Dear Practicum Team:

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

Students enrolled in a practicum (2000 level) are beginning their educational coursework. Students enrolled in intermediate or advanced practicum (3000, 4000/5000 level) are taking methods coursework concurrently with this experience. Students at these levels, in general, will have a more developed knowledge of teaching and learning. This field experience offers the student an opportunity to increase his/her knowledge of educational practices. **Practicum students must take and PASS the PRAXIS before or during the practicum semester and provide an electronic or written copy of their full test scores to the Field Placement office prior to August 1 for a fall placement and January 1 for a spring placement.**

This handbook is intended to prepare all members of the team for the practicum experience. It outlines the expectations and responsibilities of each participant in this important experience. We expect that you will have questions. Please do not hesitate to contact the Director of Apprentice Teaching and Field Experiences at 314-246-7582 or by email janicewillcox05@webster.edu or the Coordinator of Field Placements, 314-968-7103 or by email traceybrenner31@webster.edu.

*Jan Willcox, Director of Apprentice Teaching and Field Experiences*

*Tracey Brenner, Coordinator of Field Placements*

2013 - 2014
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The School of Education continues to develop a world of learners through Knowledge, Leadership, and Life-long Learning.

PART A: School of Education Mission Statement

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

Goals of the School of Education

- Webster University education candidates demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

- Webster University education candidates incorporate multiple assessment and instructional strategies to support effective education practices based on research and theory.

- Webster University education candidates reflect on the roles educators take as leaders of change through collaboration with colleagues, students and families in schools and communities.

- Webster University education candidates demonstrate respect for diversity through responsive teaching and learning that values individual differences.
PART B: Code of Ethics of the Education Profession
NEA: National Education Association

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

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

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

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

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

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.

2. Shall not unreasonably deny the student’s access to varying points of view.

3. Shall not deliberately suppress or distort subject matter relevant to the student’s progress.

4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.

5. Shall not intentionally expose the student to embarrassment or disparagement.

6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly—

   a. Exclude any student from participation in any program

   b. Deny benefits to any student

   c. Grant any advantage to any student

7. Shall not use professional relationships with students for private advantage.

8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
PRINCIPLE II
Commitment to the Profession

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

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

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

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.

2. Shall not misrepresent his/her professional qualifications.

3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.

4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

5. Shall not assist a non-educator in the unauthorized practice of teaching.

6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

7. Shall not knowingly make false or malicious statements about a colleague.

8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the NEA 1975 Representative Assembly

http://www.nea.org/aboutnea/code.html

Definition of Diversity*

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizes our individual differences. These differences include dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical and intellectual abilities, learning exceptionalities, religious beliefs, political beliefs, and/or cultural distinctions.

Field Placement experiences are intended to offer pre-service teachers the opportunity to explore these differences in a safe, positive, and nurturing environment. A commitment to a diverse teaching and learning experience centers on understanding others and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual student, classroom, and school. Our goal is to place pre-service teachers in schools that reflect any or all of these dimensions of diversity, with particular attention being given to diversity in race, ethnicity, culture, and socio-economic status.

*Adapted with permission from the University of Oregon
PART C: OVERVIEW OF ROLES AND EXPECTATIONS

SECTION I:
What the Practicum Student Needs to Know

Guidelines
Requirements
Removal or Withdrawal
Remediation
Academic Integrity
WHAT THE PRACTICUM STUDENT NEEDS TO KNOW AND DO...A Guide to Pre-service Teacher Development in the Field

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

1. Contact the cooperating teacher and supervisor to introduce yourself and express your appreciation for them working with you. Exchange contact information with these individuals.

2. Set a weekly schedule that accommodates your classes and that meets the needs of the cooperating teacher, (for example, Monday and Wednesday, 10:00 – 2:00, every week) and that fulfills the mandatory hours required for your practicum – a minimum of 45 contact hours per credit hour. Your time includes hours when students are present. You may include some planning time with the teacher or times when the students may be in other classes, i.e. music, art, etc. But most of your time should be in your assigned classroom when students are engaged in active learning.

3. You should be in the classroom at times best suited to active learning. Keep your appointed times and be punctual. Maintain a log of dates, times, and hours in Tk20.

4. Your primary responsibilities are to the pupils and to the school where you are teaching. You MUST notify your cooperating teacher, preferably the night before, if for some reason you cannot get to your school on a particular day. Absence is for emergencies only. Your cooperating teacher plans lessons expecting your assistance.

5. Be prompt, cooperative, diligent and willing to learn.

6. Dress like a professional educator. Observe the standards of the school.

7. You are in the school as a practicum student. You are there to learn by working closely with a professional educator. Although you are not an employee, you are a participating member of the faculty team, and therefore, you should work with all school personnel in a cooperative and professional manner.

8. Practice professional ethics. Review the ethical guidelines applicable to your discipline before beginning your practicum. (Contact your advisor if you do not have this document.) Demonstrate professional courtesy and confidentiality in interactions with students, parents, and colleagues.

9. Listen to your cooperating teacher and your university supervisor. They are experienced professionals interested in helping you become the best teacher you can be. Trust their judgment and advice and give their suggestions a fair trial.

10. Have a positive attitude.

11. As a practicum student you should be supervised at all times. A classroom teacher must be present in the classroom with you.

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

1. Following a discussion with your cooperating teacher, submit a copy of your weekly schedule to the university supervisor during the first week of the placement and adhere to this schedule.

2. Fulfill the mandatory hours required for your practicum – a minimum of 45 contact hours per credit hour. A log of practicum hours should be kept during the semester and uploaded into Tk20.

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

4. Write comprehensive lesson plans for the classes you teach. Review these plans with your cooperating teacher at least a week before they are to be implemented and submit to your supervisor prior to your observations.

5. This practicum is intended to prepare you for apprentice teaching. You must have regularly scheduled teaching experiences during the semester.

6. You must contact the cooperating teacher and supervisor when you will be unavoidably absent.

7. Complete all assignments as outlined in the syllabus, including creating and teaching a unit plan.

8. Submit your lesson plans, reflective summary, and/or weekly journal entries to your supervisor by the date established by your supervisor.

9. Arrange a debriefing visit with your supervisor to review the supervisor’s evaluation form.

10. For additional policies and procedures, please see your advisor. Program requirements are subject to change to meet the requirements of accrediting agencies.

11. In order to advance to Apprentice Teaching, you must demonstrate competency in both Pedagogical Components and Dispositions. Students must take and pass the PRAXIS before or during the practicum semester and provide an electronic or written copy of their full test scores to the Field Placement office prior to August 1 for a fall placement and January 1 for a spring placement.

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

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

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

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

REMOVAL OR WITHDRAWAL FROM PRACTICUM

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

REMEDICATION POLICY FOR PRACTICUM

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

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

Any student who receives a second unsatisfactory grade in Practicum, or who is removed from a 2nd placement, or who withdrawals from the second placement, will be considered as having had a second unsuccessful placement. The student will receive either the grade earned, or a “withdrawal”, depending on individual circumstances, date of action, and University policy. The student will be removed from the teacher education program and will not be assigned another placement in the University’s teacher education program. (Approved by the Teacher Education Department, May 2009; amended May 2010)
Section II
What the Cooperating Teacher Needs to Know

Guidelines
Data Verification Sheet
Checklist
Experience Evaluation
Role of the Cooperating Teacher

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

The cooperating teacher:

1. Introduces the practicum student to students and other school personnel as appropriate.

2. Helps the practicum student become acquainted with the school’s schedule, policies, rules, and expectations for student and teacher behavior in the district.

3. Sets a weekly schedule with the student that meets your needs and accommodates the student’s schedule. The practicum student should be in the classroom at times best suited to active learning. Once set, this schedule should be followed throughout the semester unless you approve a change.

4. Reviews the requirements with the student and discusses the options for practicum activities. The requirements for the practicum are in the syllabus.

5. Plans a few days of observation for the practicum student to allow him/her to become acquainted with your daily procedures, classroom management techniques, and lesson presentation style.

6. Gradually involves the practicum student in a more active role. As practicum is key preparation for apprentice teaching, practicum students should be actively involved in on-going teaching activities (tutoring, small group instruction and whole class instruction, grading, etc.)

7. Co-plans and co-teaches with the practicum student when appropriate. Your guidance and knowledge are critical to his/her development.

8. Completes all evaluations on Tk20, the electronic data collection system.

9. Using the observation form, provides the practicum student with appropriate feedback concerning lesson plans, teaching behaviors, and interpersonal relations with students and faculty. Please complete at least two forms for one and two credit practicums and three forms for a three credit practicum.

10. Reports any problem situations that might affect the successful completion of this practicum to the university supervisor. The university supervisor will develop a plan of assistance.

11. Supervises the practicum student at all times. A classroom teacher must be present in the class. The practicum student may not be solely in charge of a class.

12. Verifies the practicum student’s log of practicum hours.

13. Submits the Cooperating Teacher’s Data sheet (at the beginning of the placement) to the Coordinator of Field Placements.

14. Submits the Cooperating Teacher’s Practicum Evaluation Form and the Cooperating Teacher’s Checklist to the university through Tk20.

Students are required to teach four lessons for a one or two credit practicum and six lessons for a three credit practicum. They must develop a detailed written lesson plan for each lesson and share that plan with you prior to its implementation. You are encouraged to allow the student to plan for and teach additional lessons as appropriate. (Note: Early Childhood students must complete a minimum of 3 activity plans per each one credit of practicum.)
WEBSTER UNIVERSITY PRACTICUM
COOPERATING TEACHER DATA SHEET

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

Home Information

Name: __________________________________________________
Address: ________________________________________________
City, State, Zip: ________________________________________
Phone: ________________________________________________

E-mail Address: _________________________________________

School Information

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

Social Sec. No.: _________________________________________

Student Name: _________________________________________

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

If you have any questions, please contact Tracey Brenner:
phone: 314-968-7103
fax: 314-246-8241
mail: Webster University, 470 E. Lockwood, St. Louis, MO 63119
email: traceybrenner31@webster.edu

Thank you,

Tracey Brenner
Coordinator of Field Placements
Practicum Cooperating Teacher Checklist

Thank you for agreeing to host one of our candidates in your classroom for their practicum experience. The following is a checklist that should assist you in accessing our electronic system and completing evaluations and other documents.

__Complete Cooperating Teacher Data Sheet__
Please fill out the cooperating teacher data sheet and submit to Tracey Brenner as soon as possible. The information is used in order to issue your stipend for hosting a practicum student.

__Develop a schedule with the practicum student__
Develop a weekly schedule when the practicum student will be in your classroom. Requirements vary from 45-135 hours during the semester, depending upon the student’s certification.

__Log into Tk20__
Tk20 is our electronic assessment system that you will be using for observations and evaluations. The login for Tk20 is found by going to the School of Education website: www.webster.edu/education. The Tk20 login is on the left side and you will enter the username and password that we sent via email and mail. The first time that you login you will need to change your password. If you have difficulty logging back into Tk20 or forget your password please contact Tracey Brenner by email at traceybrenner31@webster.edu or by phone 314-246-7103.

__Complete observation forms in Tk20__
At least 2 observation forms should be completed for 1 and 2 credit practicums, and 3 forms completed for 3 credit practicums. You may enter the observation directly into the system or cut and paste it from a word document. Remember to scroll to the bottom of all the forms and hit save before exiting the system each time you complete an observation form. Observations should be done prior to the university supervisor’s visits. Observations are viewable by both the candidate and the university supervisor once you enter them into the system.

__Complete MoSTEP Professional Competencies for Teacher Preparation__
This evaluation should be completed towards the end of the placement. Remember to click save when you have completed the evaluation. The candidate and university supervisor can both view the evaluation once you enter it into Tk20. This evaluation should be discussed with the candidate and university supervisor at the final evaluation conference.

__Complete practicum evaluation in Tk20__
This evaluation should be completed towards the end of the placement. Remember to click save when you have completed the evaluation. The candidate and university supervisor can both view the evaluation once you enter it into Tk20. This evaluation should be discussed with the candidate and university supervisor at the final evaluation conference.

__Verify practicum log of hours__
When the practicum student has completed the required hours, please add your electronic signature to the verification form.

__Complete Experience Evaluation in Tk20__
This evaluation provides us with valuable feedback to help us improve our program. The candidate and university supervisor are not able to view this evaluation.
Complete any additional assessments in Tk20
Some programs may require the completion of additional assessments not listed above.

Submit the assessments
Click on submit after completing all of the forms on Tk20.
Student Name __________________________

Cooperating Teacher ____________________

University Supervisor ____________________

School ________________________________

Date __________________________________

PRACTICUM COOPERATING

TEACHER EXPERIENCE EVALUATION

1. What was a key strength of your practicum student?

1. Was there an area in which your practicum student needed more development?

2. Please rate the following resources made available to you on the scale 1-5, with 1 indicating “not helpful” and 5 indicating “very helpful.”

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   Please explain:

Suggestions for Field Experience Office:
Section III: What the University Supervisor Needs to Know

Guidelines
Checklist
Experience Evaluation
The Role of the University Supervisor

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

The university supervisor:

1. Meets with the practicum student at orientation and visits the cooperating teacher before the placement begins or during the first week of the placement.

2. Becomes acquainted with the school administrator and serves as liaison between that school and Webster University.

3. Supports the practicum student in the development of effective teaching strategies and skills.

4. Confers with the cooperating teacher to discuss the student’s progress, plan observations, and answer questions concerning the process of the practicum.

