

Student Teaching Handbook



Missouri Baptist University

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Forward

Dear Student Teacher Candidate,

This handbook purposefully accompanies exciting and culminating landmarks within your teaching endeavors! Importantly, the MBU School of Teacher Education faculty created the document to enhance your journey from pre-service observer through the intense challenges you encounter as pre-teaching practice (field experience) to the ardent achievement you accomplish with fulfillment of student teaching.

We sincerely congratulate your progress and envision the minute-by-minute effort applied to each lesson's 'reflective' closure. All 'degree-seeking' classes converge as you combine scholarship, integrity, caring, flexibility, and determination in order to switch from 'learning the teacher' (as you completed each course) to 'teaching the learner' as you instruct each child. Wow!

The success of your instruction also results from your practiced 'professional enjoyment' of every teaching opportunity. These numerous opportunities happen with the 'teacher personality' you continuously display. Enthusiastic greetings, genuine smiles, sincere praise, affective listening, a mature 'posture', credible expectations, and empathy with dignity begin to establish the exchange of trust and mutual respect needed for your classroom's climate and each student's daily progress.

At the first suitable circumstance, your initial- and continued- involvement in a component of each student's learning experience and activity confirms your intention to discover how that individual eagerly grasps what you intend to teach. This involvement confirms your regard for uniqueness and diversity.

As each day concludes, remember (Yes! Each day concludes!) to dedicate renewed 'exit enthusiasm' to positive remarks that affirm knowledge learned, skill acquired, great 'effort' observed. Include comments that regard 'student as learner' and 'teacher as learner' (you!). Students then leave your classroom, go home, and inform a parent that they want to come to school.

Now, in reality, at this stage of your journey to become a certified teacher, you follow the lead of an experienced Cooperating Teacher. That wise professional shares strategies for success. Thus, a critical task of those important first days becomes the observation and written record of those pedagogical, subtle, and overt techniques used to create a classroom climate of learning. Yes, write about them in a journal.

In summary,

1. You truly display care because you learn each student's interests, needs, and strengths.
2. You arrive prepared, even from the first day, to teach students.
3. You model the importance of continuous learning by sharing your interests with students (i.e., a book you read, an application you acquired, a game you enjoy).
4. As soon as possible, you create a respectful, trusting, and 'safe haven' for learning and welcome appropriate interaction and personal expression.

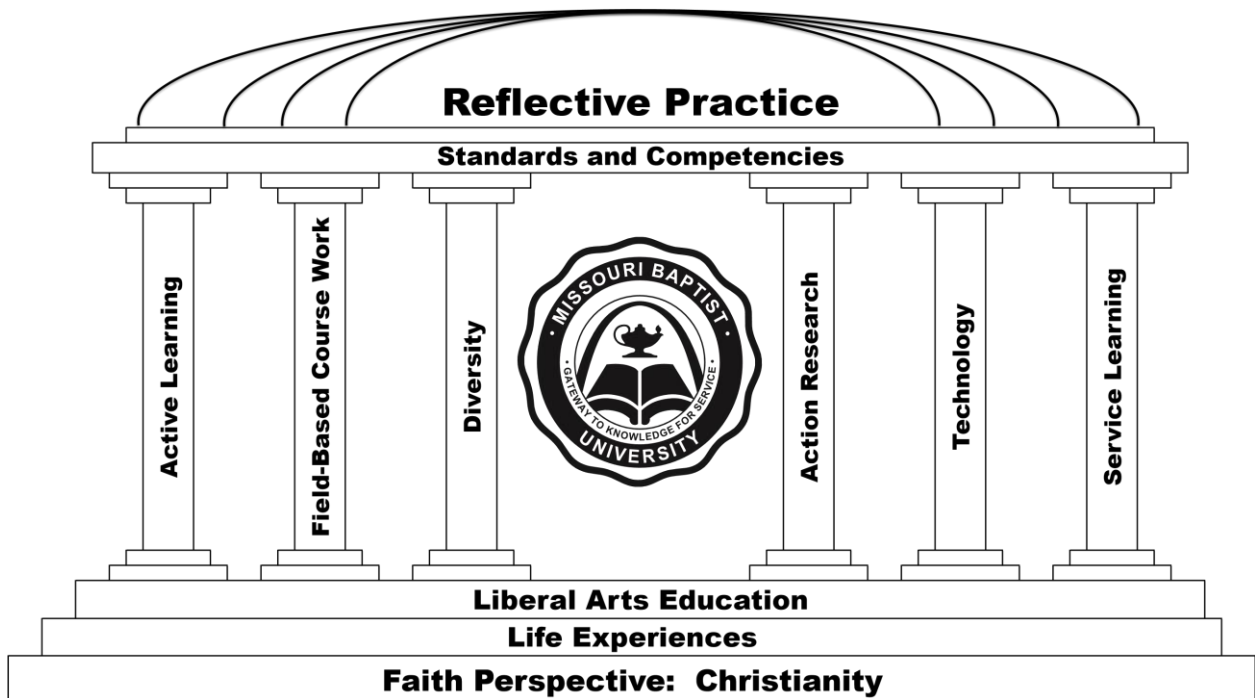
In Christ,

Missouri Baptist University School of Teacher Education Faculty

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Statement of Mission and Purpose

The School of Teacher Education at Missouri Baptist University seeks to develop reflective, problem-solving, professional educators of excellence from a Christian perspective; to enhance the lives of students in the classroom intellectually, spiritually, physically, and socially; and to significantly influence students through the demonstrated integration of Christian faith and learning in the classroom, so that they may become positive change agents in a globally and culturally diverse society.

