	Course Instructor	Department Chair responsible for the course	Dean
Grade dispute- Undergraduate course (other than Education)	Course Instructor	Department Chair responsible for course	Dean of relevant College or School
Closed Course	Course Instructor	N/A	N/A
Course Overload	Advisor	Department Chair	Dean
Course Prerequisite(s)	Course Instructor	N/A	N/A
An exception to the Teacher Certification Program	Coordinator, Certification	Dean	N/A
An exception to the Undergraduate Education major requirements	Advisor	Department Chair	Dean
Transfer of credit earned after enrollment at Webster	Advisor	Department Chair	Dean

In the case of a grade dispute, the Chair or Dean may ask the student and instructor to submit relevant documentation for review, which may include:

- a. written statements from the parties involved
- b. the course syllabus
- c. copies of relevant student work and instructor feedback from the course

[NOTE: If the advisor or instructor is also the Chair, then the student should contact the Dean of the School of Education who will appoint an appropriate faculty member to assume the facilitation role in Step 2]

OTHER NOTES:

1. Only the course instructor is authorized to change a grade. Recommendations to change a grade from the Chair, or the Dean require the instructor's agreement and signature.
2. Materials submitted to the Coordinator or, Chair, or Dean are confidential, but available to the parties involved, and other Webster University personnel designated by the Chair or Dean for the purpose of reviewing the particular request.
3. The course instructor is authorized to waive a prerequisite course. Recommendations to waive a prerequisite course from the Chairperson or Dean are taken under advisement of the instructor. However, the instructor makes the final decision.
4. Courses in other departments are subject to the policies and procedures of that department.

Adopted by the Faculty of the School of Education
May 8, 1996
Revised and approved: March 17, 2004
Amended by the Department of Teacher Education
July 6, 2006

UNDERGRADUATE REGISTRATION INTO M.A.T. COURSES

Courses in the 5000 series are graduate courses. An upper-division undergraduate student may enroll in them with the written permission of his or her advisor and the appropriate dean.

In addition, undergraduate students are not eligible to register into M.A.T. courses until the first week of M.A.T. pre-registration is completed. Then, if open seats are available in a particular course, the student may consult with their advisor regarding registration in M.A.T. courses.

COURSE DROP/ADD

Students may change their schedules (drop/add) during the official drop/add period. Prior to the beginning of classes, students may add or drop classes. After classes have begun, students may add a course with the approval of the instructor and an academic advisor. Students may drop classes through the end of the second week of the term/semester. Drop/add forms may be obtained from the Office of the Registrar, the Academic Advising Center or the School of Education Office. Students may drop/add a course online at the website or by filling out a drop/add form and are expected to notify the academic advisor; if classes have begun, the academic advisor and the instructor must sign the add slip. Students who do not submit signed drop/add forms by the deadline will be graded and charged according to their registration on file at the end of the official drop/add period. Merely informing the instructor or advisor of the intent to drop a class or not attending a class will not constitute an official schedule change.

Students may make these changes online once their advisor has "released" them for registration each semester. After the last drop date, students must use a withdrawal form and can expect to be refunded at most a portion of the tuition.

COURSE OVERLOAD

The recommended academic load for full-time students is 16 credit hours each semester in order to earn 128 credits in eight semesters. Students in good academic standing and with written permission from their advisor may request approval from the Academic Advising Center to enroll for more than 18 credit hours. Students should complete the course add form, obtain the written permission from their advisor, and take the approved form to Academic Advising. Students who take more than 18 credit hours are charged for the additional credit hours at the per-credit-hour rate.

COURSE WITHDRAWAL

To withdraw, a student must complete a withdrawal form, which is signed by the advisor, and take the form to the Registrar's Office within the published withdrawal dates. The symbol for course withdrawal (W) is recorded on the student's transcript.

Withdrawals after the published dates may occur only under exceptional circumstances, and the instructor, the advisor, department chair, the dean of the school and the Office of Academic Affairs must approve the withdrawal form.

In order for the withdrawal process to be complete, it is the responsibility of the student to obtain the needed signatures and file the form with the Registrar's Office by the deadline published in the Academic Calendar.

TAKING A COURSE AT ANOTHER INSTITUTION (Concurrent registration)

Current Webster students may request permission to register for classes at other institutions; however, they must obtain prior written approval. The permission forms for concurrent registration may be obtained from the Office of the Registrar. The student should take the completed prior permission form to their faculty advisor for a signature and file the completed form with the Registrar's Office prior to registration at the other institution. This policy applies to summer session coursework at other institutions, study abroad programs, and other international study coursework. The student is responsible for requesting that the course be transferred to the Registrar's Office at Webster University.

CLASS ATTENDANCE

Webster University will involuntarily drop enrolled students from classes that they do not attend during the first week of classes. Attendance requirements are set by the instructor and, as a general rule; students are expected to attend all class sessions of every course. In the case of unavoidable absence, the student must contact the instructor. The instructor may give ample warning to the student and then recommend that the student withdraw from the course. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences.

GRADING

During the first week of class, instructors are expected to make the requirements for each course clear to the students. If the instructor agrees, the student may choose to be graded by (1) a letter grade or (2) a pass/fail system. Students electing the pass/fail option must do so by the end of the second week of class. In any particular semester, instructors may designate the pass/fail system as the grading system for their course. In such instances a student may petition the instructor for a letter grade to be recorded on the transcript.

