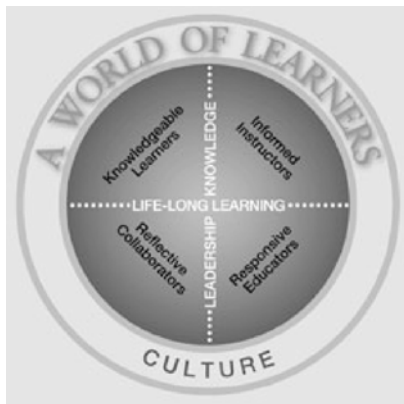


School of Education
Credit-by-Examination
Apprentice Teaching – Aide/Assistant

Special Education



NOTE: The Credit-by-Examination option may be utilized for either Apprentice Teaching or Practicum, but not both

Eligibility/Requirements
For assessment of apprentice
Teaching in special education:

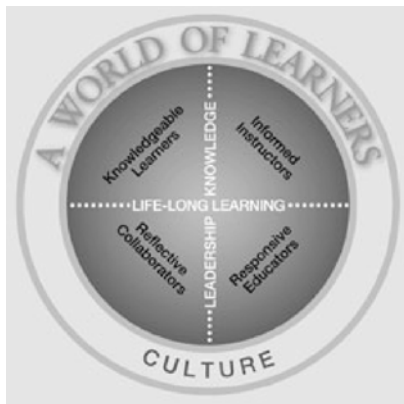
- 1) Completion and submittal of the CBX application form found in this packet.
- 2) Full acceptance into the MAT Special Education program at Webster University.
- 3) Confirmed teacher certification status at Webster University.
- 4) Be in good academic standing (GPA of 3.0 or better).
- 5) Successful completion of a minimum of 12 credit hours (M.A.T.) in residence at Webster University.
- 6) Successful completion of required supervised practicum (minimum of two credits) in special education at Webster University, with a B (not a B-) or better.
- 7) Successful completion of all required methods courses in the area of certification requested. At least two of the methods courses, as approved by the faculty advisor, should be completed at Webster University.
- 8) Documentation of passing scores on the respective Praxis examinations in Special Education.
- 9) Two (2) academic years of experience as an aide or assistant in the same Department of Elementary and Secondary Education (DESE) accredited district or accredited non-public special education setting, congruent with the desired teaching certification. (*Work as a substitute is not acceptable.*)

To determine whether or not your education setting meets the accreditation requirement, see <http://dese.mo.gov/divteachqual/teachcert/privateaccred.html>

- 10) Immediate supervision provided by a qualified full-time professional educator(s) having teacher certification in the same area as that which the individual is pursuing, for the full two years of experience as an aide or assistant.
- 11) Documentation of a total of twenty days (20) of teaching responsibilities as the lead teacher in a special education setting within the two academic years of experience as an aide or assistant. At least ten (10) of the twenty (20) days as the lead teacher must be consecutive school days.
- 12) Written copies of four observations and evaluations of teaching performance conducted and written by the immediate teacher supervisor of the applicant. The observations must be made over the two academic years of experience as an aide or assistant.

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- 13) Confidential letters of recommendations from each of the five (5) members of the educational community listed below, dated within three (3) months of the assessment

NOTE: Letters of recommendation will be retained as the property of the School of Education.

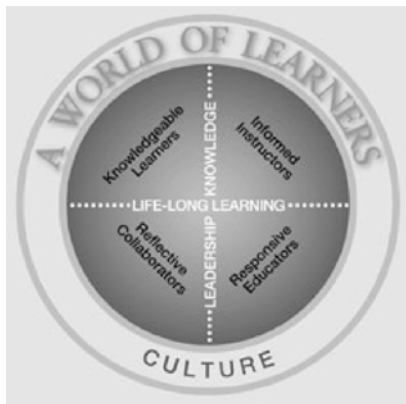
- a. Immediate supervisor (area coordinator, department head, etc.)
- b. Special Education Director
- b. Teacher colleague
- c. Parent or guardian of a student
- d. Building principal

The confidential letters of recommendation must be on official letterhead, when applicable, and must carry original signatures. Photocopies will not be accepted. Letters of recommendation are to be sent directly to the attention of Diane Hosford, Webster University, School of Education, 470 E. Lockwood Ave., St. Louis, MO 63119.