This means more than simply valuing human diversity; it includes an imperative to promote equity and social justice and to intentionally prepare candidates to develop the knowledge bases, interpersonal skills, and dispositions for serving diverse populations. Preparing candidates to become agents of social change is consistent with the Christian perspective and is reflected not only in the classroom, but also in field experiences in diverse settings. Based on its mission, the unit has undertaken the task of ensuring each candidate has experiences in schools with students from varied socioeconomic backgrounds, varied racial and ethnic groups, English language learners, and exceptional learners.

The following nine standards serve as the guiding principles by which MBU's educator preparation programs are measured:

Missouri Baptist University prepares licensure candidates who:

1. Consistently demonstrate the content, pedagogical, and pedagogical content knowledge necessary to facilitate learning for all students, and to demonstrate the knowledge, skills, competencies, and dispositions defined as appropriate to their area of responsibility.
2. Analyze and reflect on their practice using a variety of assessment strategies, including action research, and are committed to continued professional development.
3. Observe and practice solutions to problems of practice in diverse clinical settings and with diverse PK-Grade 12 student populations.
4. Use their self-awareness and knowledge of diversity to create learning environments that support their belief that through active hands-and-mind-on learning, all students can learn challenging curricula.
5. Demonstrate and promote the strategic use of technology to enhance learning and professional practice.

6. Support schools, students, and community through leadership, service, and personal involvement.
7. Develop effective and supportive relationships that enhance communication among students, parents, and colleagues to facilitate learning.
8. Exhibit empathy for and sensitivity to students and colleagues.
9. Actively practice the profession's ethical standards.

Drawing from a rich combination of broad-based experiences and academic preparation, the professional education faculty seeks to facilitate in each student:

1. The development of an educational posture which is child-centered, experientially and authentically based, and consistent with a Christian perspective;
2. The enhanced awareness of Christian moral and ethical responsibilities relative to education in a diverse and changing society;
3. The development of critical thinking and effective problem-solving skills through a variety of traditional technologically-based experiences;
4. The application of experiential and research-based theories into the pedagogical process.

This program fosters in students a reflective and problem-solving heuristic (model) so that Missouri Baptist University graduates are able to make informed decisions as professional educators.

The program consists of a planned integrated system (pattern) of coursework and authentic learning (field) experiences designed to enable the student to acquire a strong knowledge base and core of subject competencies, as well as to develop constructive social and personal attitudes to serve as a reflective professional in the education field. To that end, all students seeking state certification within the School of Teacher Education at Missouri Baptist University are expected to know and to be able to demonstrate their competency.

Those seeking initial certification to teach must demonstrate their competency in the nine (9) Missouri Teacher Standards as adopted by the Missouri State Board of Education.

1. Content Knowledge Aligned with Appropriate Instruction
2. Student Learning, Growth and Development
3. Curriculum Implementation
4. Critical Thinking
5. Positive Classroom Environment
6. Effective Communication
7. Student Assessment and Data Analysis
8. Professionalism
9. Professional Collaboration

Those seeking initial certification as a Library Media Specialist must demonstrate their competency in the seven (7) Missouri Standards for School Librarians as adopted by the Missouri State Board of Education.

1. Teaching for Learning
2. Reading and Literacy
3. Information and Knowledge
4. Leadership and Advocacy
5. Program Management and Administration
6. Technology Integration
7. Professional Development

MISSOURI BAPTIST UNIVERSITY'S COMMITMENT TO DIVERSITY

Missouri Baptist University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person. Missouri Baptist University affirms that an important part of the integration of faith and learning is the recognition that all people are created in the image of God and worthy of respect and dignity. We seek to ensure that all students have full access to the educational, social, and spiritual growth opportunities that the University provides to ensure that students understand and appreciate one of the University's core values, which is "social change through service and leadership."

Through its curricula and classroom experiences, the university seeks to develop and nurture diversity because it strengthens the organization, promotes creative problem solving, and enriches us all.

The goal is to present materials and activities that are respectful of diverse groups including, but not limited to, race, gender, color, national or ethnic origin, age, qualified disability, military service, learning differences, socioeconomic status, or genetic information.