Letter Grade System:

A, A- superior work in the opinion of the instructor

B+, B, B- good work in the opinion of the instructor

C+, C, C- satisfactory work in the opinion of the instructor

D+, D passing, but less than satisfactory work in the opinion of the instructor

I incomplete work in the opinion of the instructor

ZF An incomplete which was not completed within one year of the end of the course

P satisfactory work in the opinion of the instructor; credit is granted

F unsatisfactory work in the opinion of the instructor; no credit is granted

W withdrawn from the course

IP course in progress

NR not reported for the course

Z a temporary designation given by the registrar indicating that the final grade has not been submitted by the instructor. When the final grade is filed in the Office of the Registrar, that grade will replace the Z.

Grade Point Average:

A grade point average (G.P.A.) is calculated on all work taken at Webster University and is recorded on the student record.

A 4-point system is used to calculate the G.P.A.:

- * A = 4.0 pts.
- * A- = 3.67 pts.
- * B+ = 3.33 pts.
- * B = 3.0 pts.
- * B- = 2.67 pts.
- * C+ = 2.33 pts.
- * C = 2.0 pts.
- * C- = 1.67 pts.
- * D+ = 1.33 pts.
- * D = 1.0 pt.
- * F = 0.0 pts.

Grades of Pass, Incomplete, or Withdrawn are not used in calculating the G.P.A. If a student wishes to repeat a course, the most recent grade will be used in calculating the G.P.A.

Incompletes and Grade Changes:

If a student does not complete work for a given course, with prior discussion with the instructor, the instructor may record an "I" (Incomplete). If the work is completed to the satisfaction of the instructor within the time specified by the instructor, not to exceed one calendar year, a grade change may be made. After one calendar year has passed, the instructor may not change the grade of I (Incomplete). The grade becomes a ZF.

All other grades are final and may not be changed.

HONORS

University Academic Honors: University-wide academic honors (summa cum laude, magna cum laude, cum laude) are awarded to students who have achieved a high grade point average across the curriculum. Students' academic records must demonstrate excellence in a variety of academic disciplines, including upper-division work outside their fields of study.

Selection Process

1. Students may gain entry into the pool of candidates who will be considered for University-wide honors in one of the two following ways:
 - a. All students whose transcripts include all of the following will automatically be included in the pool. (**Note:** "graded hours" excludes grades of "pass" or "credit"; "cumulative grade point average" includes all Webster University courses plus any transfer courses being used by the student to attain his/her 128 credit hours.)
 - i. A minimum of 45 graded credit hours at Webster University.
 - ii. A minimum of 90 graded credit hours accumulated in the entire college career.
 - iii. A minimum cumulative grade point average of 3.7.
 - iv. A minimum of six graded courses outside of the major in addition to the general education requirements for the student's degree. (**Note:** students in the School of Communications must take only three graded courses outside their major in addition to their general education requirements.)
 - v. A minimum of two graded upper-division courses (3000 level or above) outside the student's field of study.
 - b. Department chairs and site directors may wish to nominate exceptional students whose course of study puts them outside the parameters of the average student's curriculum vitae (e.g., Conservatory students, students from the international campuses). Chairs and directors should be guided by the general criteria of breadth and depth across disparate disciplines in addition to high grades.
2. Students who meet the minimum criteria listed above or whom department chairs or site directors have nominated compose the pool of candidates to be considered for honors. The Honors Board will examine the pool and determine honors on the basis of cumulative G.P.A. and breadth and depth across the curriculum. The Board reserves the right to use its discretion in making these evaluations.
3. After due deliberation the Board will award honors according to the traditional labels of *cum laude*, *magna cum laude*, and *summa cum laude*.

Departmental Honors:

Departmental Honors are bestowed by the faculty of the Department of Teacher Education based on scholarship, excellence in teaching, and service as reflected in the School of Education Mission Statement. Determinations about scholarship and excellence in teaching are based on transcript review. Determinations about service are based on the resume submitted. Students taking Senior Overview and wishing to submit a resume for consideration should submit it to their advisor at the same time they submit their graduation petition.

Dean's List:

In recognition of academic excellence, a Dean's List is compiled each academic semester. To qualify, students must complete at least 12 credit hours at Webster University, of which no fewer than 6 credit hours must have regular letter grades, and have earned no Incomplete grades for that semester. The following criteria are used to determine the awards:

- * freshmen, sophomores, and juniors who have completed 12–63 credit hours and who are in the top 10% of their class as defined by the current semester's G.P.A.;
- * juniors and seniors who have completed 64 or more credit hours, who are in the top 10% of their class as defined by the current semester's G.P.A., and who have taken at least one 3000- or 4000-level course not in their major or related areas as defined by the University.

Departmental G.P.A Policy: A minimum cumulative G.P.A. of 3.0 on a 4.0 scale is required in the major, which is calculated using all EDUC courses.

1st semester: The first semester a departmental G.P.A. falls below the minimum 3.0 required, the candidate and his/her advisor are notified by letter. The candidate will be required to meet with his/her advisor and the Chair of The Department of Teacher Education to discuss a plan of action before the end of the drop/add period of that semester. If a plan of action is not developed, the student will not be allowed to register for the following semester.

2nd semester: If the candidate's departmental G.P.A. remains below the 3.0 minimum required for a second semester, he/she will be notified that they have been placed on probation within the School of Education. Students who are on probation will not be allowed to do apprentice teaching/senior overview. Either of which are required for the education major.