- 14) A current resume.
- 15) An in-depth reflection of your educational philosophy, mission and vision.
- 16) an overview of the “classroom” or learning environment; type of classroom or services provided; description of students—diagnoses, grade levels; typical daily schedule; curricular emphasis; anticipated student outcomes. *Be sure to address all areas of diversity including, but not limited to, socio-economic, cultural, learning abilities, gender, and sexual orientation.*
- 17) A description of the class-wide behavior management model: classroom rules and consequences, routines, communications systems, token economies, etc.
- 18) A copy of a complete curriculum unit (including lesson plans) that you have designed and taught, using the attached Unit Plan and Lesson Plan formats. *Include a reflection on the unit and an analysis of student learning.*
- 19) An analysis of assessment data and corresponding IEP of a student. *Be sure to remove all identifying information so as to protect the confidentiality of the student.*
- 20) An individualized student behavior management plan or positive behavior support plan, using attached format. Include data to document plan implementation. *Be sure to remove all identifying information so as to protect the confidentiality of the student*
- 21) An instructional plan which includes an informal assessment of learner's skills, a behavioral objective, a detailed description of the instructional procedure and a plan for data collection, using the attached format.

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Apprentice Teaching – Aide/Assistant

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- 22) A professional development plan that has a clearly specified objective with a rationale as to why the objective was selected, a description of activities needed to address the objective, and assessment plan for evaluating if the objective has been met, and a reflection on the implementation of the plan.

All documentation should be written in a professional manner with attention paid to sentence structure, grammar, punctuation, and spelling. Furthermore, the evaluator(s) reviewing the materials may request additional information such as interview(s) or teaching observation(s) from the candidate.

Application Requirements/Process:

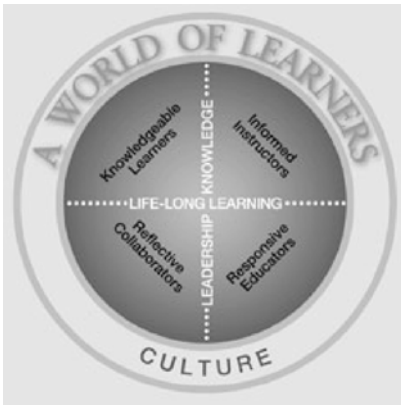
- 1) In consultation with faculty advisor and Area Coordinator of Special Education, complete and submit approved Credit-By-Exam Application Form.
- 2) Successful completion of twelve (12) hours (M.A.T.) in residence at Webster University, including a minimum of two (2) credits of supervised practicum in Special Education and at least two three (3) credit methods courses in the area of certification requested, and good academic standing of a B grade average or better.
- 3) Evidence of a contract with a school district for a position as a full-time classroom paraprofessional in a special education setting. (Experience as a substitute teacher is not acceptable).
- 4) Documentation of passing scores on the Praxis examinations (Core Knowledge and Mild/Moderate Disabilities), submitted to the faculty advisor.
- 5) The review process will not be initiated until all materials have been received. Once all materials have been received, the review process will take approximately 8 weeks.

During fall and spring semesters, applicants should expect to receive notification of whether or not they have received credit for the portfolio within eight (8) weeks. *Please note:* Portfolios submitted during the summer may not be reviewed until the fall.

- 6) Once the process has been completed you will be notified via e-mail of whether or not credit has been awarded for the portfolio. After the credit has been posted to your transcript, you will be billed by the Business Office for the credit-by-exam fees according to the Credit-By-Exam fee scale published in the *Undergraduate Studies Catalog*.
- 7) In the event that a portfolio is not recommended for credit, students may revise and resubmit the portfolio one time. The original materials with the evaluator's comments as well as revisions must be resubmitted. Resubmission must occur within 6 weeks.
- 8) If a student's portfolio has not received credit after a second review, the student will not be allowed to reapply for CBX for Apprentice Teaching in Special Education. The student will be required to register in EDUC 4980, Apprentice Teaching: Special Education.

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- 9) Submittal of the CBX apprentice teaching assessment portfolio must be done in paper format and is a separate document from the Teacher Education Portfolio referenced below.