Central Purpose of Missouri Baptist University

“Be diligent to present yourself approved to God, a worker who does not need to be ashamed, rightly dividing the word of truth.” II Timothy 2:15

Central to Missouri Baptist University is its commitment to Christian (Biblical) principles to the glory of God and service to the community. Missouri Baptist University is an institution that acknowledges that the pursuit of excellence in its teaching, research, and quest for understanding God’s creation builds a foundation for academic success and life-long learning.

Missouri Baptist University is an evangelical Christian, liberal arts institution of higher learning whose purpose is to offer programs of study leading to professional certificates, undergraduate degrees, and graduate degrees in an environment of academic excellence from a Biblically-based Christian perspective. The University is committed to enriching students’ lives spiritually, intellectually, and professionally, and to preparing students to serve in a global and culturally diverse society.

The University seeks to prepare students who are motivated by ideals of service for effective performance in careers that are appropriate to the Christian commitment of the University. The University is open to all qualified students, regardless of race, gender, national origin, religion, age, or qualified disability.

Faculty and students work together toward the following purposes:

1. To develop a personal philosophy of life and an ethical and spiritual commitment which is based upon an awareness of alternatives and which is examined in the light of Biblical revelation.
2. To grow in an understanding of themselves, as well as others, and to cultivate an ability to employ this knowledge for self-development, for mental and physical health, and for social and family relationships.
3. To prepare for living in harmony with the physical environment by becoming aware of its basic principles, and of the means for intelligent use and conservation of its resources.
4. To develop effectiveness in the use and understanding of communication, both spoken and written, employing analytical and logical thinking in the process.
5. To become contributors to society in a manner consistent with Christian principles, participating responsibly in church, school, community, and world affairs, employing insights derived from a broad range of studies.
6. To grow in understanding, appreciation, and enjoyment of literature and the arts, and to become participants in creative and aesthetic activities in the community.
7. To prepare for continuing study by becoming acquainted with electronic technology resources and methods of scholarly research.



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A Word on the Importance of Personal Reflection

As you are discovering, there are many facets to the education program. You have your regular Missouri Baptist University course work (including reading assignments, class projects, case studies and other assignments), field experiences, MoGEA and MoCA, and finally, student teaching. Too often, in the busyness of it all, the time to think and reflect is lost. The art of reflection is one to cultivate because without this skill the depth of understanding into teaching can be superficial.

Instead, as you learn to take in the data right in front of you, your observations of your Cooperating Teacher (even your university professors) and the students in your classroom, and the everyday routines of the school day, you will automatically tie them into theories of learning as you analyze what has happened. This is where growth takes place, as you think through the day, make adjustments for improvement, and note what was powerful in your teaching.

- Are the relationships I have with my students helping or hindering their ability to learn?
- Was my demeanor and attitude towards my class today effective for student teaching?
- Are my students excited about coming to my class today?
- Do my assessments really reflect learning, or merely task completion or memorization skills?
- What new strategies have I tried lately that might benefit a student I am struggling with?
- What do I do when students are not learning in my classroom?
- What happens when I finish my lesson so early, I still have a lot of time left?
- What do I do with a disruptive student?

Well, the questions just go on and on and the answers are found through the actual teaching act. From the time you meet the first student until the end of the first day, you will have already mentally reflected on what went well and what did not. In essence, this is reflection. The valuable part is to write down your thoughts on what happened. Then analyze what went well and why. Likewise, analyze what did not go as well as you would have liked it to go and make plans for improvement (utilize the expertise of your Cooperating Teacher and others in the field). These active thinking acts are reflections.

Student Teaching Information Links

Looking for	Go to link below
Requirements for Student Teachers, Cooperating Teachers, and University Supervisors	https://s38598.pcdn.co/wp-content/uploads/2014/07/Requirements-for-Student-Teachers-Cooperating-Teachers-University-Supervisors-Updated-July-2023.pdf
SMSTA Membership Application	https://www.msta.org/Join-MSTA
Fingerprints & Background Information	<ul style="list-style-type: none"> • https://dese.mo.gov/educator-quality/certification/fingerprinting-background-check • https://health.mo.gov/safety/fcsr/
Field Experience and Student Teacher Placement Practices	https://s38598.pcdn.co/wp-content/uploads/2014/07/8FIELD1.DOC.pdf
Substitute Teacher Certification	https://dese.mo.gov/educator-quality/certification/substitute-teachers
Missouri Content Assessments	<ul style="list-style-type: none"> • https://s38598.pcdn.co/wp-content/uploads/2014/07/MoCA-2023-2024-for-Website.pdf • https://s38598.pcdn.co/wp-content/uploads/2014/07/MoCA-Test-Prep-2023-07-17.pdf • https://www.mo.nesinc.com/
Missouri Learning Standards	<ul style="list-style-type: none"> • https://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards • https://dese.mo.gov/show-me-standards • https://dese.mo.gov/early-learning/preschool/early-readiness/missouri-early-learning-standards
Missouri Teacher Standards	https://dese.mo.gov/educator-quality/educator-effectiveness/educator-standards/teacher-standards
Missouri Standards for School Librarians	<ul style="list-style-type: none"> • https://dese.mo.gov/media/pdf/oeq-ed-librarianstandards • https://dese.mo.gov/media/pdf/oeq-ed-librarianstandardscont
Assessments	https://dese.mo.gov/educator-quality/certification/mega-assessments
Beginning Teacher Development	https://dese.mo.gov/educator-quality/educator-development/missouri-teacher-development-system