3rd semester: If a candidate's departmental G.P.A. remains below the 3.0 minimum required for a third semester, the candidate will be notified that he/she is no longer eligible to pursue a major in education. The candidate will be advised to contact Academic Advising to discuss alternate degree options.

If the candidate wishes to appeal his or her dismissal from the Undergraduate Education program, he/she needs to do so in writing by notifying the department chair within 10 business days of receipt of the letter. A meeting with the student will be held within 10 business days. The recommendation of the chair in consultation with the faculty of the department will be sent to the Dean of the School of Education. The department chair will respond to the student in writing within another 10 business days. Any additional appeal of the recommendations of the department chair may be made to the Dean of the School of Education.

Approved by the Undergraduate Education and Initial Certification Committee – 10/13/03
Amended and adopted by the Department of Teacher Education – 6/15/06

Entrance into the Major:

Students will apply for entrance to the major at the end of EDUC 3150, as part of process of signing the Candidate Responsibility form. Students must achieve a B- or better in EDUC 3150 and a B or better in EDUC 3155. If this is not accomplished on the second attempt, they are not eligible for a major in Education. Students must have a departmental GPA of at least 3.0. Students must have no dispositions alerts filed within the past two semesters. Appeals concerning this policy should be directed to the Chair of the Department of Teacher Education. (Approved UEICCC: 5/1/06; Adopted Department of Teacher Education: 7/6/06; Amended.)

Students must pass EDUC 3150 with a grade of B- or better and EDUC 3155 with a grade of B or better before they are allowed to take methods courses.

Grades of D may not be used towards the major.

Teacher Certification G.P.A.

- A teacher certification candidate must maintain an overall cumulative G.P.A. of 2.75 in all college-level coursework.
- A teacher certification candidate pursuing certification in a content/subject area (Art, Choral Music, English, French, German, Instrumental Music, Journalism, Mathematics, Science, Social Studies, Spanish) must maintain a cumulative 3.0 G.P.A. in their content/subject.

If a teacher certification candidate does not have the required overall 2.75 cumulative G.P.A. he/she will not be allowed to enroll in practicum or apprentice teaching.

If a teacher certification candidate does not have the required overall 3.0 cumulative G.P.A. in the content/subject area he/she will not be allowed to enroll in practicum or apprentice teaching.

Grades below C- may not be used towards certification.

SECTION IV PROGRAMS OF STUDY, ADVISING & REGISTRATION

THE ROLE OF YOUR FACULTY ADVISOR

Upon entering the Department of Teacher Education, you will be assigned a faculty advisor.

Your advisor will serve as your mentor throughout your program.

She/He is here to:

- Help you design a program that will meet Webster University and Missouri Teacher Certification Requirements.
- Counsel you as you make decisions about practicum and apprentice teaching placements.
- Help you connect your Webster University coursework and your experiences in classrooms.
- Listen as you discuss your thoughts about future employment opportunities.
- Be available to discuss the questions, observations, and concerns that may arise as you progress throughout your program.

Please be sure to make frequent contact with your advisor.

RESPONSIBILITIES OF ADVISEES

If you are meeting with your advisor:

- Be on time
- Bring your Program of Study
- If planning your courses, bring a tentative schedule with no time conflicts.
- If applying for Practicum, schedule at least 2 weeks in advance of the deadline.
- If applying for Apprentice Teaching:
Schedule at least two weeks in advance of deadline.
Bring a completed form including a well edited essay and a resume that follows the guidelines in the application.
Bring your Letter of Acceptance to the Teacher Certification Program.

You are responsible for:

- Tracking graduation requirements, including number of credits, general education requirements, degree requirements and your graduation petition.
- Keeping your graduation date current.
- Accessing your grades on line.
- Checking your schedule on line for course room assignments.
- Updating your contact information
- Completing the CBASE and Praxis requirements in a timely fashion.
- Getting written permission before taking a course at another institution.
- Reading the newsletter and checking your Webster email for notification of activities and deadlines.
- Meeting the standards of the Goals and Dispositions of the School of Education.

**CANDIDATE RESPONSIBILITY FORM FOR EDUCATION MAJORS
AND TEACHER EDUCATION CANDIDATES**

Webster University
Candidate Responsibility Form
School of Education
Academic Advising

Name: _____ ID #: _____

“Throughout their academic careers at Webster, students work with their academic advisors to plan their choice of University courses. The advisor helps the student choose coursework to meet individual educational and career goals, informs students about academic policies and procedures, and helps solve a variety of academic problems. Ultimately, however, it is the responsibility of each student to keep apprised of current graduation requirements for his or her particular degree program.”

From the Webster University Undergraduate Catalog

As a candidate in the School of Education, I acknowledge that I need a minimum of 128 credit hours to graduate from Webster University. This is the combined total of required courses for my major, General Education requirements and electives. If pursuing teacher certification, I understand additional coursework may be required.

As a candidate in the School of Education, I commit to myself to following the School Education Dispositions related to understanding and respecting self, others and professional communities.

If I am also pursuing teacher certification, I understand that I must be accepted to the Teacher Certification Program prior to submittal of my practicum application form (which is due at the beginning of the semester before I actually am enrolled in practicum). I recognize a Teacher Work Sample capstone project and a passing score on both the CBASE and the appropriate Praxis test is a requirement for certification.