5. Encourages students to participate as much as possible in teaching activities. Confers with the cooperating teacher as necessary to ensure that the practicum student is given opportunities to teach.

6. Reports any problem situations that might affect the successful completion of the practicum to the Director of Apprentice Teaching. The university supervisor, in consultation with the Director may develop a plan of assistance or may recommend termination of the placement.

7. Reminds the cooperating teacher that the practicum student should be supervised at all times. The classroom teacher must be present.

8. Visits the placement classroom to observe the practicum student at least one time per credit hour. Each visit should include a conference with the student to discuss progress. University supervisors may visit the practicum student as often as once a week or as needed.

9. Provides the practicum student with appropriate feedback concerning lesson plans, teaching behaviors, and interpersonal relations with students and faculty after each visit using the “Field Experience Observation Log” and/or the “Observation Form.” (You may also use the Observation Form for Productive Teaching Practice” and/or “Teaching Methods Scoring Guide for Field Experience” for additional feedback).

10. Arranges a debriefing visit with the student to review the supervisor’s evaluation form.

11. Completes all evaluations on Tk20.

12. Submits the University Supervisor’s Practicum Experience Evaluation and Checklist forms on Tk20. All forms are due by the grade deadline of the semester.

13. Submits Mileage Form to the Coordinator of Field Placements.

14. Evaluates the written assignments and assigns the grade for the practicum based on those assignments and on your observations of the students, in consultation with the cooperating teacher. The University supervisor has the final say in assigning the grade.
PRACTICUM

UNIVERSITY SUPERVISOR EXPERIENCE EVALUATION

1. Would you recommend this cooperating teacher for future placements? What suggestions do you have for the type of student that would work well with this teacher?

2. Would you recommend this school as a site for future apprentice teacher placements?

3. Please share any suggestions or concerns the School of Education should address.
Section IV: Syllabus and Activities

Syllabus
Practicum Activities
Practicum Checklist
Syllabus

DESCRIPTION:

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

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

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

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

ASSIGNMENTS:

2000 Level -- Beginning Practicum:

1. Fulfill the mandatory hours required for your practicum – a minimum of 45 contact hours per credit hour. A log of practicum hours should be kept during the semester. (A sample log is included in this handbook.) This log should be signed by the cooperating teacher and returned to the Webster supervisor at the end of the semester.

2. Keep a daily journal of your experiences in the classroom. Use the Reflective Journal Format included in this packet.

3. A contract specifying the work to be done and the documentation to be submitted must be developed by you with input from your supervisor and cooperating teacher.

3000 Level – Intermediate Practicum:

1. Fulfill the mandatory hours required for your practicum – a minimum of 45 contact hours per credit hour. A log of practicum hours should be kept during the semester. (A sample log is included in this handbook.) This log should be signed by the cooperating teacher and returned to the Webster supervisor at the end of the semester.

2. Write a unit plan using the format included in this packet. The unit should include at least six lessons for a three-credit practicum and at least four lessons for a one or two-credit practicum.

3. Teach at least four to six lessons using the lesson plan format included. If possible, at least 2 to 3 of these lessons should be those developed as part of your unit plan.

4. Write a Reflective Summary synthesizing your experiences. Use the format included in this packet titled REFLECTIVE SUMMARY OF EXPERIENCES and/or submit weekly journal entries to your supervisor.
4000 & 5000 Level – Advanced Practicum:

3. Fulfill the mandatory hours required for your practicum – a minimum of 45 contact hours per credit hour. A log of practicum hours should be kept during the semester. (A sample log is included in this handbook.) This log should be signed by the cooperating teacher and returned to the Webster supervisor at the end of the semester.

2. Write a unit plan using the format included in this packet. The unit should include at least six lessons for a three-credit practicum and at least four lessons for a two-credit practicum.

3. Teach at least four to six lessons using the lesson plan format included. If possible, at least 2 to 3 of these lessons should be those developed as part of your unit plan.

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

5. Identify a professional development goal related to your teaching. Develop a system to measure your progress toward this goal.

For 3000, 4000, 5000 level Practicum:

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

Academic Honesty Reminder:
No form of academic dishonesty will be tolerated. According to the Webster University Student Handbook, academic dishonesty includes: fabrication–falsifying, inventing, or misstating any data, information, or citation in an academic assignment, field experience, academic credentials, job application or placement file and plagiarism (Using the works [i.e. words, images, other materials] of another person as one’s own words without proper citation in any academic assignment). This includes submission (in whole or in part) of any work purchased or downloaded from a Web site or an Internet paper clearinghouse.
All assignments which are starred *** in this syllabus must be submitted by hard copy as well as electronic copy. The electronic copy may be sent to the “Turnitin” database to determine if any part of the assignment has been copied and not properly cited. Students who plagiarize will earn “no credit” for the assignment. At the discretion of the instructor, the student will fail the course or be referred to the department chair and dean for disciplinary action.

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

This syllabus is subject to change at the discretion of the instructor.
<table>
<thead>
<tr>
<th>Teaching and Learning Description</th>
<th>Activities with Reflections as appropriate</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. <strong>Knows the subject and makes learning meaningful for students.</strong></td>
<td>As part of your unit plan, describe the theme of the unit and why it is appropriate for the students.</td>
<td></td>
</tr>
<tr>
<td>Content/Pedagogy</td>
<td></td>
<td></td>
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<tr>
<td>5. <strong>Understands how students learn and develops appropriate learning opportunities.</strong></td>
<td>The unit must clearly describe the learners, including range of age and ability and reading level.</td>
<td></td>
</tr>
<tr>
<td>Impact on P-12 Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. <strong>Understands how students differ in their approaches to learning and creates instructional opportunities for diverse learners.</strong></td>
<td>Lessons in the unit plan must include specific adaptations and modifications to meet the needs of individual students. Include a clear description of how you will recognize the cultural differences of the students in the planning of the unit.</td>
<td></td>
</tr>
<tr>
<td>Diversity, Assessment, Impact on P-12 learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. <strong>Develops, implements, and evaluates curriculum based upon student, district, and state performance standards.</strong></td>
<td>Lessons in the unit plan must identify both the content and process ShowMe Standards including the way you plan to assess these standards. Learner outcomes should be clear and specific.</td>
<td></td>
</tr>
<tr>
<td>Content/Pedagogical Knowledge, Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. <strong>Uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.</strong></td>
<td>The teaching strategies and activities included in your unit plan should describe the way in which they will lead to the development of critical thinking, problem solving, and performance skills.</td>
<td></td>
</tr>
<tr>
<td>Professional and Pedagogical Skills</td>
<td></td>
<td></td>
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<tr>
<td>9. <strong>Understands individual and group motivation and behavior to create a positive learning environment.</strong></td>
<td>Your unit must clearly describe the behavioral and motivational goals you are working toward and the way they will be met.</td>
<td></td>
</tr>
<tr>
<td>Pedagogical and Professional Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. <strong>Models effective verbal, nonverbal and media communication techniques.</strong></td>
<td>Within your unit, identify ways in which you will use verbal, nonverbal, and media communication techniques. Additionally, the plan itself should be written in a clear, concise, professional manner with attention given to grammar, spelling, and punctuation.</td>
<td></td>
</tr>
<tr>
<td>Professional Knowledge and Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. <strong>Understands and uses formal and informal assessment strategies to evaluate continuous development of the learner.</strong></td>
<td>The unit assessment should include all unit outcomes, how the information will be shared with the student, and a descriptive scoring guide for evaluating the assessment.</td>
<td></td>
</tr>
<tr>
<td>Impact on P-12 Learning</td>
<td></td>
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</tbody>
</table>
Activities continued:

<table>
<thead>
<tr>
<th>Teaching and Learning Description</th>
<th>Activities with Reflections</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>12. Is a reflective practitioner who continually assesses the effects of choices and actions on others. Understands the impact of instruction on PK-12 learning.</strong></td>
<td>At the end of your practicum experience, write a Reflective Summary synthesizing your experiences. Use the format included in this packet titled REFLECTIVE SUMMARY OF EXPERIENCES. (4000 Level Practicum must also identify a professional development goal related to your teaching. Develop a system to measure your progress toward this goal.)</td>
<td></td>
</tr>
<tr>
<td><strong>Disposition #1</strong></td>
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<td></td>
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<tr>
<td><strong>13. Fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.</strong></td>
<td>Your unit plan should include resources in each category (people, print, and media, both for teacher planning and student use).</td>
<td></td>
</tr>
<tr>
<td><strong>Disposition #3</strong></td>
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<td></td>
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<tr>
<td><strong>11. Understands the theory &amp; application of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.</strong></td>
<td>As part of your unit, design a lesson that includes the use of technology that allows students to research, compare and contrast, use higher-order thinking skills, use problem-solving skills, etc. Additionally describe how the technology you used enhanced student learning.</td>
<td></td>
</tr>
</tbody>
</table>

| Presentation                                                                                                                                                  | Presentation of lesson plans.                                                                                                                                                                                                   |          |
| **Instructional Effectiveness—Impact of Instruction of PK-12 Learning**                                                                                       | Implementation of lesson plan(s) including adjustment of lesson plan(s) in response to student performance and/or unexpected situations, critical reflection regarding the lesson’s effectiveness and implementation of instructor feedback in subsequent lessons. |          |
| **Dispositions to teach**                                                                                                                                     | Demonstrates the School of Education Dispositions as outlined.                                                                                                                                                                  |          |
PRACTICUM CHECKLISTS
For your information only. Do not submit to office.

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

☐ Lesson Plans
☐ Unit Plan
☐ Reflective Summary of Practicum Experience and/or journal entries

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

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

UNIVERSITY SUPERVISOR CHECKLIST
I have made school visits and conferenced with student – (at least 1 visit per credit hour)

VISIT/CONFERENCE DATES:
1st visit: ______________________
2nd visit: ______________________
3rd visit: ______________________
Additional visits:____________________

The practicum student has fulfilled the following requirements.
Lesson Plans yes no
Unit Plan yes no
Reflective Journal Summary and/or journal entries yes no

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

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

I have submitted the following to the Field Placement Office:

- University Supervisor’s Practicum Evaluation Form
- Course Grade – (entered online)
- Mileage Expense Report
- Worksheet used to establish grade
Section V: Student Work

Practicum Log Example
Instructional Unit Plan Format
Lesson Plan Protocols Format
Unit Plan Scoring Guidelines
Reflective Journal Format
Reflective Summary of Experiences
Reflective Summary Example
## Practicum Log Example

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DAY</th>
<th>DATE</th>
<th>IN</th>
<th>OUT</th>
<th>TOTAL HOURS</th>
<th>CUMULATIVE TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon</td>
<td>08/19/02</td>
<td>8:30</td>
<td>10:30</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Wed</td>
<td>08/21/02</td>
<td>8:30</td>
<td>10:30</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fri</td>
<td>08/23/02</td>
<td>8:30</td>
<td>12:30</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
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<td>8</td>
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</tbody>
</table>

Create as many cells in your table as you need.

Cooperating Teacher’s Signature
EXPLANATION OF THE INSTRUCTIONAL UNIT PLAN

Pages 27-29 are suggestions for the thinking involved in developing the unit plan. The actual unit plan outline begins on page 30.

This protocol is designed to be flexible to fit the different needs of certification areas. It is aligned to DESE and MoSTEP requirements, however, and the candidate is not free to use another format except in those specific cases when a content area has modifications approved by the Office of Apprentice Teaching and Field Experience.

It goes without saying that the requirements of this protocol are more extensive than experienced teachers are expected to produce for each unit. You are being asked to “think on paper”, giving your rationale for your decisions. Eventually, experienced teachers internalize this process.

The outline of the instructional unit plan must be approved by both the cooperating teacher and the university supervisor at least one full week before you begin to teach the lessons in the plan. Evaluation of this work will take place in a conference with your cooperating teacher and your university supervisor, either together or separately.

The final version of the Plan and Lesson Plan Protocols includes the completed outline, plus at least 6 complete lesson plans for a 3-credit practicum and at least four lessons for a one or two-credit practicum with the assessment plan, adaptations and modifications for different learners, explanation of technology usage, and management plans to assure successful implementation. You need to include all support materials (assessments, assignment protocols, etc.) with the lesson plans.

A. Developing the Outline of the Instructional Unit Plan

Topic: Select a specific instructional topic (for example, Telling Time on an Analogue Clock or Constructing Triangles or Understanding Two Perspectives of the Civil War). Choose a topic that demands six (or more) lessons (four or more for a one or two-credit practicum) and fits the curriculum at the time you will be presenting it. Be sure your topic can incorporate curriculum from other disciplines and will be enhanced with the inclusion of available, appropriate technology. Consult with your cooperating teacher and university supervisor.

Rationale/Goals: Teachers plan within the frame of various external standards. In other words, in what way does this unit address what you are trying to accomplish with your particular P-12 students? Goals are broad, speaking to the long-term needs of the learner and the curriculum. Rationales answer the big question: “Why do these students need to learn this? Why are you teaching this concept at this point in time?” You want to establish “why” you are teaching this unit from a broad curricular perspective.