FIELD EXPERIENCE AND STUDENT TEACHER PLACEMENT PRACTICES

The Missouri Baptist University School of Teacher Education is proud to be accredited by the Council for Accreditation of Educator Preparation (CAEP) and the Missouri Department of Elementary and Secondary Education (DESE). In order to maintain these accreditations, which are beneficial to our students, MBU must maintain consistent practices with regard to placement of student teachers. Students requesting field experience and student teacher placements through MBU are hereby advised of the following field experience and student teacher placement practices. Your understanding of and adherence to these practices will enhance the placement process for students, school districts, and the Teacher Education Office staff responsible for securing the placements.

1. Preparation for Student Teaching begins long before students ever reach the “student teaching” semester. Students should be aware that school district administrators carefully review students’ transcripts and philosophies of education as part of the placement process. A few school districts now have a minimum GPA requirement of 3.0-3.5 for student teaching candidates. Students’ requests for student teacher placement have been denied as a result of even just a few D’s and F’s on their transcripts, even when those courses were repeated and/or if they did not apply to the students’ education major. Students are highly encouraged to be responsible for maintaining academic excellence in all coursework. This is especially important for professional education, field experience, and major content area requirements (for K-12, middle, or secondary majors), as a cumulative 3.000 GPA in professional education courses and in content area courses is required for certification.
2. Missouri Baptist University strongly believes that the student teaching experience is vital to the student’s authentic preparation for professional practice; therefore, students must be able to commit to student teaching for an entire school day, Monday-Friday, for a full semester. ***Students seeking certification in a single content area will complete one full semester teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach twelve weeks at one level or content area and four weeks at the other level or content area as approved by the Dean of Education or Director of Field Experiences.*** In addition, students under catalogs prior to 2022-2023 are expected to attend Student Teaching Seminar concurrently in the semester in which they will be student teaching or completing CPL Student Teaching MEES Evaluation. Students are NOT excused from Student Teaching Seminar due to contractual obligations with a school district or due to work schedules. Student Teaching Seminar is also NOT offered via “directed study.” Therefore, students should not request permission to meet with the instructor individually at an alternate time. Students with contractual obligations in a school district will need to either make arrangements with the school district to leave early, if necessary, on class dates, or may need to consider taking the class at a location that offers the class at a later time during the day. Students under the 2022-2023 catalog and subsequent editions will be enrolled online in EDTR 413/513 The Trauma Informed Classroom concurrently with student teaching or CPL Student Teaching MEES Evaluation. All students are also expected to attend the Student Teaching Professional Development Days.
3. Students must be fully admitted to the Teacher Education Program [including submitting and having approval for all required documents for the Teacher Education Admission Packet, passing scores on all sections of the required general education assessment (undergraduate degree-seeking students only), 3.00 GPA in professional education and content areas (or higher for those districts which require a higher GPA for student teacher placement), both interviews completed, and all probationary statuses from interviews cleared] **by April 1 for Fall placements and by November 1 for Spring placements.** Failure to be fully approved for student teaching by these dates will result in the student’s application for student teaching being moved to the following semester, which may delay the student’s graduation date, and/or eligibility for teacher certification. These deadlines are crucial to give the Teacher Education Office staff appropriate time to request and confirm student teacher placements for students. For optimal placements, students are encouraged to complete all requirements to be approved for student teaching as early as possible in the semester prior to student teaching, as many districts reach their capacity for student teacher requests by mid-semester. [Certain districts and/or schools (including Festus R-VI, Parkway, Ritenour, and Hillsboro Primary) have established specific deadline dates for applications. Students should consult the School Districts That Require Additional Information for Student Teaching Placement for more information.] **Please be aware that GPA requirements have changed. Students must have an overall cumulative GPA of 2.00 as well as a content area GPA of 3.00 and a professional education GPA of 3.00 for middle, secondary, or K-12 content areas or a 3.00 program GPA for early childhood, elementary, or special education (with no grades below a “C”) in order to be fully admitted and placed for student teaching. Students admitted under the previous 2.5 GPA requirement who did not complete certification requirements prior to 8/1/2017 will be held to the new, higher GPA standard.**