If I am also pursuing a major in another area, I understand it is my responsibility to consult with a department advisor in that specific area.

If I am pursuing a minor, I need at least 18 credits in my minor area, taken in residence at Webster University. No course can count towards both a major and a minor.

Candidate's Signature: _____ Date: _____

I am requesting that I be admitted to the Education major.

Candidate's Signature: _____ Date: _____

White - SoE Advising File

Yellow - Student/Candidate

Approved UEICCC, 7/19/05
Adopted by the Department of Teacher Education 7/06/06

SECTION V FIELD EXPERIENCES

COMMUNICATING PROFESSIONAL BEHAVIOR

Education majors are in an unusual situation. While they fulfill the roles and responsibilities of college students, they are frequently called upon, by virtue of their career choice, to assume the roles and responsibilities of teachers. As future educators, they are held to a higher standard of professional behavior than are many of their university peers. In the spirit of the School of Education Dispositions, students are expected to communicate their professionalism through their dress, the ways in which they use language, and their behavior in school settings.

Professional Dress:

School dress codes (official and unofficial) vary from school to school. It is important to remember that every time a preservice teacher enters a school he/she is representing not only Webster University, but also himself/herself as a potential employee. Regardless of a field student's personal sense of fashion or taste, it is critical that he/she wear clothing that communicates professionalism. Specifically, students should not wear revealing clothing including cropped shirts, tank tops, halter-tops, or cut-off shorts. Students should not wear ostentatious jewelry or "message" clothing. Students should plan to dress in "business casual" shirts, slacks or skirts/dresses. Tattoos and body piercings should not be visible in the school setting.

Professional Language:

When in contact with school students or personnel it is important to communicate professionally, through both oral and written language. Students should moderate the volume of their voices when moving through hallways and passing by classrooms. Students should never use profanity in a school environment. They should silence their cell phones while in classrooms. They should be sensitive when having personal conversations with peers. In written communication, students should carefully proofread all communication with students, teachers, or parents. They should also consider establishing a separate email account for professional use, especially if their usernames are provocative or overly casual. For example, hotmama@yahoo.com does not support a professional image

Professional Behavior:

Professional behavior encompasses such a wide range of qualities; it is impossible to sufficiently define it here. However, it is critical that preservice teachers think carefully about their behavior in schools. They should be well prepared for any teaching, mentoring, or tutoring opportunity. They should demonstrate knowledge of their subject matter. They should exhibit respect for diversity when working with students, teachers, and parents. They should demonstrate sensitivity to individuals with special needs. Students should be responsive and responsible as they contribute to learning environments.

PRACTICUM

A Practicum is a field experience designed to provide opportunities for students to apply skills and knowledge being acquired in their education courses. At least one Practicum at the intermediate or advanced level is required as a prerequisite to Apprentice Teaching; an advanced Practicum is strongly recommended as a component of the program of a student pursuing a B.A. without certification. Experiences gained will assist students in preparing for a career in education. The student will spend a minimum of 45 clock hours in the classroom for each registered credit hour at times best suited to observe and be involved in active learning.

To enroll in a Practicum, students must have met the requirements for admission into the Teacher Certification Program (Approved UEICCC 5/1/06; Adopted by the Department of Teacher Education 5/1/06). Students must file an application with the Coordinator of Field Placements, Teaching and Field Experience a semester in advance. This application is in addition to formal registration and is available outside of the main School of Education Office, WH 232.

Applications must be filed by the following dates:

Practicum Term	Application Due Date
Fall - Semester, Term 1 or Term 2	March 1
Spring – Semester, Term 1 or Term 2	October 1

Webster University students seeking certification are required to complete either Practicum or Apprentice Teaching in a placement defined as diverse according to the School of Education standard. It is recommended that students meet this requirement in Practicum. The advisor has a list of districts and schools that meet the diversity standard.

As noted on the Practicum Application Form, the student may request geographic preferences for placement but the placement office makes the final placement decision. Students should not contact school officials or teachers about placements.

When the student receives confirmation of the placement, he/she should contact the cooperating teacher and university supervisor to discuss the goals, expectations, and schedule for the Practicum. All students are required to attend an orientation meeting with the Coordinator of Apprentice Teaching and Field Experience the first week of the semester. Each member of the Practicum team will receive the *Practicum Handbook* that outlines the requirements and the expectations.

Any student removed from Practicum by the school or Webster University or who receives a B- or below in Practicum must successfully complete a semester of remediation prior to being placed for a second time. The student will work with a Webster University mentor from his/her major department during the following semester focusing on the skills required to successfully engage in the Practicum experience along with a review of relevant content or other deficits identified during the Practicum 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 a second placement for Practicum is warranted.

(Approved by the Teacher Education Department, May 2009, revised May 2010)

CRIMINAL RECORDS CHECK & TB SCREENING

EDUC 3155 Early Diversity Practicum:

Students enrolling in EDUC 3155 Early Diversity Practicum must be registered with the Family Care Safety Registry for open records check and child abuse/neglect screening and have a current TB test before placement in the classroom. There are 2 ways to register:

1. Online registration may be completed at www.dhss.mo.gov/fcsr, using the "Register Online" link. Payment is made by credit card, and you will be charged a nonrefundable \$9.00 registration fee plus an additional \$1.00 processing fee.
2. By mail, submit a completed Worker Registration Form (available in Webster Hall 232), a photocopy of your Social Security card and a \$9.00 registration fee. Payment is by check or money order payable to the Missouri Department of Health and Senior Services. Mail to: Missouri Department of Health and Senior Services, Fee Receipts Unit, P.O. Box 570, Jefferson City, MO 65102.