List the goals you hope to accomplish in teaching this instructional unit, knowing you may modify them later. Demonstrate how your instructional goals correlate with Missouri Grade Level Expectations, Missouri Show-Me Standards, and/or district grade level content goals. Try to include at least one cross-disciplinary goal, and both process and content goals, citing what students will know and be able to do. Expect to modify this as you finalize your plan.
**Assessment:** Now that you have an idea of what you want the students to know and be able to do, think ahead to the assessments. First, think about your assumption of what the students already know: How will you determine their present level of understanding of knowledge and processes? Then outline an assessment or assessments to determine how well each student is able to accomplish each of the goals.

Include both the formative assessment(s), which clarifies student knowledge and helps you determine the next instructional steps, and a summative assessment(s) appropriate to the discipline and age of the students. Both the assessment of prior knowledge and the final assessment(s) must address each of the goals. For example, as an assessment of prior knowledge, it is insufficient to ask the class what they know about using a protractor, but a math journal entry or a short ungraded quiz might be useful. Be sure that you are assessing every goal both before and after you teach your unit.

Quality assessment is in no way limited to pencil/paper assignments. It can include performance assessments, portfolios, conferences, peer assessment, self-assessment. Your job is to assemble the best set of assessment tools for measuring where each child began and what each student has accomplished in each goal area.

Your cooperating teacher and university supervisor can be very supportive in helping you find resources for the broad range of assessments and critiquing your ideas.

**Learning Activities:** You have completed tasks that have given you a deeper understanding of the many aspects of the students in this class. Now brainstorm learner activities that could be used to meet the goals you have specified. Do not try to accomplish this in one session or alone; consult with texts, librarians, the internet, friends, the students, your cooperating teacher, and your supervisor.

Teaching is too important to rely solely on your own resources to plan curricula. Be aware, however, of the danger in using prepackaged material, be it from the text or the internet or any other legitimate source, without adapting and modifying the material to meet both the needs of your students and the exact goals you have set out to accomplish. **First, establish what you are teaching; then decide on the best material to support student learning.** The more choices you have, the greater the possibility of finding the activities or materials or strategies that best fit your students unique mix of academic, cultural, physical, psychological, and motivational characteristics. Assume that ideas you find in outside sources will need to be modified to make them a fit to your students.

Your Philosophy of Education clearly specifies what you believe is the optimal way to teach for optimal learning for every student. Use this criterion as a filter to determine the most appropriate learner activities for teaching this content to these students. List your best learner activities and give a brief rationale for each by stating why each is appropriate for these students and how it would need to be adapted or modified so that every student in the class would be successful. Be sure all learning goals are addressed.

Now go back to your final assessment(s): Will the activities you have planned lead to learning and, consequently, to excellent performance on the assessment(s)? If not, revise appropriately.

**Materials:** Collect and organize materials to support both you and your students. Keep an electronic bibliography of each resource and how you might use that resource, organized in a logical way.
Reminders and considerations:

This format, developed as a guide, is not intended to specify a particular method of teaching. Your choice of learner activities may include a mix of direct instruction and hands-on activities, either individually or in groups. Your task as a professional is to decide on the best instructional sequence of experiences, differentiated by the needs of each student, reflecting the curriculum and grade level, to reach the goals you have determined.

It may well be that a particular aspect of your Instructional Unit Plan takes more than one session to accomplish, typically with a need for practice and feedback before continuing. This fact may result in a lesson that extends over several days or sessions, but which is all part of a single lesson plan.

An example would be teaching analogue time to a group of first graders. A first session might introduce the clock and explore versions of analogue clocks to establish the vocabulary needed. The next lesson might be telling time by the hour, which would typically need a short instructional lesson, with students both reading hourly times and constructing hourly times on a geared clock, followed by a review, a practice and feedback session the next day, with perhaps a game using the skill during a third session (while the teacher works with those students who still need instruction and feedback). Teaching time by the hour and the planned follow-up sessions would be one lesson plan that includes instruction, practice, on-going assessment and feedback, and re-teaching strategies to assure that all students are ready to go to the next step, which may be telling time by the half hour.

Grade level expectations (GLE’s) will help the new teacher determine how far the student is expected to proceed. You should discuss whether or not the school or classroom curriculum and materials (i.e. textbooks) are consistent with the GLE’s. Use the DESE website to find the appropriate state standards.

Remember, assessments are both formative (giving feedback to both you and your students) and summative (evaluating if goals are met). Assessment should always answer the question: What does each student know/do and how well does s/he know/do it? Do not rely solely on informal assessments such as observation, which often tell you only what a few students know/do. As with instruction, you may need to differentiate assessments for students of differing ages and with particular needs in order to best understand what they know and can do.

NOTE: It may be more appropriate for Early Childhood candidates to use observational protocols. Please discuss these options with your cooperating teacher and your supervisor.
B. OUTLINE OF INSTRUCTIONAL UNIT PLAN FORMAT

1. Unit title, descriptions and rationale: description of the overall unit, the theme of the unit, and why it is appropriate for the students. The unit should extend at least six lessons for a three-credit practicum and at least four lessons for one or two-credit practicum. Your rationale should include why students are learning this information and HOW it will help the student. DO NOT say “It is part of the GLE or curriculum” as your rationale.

In other words, in what way does this unit address what you are trying to accomplish with your particular PK-12 students? Goals are broad, speaking to the long-term needs of the learner and the curriculum. Rationales answer the big questions: “Why do these students need to learn this? Why are you teaching this concept at this point in time?”

2. Clear and Concise description of learners: range of age and ability, including reading ability, etc.

3. Learner outcomes: description of what you expect the students to know and be able to do.

4. Identification of the Show/Me Standards: any addressed in the unit (Standards, GLEs, or CLE’s 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. You will give pre-assessment prior to any instruction or discussion before the unit begins so you need to plan for it early. Keep your data for comparison to post-assessments. You will refer back to and analyze this data in Sections 7 and 8.

8. A day-by-day general plan: List the lessons to be included in the unit (may be completed as a calendar of lessons and activities). You will develop these lessons fully in Section 6 of the TWS. The requirement here is an OUTLINE.

9. Daily lesson plans: List at least six (6) lessons for a person in a 3 credit practicum, and at least four (4) lessons for a person in a 1 or 2 credit practicum. Include general notation of the types of individual adaptations and modifications for your students with special needs. At least 2 or 3 lessons of the unit must be taught with university supervisor present, unless the supervisor determines otherwise.

10. A list of resources: Include materials, people, print, and media needed to accomplish the unit, both for teacher and student.

11. Unit assessment of the learner outcomes: Include the plan for assessment (include the summative instrument).

12. Reflection on P-12 learning: After the unit is taught, you will reflect on the success or lack of success in sections 7 and 8 of the TWS. (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?) It is not appropriate to complete the reflection at this point. You should wait until you have taught the unit and come back and add the reflection to your unit outline.

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

Follow this template exactly. Even if your school uses a different format, for the purposes of the practicum, you must use this format.

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

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

Goals and Rationales: In what way does this lesson address what you are trying to accomplish with your particular P-12 students with this particular aspect of the curriculum?

- Goals are broad, speaking to the long-term needs of the learner, and answer the question “What curriculum content or behavioral development am I addressing?”
- On the other hand, rationales answer the question “why?” “Why do these students need to learn this? Why are you teaching this concept?”

For example, in a high school English class, a goal might be: (What curriculum?)

At the end of the unit, students will demonstrate:
- An ability to read nonfiction works, to think critically about the structure, themes, and point of view, and to write creatively about these elements of non-fiction literature.

While a rationale might say: (Why study this?)

At the end of the unit, students will demonstrate:
- An ability to critically analyze non-fiction texts and to apply the ideas and themes found in that literature to their own lives.
- A familiarity with the tools of persuasion, argumentation, and rhetoric as they appear in literary texts and will be able to recognize those tools of discourse, using them effectively in their own writing.

Outcomes/learning objectives: (What will they know and be able to do?) Outcomes or learning objectives are directly related to goals and rationales, but are narrow enough to be measurable. Every outcome/objective will need to be assessed.

When writing objective statements, ask yourself these questions:
- Does the objective focus on student performance?
- Is the task measurable or observable?
- What criteria will I use to establish that the objective has been reached?

Samples of learning outcomes or objectives:
- Students will be able to write an original 500 word essay in which they select an idea or perspective from the non-fiction text and argue for or against the position of the author, relating the viewpoint to their own experiences, achieving a 3 or better on the scoring rubric on a 1-4 scale.
- Given four works of short fiction of contrasting genres, the student will analyze and match each work with its correct genre.
Show-Me Standards: What Show-Me Standards, Grade Level Expectations or CLE’s will be addressed?

Instructional Process: Describe in detail, sequentially, what the teacher and students will do.
- How will you engage learners, assess knowledge, develop schema, and set purpose for learning?
- How can you best connect this to the lives of students? In what ways will you explain the purpose of the lesson to the students?
- How will you demonstrate the processes your students will follow as they participate in the lesson?
- Describe the procedures you will use to guide students through the lesson.
- How will you scaffold your lesson so that students can gradually assume responsibility for learning?
- How will you guide students to reflect on what they learned and their success in the learning?
- Outline how you are providing for individual differences among the students in your class. Speak to the specific needs, and to the general modifications or accommodations you will make for individual students in your class.

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 every tool—including pre-assessment, formative assessments, and post-assessment—you will be using to assess the students’ knowledge and skill.

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. Demonstrating an ability to incorporate technology into your teaching and student learning is a requirement for certification. Be sure to indicate what technology you are using and how you are using it, obviously dependent on what is available in the classroom.

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

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

For University Supervisor and Cooperating Teacher Use

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date Submitted:</th>
<th>Date Returned:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unit Plan Criteria and MoSTEP Standard</th>
<th>Exceeds Standard</th>
<th>Meets the Standard</th>
<th>Nearing the Standard</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unit Title, Description and Rationale</td>
<td>The title, content and themes expertly define the alignment of student needs and abilities within the rationale.</td>
<td>Clear description of the unit as included in the TWS Handbook •title •theme or content •rationale The rationale explains why this is a good fit to the curriculum, learning needs and abilities of the student</td>
<td>Theme or content is mentioned, but description needs more detail and thoughtful explanation. Rationale is unclear or missing.</td>
<td>One or more components are missing or unclear.</td>
</tr>
<tr>
<td>MoSTEP Standard 1</td>
<td></td>
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<tr>
<td>2. Description of Learners</td>
<td>Description of the learners is thorough and insightful. It includes influences that might affect performance.</td>
<td>Clear and specific description of learners that includes •grade level •age range, gender distribution •reading ability, IEP considerations, etc.</td>
<td>All components are addressed, but the description needs more detail and thoughtful explanation.</td>
<td>One or more components are missing or unclear.</td>
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<tr>
<td>MoSTEP Standard 2</td>
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<tr>
<td>3. Learner Outcomes</td>
<td>Outcomes clearly align with standards and specify what the student is to know and be able to do at the end of the unit.</td>
<td>Learner outcomes are identified in list form. The outcomes clearly describe what the student is to know and be able to do at the end of the unit. Outcomes are written in measurable terms. (Students will...)</td>
<td>Most outcomes are written in measurable terms. The explanation of what students are to know or do at the end of the unit needs more detail and thoughtful explanation.</td>
<td>Measurable terms are not used. It is unclear about what students are to know or do at the end of the unit.</td>
</tr>
<tr>
<td>MoSTEP Standard 3</td>
<td></td>
<td></td>
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<tr>
<td>4. Show-Me Standards, GLEs/CLEs, District Standards, CCSS, Private School Standards</td>
<td>Standards are expertly aligned with desired learner outcomes. Each goal listed is included in the assessment plan for the unit.</td>
<td>The standards are properly formatted in list form. The Show-Me Standards include both knowledge and process goals. The standards are properly aligned with learner outcomes. The standards listed are included in the assessment plan for the unit.</td>
<td>Most standards are properly formatted. Most standards are aligned to the final assessment.</td>
<td>There is a lack of proper formatting. Alignment with the final assessment is not evident.</td>
</tr>
<tr>
<td>MoSTEP Standards 1 and 4</td>
<td></td>
<td></td>
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</tbody>
</table>