4. Students must complete Teaching Field Experience I and Teaching Field Experience II in two different districts. Early Childhood Stand-Alone candidates must complete one Field Experience in grades Pre-K/K and one Field Experience in grades 1-3. Elementary Education candidates must complete one Field Experience in grades 1-3 and one Field Experience in grades 4-6. Students seeking certification in both Early Childhood and Elementary Education should complete one Field Experience in Pre-K/K OR grades 1-3 and one Field Experience in grades 4-6. Those seeking K-12 or dual certification should complete Field Experiences in Elementary and Middle/Secondary for K-12 certification or in appropriate grade levels/subjects for each area of dual certification. Students enrolled in EDCL 211 Teaching Field Experience I must be concurrently enrolled in EDUC 210 Teaching Field Experience I Seminar. Students enrolled in EDCL 411/511 Teaching Field Experience II must be concurrently enrolled in EDUC 410/510 Teaching Field Experience II Seminar. Successful completion of both seminar courses with a final grade of CR is required for degree completion and/or satisfaction of certification requirements. Candidates who transfer in a course equivalent to EDCL 211 Teaching Field Experience I will be required to enroll in EDCL 220 Transfer Field Experience concurrently with EDUC 201 Professional Growth and Folio Development I. Students may be exempt from EDCL 220 if they can produce documentation of a MEES evaluation or other cooperating teacher or university supervisor evaluation of a lesson or lessons they taught during their field experience course.
5. Students who will complete the traditional Field Experience II and student teaching must complete their student teaching in a district different from their Field Experience I and II placements. Students will be placed in the most highly diverse settings possible within MBU's geographic service area and should carefully plan Field Experience and Student Teaching assignments accordingly. Students will not be permitted to complete all of their Field Experience/ Student Teaching in the same district due to their children's enrollment in that district or non-academic contractual employment in that district (such as coaching, before or afterschool employment, bus driving duties, etc.). Students should consider these obligations and make preparations as needed well in advance of applying for student teaching, so that they are prepared for the various "life" adjustments that may be required during their student teaching experience. Students may ONLY complete all of their student teaching in the same district if they are employed by the district as a paraprofessional or on a Temporary Authorization or Provisional Certificate. In these cases, the student will be responsible for demonstrating sufficient experiences working with diverse populations. In rare cases, the Education Office may approve a student to complete his/her student teaching in the same district and/or same classroom ONLY if all other attempts to place the student elsewhere have failed. In such cases, the Teacher Education Office will first examine the diverse experiences the student has already accumulated to determine if the student has had sufficient opportunities to work with diverse populations. Therefore, it is vital that students carefully plan all field experiences prior to student teaching, both formal (Teaching Field Experience I and II) and informal (those field experiences embedded in another course), to include diverse populations so that alternative accommodations can be considered, if necessary, during student teaching.
6. Placement requests will be submitted to only ONE district at a time. Students should be aware that a verbal "approval" from a potential cooperating teacher for placement does not guarantee official approval of the placement from the principal or district central office. The Teacher Education Office is responsible for contacting the appropriate district personnel in writing to officially request student teacher placements. Due to the busy schedules of school administrators who partner with Missouri Baptist University in student teacher placements, it can take a MINIMUM of three to four weeks to confirm a single placement. If a district is not able to place a student teacher, the process begins all over again with a new district, thereby once again, extending the time it may take to confirm a placement. Students will be notified via email and/or regular mail when a placement has been confirmed. Once students have been informed of their confirmed placement(s), they are expected to contact the cooperating teacher(s) and building principal(s) as soon as possible, well in advance of the start date, to get acquainted and to begin making any preparations (at the cooperating teacher's discretion) for the student teaching experience.
7. Once the Teacher Education Office has submitted a student teaching request to a district, requests from students to make a change to their placement may not be considered until/unless the original district indicates that they are not able to accommodate the request. Once a placement is confirmed, requests from students to make a change to their placement will not be considered, except in very rare circumstances, which will be reviewed on a case-by-case basis. If students encounter unforeseen circumstances which they believe will prevent them from fulfilling their student teaching in the district assigned, they have the option to choose to withdraw from student teaching. However, that does not constitute a necessity for the School of Teacher Education to reassign the student to another district in that same semester. Voluntary, self-imposed withdrawal or dismissal by the school district from a student teaching placement may result in the student's forfeiture of eligibility to complete student teaching in that semester, and may require that the student reapply for student teaching in a subsequent semester, if more adequate time is needed to devote to securing a new placement for the student. All requests for reassignment must be discussed in person with the Director of Field Experiences before any further action regarding reassignment will be taken. Please note that proximity of the placement to the student's home/daycare provider is NOT considered a valid reason for withdrawal from a confirmed placement. While the Teacher Education Office staff will make

every effort to place students as close to their residences/daycare facilities/children's schools as possible, due to shortages in districts with available openings for student teachers, it is not always possible to place students in neighboring school districts. Students should be prepared to travel up to 30-45 minutes to and from student teaching.