On the registration form under "Section A; Worker Type," check the "Voluntary Registrant" box.

You will be notified in writing each time someone requests information about you from the Registry. This notification will contain the name and address of the organization making the request and the background information released.

Practicum and Apprentice Teaching:

School districts are requesting that Practicum students and Apprentice Teachers have a current child abuse and criminal records check, fingerprint clearance and TB test on file before making school placements. Most districts will not even begin the request process without these clearance documents. It can take up to 6 weeks to process the criminal/child abuse checks so be sure to submit the form early. (Some districts require these to be within 6 months, so you may have to submit these before each placement.)

Be aware that the State Board of Education may refuse to issue a certificate to an applicant who has pleaded to or been found guilty of a felony. Individual school district policy may include restrictions regarding access to children by a person having a criminal record or a report of a child abuse or neglect allegation. If you suspect that information regarding previous activity may be on file, it is advisable to determine early what information is on record. If you are concerned, consult with the Coordinator of Apprentice Teaching and Field Experiences.

REQUEST FOR CHILD ABUSE OR NEGLECT/CRIMINAL RECORD: DUE IMMEDIATELY (prior to application date)

If you have already registered with the Family Care and Safety Registry for please let Tracey Brenner know so that there is time to request information. If you have not yet registered here are the 2 ways to get registered.

1. Online registration may be completed at www.dhss.mo.gov/fcsr, using the "Register Online" link. Payment is made by credit card, and you will be charged a nonrefundable \$9.00 registration fee plus an additional \$1.00 processing fee.
2. By mail, submit a completed Worker Registration Form (available in Webster Hall 232), a photocopy of your Social Security card and a \$9.00 registration fee. Payment is by check or money order payable to the Missouri Department of Health and Senior Services. Mail to: Missouri Department of Health and Senior Services, Fee Receipts Unit, P.O. Box 570, Jefferson City, MO 65102.

On the registration form under "Section A; Worker Type," check the "Voluntary Registrant" box. Bring or mail the clearance that you receive in the mail to Tracey Brenner, Webster Hall Room 227 **as soon as possible**.

FINGERPRINT CHECK PROCEDURES:

- **DUE FEBRUARY 15 FOR FALL PLACEMENTS**
- **DUE SEPTEMBER 15 FOR SPRING PLACEMENTS.**

Missouri Applicant Processing Services (MOAPS)

The Missouri Department of Elementary & Secondary Education (DESE) & Missouri Highway Patrol selected the vendor, Integrated Biometric Technology (IBT), to collect and submit fingerprints for all "applicants" for jobs/licensure, etc., including our students.

You must schedule an appointment online or by calling the toll-free telephone number. Please have the following information when scheduling the appointment.

- The OCA# (Originating Case Agency) for Webster University
The **Webster University OCA # is 300335** (May be referred to as School/District Code)
- The **DESE ORI number is MO920320Z**. You must know this number to identify your application source as education.
- **Status** - You will need to indicate that you are not a certified educator with the letter "U". This must be entered in the OCA field/box or given to the telephone scheduler.
- Check the website listed below for current locations.
- **Schedule an appointment:** You may telephone toll-free 1-866-522-7067 or use the Web application at <http://www.L1id.com>. Be sure to have the ORI and OCA information when you call or register. You will need to take a picture ID with you to your appointment.

FEE

There is a fee for the fingerprints that is set by DESE, the FBI and IBT. You pay the fee directly to IBT. Check their website (<http://www.L1id.com>) for the current fee.

DEADLINES

For spring placements please have your fingerprints done by **September 15**.
For fall placements please have your fingerprints done by **February 15**.

TB-(TINE, PPD) TESTS: DUE WITH APPLICATION

This test must be dated within 12 months of the time that you will be in the school. (Generally after January 1 for fall placements and after July 1 for spring placements. This may be obtained at your personal doctor, Webster University Health services, walk-in clinics, urgent care or other community health agencies for a nominal fee.

Remember that the Tine tests involve 2 visits, the first visit to administer the test and the second visit 3 days later to read the test. Because agencies often change hours and fees, please do not assume that the information below is current; call to see if these times and fees are still valid.

Webster University Health Services 314-968-6922
540 Garden Avenue

County residents can go to the following County Health Offices:

- St. Louis County Health: 314-842-1300
South: 4580 South Lindbergh (south of Gravois)
- St. Louis County Health: 314-522-6410
North: John C. Murphy Health Center 6065 Helen (south of intersection of Hanley & Airport Rd.)
- St. Charles Dept. Comm. Health 636-949-7400
1650 Booneslick Road 63301 (call for directions if needed)

City Residents cannot go to county facilities. City residents may go to:

- Tuberculosis Control Service 314-612-5280
634 North Grand, Room 322 St. Louis, MO 63103

APPRENTICE TEACHING

Apprentice Teaching is a requirement for all initial certification. To enroll in Apprentice Teaching, students must file an application by the posted date. Attendance at a mandatory meeting in February for fall placements and in September for spring placements is also required. At this meeting, general information is presented regarding the next steps in the process and student questions are addressed. Meeting dates are posted in the School of Education. Applications are available outside of the main School of Education Office, WH 232. Successful completion of the Apprentice teaching course prerequisites including a B or better (not a B-) in Practicum required (approved by UEICCC 5/1/06; adopted by the Department of Teacher Education 7/6/06). Students must schedule an appointment with their advisor to ascertain that they have met the eligibility requirements for Apprentice Teaching.