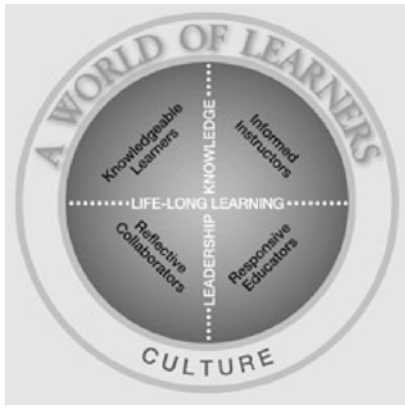
All materials should be submitted to: Diane Hosford, Director
School of Education, WEBH 232
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

Please note: In addition to the above requirements detailed for CBX apprentice teaching in this document, the state of Missouri requires an additional teacher education portfolio addressing the 11 Mo-STEP Standards.

Information and tutorials for developing a Teacher Education Portfolio are available on-line at:
<http://www.webster.edu/depts/education/eportfolio/>

Questions regarding the Teacher Education Portfolio should be addressed to: Lori Diefenbacher; diefenlo@webster.edu; 314.961.2660 ext. 8054

Submittal of the apprentice teaching assessment portfolio and the Teacher Education Portfolio will be accepted in electronic format only (on a re-writable CD or flash/thumb drive) and will be retained by the School of Education.



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I understand all of the above must be part of my final credit-by-examination assessment. Completion of the form is an application to be considered for credit-by-examination in the apprentice teaching area specified. I understand that this process does not guarantee an award of academic credit. The evaluator(s), departmental chairperson and dean of the school must approve all credit awards. I also understand that I will be liable for credit-by-exam fees for this assessment (assigned when credit is awarded) as outlined in the *Undergraduate Studies Catalog* in effect at the time credit is awarded.

Student Signature

Date

Faculty Advisor Signature

Date

MAT Special Education Coordinator Signature

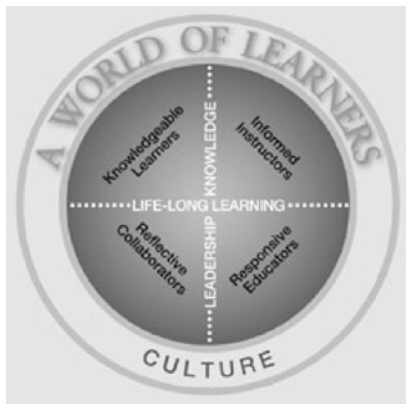
Date

- Praxis score documentation is attached to this form.
- Teacher Certification Acceptance Letter is attached to this form.
- Letter of verification by school supervisor allowing the aide/assistant to assume the duties of the lead teacher for 20 days (10 consecutive days) is attached to this form.
- Documentation of placement accreditation is attached to this form.

Return to: Diane Hosford, Director
School of Education, WEBH 232
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119

School of Education
Credit-by-Examination
Apprentice Teaching – Aide/Assistant

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NOTE: The Credit-by-Examination option may be utilized for either Apprentice Teaching or Practicum, but not both

LESSON PLAN FORMAT

Description of Setting: What characteristics of the classroom or setting are important to the lesson? (Grade, physical set-up of classroom, number of students, environmental factors)

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)

Goals and Outcomes: In what way does this lesson address what you are trying to accomplish with these students? (Goals are broad, speaking to the long-term needs of the learner, and are rarely accomplished in one lesson; they answer the questions “Why do I need to learn this?” Outcomes are related to goals but are narrow enough to be measurable. Every outcome will need to be assessed. Outcomes answer the question “What do I need to know and be able to do?”)

Show-Me Standards: What Show-Me Standards 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?
- 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?

Detail 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.)

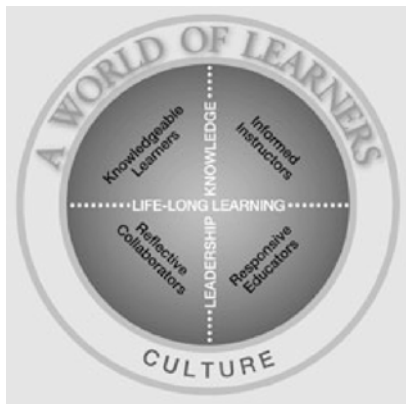
Materials: List any materials, support materials, and technology used in the lesson. This includes texts, literature, charts, and bulletin boards. Include a copy of anything you will be using with the students.