8. All students are REQUIRED to attend Student Teaching Orientation held on the Main Campus (usually late July/early August for Fall semester student teachers and the week of Fall semester final exams in December for Spring semester student teachers) prior to beginning their student teaching. Letters are mailed to students approximately one month prior to the Student Teaching Orientation date informing students of the date, time, and location of the meeting. Students who cannot attend the established orientation, should notify the Director of Field Experiences as soon as possible and will be required to attend a make-up orientation, scheduled by the Director of Field Experiences, before they may begin student teaching. Failure to attend the initial orientation meeting may result in the student having to delay the start date of his/her student teaching; therefore, extending the ending date (which may occur after the semester officially concludes and/or graduation).

Missouri Baptist University is committed to providing pre-service students with a quality student teaching experience and desires to make the placement process as smooth as possible for all parties involved. Please understand that we strive to maintain positive relationships with the partnering school districts and value their time, effort, and hospitality involved in this process as well. It is only through their cooperation that field experience and student teaching placements are possible. These practices are as much to respect the school districts' needs for timely requests and quality candidates as they are to accommodate the needs of our students. If you should have any questions regarding field experiences, student teaching, and/or the placement process, please feel free to contact the Director of Field Experiences. We desire for all of our student teachers to be successful, and that begins with mutual collaboration in the placement process to ensure quality placements for all of our students.

School of Teacher Education Spartan Academy

Early Childhood, Elementary, Middle School, Secondary, and K-12 teacher certification candidates may apply to complete Field Experience II and Student Teaching in a Missouri Baptist University partner school. Students who are accepted for the SOTE Spartan Academy program will agree to the following:

- Forego the traditional Missouri Baptist University academic calendar and follow the district school calendar for both semesters.
- Attend the regular school day for the two required days during the Field II experience, spending time in various classrooms at the site.
- Attend the co-requisite seminar course for Field Experience II at the school site.
- Attend the regular school day five days a week during the student teaching semester.
- Will have opportunities to participate in school and district-based professional learning, participate in grade level and data team meetings, attend parent teacher conferences and Individual Education Plan meetings, and substitute for the school/district (if eligible for a substitute certificate), among others.

SOTE Spartan Academy gives students the opportunity to experience a complete school year from beginning to end. Students will work with and support teachers who have a variety of teaching styles and methods that will enhance the student's development as a teacher, while supporting student learning and achievement.

Purpose of Handbook

Student teaching is the culmination of college preparation for a career in teaching. It is, for most prospective teachers, the single most important step in the climb toward membership in this crucial, rewarding, and highly respected profession. Student teaching offers the opportunities to make the connection from previously learned academic theories into actual teaching practices in the lives of students. Likewise, this process of application allows the student teacher a time of reflection in making and implementing all of those decisions that teachers make on a daily basis. This time of personal reflection contributes to the self-assessment process of the student teacher's professional growth.

Thus, the purpose of this handbook is to provide practical guidelines to all of those who are responsible for the success of the student teaching program. Each member of the Student Teaching Team should familiarize himself/herself with the roles of the other members of the team. Student teaching is, above all, a cooperative endeavor leading to the growth and success of Missouri Baptist University student teachers.

The Director of Field Experience is responsible for the placement and supervision of student teachers and University Supervisors.

Purposes of Student Teaching

1. To provide an opportunity to implement all of the decisions intrinsic to the teaching art.
2. To provide an opportunity to experience a successful teaching climate.
3. To facilitate an effective transition from that of college student to professional teacher.
4. To enable each student teacher with the greatest possible assistance and encouragement.
5. To increase acceptance and understanding of teaching responsibilities.
6. To facilitate effective self-evaluation, self-improvement, and develop potential professionalism within each individual.

The Student Teaching Program

The following criteria are used in making student teaching assignments:

1. For elementary education majors the grade level at which the student desires to work.
2. For secondary education majors the subject matter area in which the student desires certification.
3. School district or geographic area in which the student desires to do his/her assignment.
4. Provide each student teacher with the greatest possible assistance and encouragement.
5. Facilitate effective self-evaluation, self-improvement, and development of potential professionalism within each individual.

Placement

The following policies regarding placement should be noted:

1. Secondary school assignments are made according to general definitions of majors. For example, social science majors are given social studies assignments ranging from American History to political science or geography. Specific course assignments within the major area cannot be assured. However, students will not be expected to teach subjects outside their area of preparation.
2. Students are expected to accept assignments, once arranged, and to be responsible for their transportation and housing.
3. The term of placement shall coincide with the schedule of the school where placement is arranged for a total of sixteen weeks.

Notification of Placement

The Teacher Education Office, working with school district superintendents or personnel officers, arranges the placement of student teachers in schools. The Teacher Education Office will notify the student teacher candidate of the assignment as soon as possible.

Supervision

All Missouri Baptist University student teachers are assigned to faculty members designated as student teaching supervisors. Supervisors are administratively responsible to the Director of Field Experience. Each supervisor is assigned a specific number of student teachers during each semester. Supervision will usually involve orientation of the student teacher to his/her assignment, classroom visitation on several occasions during the semester, guidance and evaluative conferences with the student teacher, periodic seminars, and final evaluation of student teachers.