As noted on the Apprentice Teaching Application, the student may request geographic preferences for placement but the placement office makes the final decision based on the availability of placements within the requested district. Students are required to complete either the Practicum or Apprentice teaching in a diverse placement, as defined by the criteria established by the School of Education. Students should not contact school officials or teachers about placements. The coordinator may solicit information from the student's academic advisor and appropriate faculty as necessary.

Apprentice Teachers are required to attend an all-day seminar with the Coordinator of Apprentice Teaching and Field Experience the week before the semester begins. This seminar will conclude with an orientation meeting with the cooperating teachers and university supervisors. Other seminar dates will be set at the first meeting.

All Apprentice Teaching placements will be full days for 16 weeks. Music, Art, and Foreign Language placements will be split between two 8-week placements, one elementary and the other secondary. Early Childhood will be split between two 8-week placements, one in pre-K or K and the other primary. Students are expected to arrange their schedules so that they can arrive prior to the beginning of the school day at the times teachers are required to arrive, and to remain after the close of the school day until the time teachers are permitted to leave.

Apprentice Teaching is a full-time job that requires an enormous amount of time and energy. It is recommended that you take no more than 1 other course during the semester of Apprentice Teaching. This course must not interfere with your Apprentice Teaching responsibilities or the time required, such as after school meetings and parent conferences.

Apprentice Teachers cannot be used to reduce staff or fill a vacancy during the period of the placement. They cannot be used, or paid, as substitutes during that time. If the regular teacher is absent, the school must hire a substitute to cover the class even if the Apprentice Teacher is teaching the class.

Field Experience policies require that undergraduate Special Education candidates complete at least one placement at the elementary level and one placement at the middle school or high school level. Typically students have experience at all three levels.

The School of Education reserves the right to extend or terminate an Apprentice Teaching placement. If a problem arises during Apprentice Teaching, a meeting is called with the cooperating teacher, the Apprentice Teacher, and the university supervisor. If the problem persists, the matter is referred to the coordinator of Apprentice teaching and field experience. The Coordinator of Apprentice Teaching and Field Experience, in consultation with the university supervisor, the cooperating teacher, and the faculty advisor may require a student to do additional work in a different placement or continue in the same placement until sufficiently competent for certification (see remediation policy).

REMEDIATION POLICY FOR APPRENTICE TEACHING

Any student removed from Apprentice Teaching by the cooperating school or Webster University or who receives a C- or below in Apprentice Teaching must successfully complete a semester of remediation prior to being placed for a second time.

The student will work with a Webster University mentor from his/her major department during the following semester focusing on the skill, 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 a second placement for Apprentice is warranted.

Students who are removed from or withdraw themselves from Apprentice teaching may request a second placement. They must pass Apprentice teaching during the second placement arranged or they are no longer eligible to pursue teacher certification. Appeal of this policy may be made to the Coordinator of Apprentice Teaching and Field Experience.

(Approved by the Teacher Education Department, May 2009)

(Approved by UEICCC 5/1/06; Adopted by the Department of Teacher Education 7/6/06)

FIELD EXPERIENCE PLACEMENTS

Practicum and/or Apprentice teaching placements will be made in the St. Louis City, St. Louis County, Fox, and Francis Howell School Districts. The student may request geographic preferences for placement but the placement office makes the final decision. Students are required to complete either the Practicum or Apprentice teaching in a diverse placement, as defined by the criteria established by the School of Education.

Students should not contact school officials or teachers about placements. The coordinator may solicit information from the student's academic advisor and appropriate faculty as necessary.

ROLE OF COOPERATING TEACHER

Cooperating teachers are school-based educators who serve as hosts for Practicum and Apprentice teaching experiences. The cooperating teacher will acquaint the preservice teacher with the school community, daily procedures, classroom management techniques and lesson presentation styles. The cooperating teacher s(he) will also provide feedback on lesson presentation, teaching behaviors, and interpersonal interactions with students and faculty.

ROLE OF UNIVERSITY SUPERVISOR

University supervisors provide a vital link between the schools and Webster University. As they observe students in the field, they will support the development of effective teaching strategies and skills, provide feedback concerning lesson plans and teaching behaviors and offer guidance regarding interpersonal interactions with students and faculty. The assignment of grades for Practicum and Apprentice teaching are the responsibility of the university supervisor.

SECTION VI TEACHER CERTIFICATION

ACCEPTANCE TO TEACHER CERTIFICATION

Candidates who select a Teacher Certification Program must meet general education and professional education requirements specified by the Missouri Department of Elementary and Secondary Education (DESE) and program requirements of Webster University.