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 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 not to defend your teaching but to demonstrate that you have learned from it.*)

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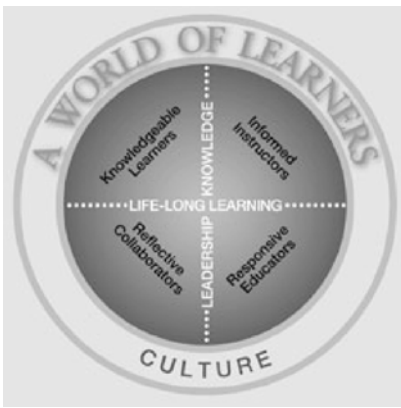
Special Education



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UNIT PLAN FORMAT

1. **Unit title and rationale:** description of the theme of the unit and why it is appropriate for the students. (The unit should extend at least six lessons for a three-credit practicum and at least four lessons for a two-credit practicum.)
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 by the end of the unit.
4. **Identification of the Show Me Standards** addressed in the unit (any standard that is addressed needs to be assessed).
5. **A clear description of the behavioral and motivational goals** 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.**
7. **Pre-unit assessment of learners' prior knowledge and skill levels;** submit assessment questions and procedures.
8. **A day-by-day general plan** listing 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 lessons for a three-credit practicum and at least four lessons for a two-credit practicum: include individual adaptations and modifications for all students with special needs, materials, classroom management techniques, and assessment activities. At least one lesson must be taught with university supervisor present.
10. **A list of resources:** including materials, people, and print and media both for teacher planning and student use.
11. **Unit assessment of the learner outcomes** including 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. (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?)



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INDIVIDUALIZED STUDENT BEHAVIOR MANAGEMENT PLAN

Problem Behavior:

Provide a general description of the problem behavior, circumstances influencing the problem behavior, who is affected by the behavior, how the behavior impedes the academic, social emotional or cognitive growth of the student or others.

Assessment of the Behavior:

Behavior observed:

Data Collection Procedures:

Time of day:

Location:

Observer:

Procedure:

Event/frequency recording

Duration recording

Interval recording

Time-sampling recording

Permanent product recording

Scatter plot

A-B-C anecdotal record

Results of Direct Observation:

Other Assessment Information: (e.g., Behavior Rating Scales, Environmental Inventory)

Functional Analysis: Summarize and interpret the assessment information and indicate a possible source of motivation of function that the behavior provides to the student.

Behavioral Intervention Plan:

Goal/Target Behavior:

Behavioral Objective:

Prevention Strategies: Describe strategies that alter the antecedent conditions to prevent the problem from occurring, such as schedule changes, environmental modifications, changing seating arrangements or small group assignments, etc.

Teaching New Skills: Describe strategies that provide the student with appropriate behavior alternatives.

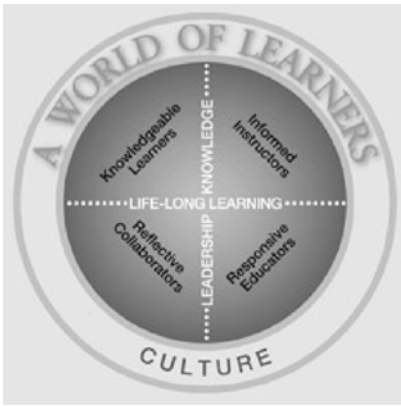
Self-management: Describe how the student will learn to direct and manage his/her own behavior.

Contingency management: Describe the incentives that are planned when appropriate behavior occur and consequences that are planned when problem behavior occurs.

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Data Collection and Analysis:

Provide a summary of student baseline and ongoing assessment data for at least one month.

Procedures and Criteria for Ongoing Revision and Review of Plan:

Describe why or how you will; know that the plan is working or not working.

Schedule for Review:

When:

By whom:

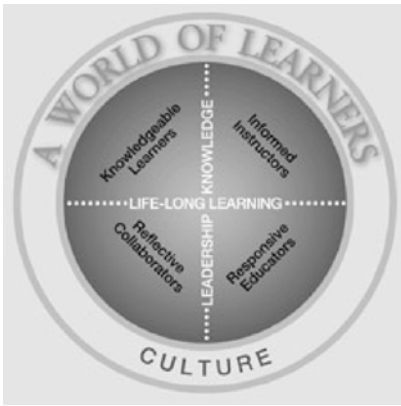
Evaluation of Plan:

Reflect on the factors that led to success or revision of the plan. What would you change in the future?