Student Teacher Candidate Expectations

“Be diligent to present yourself approved to God, a worker who does not need to be ashamed, rightly dividing the word of truth.”

II Timothy 2:15

Classroom instruction is the major responsibility of the student teacher under the supervision of his/her Cooperating Teacher; however, as a guest in a school he/she must assume responsibility for being professional in every way. Listed below are some of the key areas of responsibility of the student teacher.

1. Preparation and Planning

One key to a successful day of activities, lessons, and interactions with your students is preparation. Knowing what you are going to do from the routine everyday procedures such as taking attendance, lunch count, and schedules to designing your lessons around the individual needs of your students will result in a successful day for all. You cannot over plan; however, you can easily under plan, which may result in a host of problems such as lack of attention, control, and students not meeting lesson objectives.

Teaching to your audience’s needs means you have to take time in advance to get to know them by observing them while the Cooperating Teacher instructs them, going out on the playground and observing them, listening to your Cooperating Teacher’s observations about each of her/his student’s needs and strengths. The knowledge gained about each student should become a part of your daily and weekly written plans. These plans should be shared in advance with your Cooperating Teacher so that she/he can make any constructive suggestions before the lesson is taught. Either at the end of the lesson or at the end of the day, a self-analysis with the input from your Cooperating Teacher will prove to be valuable. Likewise, on the day of an observation by your University Supervisor, he/she can, in advance, view the lesson more fruitfully; thus, giving you pertinent feedback at the end of the lesson.

2. Openness and Acceptance

Another key to success is an open attitude towards all persons you come in contact with during the school day. The willingness to accept suggestions on ways to improve yourself will go a long way in creating a positive working relationship with your Cooperating Teacher, school personnel, and your students. As difficult as it may seem, learn to laugh at your mistakes and remember there is always a next time.

3. Discipline and Classroom Management

The Cooperating Teacher is ultimately responsible for his/her students in every way. Observe closely the techniques and procedures that are used throughout the initial days of observing. How do they relate to some of the theories of classroom management discussed in your college classes? How do they relate to your own ideas on working with students? Following the procedures already set forth by the Cooperating Teacher will make for a smooth transition into your assuming the teaching responsibilities in the time to follow. Again, preparing for the day means thinking ahead about meeting the needs of your students. Thus, you will keep them actively engaged in the learning process and minimize the need for any external intervention on your part. Remember, as you assume teaching, you are the adult and you are in charge.

4. Attendance

The student teaching practicum is a full-time obligation designed to meet the requirements of state and national accreditation agencies. Your prompt attendance at all functions of the school day related to your classroom will speak volumes about you to the students, the school, and the community. As a student teacher, you are an apprentice and are learning to become a professional teacher and by arriving early you have time to make any last-minute adjustments, gather necessary materials, or discuss any special needs with your Cooperating Teacher. In addition, you should meet regularly with your Cooperating Teacher to review daily and weekly lesson plans and a unit that you may be teaching. Also, this means attending regularly scheduled teacher/faculty meetings before or after school, morning or evening programs pertinent to your class, and other activities involving your class such as field trips. Regular attendance and punctuality are critical to the success of student teaching.

- Student teachers will follow the calendar of the school district in which they are placed and not the schedule of Missouri Baptist University.
- There are no “sick days” or “personal days” in student teaching; however, absences from the school placement may be excused for personal illness and/or death(s) in your immediate family, in which case documentation may be required. If a student teacher is absent more than three consecutive days due to illness, he/she must present a physician’s statement to the Cooperating Teacher and University Supervisor.
- Excessive absences are unacceptable. The student teacher will be expected to make up missed days or may be withdrawn from student teaching. The decision to make up excessive absences is a cooperative one between the University Supervisor and Cooperating Teacher.
- Student teachers must notify the Cooperating Teacher and the University Supervisor of any absence or anticipated absence.
- Any questions about absences should be referred to the Director of Field Experience

5. Professionalism

The teaching profession carries with it high ethical standards. The school in which you are assigned, its personnel, parents, students, and teachers should not be discussed negatively either in or out of the school. Confidentiality is of prime importance as to what occurs during the school day. All schools and their respective attendance areas (neighborhoods) have an informal and effective community network; so, what you say in public will be public.

6. Attire

Dress professionally and be a model for students, parents, and school community. Attire should be modest and reflective of a professional setting and appropriate for the activities occurring at that time. Your appearance will go a long way toward establishing you as the person in charge in the classroom.

7. Inclement Weather

In the event that the assigned school district classes are canceled, delayed, or dismissed early, the student teacher candidate is expected to follow the directions provided to faculty and staff for the district. If travel poses too high of a risk for the student teacher candidate, the student teacher is required to report the absence immediately to the Cooperating Teacher, and the University Supervisor and the administrative office.