All candidates who wish to be accepted into the certification program of Webster University must meet the following criteria regardless of their concentration:

1. Obtain a passing score on all sections of the College Base test (C-BASE) by 64 credit hours of college-level coursework
2. Demonstrate proficiency in writing by obtaining a B- or better in college English composition;
3. Demonstrate proficiency in mathematics by obtaining a grade of B- or better in an appropriate college level mathematics course
4. Complete EDUC 3150 Education in a Diverse Society with a grade of B- or better;
5. Show at least a 2.75 cumulative grade point average in all prior college-level work;

Candidates who have identified an interest in obtaining a Missouri teaching certificate should schedule an appointment with an advisor to obtain a Written Program of Study (POS) outlining the degree and program requirements. During this initial meeting, transcripts will be analyzed and an advisor will be assigned. Candidates should meet with their advisor throughout their degree program to clarify any questions or procedures related to certification and/or their degree.

The initial review for acceptance to Teacher Certification is linked to enrollment in EDUC 3150 Education in a Diverse Society. Candidates enrolled in the course make application to the Teacher Certification Program. The Coordinator of Teacher Certification reviews student's progress in meeting the criteria listed above. Candidates will be notified regarding their status following successful completion of EDUC 3150. A letter of Acceptance into Teacher Certification and a list of remaining certification requirements are provided to the student and advisor.

The progress of candidates is reviewed by the department as they move through the program and demonstrate proficiency in course based key assessments.

Application for Apprentice Teaching generates a review of student's progress and readiness for Apprentice Teaching. Candidates receive a copy of their readiness checklist updating the final requirements needed to complete their certification.

PRAXIS EXAM

The Specialty Area test of the Praxis exam must be passed with at least the minimum score required by the State of Missouri. The Praxis is given approximately 4 times a year; pre-registration is required, by mail, prior to the actual test date. Further information and deadline dates for registration are posted outside WEBH 232. Registration for the Praxis exam is found online at www.ets.org/praxis

CAPSTONE PROJECT

Every student who is a candidate for Teacher Certification at Webster University must assemble and submit a capstone project as the final project for certification. The capstone project will be the Teacher Work Sample.

The Teacher Work Sample is an instrument for demonstrating what a teacher candidate knows. It is an elaborate “snapshot” of a candidate’s thinking in designing, implementing and assessing curriculum based on the in-depth understanding of a group of children. It examines intensely the decisions that determine the relationship between the curriculum and the data, and measures quantitatively the impact of the instruction on each student.

<http://www.webster.edu/education/students/resources.shtml> is the link to more information on the capstone project.

FILING FOR INITIAL CERTIFICATION

During the Apprentice Teaching experience, students complete the application for initial certification. At this time students receive a list of outstanding requirements remaining for the completion of their Teaching Certificate. Once the degree has been conferred, all certification coursework is completed, a record of the successful passing of the required Praxis II test(s) has been received by the Webster University, and the program portfolio has met the standards, the recommendation for initial certification will be forwarded to the State.

DESE only keeps fingerprint records on file for 6 months from the date of clearance. You must redo your fingerprints if your fingerprints that were done for Practicum and Apprentice Teaching will be more than 6 months old by the time your application is sent to DESE.

SECTION VII STUDENT RESOURCES

NEWSLETTER

PSST... a newsletter designed for Undergraduate Education majors is available online 4 times during each academic year. The newsletter provides updates on events occurring within the SoE, helpful tips for Education majors and a list of important dates and deadlines.

Note: It is critical that students keep their contact information up to date to ensure that they receive mailings from the SOE. If a student relocates, he should be sure to update his contact information. The best way to stay connected is to set-up, maintain and check frequently your webster.edu email account.

Students can update their contact information online as follows:

- Log onto the Webster University website
- Enter Online Resources
- Enter user name and password in student Log-in
- Enter Biographical
- Enter Update Biographical Information

PROFESSIONAL ORGANIZATIONS

Here is a list of national and international professional organizations that can support your work as a preservice and practicing teacher. All have special student membership rates. Most publish journals that can be invaluable in your research for papers and projects. (Please note that the student membership rate may include a subscription to a professional publication. Please visit the organization's website to view the terms of membership.)

American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD): www.aahperd.org

American Council on the Teaching of Foreign Language (ACTFL): www.actfl.org

American Library Association (ALA): www.ala.org

Association for Childhood Education (ACEI): www.udel.edu

Council for Exceptional Children (CEC): www.cec.sped.org

International Reading Association (IRA): www.reading.org

International Technology Education Association (ITEA): www.itea.org

International Society for Technology in Education (ISTE): www.iste.org

National Association for the Education of the Young Child (NAEYC): www.naeyc.org

National Council for the Social Studies (NCSS): www.socialstudies.org

National Council of Teachers of English (NCTE): www.ncte.org

National Council of Teachers of Mathematics (NCTM): www.nctm.org

National Middle School Association (NMSA): www.nmsa.org

National Science Teachers' Association: (NSTA): www.nsta.org

North American Association for Environmental Education (NAAEE): www.naaee.org

Teachers of English to Speakers of Other Languages (TESOL): www.tesol.org

STUDENT ORGANIZATIONS

Student Education Association (SEA)

The Student Education Association serves all Webster University students with an interest in professional education and has an advisory role within the School of Education. In the past, the organization has sponsored community service programs around the St. Louis area as well as Webster University social programs. Information on the SEA can be found at webstersea@gmail.com or by contacting Sheila Anglin Jordan at anglinsh@webster.edu.

Webster University's Chapter of the National Education Association and the Missouri State Teachers Association

The Student Missouri National Education Association (SMNEA) and the Student Missouri State Teachers Association (SMSTA) are professional teacher organizations with student divisions. Both organization memberships are available through the Education Association. Memberships are reasonable for students and offer opportunities for benefits and professional conferences.