33
<table>
<thead>
<tr>
<th>Unit Plan Component and MoSTEP Standard</th>
<th>Exceeds Standard</th>
<th>Meets the Standard</th>
<th>Nearing the Standard</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Description of Behavioral and Motivational Goals MoSTEP Standard 6</td>
<td>Creative solutions are planned to meet the needs of specific needs of all learners.</td>
<td>Management procedures should be positive and designed to create: • better group interaction. • more group independence. • motivation of all learners</td>
<td>The plan for behavior and motivation goals needs more detail and thoughtful explanation.</td>
<td>Components do not address management procedures.</td>
</tr>
<tr>
<td>6. Cultural Diversity MoSTEP Standard 3</td>
<td>Insightfully acknowledges the impact the cultural diversity of the students will have on the unit.</td>
<td>Identifies, in list form, how the cultural diversity of the students is considered in unit planning.</td>
<td>Some evidence is present that cultural diversity is used in planning the unit, but the plan needs more detail and thoughtful explanation.</td>
<td>No evidence is noted that the cultural diversity of the students is used in planning the unit.</td>
</tr>
<tr>
<td>7. Pre-assessment of Prior Knowledge MoSTEP Standard 1</td>
<td>The assessment is artfully written to target specific learner outcomes and may be used as a post-assessment tool, as well to measure student learning.</td>
<td>Pre-assessment of prior knowledge includes: • a measurement of specific learner outcomes as outlined in item four of the Unit Plan • clearly worded questions that provide for authentic assessment • a plan for using the data to drive instruction • a plan for sharing data with students as appropriate</td>
<td>The pre-assessment addresses all of the components, but needs more detail and thoughtful explanation.</td>
<td>One or more components are missing or unclear.</td>
</tr>
<tr>
<td>8. Day-by Day General Plan MoSTEP Standards 4 and 5</td>
<td>The plan covers all outcomes to be shared and provides for flexibility as needed by all learners.</td>
<td>The general plan, in calendar form, should include: • practical consideration for time restraints • the stamina of the learners • an outline of what is to be accomplished on each day</td>
<td>The plan covers all of the components, but needs more detail and thoughtful explanation.</td>
<td>One or more components are missing or unclear.</td>
</tr>
<tr>
<td>9. Daily Lesson Plans MoSTEP Standards 3 and 11</td>
<td>The unit plan includes six strong lesson plans.</td>
<td>The unit plan includes six lesson plans. (Please see the Lesson Plan Rubric, TWS Section 5, for a breakdown of these standards.)</td>
<td>The unit plan includes six lesson plans, some of which need more detail and thoughtful explanation.</td>
<td>The unit plan includes one or more inadequate lesson plans.</td>
</tr>
</tbody>
</table>
| 10. List of Resources and Materials                  | The list of resources is thorough, complete and demonstrates a wide breadth of information gathering. | Teacher and student resources from all categories are provided in list form and properly cited:  
• print  
• media  
• people  
• web sources | Most resources used are included on the list and properly cited. | Many of the resources used have not been listed or cited. |

| **MoSTEP Standard 10** | **Exceeds Standard 4** | **Meets the Standard 3** | **Nearing the Standard 2** | **Unacceptable 1** |

| 11. Unit Assessment of Learner Outcomes | All outcomes are assessed and evaluated. Students are given a chance to reflect on their own learning. | Unit assessment include:  
• methods to assess all learner outcomes.  
• a guide for evaluating the assessment.  
• the plan for sharing results with students.  
• how the impact on learning is articulated. | Most components are included, but some need more detail and thoughtful explanation. | One or more of the components are not addressed. |

| **MoSTEP Standard 8** | **Reflection on Learning** | Detailed and insightful, the reflection specifies exactly what students know and what they should learn next. | Specific reflection on learning is evident:  
• what do students know and how do you measure that knowledge?  
• what should be done next to deepen their knowledge? | Global reflection is evident, but needs more detail and thoughtful explanation. | Limited reflection on learning is evident. |

| 12. Reflection on Learning | Superior writing skills are evident. | College level writing and vocabulary are evident. Concise writing is evident. The plan is generally free from errors in grammar, syntax, style and punctuation | A more concise and professional level of writing is required for this statement. The author's voice should be more evident. The Writing Center is available if needed. | The Unit Plan needs to be reworked with a more concise and professional level of writing, vocabulary, grammar and sentence structure. The Writing Center is available if needed. |

| **MoSTEP Standard 7** | **Professional Writing** | Comments: |
# WEBSTER UNIVERSITY
Lesson Plan Evaluation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds the Standard</th>
<th>Meets the Standard</th>
<th>Nearing the Standard</th>
<th>Unacceptable</th>
</tr>
</thead>
</table>
| **1. Description of Setting**     | Additional information is included which provides in-depth insight regarding the instructional implications of this setting. | Description is specific for characteristics of the classroom or setting and must include:  
- Grade level & number of students  
- Set-up of the classroom  
- Environmental factors  
- Cultural make-up of school | All of the components are described, but the section needs more detail. | Some components are described, and the section needs more detail. |
| **2. Description of the Learners**| Additional information is included which provides in-depth insight regarding the instructional implications provided by this group of learners. | Description is specific about learners and must include:  
- Age range of students  
- Ability and skills from prior learning related to this lesson  
- General levels of prior knowledge  
- Developmental levels, reading levels, IEPs, 504s  
- Cultural background of the class | All of the components are described, but the section needs more detail. | Some components are described, and the section needs more detail. |
| **3. Goals and Rationale**        | This section insightfully defines long-term instructional goals and why this lesson is necessary at this point in time. | Description is specific about learners and must include:  
- How this lesson addresses what is to be mastered by the students in this unit plan  
- Goals which speak to the long-term learning needs of the students  
- Why students need to learn these skills at this point in time | All of the components are described, but the section needs more detail. | Some components are described, and the section needs more detail. |
| **4. Outcomes (Learning Objectives)** | Each outcome is linked to an appropriate state or local standard. Superfluous state or local standards are not included. | Outcomes (learning objectives) are:  
- Written in the correct format (Students will.....)  
- Related to long-term goals that indicate both what the student needs to know and what the student should be able to do by the end of the lesson  
- Measurable and quantifiable  
- Reminder: Every outcome listed needs to be assessed. | Outcomes are listed in the correct format, but some need a measurable and quantifiable component. | Outcomes need correct format and must have a measurable and quantifiable component. |
| **5. Show-Me Standards, Course Level Expectations, Grade Level Expectations, Common Core State Standards, Local Standards, Depths of Knowledge** | Each state or local standard is linked to an appropriate goal. | Correctly aligned to goals and documented:  
- Show-Me Standards (SMS) - both knowledge and performance standards should be included  
- Course Level Expectations (CLE) or Grade Level Expectations (GLE)  
- Common Core State Standards (CCSS)  
- Local Standards as outlined in independent school curricula  
- Depths of Knowledge (DOK) | Some standards are aligned to the learning goals and correctly documented. | Standards need to be properly aligned to the learning goals and correctly documented. |

This rubric was created by Terri Weisermueller and most recently modified by Linda Reed on June 29, 2013.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Standard 4</th>
<th>Meets Standard 3</th>
<th>Nearing Standard 2</th>
<th>Unacceptable 1</th>
</tr>
</thead>
</table>
| 6. Instructional Process | Thoughtful consideration is given to the relationships between engagement, assessment of prior knowledge and setting a purpose for learning that is clearly articulated for every student. | All processes are detailed sequentially and must include the following:  
• plan to set up the lesson to grab students’ attention  
• A plan to assess prior knowledge (use pre-test if necessary)  
• The purpose for learning, learning goals and class agenda are shared with all students | All of the components are included, but the section needs more detail. | Some components are included, and the section needs more detail. |
| A. Engage learners, assess prior knowledge, activate schema, set purpose for learning | | | | |
| | Students are provided with clear connections between their lives and prior knowledge and the new knowledge being introduced in this lesson. | All processes are detailed sequentially and must include at all of the following:  
• Real world problem or social context that connects to students’ lives  
• Personal experience to which students can relate and apply prior knowledge  
• Relate new concept to previous learning | All of the components are included, but the section needs more detail. | Some components are included, and the section needs more detail. |
| B. Connect to real life | | | | |
| 6. Instructional Process | The section skillfully documents what is being taught, expectations for learners, levels of thinking to be reached, and how the strategies documented will ensure these things to happen. | All processes are detailed sequentially and must include the following:  
• Conveys the benefit of the lesson and clarifies expectations to build on prior student knowledge  
• Higher order thinking (Bloom’s Taxonomy) is included  
• Teacher's overall plan for instruction and developing the concepts is clear  
• Learning strategies and techniques used: e.g. cooperative learning (large and small groups) activities, hands-on activity, constructivism/discovery learning, etc. | All of the components are included, but the section needs more detail. | Some components are included, and the section needs more detail. |
| C. Purpose of lesson and schema for developing the lesson | | | | |
| 6. Instructional Process | All procedures are thoughtfully addressed, clearly delineated and the plan addresses things that might go wrong in the classroom. | All processes are detailed sequentially and must include the following:  
• Method teacher uses to guide the students through the lesson is clearly delineated  
• Schedule of activities including direct instruction, directions (oral or written), modeling, guided practice, independent practice, and closure  
• Questions to be asked (with answers included) that will actively involve all of the students in discussion and collaboration | All of the components are included, but the section needs more detail. | Some of the components are included, and the section needs more detail. |
<p>| D. Procedures | | | | |</p>
<table>
<thead>
<tr>
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<th>Unacceptable 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6. Instructional Process</strong>&lt;br&gt;<strong>E. Scaffolding the lesson</strong></td>
<td>Support materials look professional in nature, are free from error and align expertly with the learning goal. Alternative scaffolds are in place to use if needed.</td>
<td>All processes are detailed sequentially and must include the following:&lt;br&gt;- Materials created support the learning goal and meet the needs of all learners&lt;br&gt;- There is a process in place to check for understanding and allow students to assume responsibility for their learning&lt;br&gt;- Alternative ways to provide support for the lesson are considered and created</td>
<td>All of the components are included, but the section needs more detail.</td>
<td>Some of the components are included, and the section needs more detail.</td>
</tr>
<tr>
<td><strong>6. Instructional Process</strong>&lt;br&gt;<strong>F. Reflection of learning</strong></td>
<td>Students are given an opportunity to assess their learning and communicate questions. The lesson is wrapped up in a timely manner, and the learning goal is reviewed.</td>
<td>All processes are detailed sequentially and must include the following:&lt;br&gt;- Closure for the lesson: activity students use to personally assess their learning&lt;br&gt;- Procedure for students to communicate any questions or misunderstanding of the lesson</td>
<td>All of the components are included, but the section needs more detail.</td>
<td>Some of the components are included, and the section needs more detail.</td>
</tr>
<tr>
<td><strong>6. Instructional Process</strong>&lt;br&gt;<strong>G. Adaptations and modifications</strong></td>
<td>The plan includes in-depth consideration give to all learner needs.</td>
<td>All processes are detailed and must include the following:&lt;br&gt;- Plan is based on the needs and differences of the individual students.&lt;br&gt;- The teacher modifies and adjusts the lesson so that all students are successful in this lesson.&lt;br&gt;- Detail as to how the lesson will be differentiated is provided.</td>
<td>All of the components are included, but the section needs more detail.</td>
<td>Some of the components are included, and the section needs more detail.</td>
</tr>
<tr>
<td><strong>7. Assessment Procedures</strong></td>
<td>The assessment tool accurately measures the learning goal. Results are shared with students and drives subsequent instruction.</td>
<td>Describe in detail the all procedures used and include:&lt;br&gt;- Assessment tool used&lt;br&gt;- Scoring guide&lt;br&gt;- Recording method&lt;br&gt;- Benchmark papers of work of 1 or 2 students&lt;br&gt;- Method of sharing results with students</td>
<td>All of the components are included, but the section needs more detail.</td>
<td>Some of the components are included, and the section needs more detail.</td>
</tr>
<tr>
<td><strong>8. Materials</strong></td>
<td>Materials look professional in nature, are free from error and align expertly with the learning goal.</td>
<td>Listing of all materials used with proper citation and copies included:&lt;br&gt;- Textbooks (copy of pages)&lt;br&gt;- Handouts (i.e. supplemental texts, literature, charts, etc.)&lt;br&gt;- Technology used—websites, Apps, hardware, etc.</td>
<td>All of the components are included, but the section needs more detail.</td>
<td>Some of the components are included, and the section needs more detail.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Exceeds Standard</td>
<td>Meets Standard</td>
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</tbody>
</table>
| 9. Management Procedures | The plan is thorough and addresses situations that may arise and interfere with delivery of instruction. | Detailed management plan including:  
  - Behavior management plan, i.e. classroom rules or expectations  
  - Time management  
  - Transitions  
  - Lesson and class wrap-up | All of the components are included, but the section needs more detail. | Some of the components are included, and the section needs more detail. |
| 10. Reflection | Deep insight is shared regarding what was learned during this lesson and what might be done to strengthen this lesson when it is next taught. | What have you, as an pre-service teacher, learned:  
  - What parts of the lesson were successful?  
  - What parts of the lesson were not so successful? Why?  
  - What you would do differently to insure success the next time this lesson is taught?  
  - How did you adjust the lesson to meet the needs of the learners that was not detailed in the lesson plan?  
  - What did you learn about the students by teaching this lesson?  
  - What is the follow-up for this lesson both for you and your students? | All of the components are included, but the section needs more detail. | Some of the components are included, and the section needs more detail. |
| Professional Writing | Superior writing skills are evident. | College level writing and vocabulary are expected.  
  - The use of concise writing is evident.  
  - The analysis is generally free from errors in grammar, syntax, style and punctuation  
  - The author's voice is clear and easy to distinguish. | A more concise and professional level of writing is required for this analysis.  
  - The author's voice should be more evident.  
  - The Writing Center is available if needed. | The analysis needs to be reworked with a concise and more professional level of writing, vocabulary grammar and sentence structure.  
  - The Writing Center is available if needed. |

As you design a lesson plan, please label each of the ten sections (and the sub-sections in item 6) within your document so each can be individually assessed.