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PROFESSIONAL DEVELOPMENT PLAN

The Professional Development Plan should include:

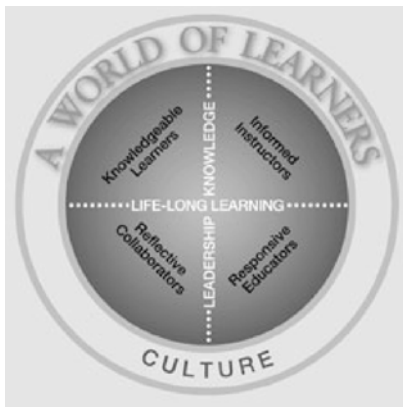
- An objective that is:
- 1) observable and measurable,
 - 2) gives the conditions under which the behavior will occur, and
 - 3) indicates the criteria needed for mastery

A specific rationale that draws upon past professional experiences and input from other professionals is provided.

Activities needed to address objective and a timeline in which activities will be implemented.

Specific data collection procedure with performance data by which to judge progress toward meeting the objective.

Results and reflection on implementation.



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SPECIAL EDUCATION PROFESSIONAL DEVELOPMENT PLAN SCORING GUIDE

	Advanced	Proficient	Nearing Proficiency	Unsatisfactory
	Plan objective is (1) observable and measurable, (2) gives the conditions under which the behavior will occur and, (3) indicates the criteria needed for mastery; objective is written with an emphasis on how the teacher will apply the skill in situations that have direct impact on students.	Plan objective is (1) observable and measurable, (2) gives the conditions under which the behavior will occur and, (3) indicates the criteria needed for mastery.	Plan objective (1) indicates a behavior that is difficult to observe or measure, (2) does not clearly specify the conditions under which the behavior will occur or, (3) inadequately describes the criteria needed for mastery.	Plan objective lacks one or more of the specified components.
	A specific rationale that draws upon past professional experiences and input from other professionals and provides detailed examples of each 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 specific and detailed with examples provided as needed.	Activities needed to address objective and subsequent timeline in which activities will be implemented are general.	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.
	Data collection procedures are detailed and specific; data collection sheets are streamlined and clear with student data provided by which to adequately judge progress toward meeting the objective.	Data collection procedures are detailed and specific; data sheets are streamlined and clear, but contain too little performance data by which to adequately judge progress toward meeting the objective.	Data collection procedures are overly general leading to inconsistency in scoring; data sheets are included, but do not contain performance data or are formatted in such a way that data collection is cumbersome or confusion.	Data collection procedures are unclear and lack reliability and/or validity; data sheets are not included.
	Results and reflection on implementation is detailed and specific and includes discussion regarding successes of the plan, difficulties of the plan, what was learned by the teacher during implementation, and what would be done differently in the future	Results and reflection on implementation is general	Results and/or reflection on implementation are limited	Results and/or reflection on plan implementation are absent
	Mechanics-assignment is written in a clear, concise, professional manner with attention given to proper grammar, spelling, and punctuation.	Mechanics-assignment is written in a clear, concise, professional manner with minimal grammar, spelling, and punctuation errors.	Mechanics-assignment is written in a nonspecific or unprofessional manner with grammar, spelling, and punctuation errors.	Mechanics-assignment is written in a nonspecific, disconnected, or unprofessional manner with multiple grammar, spelling, and punctuation errors.

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SPECIAL EDUCATION INSTRUCTIONAL PLAN

The Instructional Plan consists of:

A clear and concise description of the learner(s) including grade level, range of age, ability, prior knowledge and skills, developmental levels, and relevant IEP objectives

An informal assessment of learner's prior knowledge and skill levels that specifically addresses the following components: questions guiding the assessment, assessment procedures, data collection procedures, data sheets (including student data), assessment results, and implications for instruction; it is expected that this assessment will impact instruction

An objective that specifically describe the skill the student(s) is/are to learn and how the student(s) will demonstrate that knowledge; objective should list conditions, observable measurable behaviors, and criteria for mastery