Webster University's Chapter of the Student Council for Exceptional Children

Webster University's Chapter of the Student Council for Exceptional Children invites participation from anyone interested in the education of children with special needs. The group's focus is to promote the education of individuals with disabilities and to contribute to related educational, scientific, and charitable causes. Officers are elected at the first meeting each year.

For information, please contact Dr. Victoria McMullen at mcmullen@webster.edu.

SECTION VIII
LESSON PLAN AND UNIT PLAN GUIDELINES
APA FORMAT GUIDELINES

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 has influenced your decision 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 needs to be 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 are broad, speaking to the long-term needs of the learner, and are rarely accomplished in one lesson); rationale answer the questions “Why do the P-12 students need to learn this?” *e.g. Students will be able to understand and demonstrate how authors use dialogue to reveal characters’ personalities.*

Outcomes: Outcomes are related to rationale/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 or Grade Level Expectations (GLEs)/Course Level Expectations (CLEs): What Show-Me Standards or Grade Level Expectations/Course Level Expectations 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?
- In what ways will you demonstrate the processes you want your 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.

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 on 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.*

**Webster University
School of Education
Unit Plan Format**

1. **Unit title 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 an 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/CLE or curriculum as the 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 P-12 students to know and be able to do by the end of the unit.
4. **Identification of the Show-Me Standards or Grade Level Expectations (GLEs)/Course Level Expectations (CLEs):** any addressed in the unit (any Standard or GLEs/CLEs 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 calendar of lessons and activities).
9. **Thorough daily lesson plans:** At least six lessons for a 16-week placement and at least four 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:** Includes materials, people, print and media both for teacher planning and student use.
11. **Unit assessment of the learner outcomes:** Include the assessment itself (the instrument or if not paper and pencil, 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.

GUIDELINES FOR APA FORMAT

When writing a paper for any course within the School of Education (undergraduate and/or M.A.T) you will be expected to use APA format for referencing your sources of information. The complete guide for this format will be found in the following document and is available in the Webster library, bookstore, and the School of Education. Provided below are some examples of the most basic aspects of APA format. There is also a new website www.aspstyle.org with many resource to help including free tutorials and sample papers. You may need to refer to the actual manual, however, for additional information. American Psychological Association. (2001) Publication manual of the American Psychological Association. (5th ed.). Washington, DC: Author

REFERENCE CITATIONS IN TEXT:

1. **One Work by a Single Author:**
Smith (1983) compared reaction times
In a recent study of reaction times (Smith, 1983)
2. **One Work by Two or More Authors:**
Williams, Jones, and Smith (1983) found (first citation)
Williams et al. (1983) found (second citation)
3. **Two or More Works Within the Same Parentheses:**
Several studies (Drow & O'Neal, 1979; Mullaney, 1978; Talpers, 1981)
have found
4. **Personal Communications**
J. O. Reiss (personal communication, April 18, 1983) indicated that

REFERENCE LIST:

1. **Periodicals:**
Becker, L. J., & Seligman, C. (1981). Welcome to the energy crisis. Journal of Social Issues, 37, 63-69.
2. **Magazine Article**
Gardner, H. (1981, December). Do babies sing a universal song? Psychology Today, 70-76.
3. **Entire Book:**
Strunk, W., Jr., & White, E. B. (1979). The elements of style. (3rd ed.). New York: Macmillan.
4. **Edited Book:**
Letheridge, A., & Cannon, C. R. (Eds.). (1980). Bilingual education: Teaching English as a second language. New York: Praeger.
5. **Article or Chapter in Edited Book:**
Hartley, J. T., Harker, J.O., & Walsh, D.A. (1980). Contemporary issues and new directions in adult development of learning and memory. In L.W. Poon (Ed.) Aging in the 1980's: Psychological Issues. (pp. 239-252). Washington, DC: American Psychological Association.
6. **Personal Communication:**
Not included in reference list.
7. **Website**
Misunderstood minds. (2002). Retrieved July 1ac3, 2006, from <http://www.pbs.org/wgbh/misunderstoodminds/>
8. **Academic Database**
Downing, J. E., & Peckham-hardin, K. D. (2001) Daily schedules: A helpful learning tool. Teaching Exceptional Children, 33 (3), 62-68. Retrieved July 13, 2006, from the ERIC database.

SHOW- ME STANDARDS

Approved as a final regulation by the Missouri State Board of Education, January 18, 1996

<http://dese.mo.gov/standards/process.html>

Overview of Performance Standards

All Missourians are eager to ensure that graduates of Missouri's public schools have the knowledge, skills and competencies essential to leading productive, fulfilling and successful lives as they continue their education, enter the workforce and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students to reach their maximum potential. To that end, the [Outstanding Schools Act of 1993](#) called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. These proposed standards are the work of that group. The standards are built around the belief that the success of Missouri's students depends on both a solid foundation of knowledge and skills and the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve their maximum potential. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

The academic standards are grouped around four goals:

Goal 1 -- Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Goal 2 -- Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Goal 3 -- Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Goal 4 -- Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Communication Arts *In Communication Arts, students in Missouri public schools will acquire a solid foundation, which includes knowledge of and proficiency in*

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

Mathematics *In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of:*

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations

Science

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

For Grade Level Expectations (GLEs)/Course Level Expectations (CLEs), consult the DESE website at www.dese.mo.gov.