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

Your journal entries should be typed and in the following format:
Reflective Journal Entry
Date ______________
Grade/Subject Area Observed: _________________________
Building ___________________ Teacher ______________________

**Description** — A description of the activity and the procedures you followed.

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

**Reflection** — A thought process that occurs after a teaching related situation. This is the thinking that allows you to make decisions about how you would approach a similar situation in the future. You might decide to do something the same way, differently, or not at all. The reflection portion of your writing demonstrates how you use what you have learned from coursework, and how this experience relates to your understanding of self, other, and/or professional identity. Reflect on how you would use this knowledge to inform and improve your own practice in the future.
REFLECTIVE SUMMARY OF EXPERIENCES
for 3000, 4000 & 5000 Level Practicum

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

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

II. **Pedagogical Competencies**
   Include the following as subtopics of this section:
   - Command of Subject Matter
   - Knowledge of Pedagogy
   - Understanding of Diverse Learners
   - Curriculum and Planning
   - Instructional Strategies
   - Classroom Management
   - Teacher as Communicator
   - Teacher as Evaluator
   - Reflective Practitioner
   - Learning Communities
   - Technology

III. **Conclusion**
REFLECTIVE SUMMARY EXAMPLE

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

Telephone Number: (314) 555-5555

Principal: Bob Bobby

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

Dates of Practicum:

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

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

The XYZ Elementary School Mission Statement is as follows:

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

The school motto is “Be the Best You Can Be”

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

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

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

Source: School Profile, XYZ School District…
Pedagogical Competencies

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

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

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

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

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

19. Classroom Management
I have written extensively in my reflective journal, and I have collected many artifacts on this topic. Classroom and behavior management are important areas of concern for me, so I studied them in great detail during my practicum assignment. I developed a thorough understanding of my cooperating teacher’s behavior management plan, and I have seen her use many other short-term and long-term strategies. I have examined the routines used in the classroom such as morning activities, turning in homework, attendance, ordering lunch, desk arrangements, end-of-day activities, and more. I also collected artifacts pertaining to strategies used before transition periods. When I made the decision to teach a science lesson I was confident that the students would interact positively with each other. I had already seen that they are often self-motivated, and they help each other. When I taught my science lesson to Miss Andso’s students I taught them a simple routine. I told them that when I want their attention I would say, “One, two, three, eyes on me”. Then they will say, “One, two, eyes on you”. We practiced it once before I started the experiment. During both of my lessons I used behavior management strategies that my cooperating teacher uses, and they worked to my satisfaction.
20. **Teacher as Communicator**
The evaluations for both my lessons indicate that I have modeled effective communication techniques. My presentations were clear and focused. I presented information with clarity. I used eye contact and mobility effectively. I was enthusiastic, and I portrayed that to the students. I used appropriate inflection and grammar. I was professionally dressed with an attitude conductive to teaching. My activities and questioning fostered critical thinking and inquiry, collaboration, and supportive interaction in the classroom.

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

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

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

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

**Reference**
Section VI:
Required Evaluation Forms for Supervisors and Cooperating Teachers

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

Observations:

Strengths:

Recommendations:

Observation made by: _____________________________ Date: ______________

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

Rating Scale: 4.0 = Advanced 3.0 = Proficient 2.0 = Nearing Proficiency 1.0 = Unsatisfactory

### Teaching & Learning Description

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

### Dispositions

-understands & respects self; respects differences; open to change; curious; reflective.
-understands & respects others; responds appropriately to diversity; exhibits empathy; commits to fairness & honesty; listens respectfully to other points of view.
-understands & respects professional communities; commits to professional behavior in school cultures; practices informed decision-making; communicates and collaborates; willing to work; affects change with courage and confidence.

Please describe the diversity of the setting:

Comments:
## PRACTICUM WORKSHEET
MoSTEP PROFESSIONAL COMPETENCIES FOR TEACHER PREPARATION (Initial)

- Cooperating Teacher
- University Supervisor

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID</th>
<th>PBC/GRAD or UNDG (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

**Certification Area:**

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

**COMMENTS:**

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

**Standard 10.** (1.2.10) The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.

<table>
<thead>
<tr>
<th>MET</th>
<th>NOT YET MET</th>
<th>Performance Indicators/Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>10.1 participates in collegial activities designed to make the entire school a productive learning environment</td>
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<tr>
<td></td>
<td></td>
<td>10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students’ problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential</td>
</tr>
</tbody>
</table>

**Comments:**

### Technology

**Standard 11.** (1.2.11) The preservice teacher understands the theory and application of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.

<table>
<thead>
<tr>
<th>MET</th>
<th>Performance Indicators/Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11.1 demonstrates an understanding of instructional technology concepts and operations</td>
</tr>
<tr>
<td></td>
<td>11.2 plans and designs effective learning environments and experiences supported by informational and instructional technology</td>
</tr>
<tr>
<td></td>
<td>11.3 implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning</td>
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<tr>
<td></td>
<td>11.4 uses technological applications to facilitate a variety of effective assessment and evaluation strategies</td>
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<tr>
<td></td>
<td>11.5 uses technology to enhance personal productivity and professional practice</td>
</tr>
<tr>
<td></td>
<td>11.6 demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice</td>
</tr>
</tbody>
</table>

**Comments:**

Review and discuss with teacher candidate

**Comments/Plan of Action:**

Rev. 5/1
MoSTEP Standards Rubric for Pre-service Teachers
Practicum Teaching Experience

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

<table>
<thead>
<tr>
<th>Advanced for Practicum Teaching</th>
<th>Proficient for Practicum Teaching</th>
<th>Nearing Proficiency for Practicum Teaching</th>
<th>Unsatisfactory for Practicum Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pre-service teacher demonstrates strong knowledge of relevant concepts in the discipline(s) and works actively to expand knowledge of the tools and structures of the discipline.</td>
<td>The pre-service teacher demonstrates adequate knowledge of relevant concepts in the discipline(s) and the central concepts that unify the discipline. The pre-service teacher works to expand knowledge of tools and structure of the discipline but needs more practice.</td>
<td>The pre-service teacher demonstrates a basic knowledge of the disciplines, possibly only exhibiting the knowledge or skills of a discipline rather than the central concepts that unify the discipline</td>
<td>The pre-service teacher demonstrates little knowledge of the disciplines, only exhibiting the knowledge or skills of a discipline rather than the central concepts that unify the discipline. The pre-service teacher’s work, however, may demonstrate flaws or gaps in disciplinary understanding.</td>
</tr>
<tr>
<td>The pre-service teacher demonstrates strong knowledge of relevant concepts in the discipline(s) and works actively to expand knowledge of the tools and structures of the discipline.</td>
<td>Lesson preparation attempts to include an understanding of teaching in a context that is meaningful to students’ lives but significant support is needed in creating learning situations that connect to student’s lives and other disciplines.</td>
<td>There is some evidence of teaching content in a meaningful context that connects to students’ interests and lives or to connect subject matter within and across disciplines.</td>
<td>There is little or no evidence of teaching content in a meaningful context that connects to students’ interests and lives or to connect subject matter within and across disciplines.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Advanced for Practicum Teaching</th>
<th>Proficient for Practicum Teaching</th>
<th>Nearing Proficiency for Practicum Teaching</th>
<th>Unsatisfactory for Practicum Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>. The pre-service teacher attempts to apply theories of learning, often using this knowledge in developmentally appropriate ways, typically modeling developmentally appropriate practice but not yet independent in designing practice that consistently supports the growth of all students.</td>
<td>. The pre-service teacher needs support in applying theories of learning, and is attempting to use this knowledge in developmentally appropriate ways, sometimes modeling developmentally appropriate practice but not yet independent in designing practice that consistently supports the growth of all students.</td>
<td>The pre-service teacher demonstrates a basic knowledge of theories and principles of human development and learning (e.g. paraphrases the most major developmental and learning theorists). There is some evidence of using this knowledge to create developmentally appropriate instruction</td>
<td>The pre-service teacher demonstrates limited knowledge of theories and principles of human development and learning (e.g. paraphrases the most major developmental and learning theorists). However, there is little or superficial evidence of using this knowledge to create developmentally appropriate instruction.</td>
</tr>
</tbody>
</table>
MoSTEP Standard 3: The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

<table>
<thead>
<tr>
<th>Advanced for Practicum Teaching</th>
<th>Proficient for Practicum Teaching</th>
<th>Nearing Proficiency for Practicum Teaching</th>
<th>Unsatisfactory for Practicum Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pre-service teacher demonstrates the ability to adapt instruction and assessment to meet the diverse physical, intellectual, and cultural needs of individual students with the support of the classroom teacher.</td>
<td>The pre-service teacher is beginning to adapt instruction and assessment to meet the diverse physical, intellectual, and cultural needs of individual students with the support of the classroom teacher.</td>
<td>The pre-service teacher demonstrates recognition that students differ in their approaches to learning and offers some evidence of the ability to implement basic adaptations to meet the needs of individual learners.</td>
<td>The pre-service teacher demonstrates little recognition that students differ in their approaches to learning and offers only occasional or narrow evidence of the ability to implement even the most basic adaptations to meet the needs of individual learners.</td>
</tr>
<tr>
<td>Activities typically show evidence of being adapted for all learners, taking into account differences in the abilities, learning style and previous knowledge of the learners.</td>
<td>Activities show evidence of being adapted for select learners, taking into account differences in the abilities, learning style and previous knowledge of the learners.</td>
<td>The pre-service teacher asserts a belief in the individuality of learners and some instruction appears to be designed for individual learners.</td>
<td>The pre-service teacher may assert a belief in the individuality of learners, but instruction appears predominately designed for the whole class.</td>
</tr>
<tr>
<td>The pre-service teacher is actively pursuing an understanding of when and how to access a variety of specialized services.</td>
<td>The pre-service teacher has a basic understanding of when and how to access a variety of specialized services.</td>
<td>Overt knowledge of when and how to access specialized services is sometimes evident.</td>
<td>Overt knowledge of when and how to access specialized services is superficial or absent.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Advanced for Practicum Teaching</th>
<th>Proficient for Practicum Teaching</th>
<th>Nearing Proficiency for Practicum Teaching</th>
<th>Unsatisfactory for Practicum Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pre-service teacher demonstrates the ability to create and implement short-term classroom curriculum goals and/or the ability to evaluate the impact of delivered curriculum.</td>
<td>The pre-service teacher demonstrates the ability to create and implement short-term classroom curriculum goals and is able to evaluate the impact of delivered curriculum with support from the classroom teacher.</td>
<td>The pre-service teacher demonstrates some ability to create and implement short-term classroom curriculum and provides evidence of the ability to set and/or to work toward long-term curriculum goals and evaluates the impact of delivered curriculum.</td>
<td>The pre-service teacher demonstrates limited ability to create and implement short-term classroom curriculum without providing evidence of either the ability to set and/or to work toward long-term curricular goals or to evaluate the impact of delivered curriculum.</td>
</tr>
<tr>
<td>The pre-service teacher applies state and district standards to lessons, typically referencing them after having designed the lesson.</td>
<td>The pre-service teacher applies state and district standards to lessons, typically referencing them after having designed the lesson, with assistance from the classroom teacher.</td>
<td>Lesson plans include references to state knowledge and performance standards, and references are reflected in some activities that K-12 students were actually asked to do.</td>
<td>Although lesson plans may include references to state knowledge and performance standards, references tend not to be reflected in what K-12 students were actually asked to do.</td>
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</table>
MoSTEP Standard 4 continued:

<table>
<thead>
<tr>
<th>MoSTEP Standard 4</th>
<th>Advanced for Practicum Teaching</th>
<th>Proficient for Practicum Teaching</th>
<th>Nearing Proficiency for Practicum Teachers</th>
<th>Unsatisfactory for Practicum Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional planning and implementation include individual student learning styles and are constructed to build skills of students in developmentally appropriate ways.</td>
<td>Instructional planning and implementation include some consideration of differences in learning styles of students to build skills in developmentally appropriate ways.</td>
<td>Lessons occasionally include consideration of differences in learning styles but are predicated on models rather than on the actual learning styles of the students in the class.</td>
<td>Lesson planning and implementation focus on whole-class instruction.</td>
<td></td>
</tr>
<tr>
<td>During implementation, the pre-service teacher demonstrates flexibility by evaluating and changing long- &amp; short-term goals and/or instruction to meet student needs.</td>
<td>The pre-service teacher adjusts instruction during implementation and sometimes adjusts long and short term goals.</td>
<td>The pre-service teacher occasionally adjusts instruction during implementation but typically does not adjust long and short term goals.</td>
<td>Little evidence is available to indicate the teacher’s ability or adjust instruction during implementation or adjust goals and/or instruction to meet student needs.</td>
<td></td>
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</tbody>
</table>

MoSTEP Standard 5: The pre-service teacher uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