Specific identification of the setting and materials

Detailed description of the instructional procedure that includes scripting of what the teacher and the student will do including prompting sequences and error correction procedures

A description of the type of reinforcement and reinforcement schedule

A description of how prompts will be faded over time

A description of how reinforcement will be faded over time

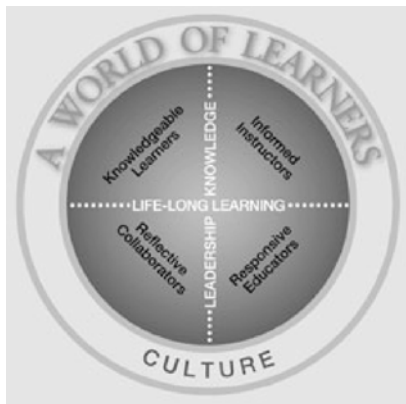
A plan for generalization that addresses at least one additional setting/person/materials; the plan should include systematic probes scheduled to assure maintenance of skill

A plan for data collection procedures that is detailed and specific; data sheets with student data should be included

A reflection on the implementation of the instructional plan and its effect on P-12 learning.

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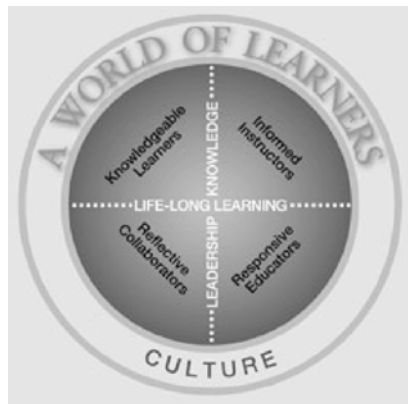
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SPECIAL EDUCATION INSTRUCTIONAL PLAN SCORING GUIDE

	Advanced	Proficient	Nearing Proficiency	Unsatisfactory
	Description of the learner includes grade level, range of age, ability, prior knowledge and skills, developmental levels, relevant IEP objectives; description is clear and specific	Description of the learner includes most of the designated components; description is clear and specific	Description of the learner includes half of the designated components; description is vague	Description of the learner includes fewer than half of the designated components; description is vague
	Informal assessment of learner's prior knowledge and skill levels specifically addresses the following components: questions guiding the assessment, assessment procedures, data collection procedures, data sheets (including student data), assessment results, and implications for instruction; impact on instruction is direct and specific.	Informal assessment of learner's prior knowledge and skill levels specifically addresses the following components: questions guiding the assessment, assessment procedures, data collection procedures, data sheets (including student data), assessment results, and implications for instruction; impact on instruction is general.	Informal assessment of learner's prior knowledge and skill levels generally addresses the following components: questions guiding the assessment, assessment procedures, data collection procedures, data sheets (including student data), assessment results, and implications for instruction; impact on instruction is unclear.	Informal assessment of learner's prior knowledge and skill levels is minimal or inappropriate and its impact on instruction is unclear; one or more of the following components are missing: questions guiding the assessment, assessment procedures, data collection procedures, data sheets (including student data), assessment results, and implications for instruction
	Learner objective is 1) observable and measurable, 2) gives the conditions under which the behavior will occur and, 3) indicates the criteria needed for mastery; objective is written with an emphasis on how the student will apply the skill in situations that are functional and meaningful	Learner objective is 1) observable and measurable, 2) gives the conditions under which the behavior will occur and, 3) indicates the criteria needed for mastery	Learner objective indicates a behavior that is difficult to observe or measure, 2) does not clearly specify the conditions under which the behavior will occur or, 3) inadequately describes the criteria needed for mastery	Learner objective lacks one or more of the specified components or is inappropriate based on informal assessment results
	Specific identification of the setting and materials with a rationale as to why the setting and materials were chosen for instruction	Specific identification of the setting and materials	Nonspecific identification of the setting or the materials	Identification of the setting and/or the materials is not addressed
	Description of the instructional procedure that includes scripting of what the teacher and the student will do including prompting sequences and error correction procedures is detailed and specific	Description of the instructional procedure that includes scripting of what the teacher and the student will do including prompting sequences and error correction procedures is specific, but does not provide enough detail	Description of the instructional procedure that includes scripting of what the teacher and the student will do, prompting sequences and error correction procedures is general	Description of the instructional procedure is nonspecific and omits scripting of what the teacher and the student will do, prompting sequences, or error correction procedures or one or more of the above components are inappropriate given the student and/or the skill to be taught
	Type of reinforcement and reinforcement schedule is clearly detailed with a rationale regarding why the reinforcer(s) and reinforcement schedule were chosen	Type of reinforcement and reinforcement schedule is clearly detailed	Type of reinforcement is indicated, but reinforcement schedule is not clearly described	Reinforcement is not addressed or is inappropriate for the student and/or targeted skill