<table>
<thead>
<tr>
<th>MoSTEP Standard 5</th>
<th>Advanced for Practicum Teaching</th>
<th>Proficient for Practicum Teaching</th>
<th>Nearing Proficiency for Practicum Teaching</th>
<th>Unsatisfactory for Practicum Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pre-service teacher uses a variety of instructional strategies, materials and technologies with some reflection on the relative value of the strategy for promoting long-term learning.</td>
<td>The pre-service teacher is beginning to use a variety of instructional strategies, materials and technologies with some reflection on the relative value of the strategy for promoting long-term learning.</td>
<td>The pre-service teacher uses a limited set of instructional strategies, materials and technology to create lessons with limited reflection for promoting long-term learning.</td>
<td>The pre-service teacher does not distinguish multiple activities using the same strategy from using different strategies in lessons with little or no reflection for promoting long-term reflection.</td>
<td></td>
</tr>
<tr>
<td>The pre-service teacher is exploring strategies that encourage the development of critical thinking, problem solving, and performance skills and consciously attempts to incorporate these in lessons.</td>
<td>The pre-service teacher is beginning to explore strategies that encourage the development of critical thinking, problem solving, and performance skills and consciously attempts to incorporate these in lessons, with guidance from the cooperating teacher.</td>
<td>The pre-service teacher demonstrates some understanding of learning strategies that encourage the development of critical thinking, problem solving, and performance skills, but there is limited attempt to incorporate these in lessons.</td>
<td>The pre-service teacher demonstrates little or no evidence of understanding learning strategies that encourage development of critical thinking, problem solving, and performance skills</td>
<td></td>
</tr>
<tr>
<td>The pre-service teacher is actively pursuing ways of engaging students in active learning and instructional artifacts show evidence of student-centered, individualized instruction.</td>
<td>The pre-service teacher occasionally incorporates active learning into lessons and some instructional artifacts show evidence of student-centered, individualized instruction.</td>
<td>The pre-service teacher reveals only limited evidence of the ability to engage each student in active learning; instructional artifacts emphasize a teacher-centered, whole-class approach of instruction.</td>
<td>The pre-service teacher reveals little to no only evidence of the ability to engage each student in active learning; instructional artifacts show only a teacher-centered, whole-class approach to instruction</td>
<td></td>
</tr>
<tr>
<td>The pre-service teacher includes some evidence of student learning in evaluating strategy impact.</td>
<td>The pre-service teacher sometimes includes evidence of student learning in evaluating strategy impact.</td>
<td>The pre-service teacher provides limited evidence of evaluating student learning in evaluating strategy impact.</td>
<td>The pre-service teacher does not include evidence of evaluating student learning in evaluating strategy impact.</td>
<td></td>
</tr>
</tbody>
</table>
MoSTEP Standard 6: The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

<table>
<thead>
<tr>
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<th>Nearing Proficiency for Practicum Teaching</th>
<th>Unsatisfactory for Practicum Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pre-service teacher is progressing in knowing and applying motivation theories and behavior management strategies and techniques to create a collaborative, participatory, and individualized learning environment that encourages positive social interaction, self-motivation and active engagement in learning</td>
<td>The pre-service teacher is beginning to apply motivation theories and behavior management strategies and techniques to create a collaborative, participatory, and individualized learning environment that encourages positive social interaction, self-motivation and active engagement in learning</td>
<td>The pre-service teacher is beginning to apply motivation theories and behavior management strategies and techniques to create a collaborative, participatory, and individualized learning environment that encourages positive social interaction, self-motivation and active engagement in learning, with support from the co-operating teacher.</td>
<td>The pre-service teacher may know some theories of individual and group motivation and behavior management but offers little or no evidence of design or implementation of a collaborative, participatory, or individualized learning environment that encourages positive social interaction, self-motivation and active engagement in learning.</td>
</tr>
<tr>
<td>The pre-service teacher is actively exploring strategies for engaging students in their own learning and encourages students to set, monitor, and adjust their learning goals and behavior.</td>
<td>The pre-service teacher is beginning to explore strategies for actively engaging students in their own learning and begins encouraging students to set, monitor, and adjust their learning goals and behavior.</td>
<td>The pre-service teacher is aware of strategies for actively engaging students in their own learning, but emphasizes control over student empowerment of learning and behavior.</td>
<td>The pre-service teacher emphasizes maintaining control over student empowerment of learning and behavior.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Advanced for Practicum Teaching</th>
<th>Proficient for Practicum Teaching</th>
<th>Nearing Proficiency for Practicum Teaching</th>
<th>Unsatisfactory for Practicum Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pre-service teacher uses clear and articulate verbal, nonverbal and media communication tools in all interactions with students, parents, colleagues and community as demanded by the setting.</td>
<td>The pre-service teacher demonstrates effective oral and written communication skills and presentation techniques and sometimes uses media communication to communicate with students, parents, colleagues and community</td>
<td>The pre-service teacher demonstrates adequate oral and written communication skills and presentation techniques and sometimes uses media communication to communicate with students, parents, colleagues, and community.</td>
<td>The pre-service teacher demonstrates ineffective oral and written communication skills, presentation techniques, and media communication with students, parents, colleagues, and community.</td>
</tr>
<tr>
<td>The pre-service teacher uses communication tools and techniques to support the learner’s development of effective communication skills and to foster active inquiry, collaboration, and supportive interaction in the classroom.</td>
<td>The pre-service teacher sometimes uses communication tools and techniques to support the learner’s development of effective communication skills and to foster active inquiry, collaboration, and supportive interaction in the classroom with support of the co-operating teacher.</td>
<td>The pre-service teacher describes some communication tools and techniques to support the learner’s development of effective communication skills and to foster active inquiry, collaboration and supportive interaction in the classroom, but gives limited evidence of using the tools.</td>
<td>The pre-service teacher cannot describe how communication skills might be used to develop learners’ skills or to foster active inquiry, collaboration, and supportive interaction in the classroom and gives no evidence of using the tools.</td>
</tr>
</tbody>
</table>
MoSTEP Standard 7 continued:

<table>
<thead>
<tr>
<th>The pre-service teacher exhibits adequate evidence of treating all students as valued individuals.</th>
<th>The pre-service teacher exhibits increasing evidence of treating all students as valued individuals.</th>
<th>The pre-service teacher exhibits evidence of treating some students as valued individuals.</th>
<th>The pre-service teacher tends to treat all students the same.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pre-service teacher is actively exploring and beginning to use technology to promote learning</td>
<td>The pre-service teacher is beginning to explore technology to promote learning.</td>
<td>The pre-service teacher is aware that technology should be used to promote learning, but tends to use communication/media that is limited and conventional.</td>
<td>The pre-service teacher only uses communication/media technology that is limited and conventional.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Advanced for Practicum Teaching</th>
<th>Proficient for Practicum Teaching</th>
<th>Nearing Proficiency for Practicum Teaching</th>
<th>Unsatisfactory for Practicum Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pre-service teacher understands and uses formal and informal traditional and performance-based assessment strategies including but not limited to the state assessments, with the support of the co-operating teacher.</td>
<td>The pre-service teacher demonstrates a basic knowledge of formal and informal traditional and performance-based assessment strategies for a variety of purposes (i.e. intellectual, social, and physical assessment) and has a basic understanding of state performance standards.</td>
<td>The pre-service teacher demonstrates some knowledge of formal and informal traditional and performance-based assessment strategies for a variety of purposes and has some understanding of state performance standards and assessments.</td>
<td>The pre-service teacher demonstrates a limited range of formal and informal assessment strategies focusing on whole-class knowledge testing.</td>
</tr>
<tr>
<td>The pre-service teacher demonstrates knowledge of state knowledge/ performance standards and their assessment is increasingly being incorporated into classroom assessments.</td>
<td>The pre-service teacher demonstrates knowledge of state knowledge/ performance standards and their assessment is referenced in the lesson plan and attempts are made to use these to guide plan development.</td>
<td>The pre-service teacher demonstrates some knowledge of state knowledge/ performance standards and their assessment but attempts to use these to guide plan development are limited.</td>
<td>The pre-service teacher provides little or no evidence of knowledge of state knowledge/performance standards or their assessment.</td>
</tr>
<tr>
<td>The pre-service teacher maintains and uses data from assessment activities to inform instruction. Feedback is constructive and increasingly specific.</td>
<td>The pre-service teacher is beginning to maintain and use data from assessment activities to inform instruction with support of the co-operating teacher. Feedback is constructive and becoming specific</td>
<td>The pre-service teacher understands that information generated from assessment should be maintained and used to inform instruction. Some feedback to students is given.</td>
<td>The pre-service teacher provides little or no evidence that information generated from assessment should be used to inform instruction or to foster student self-assessment or growth.</td>
</tr>
<tr>
<td>The pre-service teacher increasingly includes students’ self-assessment in lessons and has developed strategies for documenting student performance and sharing this information with students, parents and colleagues.</td>
<td>The pre-service teacher is beginning to include students’ self-assessment in lessons and with assistance from the co-operating teacher, is beginning to develop strategies for documenting student performance and sharing this information with students, parents and colleagues.</td>
<td>The pre-service teacher understands the need for students’ self-assessment and has the ability to maintain useful records of student performance and/or to communicate constructive and specific feedback to students, parents, or colleagues.</td>
<td>The pre-service teacher demonstrates little or no evidence of the ability to maintain useful records of student performance and/or to communicate constructive and specific feedback to students, parents, or colleagues.</td>
</tr>
<tr>
<td>The pre-service teacher is increasingly using student work samples to verify student learning.</td>
<td>The pre-service teacher is beginning to use student work samples to verify student learning.</td>
<td>The pre-service teacher understands that student work samples should be used to verify student learning.</td>
<td>The pre-service teacher does not support student learning with work samples.</td>
</tr>
</tbody>
</table>
MoSTEP Standard 9: The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

<table>
<thead>
<tr>
<th>Advanced for Practicum Teaching</th>
<th>Proficient for Practicum Teaching</th>
<th>Nearing Proficiency for Practicum Teaching</th>
<th>Unsatisfactory for Practicum Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pre-service teacher is a reflective practitioner who demonstrates the capacity and the inclination to examine and assess the effects of his/her choices and actions on self and others. Reflections are increasingly used to analyze the impact of actions on student learning (vs. merely describing what transpired).</td>
<td>The pre-service teacher is emerging as a reflective practitioner who can demonstrate the capacity and the inclination to examine and assess the effects of his/her choices and actions on self and others. Reflections are beginning to be used to analyze the impact of actions on student learning (vs. merely describing what transpired).</td>
<td>The pre-service teacher is emerging as a reflective practitioner who demonstrates some capacity and inclination to examine and assess the effects of his/her choices and actions on self and others. Reflections are mainly used to describe what transpired rather than analyzing the impact on student learning.</td>
<td>The pre-service teacher does not exhibit the ability to reflect or articulate about the quality of his/her own learning, choices, and actions on student learning.</td>
</tr>
<tr>
<td>The pre-service teacher offers evidence that he or she consciously applies professional ethical standards in classroom situations.</td>
<td>The pre-service teacher offers some evidence that he or she consciously applies professional ethical standards in classroom situations.</td>
<td>The pre-service teacher can articulate and apply professional ethical standards to situations posed to him or her with some evidence that the individual has applied ethical standards.</td>
<td>The pre-service teacher may articulate and apply professional ethical standards to situations posed to him or her, but there may be little or no evidence that the individual has applied ethical standards.</td>
</tr>
<tr>
<td>The pre-service teacher uses reflection to analyze actions and decisions, supported by the cooperating teacher and the university supervisor, using the information to grow professionally.</td>
<td>The pre-service teacher is beginning to use reflection to analyze actions and decisions, supported by the cooperating teacher and the university supervisor, using the information to grow professionally.</td>
<td>The pre-service teacher is beginning to use reflection to analyze actions and decisions, supported by the cooperating teacher and the university supervisor. Reflections may result in minor refinements in learning and practice, and the seeking of professional growth.</td>
<td>Pre-service teacher reflections are primarily descriptive of what occurred and do not result in refinements in learning and practice or the seeking of opportunities for professional growth.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Advanced for Practicum Teaching</th>
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<th>Nearing Proficiency for Practicum Teaching</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The pre-service teacher takes advantage of opportunities to develop caring, professional, and productive relationships with school colleagues, parents, and educational partners in the school and larger community to support student learning and well-being, as appropriate to the practicum experience.</td>
<td>The pre-service teacher occasionally takes advantage of opportunities to develop caring, professional, and productive relationships with school colleagues, parents, and educational partners in the school and larger community to support student learning and well-being, as appropriate to the practicum experience.</td>
<td>The pre-service teacher occasionally takes advantage of opportunities to develop caring, professional, and productive relationships with school colleagues, parents, and educational partners.</td>
<td>The pre-service teacher confines his/her activities to the classroom and to interactions with the cooperating teacher.</td>
</tr>
</tbody>
</table>
MoSTEP Standard 10 continued:

| The pre-service teacher actively seeks knowledge of special services appropriate to the needs of the students. | The pre-service teacher, with encouragement from the co-operating teacher, seeks knowledge of special services appropriate to the needs of the students. | The pre-service teacher recognizes that special appropriate to the needs of students is available and may seek further knowledge about when and how to access the services. | The pre-service teacher shows no evidence of going beyond the classroom to connect with others to support student learning, including, but not limited to, knowledge of when and how to access specialized services. |

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

<table>
<thead>
<tr>
<th>Advanced for Practicum Teaching</th>
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<th>Nearing Proficiency for Practicum Teaching</th>
<th>Unsatisfactory for Practicum Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pre-service teacher actively pursues knowledge of the uses of current and emerging computer technologies relevant to the school setting.</td>
<td>The pre-service teacher is beginning to pursue knowledge of the uses of current and emerging computer technologies relevant to the school setting.</td>
<td>The pre-service teacher demonstrates a basic knowledge of the uses of current and emerging computer technologies relevant to the school setting.</td>
<td>The pre-service teacher demonstrates at most limited knowledge of computer technologies with little recognition of need to stay abreast of evolving technologies.</td>
</tr>
<tr>
<td>The pre-service teacher actively pursues those technologies specific to the content of the curriculum or the needs of the diverse learners in the class.</td>
<td>The pre-service teacher is beginning to pursue those technologies specific to the content of the curriculum or the needs of the diverse learners in the class.</td>
<td>The pre-service teacher demonstrates a basic knowledge of those technologies specific to the content of the curriculum or the needs of the diverse learners in the class.</td>
<td>The pre-service teacher plans and delivers learning opportunities that integrate computers into the classroom, but these opportunities employ a limited range of learning software and little beyond games, word-processing, presentation software, and computerized work sheets.</td>
</tr>
<tr>
<td>The pre-service teacher identifies, locates and explores suitable computer technology, often relying on the feedback of students to evaluate suitability. Resources that promote higher level thinking, which can be adapted to the diverse needs of students are consciously sought.</td>
<td>The pre-service teacher identifies, locates and explores suitable computer technology, relying only on self-evaluation of suitability. Resources that promote higher level thinking may be sought with the guidance of the co-operating teacher to identify resources that can adapt to the diverse needs of students.</td>
<td>The pre-service teacher identifies and locates some suitable computer technology, relying only on self-evaluation of suitability. Resources that promote higher level thinking may be sought with the guidance of the co-operating teacher to identify resources that can adapt to the diverse needs of students.</td>
<td>The pre-service teacher identifies and locates, computer/technology resources, but does not evaluate these critically with regard to developmental appropriateness, accuracy, or suitability to support local, state, or national standards. Facilitates technology-enhanced learning experiences limited to knowledge or basic-skills acquisition and communication.</td>
</tr>
</tbody>
</table>
MoSTEP Standard 11 continued:

<table>
<thead>
<tr>
<th>Advanced for Practicum Teaching</th>
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<th>Nearing Proficiency for Practicum Teaching</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The pre-service teacher explores the use of technology in assessing and managing data, with the support of the classroom teacher.</td>
<td>The pre-service teacher is beginning to explore the use of technology in assessing and managing data, with the support of the classroom teacher.</td>
<td>The pre-service teacher may use technology in assessing and managing data on student learning with the guidance of the co-operating teacher.</td>
<td>The pre-service teacher exhibits little or no use of technology resources in assessing and managing data on student learning. Technology used assesses only the recall/recognition of knowledge and basic skills.</td>
</tr>
<tr>
<td>The pre-service teacher explores the use of technology in professional development and communication with students and parents in order to nurture student learning, as appropriate to the setting.</td>
<td>The pre-service teacher is beginning to explore the use of technology in professional development and communication with students and parents in order to nurture student learning, as appropriate to the setting.</td>
<td>The pre-service teacher is beginning to explore the use of technology in professional development and communication with students and parents in order to nurture student learning, as appropriate to the setting with the guidance of the cooperating teacher.</td>
<td>The pre-service teacher reveals little or no evidence of the inclination or ability to use technology in professional development learning, and rarely reflects on professional practice using technology in support of student learning. Technology is used to communicate with peers but not with parents and the larger community.</td>
</tr>
<tr>
<td>The pre-service teacher models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources. Technology resources are distributed equitably. With the support of the classroom teacher, the pre-service teacher increasingly enables and empowers learners with diverse backgrounds, characteristics, and abilities.</td>
<td>The pre-service teacher models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources. Technology resources are typically applied equitably. The pre-service teacher attempts to enable and empower learners with diverse backgrounds, characteristics, and abilities.</td>
<td>The pre-service teacher occasionally models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources. Technology resources are usually applied equitably. With the support of the classroom teacher, the pre-service teacher may attempt to enable and empower learners with diverse backgrounds, characteristics, and abilities.</td>
<td>The pre-service teacher may model legal and ethical practice related to technology, information, and software resources, but does not teach this practice to students. Matters of copyright or fair acknowledgment of resources and materials taken from print or electronic sources may be disregarded. Some concern for the safe and healthy use of technology resources may be expressed. Does not use technology resources as a means to empowering learners with diverse backgrounds, characteristics, and abilities and does not overtly consider the issues of equitable access to technology resources for all students.</td>
</tr>
</tbody>
</table>
### Webster University School of Education Dispositions
#### Proficiencies and Rubric

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

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Nearing Proficiency</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pre-service teacher consistently demonstrates an understanding of self and the ways in which the teacher differs from others. The pre-service teacher is flexible in the classroom and open to learning both about teaching and the students. Reflection demonstrates the ability to apply what he/she has learned from the experience.</td>
<td>The pre-service teacher reflects an understanding of self and the ways in which the teacher differs from others. The pre-service teacher in the classroom setting is willing to be flexible and open to learning both about teaching and about the students. Reflection demonstrates that he/she has learned from the experience.</td>
<td>The pre-service teacher is beginning to reflect an understanding of self and the ways in which the teacher differs from others. The pre-service teacher is sometimes able to adapt and focus on opportunities to learn in the classroom. Reflection involves a specific description of events.</td>
<td>The pre-service teacher does not reflect an understanding of self and the ways in which the teacher differs from others. The pre-service teacher shows a lack of adaptability and does not focus on opportunities to learn in the classroom. Reflection involves a general description.</td>
</tr>
</tbody>
</table>

#### 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

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Nearing Proficiency</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pre-service teacher consistently interacts with others in a way that reflects an understanding of differences. The pre-service teacher consistently makes an effort to listen to and understand others. The pre-service teacher is sensitive to perceptions of fairness in dealing with students, families, and colleagues.</td>
<td>The pre-service teacher responds appropriately to the differences in others. The pre-service teacher makes an effort to listen to and understand others. The pre-service teacher is sensitive to perceptions of fairness in dealing with students, families, and colleagues.</td>
<td>The pre-service teacher is beginning to respond appropriately to the differences in others. The pre-service teacher is beginning to focus on the students and the school setting, to listen to others, to understand their point of view, and to respond fairly.</td>
<td>The pre-service teacher fails to respond to the differences in others. The pre-service teacher fails to focus on the students and the school setting, does not attempt to listen to others and to understand their point of view, and does not respond fairly.</td>
</tr>
</tbody>
</table>

#### 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

<table>
<thead>
<tr>
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<th>Proficient</th>
<th>Nearing Proficiency</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pre-service teacher consistently interacts with students, families and colleagues in a professional manner. The pre-service teacher makes wise decisions in the school setting, communicating and collaborating effectively in the process. The pre-service teacher works diligently in the classroom, constantly striving to provide the optimum setting for learning for each child.</td>
<td>The pre-service teacher demonstrates the professional behavior, communication and collaboration skills, and the work ethic necessary to make wise decisions and to provide the most effective learning setting.</td>
<td>The pre-service teacher is beginning to demonstrate the professional behavior, communication and collaboration skills, and the work ethic necessary to make wise decisions and to provide the most effective learning setting.</td>
<td>The pre-service teacher does not demonstrate the professional behavior, communication and collaboration skills, or the work ethic necessary to make wise decisions and provide the most effective learning setting.</td>
</tr>
</tbody>
</table>
SUMMATIVE SCORING AND EVALUATION PROCEDURES
For PRACTICUM SUPERVISORS

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

a. Complete practicum worksheets—except for the section on “Dispositions”—by reviewing MoSTEP definitions in handbook, and then assigning a rating on each of the standards. “Not observed” should only be used in rare situations.

b. Based on these scores, assign an overall score for each standard, using the range of 1-4. (NB: For practicum students, 3 is considered proficient) Transfer that evaluative information on each major standard to the Summative Evaluation form.

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

a. Unit plan—Using the scale of 1-4, give a “4” for “Advanced”, a “3” for “proficient”, a “2” for “Nearing Proficiency”, and “1” for “Unsatisfactory”. Then arrive at a percentage score by:
   i. Adding the points earned for each section and dividing by 39 possible points (If you give any 4’s add one extra point for each 4 given) to obtain a score. (Use the description list of ratings on the “Unit Plan Scoring Guide” as a guide.).
   ii. Divide the sum total by whatever your score total is. The number which results is the percentage grade for the unit plan.
   iii. Transfer this score to Summative Evaluation form.

b. Lesson plan and presentation—Assigning this score should be based on meeting standards in MoSTEP 1-11 as explained in handbook (can use other optional forms, such as those found in the last section of the handbook to clarify scoring). Assign a 1-4 value to each of the MoSTEP standards. Arrive at a cumulative percentage, based on Webster’s scale of A-F, by:
   i. Adding total points earned in all 11 categories.
   ii. Dividing this total by 33. (If you give any 4’s, be sure to add one extra point for each 4 given.)
   iii. This percentage grade should be put on the Summative Evaluation score sheet.

c. Reflective essay and/or journal entries—Assessing this score is at the discretion of evaluator, but is based on achieving goals of MoSTEP standards 9 and 10 and on principles of good writing at the collegiate level. Arrive at a percentage, based on Webster’s scale of A-F.
   i. Transfer percentage score to Summative Evaluation form.

d. Dispositions (outlined on bottom of Practicum Evaluation sheet)—generate a percentage based on the score recorded for dispositions by:
   i. Adding the total points earned in all 3 categories.
   ii. Dividing this total by 3. (If you give any 4’s, add one point for each 4 given).
   iii. This is the percentage grade that should be put on the Summative Evaluation score sheet.
Step 3: Check that you have recorded all percentage grades to Summative Evaluation control sheet.

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

- **Pedagogical Components = 70% of overall final grade**
  - Unit Plan = 25%
  - Lesson Plan and presentation = 30%
  - Reflective Summary and/or journal entries = 15%
- **Dispositions = 30% of overall final grade**

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

**Sample:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit plan grade</td>
<td>0.25</td>
<td>22.50</td>
</tr>
<tr>
<td>Lesson plan and presentation</td>
<td>0.30</td>
<td>28.50</td>
</tr>
<tr>
<td>Reflective summary grade</td>
<td>0.15</td>
<td>14.25</td>
</tr>
<tr>
<td>Dispositions</td>
<td>0.30</td>
<td>27.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>92.25</td>
</tr>
</tbody>
</table>

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

Step 6: Turn in the Summative Evaluation Form to the Field Experience Office.
**PRACTICUM SUMMATIVE EVALUATION SHEET**

Student Name: ___________________________________

University Supervisor: _____________________________

Cooperating Teacher: ______________________________

School: __________________ Grade (and/or subject): ____________________

Semester of practicum experience: (e.g. F 12) ___________________________________

Date evaluation completed: _______ Signature of University Supervisor ________________________

<table>
<thead>
<tr>
<th>PEDAGOGICAL COMPONENTS</th>
<th>Raw Score</th>
<th>Multiplied by % of Grade</th>
<th>Total points weighted value</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Plan</td>
<td></td>
<td>X 25% (.25) =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflective Summary and/or journal entries</td>
<td></td>
<td>X 15% (.15) =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson Plan presentation &amp; Instructional effectiveness</td>
<td></td>
<td>X 40% (.30) =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DISPOSITIONS</td>
<td></td>
<td>X 20% (.30) =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL SCORE</td>
<td></td>
<td>100%</td>
<td>Final Grade in %</td>
<td></td>
</tr>
</tbody>
</table>

Grading Conversion Scale for supervisors

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

* N.B. If a score is .5 and above, round up to the next whole number. If the score is below .5, round down to the next whole number.
MoSPE (Missouri Standards for the Preparation of Educators) will replace MoSTEP in the future. The following document is informational only at this time, but these new standards will be used in schools to evaluate teachers.
Missouri Standards for the Preparation of Educators (MoSPE)

The Candidate Column - Missouri Teacher Standards & Quality Indicators

Standard #1 - Content knowledge aligned with appropriate instruction: The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make aspects of subject matter meaningful and engaging for students.

Quality Indicator 1 – Content Knowledge and Academic Language:
1C1 Demonstrates knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri.

Quality Indicator 2 – Student Engagement in Subject Matter:
1C2 Demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.

Quality Indicator 3 – Disciplinary Research and Inquiry Methodologies:
1C3 Understands how to engage students in the methods of inquiry and research in his or her respective discipline.

Quality Indicator 4 – Interdisciplinary Instruction:
1C4 Can create and implement interdisciplinary lessons that are aligned with standards.

Quality Indicator 5 – Diverse Social and Cultural Perspectives:
1C5 Demonstrates understanding of diverse cultural perspectives by creating and implementing lessons to introduce those perspectives, recognizing the potential for bias.

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

Quality Indicator 1 - Cognitive, Social, Emotional and Physical Development:
2C1 Knows and identifies child/adolescent developmental stages and can apply them to students.

Quality Indicators – Candidate Column – May 30, 2013 2

Quality Indicator 2- Student Goals:
2C2 Demonstrates knowledge on how to assist students in setting short- and long-term learning goals and self-reflect on their overall growth.

Quality Indicator 3 – Theory of Learning:
2C3 Applies knowledge of learning theory in all aspects of instructional design

Quality Indicator 4 – Differentiated Lesson Design:
2C4 Recognizes diversity and the impact it has on education.

Quality Indicator 5 - Prior Experiences, Learning Styles, Multiple Intelligences, Strengths and Needs:
2C5 Is able to plan lessons and learning activities to address a student’s prior experiences, multiple intelligences, strengths and needs in order to positively impact learning.

Quality Indicator 6 – Language, Culture, Family and Knowledge of Community Values:
2C6 Demonstrates an understanding that instruction should be connected to students’ prior experiences and family, culture, and community.

Standard #3 - Curriculum Implementation: The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Quality Indicator 1 – Implementation of Curriculum Standards:
3C1 Understands the components and organization of an effective curriculum, is able to create aligned learning experiences, can locate national and state standards, and is able to align them to learning outcomes.

Quality Indicator 2 – Lessons for Diverse Learners:
3C2 Understands how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives.