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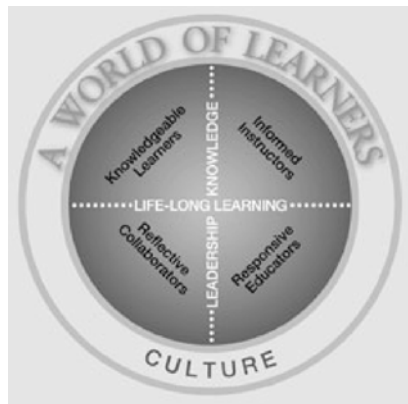
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SPECIAL EDUCATION INSTRUCTIONAL PLAN SCORING GUIDE
 (cont'd.)

	Advanced	Proficient	Nearing Proficiency	Unsatisfactory
	Plan for fading prompts is detailed, occurs over time, and moves toward the least intrusive prompt possible	Plan for fading prompts is detailed and occurs over time,	Plan for fading prompts is nonspecific	Fading prompts is not addressed or is inappropriate for the student and/or targeted skill
	Plan for fading reinforcement is detailed, occurs over time, and moves toward the most natural reinforcement possible	Plan for fading reinforcement is detailed and occurs over time	Plan for fading reinforcement is nonspecific	Fading reinforcement is not addressed or is inappropriate for the student and/or targeted skill
	Plan for generalization addresses at least two additional settings/persons/materials; systematic probes are scheduled to assure maintenance of skill	Plan for generalization addresses at least one additional setting/person/materials; systematic probes are scheduled to assure maintenance of skill	Plan for generalization and maintenance is nonspecific	Generalization and/or maintenance are not addressed or are inappropriate for the student and/or targeted skill
	Data collection procedures are detailed and specific; data collection sheets streamlined and clear with student data provided by which to adequately judge student progress	Data collection procedures are detailed and specific; data sheets are streamlined and clear, but contain too little student data by which to adequately judge student progress	Data collection procedures are overly general leading to inconsistency in scoring; data sheets are included, but do not contain student data or are formatted in such a way that data collection is cumbersome or confusing	Data collection procedures are unclear and lack reliability and/or validity; data sheets are not included
	Reflection on implementation is detailed and specific and includes discussion regarding successes of the plan, difficulties of the plan, what was learned by the teacher during implementation, and what would be done differently in the future	Reflection on implementation is general	Reflection on implementation is limited	Reflection on implementation is absent
	Mechanics-assignment is written in a clear, concise, professional manner with attention given to proper grammar, spelling, and punctuation.	Mechanics-assignment is written in a clear, concise, professional manner with minimal grammar, spelling, and punctuation errors.	Mechanics-assignment is written in a nonspecific or unprofessional manner with grammar, spelling, and punctuation errors.	Mechanics-assignment is written in a nonspecific, disconnected, or unprofessional manner with multiple grammar, spelling, and punctuation errors.

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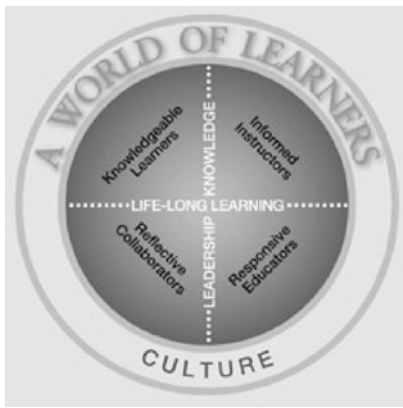
Special Education



NOTE: The Credit-by-Examination option may be utilized for either Apprentice Teaching or Practicum, but not both

**RUBRIC FOR THE EVALUATION OF CREDIT-BY-EXAM
 APPRENTICE TEACHING**

	Proficient	Nearing Proficiency	Unsatisfactory
	Recommendations from five members of the educational community (as specified) indicate a high level of competence in the teaching role.	Recommendations from five members of the educational community (as specified) indicate developing competence in the teaching role.	Recommendations from five members of the educational community (as specified) indicate a need for further competence in the teaching role.
	Supervision of lead teacher responsibilities using apprentice teacher forms indicates consistent competence of the candidate in the lead teacher role.	Supervision of lead teacher responsibilities using apprentice teacher forms indicates developing competence of the candidate in the lead teacher role.	Supervision of lead teacher responsibilities using apprentice teacher forms indicates a need for further competence of the candidate in the lead teacher role.
	The portfolio includes a well-written resume.	The portfolio includes an adequately written resume.	The resume is not included in the portfolio or is inadequate.
	The portfolio includes evidence of reflection on the nature and role of schools, students, teachers, families, diversity, and connections within the curriculum and assessment cycle.	The portfolio includes some evidence of reflection on the nature and role of schools, students, teachers, families, diversity, and connections within the curriculum and assessment cycle with further growth expected.	The portfolio includes insufficient evidence of reflection on the nature and role of schools, students, teachers, families, diversity, and connections within the curriculum and assessment cycle.
	The portfolio includes an overview of the classroom or learning environment that covers all required categories in sufficient depth to allow the reader to understand the context of the teaching.	The portfolio includes an overview of the classroom or learning environment that covers all required categories but leaves questions about the context of the teaching.	The portfolio includes an overview of the classroom or learning environment that fails to cover all required categories in sufficient depth.
	The portfolio describes the supervision during the teaching experience, citing the frequency and feedback in a clear format.	The portfolio describes the supervision during the teaching experience, citing the frequency and feedback but leaves questions regarding supervision.	The portfolio fails to adequately describe the supervision during the teaching experience.
	All required instructional components of the portfolio have been rated proficient	Most required instructional components of the portfolio have been rated proficient.	Most required instructional components of the portfolio have been rated as nearing proficiency or unsatisfactory
	The overall rating on the professional development plan is proficient.	The overall rating on the professional development plan is nearing proficiency	The overall rating on the professional development plan is unsatisfactory.
	The candidate meets standards indicating “Proficient” on the Apprentice Teaching Evaluation Form.	The candidate meets standards indicating “Nearing Proficiency” on the Apprentice Teaching Evaluation Form.	The candidate meets standards indicating “Unsatisfactory” on the Apprentice Teaching Evaluation Form.



School of Education Credit-by-Examination Apprentice Teaching – Aide/Assistant

Special Education

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PRAXIS/APPLICATION FOR CERTIFICATION INFO (CBX apprentice teaching candidates only)

Students who are fulfilling the apprentice teaching requirements through assessment of prior experience (CBX) should note the following additional requirements (addressed in the apprentice teaching seminar which is taken concurrently with field apprentice teaching).

Initiating application for certification is solely the responsibility of the student

Praxis Test

The Specialty Area test of this exam must be passed with at least the minimum score designated by the State of Missouri. The Praxis is given approximately 4 times a year; pre-registration is required prior to the actual test date. The deadline for pre-registration is listed at www.ets.org. Registration for this test and additional information may also be obtained at www.ets.org.

NOTE: *Praxis Study Guides* in several areas are on reserve at the Emerson Library.

Application to Missouri Department of Education

As required in the credit-by-examination procedures for apprentice teaching, after your apprentice teaching portfolio has been approved, contact Peggy Peel (968-7058 or peelmm@webster.edu) regarding applying to the Missouri Department of Elementary & Secondary Education for your certification or upgrading from a Provisional or Temporary Certificate, if that is appropriate. All course requirements and the appropriate area Praxis II exam must be completed before the application can be verified and mailed. If you are upgrading from a Provisional or Temporary Certificate carefully note the expiration date so you don't find yourself without a certificate. When all the paperwork is completed and has been mailed to DESE, you may (if necessary for your school district) contact Peggy Peel for a written statement to that effect. If upgrading from a Provisional/Temporary Certification, you must file an Initial Certificate Application Form.

If you have any questions regarding any of the above, please contact Peggy Peel, Certification Office, 968-7058, peelmm@webster.edu.