Quality Indicator 3 – Instructional Goals and Differentiated Instructional Strategies:
3C3 Knows and understands the concept of differentiated instruction and short- and long-term instructional goal planning to address student needs in meeting curriculum objectives.
**Standard #4** – Critical Thinking: The teacher uses a variety of instructional strategies and resources to encourage students’ development and critical thinking, problem-solving, and performance skills.

- **Quality Indicator 1** – Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking:
  4C1 Can demonstrate knowledge of researched-based models of critical thinking and problem-solving, including various types of instructional strategies, to support student engagement in higher level thinking skills.

- **Quality Indicator 2** – Appropriate Use of Instructional Resources to Enhance Student Learning:
  4C2 Demonstrates knowledge of current instructional resources to support complex thinking and technological skills.

- **Quality Indicator 3** – Cooperative, Small Group and Independent Learning:
  4C3 Can demonstrate knowledge of strategies for facilitating multiple configurations for student learning including cooperative, small group and independent learning.

**Standard #5** - Positive Classroom Environment: The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.

- **Quality Indicator 1** – Classroom Management, Motivation, and Engagement:
  5C1 Knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using this to promote student interest and learning.

- **Quality Indicator 2** – Management of Time, Space, Transitions, and Activities:
  5C2 Demonstrates competence in managing time, space, transitions, and activities to create an effective learning environment.

- **Quality Indicator 3** – Classroom, School, and Community Culture:
  5C3 Recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning.

**Standard #6** - Effective Communication: The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

- **Quality Indicator 1** – Verbal and Nonverbal Communication:
  6C1 Understands the importance of and develops the ability to use effective verbal and nonverbal communication techniques.

- **Quality Indicator 2** - Sensitivity to Culture, Gender, Intellectual and Physical Differences:
  6C2 Develops sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and in responses to student communications.

- **Quality Indicator 3** – Learner Expression in Speaking, Writing, and Other Media:
  6C3 Develops the ability to facilitate learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy.

- **Quality Indicator 4** – Technology and Media Communication Tools:
  6C4 Develops skills in using a variety of technology media communication tools.
Standard #7 – Student Assessment and Data Analysis: The teacher understands and uses formative and summative assessment strategies to assess the learner’s progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Quality Indicator 1 – Effective Use of Assessments:
7C1 Has knowledge of the development, use and analysis of formal and informal assessments.

Quality Indicator 2 – Assessment Data to Improve Learning:
7C2 Has knowledge of how data can be accessed, analyzed, and appropriately used to design instruction and improve learning activities.

Quality Indicator 3 – Student-Led Assessment Strategies:
7C3 Describes, explains and analyzes a variety of self and peer assessment strategies, understands the need to prepare students for the demands of particular assessment formats; can set their own learning goals; and is able to teach students to set learning goals.

Quality Indicator 4 – Effect of Instruction on Individual/Class Learning:
7C4 Develops a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions and using higher order questioning. The candidate uses analysis of the data to determine the effect of class instruction on individual and whole class learning.

Quality Indicator 5 – Communication of Student Progress and Maintaining Records:
7C5 Can explain ethical and legal implications of confidentiality of student records and can describe and analyze strategies to communicate student progress to students, families, colleagues and administrators.

Quality Indicator 6 – Collaborative Data Analysis:
7C6 Demonstrates a capacity to engage in a collaborative classroom/department/school data analysis process.

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

Quality Indicators 1 – Self-Assessment and Improvement:
8C1 Understands strategies for reflecting on teaching practices to refine their own instructional process in order to promote the growth and learning of students.

Quality Indicator 2 – Professional Learning:
8C2 Identifies and understands the use of an array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities for improving student learning.

Quality Indicator 3 – Professional Rights, Responsibilities, and Ethical Practices:
8C3 Is knowledgeable of and demonstrates professional, ethical behavior and is aware of the influence of district policies and school procedures on classroom structure.

Standard #9 – Professional Collaboration: The teacher has effective working relationships with students, families, school colleagues and community members.

Quality Indicator 1 – Induction and Collegial Activities:
9C1 Understands the importance of collegial activities in building a shared mission, vision, values and goals, participates in collaborative curriculum and staff development meetings and demonstrates the ability to collaborate with his/her cooperating teacher and supervisor to establish relationships in the school, district and community.

Quality Indicator 2 – Collaborating to Meet Student Needs:
9C2 Understands school-based systems designed to address the individual needs of students by working with the cooperating teacher/supervisor to engage with the larger professional community across the system to identify and provide needed services to support individual learners.

Quality Indicators 3 – Cooperative Partnerships in Support of Student Learning:
9C3 Recognizes the importance of developing relationships and cooperative partnerships with students, families and community members to support students’ learning and well-being.
Section VII: Optional Assessment Guides

Student Concern Form
Field Experience Observation Log
Observation Form
Teaching Methods Scoring Guide
Webster University - Field Experiences
Student Concern Form

Student Name: __________________________ Date: ____________
Student ID: ______________________________

Any supervisor or cooperating teacher should use this form to report concerns about a student’s skills and/or professional dispositions. The form should only be used in reference to a serious concern about skills and/or professional behaviors that could impede the student from fulfilling his/her ethical and professional commitments to the profession.

Please complete this form and send with appropriate comments to: Jan Willcox, Director of Apprentice Teaching and Field Experience, 470 E. Lockwood, St. Louis, MO 63119 or janicewillcox05@webster.edu.

I. General Concerns

_____ Poor time management skills
_____ Attendance/Tardiness
_____ Poor performance in classroom
_____ Lack of honesty (intellectual or personal)
_____ Does not have materials prepared on time for supervisor/cooperating teacher

_____ Skill deficiency in reading
_____ Skill deficiency in writing
_____ Skill deficiency in analyzing skills
_____ Sudden change either academically or emotionally

_____ Other

Comments:

II. Dispositions

_____ Concern related to Disposition 1: Understanding of and respect for self:
1.1 Self knowledge
1.2 Openness to change
1.3 Intellectual curiosity
1.4 Professional reflection

_____ Concern related to Disposition 2: Understanding of and respect for others:
2.1 Exhibition of empathy
2.2 Commitment to fairness and honesty
2.3 Respect for other points of view

_____ Concern related to Disposition 3: Understanding of and respect for professional cultures:
3.1 Professional dress, professional behavior, academic honesty
3.2 Informed decision making
3.3 Communication and collaboration
3.4 Acceptance of academic rigor
3.5 Willingness to effect change with courage and confidence

Comments:
III. Summary or Additional Comments
(Please add any information you think would be helpful, such as background, special circumstances, special needs, issues at the school, etc.)

IV. Remediation Plan, if applicable

Student ________________________________________________________________

School Placement and Grade Level/Subject Area_______________________________

Cooperating Teacher________________________________________________________

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

Field Experience Observation Log

Student __________________________________________ Date ____________________________________

School/Class _____________________________________ Observer __________________________________

Activity Observed ____________________________________________________

<table>
<thead>
<tr>
<th>Lesson Planning and Instruction</th>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was the objective of the lesson plan clearly delineated, either verbally or in writing?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Did the teacher relate the objective to previous learning?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Was the teacher prepared to teach the lesson?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Did the teacher use logical step-by-step procedures to accomplish the objective? (task analysis; review of prerequisite skills)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Did the teacher plan and teach in a manner that provides for individual differences in the abilities, learning styles, cultural experiences of the students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Did the teaching methods creatively and effectively match the needs of the learners to requirements of the learning tasks?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Did the teacher incorporate evaluation into the lesson?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Was the teacher prepared to modify instruction and materials based on the evaluation of student progress?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Was appropriate feedback provided to the students?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. Was the lesson planned with transfer and generalization of new learning in mind?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. Were practice activities incorporated into the lesson?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. To what degree did students participate in the lesson?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. To what degree were students interested in the lesson and activities?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14. Did the teacher use instructional time effectively?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15. Did the teacher organize and monitor instructional groups efficiently and effectively according to the learning styles and abilities of the students?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16. Was the lesson appropriately paced?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:
### Classroom Management and Organization

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was the teacher consistent, fair, and firm in dealing with classroom behavior?</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Did the teacher create a safe, positive, and supportive learning environment for all students?</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Did the teacher use sound behavior management skills in a positive manner to establish appropriate behavior?</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Did the teacher anticipate problems before they developed?</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Did the teacher promote problem-solving strategies that encourage independence and self-direction on the part of the students?</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Did the teacher effectively direct the activities of the teacher aide in organizing the learning environment?</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Did the physical surroundings meet the needs of the activities?</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Did the teacher plan and organize the daily schedule and routine, including transition times, in an effective manner?</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### Interpersonal Relations

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the teacher foster respect in students for themselves and others?</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Does the teacher use and encourage appropriate communication skills with students and other professionals?</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Was rapport established between the teacher and students?</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Was rapport established between the teacher and other professionals or paraprofessionals in the school?</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### Professional Development

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did the teacher conduct her/himself in a professional manner?</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Does the teacher conduct her/himself according to the ethical code of the profession?</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Does the teacher have good work habits?</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Comments:**
### Observation Form for Productive Teaching Practice


Observer __________________________________________________ Date ____________________________
Instructor __________________________________________________
Beginning Time _______________________________ Ending Time ____________________________

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

#### Step 1: Introducing the Lesson
- Presents brief overview of new concepts
- Relates new concepts to previous learning
- Alerts students to key questions that need to be answered
- Identifies specific objectives
- Conveys benefits of lesson
- Presents schedule of activities
- Clarifies expectations
- Establishes behavioral norms
- Uses pretests, if necessary

#### Step 2: Presenting the Lesson
- Proceeds in small steps at rapid pace
- Demonstrates or models appropriate behavior
- Signals transition between main points or key ideas
- Maintains eye contact
- Uses correct grammar - avoids jargon
- Speaks with expression and uses a variety of vocal tones
- Uses concrete and everyday examples
- Shows nonexamples
- Uses a variety of learning modalities
- Encourages students to paraphrase, summarize or relate new information to existing knowledge
- Asks higher-order, challenging questions
- Suggests how new information could be applied to problem solving
- Models organizational learning strategies of outlining or creating a hierarchy
- Demonstrates and encourages a variety of learning strategies
- Demonstrates and encourages students to check their own comprehension
- Encourages students to self-praise
- Summarizes key concepts

#### Step 3: Student Participation
- Sets high standards
- Sets schedule of activities and identifies needed resources
- Uses a variety of activities including group exercises, demonstrations, debates, field experiences, and boardwork
- Redirects student questions back to group
- Uses a variety of comprehension checks to ensure that all students understand
- Discourages inappropriate behaviors
- Engages all students -- for example, reminds silent students to participate
- Encourages peer interaction and cooperation
- Identifies and praises significant accomplishments

#### Step 4: Corrective Feedback
- Reviews content when necessary
- Reteaches when necessary
- Provides appropriate homework and explains assignments fully
- Provides accurate and rapid feedback on homework assignments
- Tests frequently using a variety of evaluation strategies, particularly alternative assessments that include peer or self-assessment
### Webster University

**Teaching Methods Scoring Guide for Field Experiences**

**Student Name ___________________**

**Evaluator _______________________**

**Date ______________________**

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

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation lacks clarity, focus, little or no understanding of</td>
<td>Presentation lacks clarity, but shows some understanding of concepts</td>
<td>Presentation is clear and focused Presentation shows in-depth</td>
</tr>
<tr>
<td>concept and methodology</td>
<td>and methodology</td>
<td>understanding of concepts and methodology</td>
</tr>
<tr>
<td>Shows little evidence of oral or written preparation and/or</td>
<td>Presentation lacks some organization. Presenter could have been</td>
<td>Presentation is well organized and prepared</td>
</tr>
<tr>
<td>organization</td>
<td>been better prepared</td>
<td></td>
</tr>
<tr>
<td>Display of information is generally unclear</td>
<td>Display of information is generally clear</td>
<td>Information presented in modeling of concept(s) is done with clarity</td>
</tr>
<tr>
<td>Presenter often lacks mobility and/or eye contact with students</td>
<td>Presenter shows fairly consistent use of eye contact and is often</td>
<td>Eye contact and mobility used effectively</td>
</tr>
<tr>
<td>Presenter lacks oral skills to make the lesson enthusiastic and keep</td>
<td>mobile</td>
<td></td>
</tr>
<tr>
<td>students’ attention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presenter frequently uses inappropriate grammar</td>
<td>Presenter occasionally uses inappropriate grammar</td>
<td>Presenter is enthusiastic and portrays that enthusiasm to the audience</td>
</tr>
<tr>
<td>No critical-thinking questions were asked</td>
<td>Some critical-thinking questions</td>
<td></td>
</tr>
<tr>
<td>Feedback is seldom given or negatively given</td>
<td>Feedback is given; may not always be positive</td>
<td></td>
</tr>
<tr>
<td>Checking for understanding did not occur or was used ineffectively</td>
<td>Occasionally checks for understanding</td>
<td></td>
</tr>
<tr>
<td>Presentation inappropriate to meet the needs and developmental age of</td>
<td>Presentation was somewhat appropriate to meet the needs and</td>
<td></td>
</tr>
<tr>
<td>students</td>
<td>developmental age of students</td>
<td></td>
</tr>
<tr>
<td>Does not mention the purpose or connection to real life</td>
<td>May mention application to real life/set purpose</td>
<td></td>
</tr>
<tr>
<td>Presenter’s attitude and/or appearance was not conducive to student</td>
<td>Presenter is reasonably attired, but could be more professional</td>
<td></td>
</tr>
<tr>
<td>learning</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>