8. Accident/Injury

Student teachers injured while in the school setting are required to report the injury to the school, University Supervisor, and the Director of Field Experiences immediately.

9. Social Media

Student teachers are advised to be particularly cautious of allowing students to access their social media accounts during or after the student teaching practicum. Student teachers who allow public access to their accounts are expected to assure that all information on the account is appropriate for underage minors and maintain the highest standards.

10. Substitute Teaching

Teacher Candidates may be paid as a substitute for the Cooperating Teacher in his/her absence. The teacher candidate must have a valid substitute certificate and have completed all other requirements of the District to be paid as a substitute. Teacher candidates who will

be completing a portion or all of their student teaching in conjunction with a maternity or other extended leave of absence of the regular classroom teacher must be assigned another qualified mentor teacher in the building who will serve as the Cooperating Teacher during the regular classroom teacher's absence.

11. Termination of Placement

The University and school district reserve the right to terminate a student's placement for just cause. Termination may or may not result in reassignment during the current semester and may include, but is not limited to, failure to demonstrate the state mandated teaching competencies, illegal activity on the part of the student teacher, and inappropriate language or behavior. A conference involving the student teacher, the University Supervisor, and the Director of Field Experience will be held to address the necessary alternatives for the students' best interests.

12. Evaluation and Grading

Student teachers will be evaluated using the Missouri Educator Evaluation System (MEES). University Supervisors and Cooperating Teachers will complete formal observations of Teacher Candidates using the appropriate Formative and Summative Evaluation Forms, through Watermark.

13. Student Teaching Course Load Limit Policy

Students may not be enrolled in more than 16 credit hours during the semester in which they are enrolled in EDUC 470 Student Teaching Professional Development Seminar, whether they are student teaching or petitioning for credit for prior learning. Music Education majors may not be enrolled in any ensemble during their student teaching semester.

14. Recency Rule for Student Teaching

Candidates returning to complete their teacher certification program more than five years after completing the student teaching requirement may be required to complete an additional internship. This will be determined on a case-by-case basis, taking into consideration whether candidates have been working in a classroom in any capacity during the five years since they student taught (or petitioned for CPL credit for student teaching) and whether it is necessary to collect Missouri Educator Evaluation System (MEES) summative evaluation data. Those that do need to complete an internship must have passed all Missouri Content Assessment (MoCA) examinations required for the content area(s) for which recommendation for certification is being sought prior to being placed for the internship.

Requirements

Student Teachers

- Full semester for students seeking (1) certification
- 12/4 Weeks for students seeking dual certification or K-12 certification
- Prepare and teach lessons in cooperation with University Supervisor and Cooperating Teacher
- Keep a journal and log of events
- Write Thank You cards to Principal(s) and Cooperating Teacher(s)

All Pre-Service Candidates

(including those receiving CPL Credit for Student Teaching)

- Demonstrate a high skill level in planning and teaching
- Attend EDUC 471 Student Teaching Seminar or EDTR 413/513 Trauma Informed Classroom I (web class)
- Attend EDUC 470: Student Teaching Professional Development Seminar (2 days on Main Campus)
- Complete an action research inquiry-based project to demonstrate instructional impact (for EDUC 471) or a case study (for EDTR 413/513)
- Complete Student Self-Assessment of Diversity Proficiencies and Student Evaluation of Educator Preparation Program Surveys

Role of the Cooperating Teacher

The role of the Cooperating Teacher is central to the successful completion of the student teaching program. The Cooperating Teacher, first and foremost, is responsible for the success of his/her students; therefore, all teaching activities and experiences of the student teacher in his/her classroom are under his/her direct supervision. This dual role of responsibility for both the instructional program of his/her classroom students and the mentoring of the student teacher is valued and understood by Missouri Baptist University and its educational faculty. Described below are some processes conducted by the Cooperating Teacher to foster growth for a student teacher in his/her classroom.

1. Serve as a mentor/model teacher for the student teacher thus facilitating his/her growth in acquiring the necessary teaching competencies:
 - a. Taking time to become acquainted with the student teacher indicating that together you are a partnership in working with your students.
 - b. Set up a permanent place in the classroom for the student teacher's professional and personal effects.
2. Orient the student teacher to:
 - a. The community, the school building and system, the faculty, and students.
 - b. The curriculum and planned courses of study.
 - c. The students: their names, backgrounds, interests, and special needs.
 - d. Classroom routines: attendance, lunch count, daily language, etc.
 - e. Classroom management procedures and teaching techniques that help students to focus and engage in learning.
 - f. Emergency procedures for your classroom and school.
 - g. Other items you deem necessary to a successful day with children.
3. Transition from student teacher as observer to active teacher:
 - a. As your student teacher becomes familiar with your classroom routines and environment, assign him/her duties to perform that get him/her actively involved with the students.
 - b. Active classroom teaching occurs as soon as the student teacher demonstrates the ability to assume this responsibility. Missouri Baptist University requires a sixteen-week experience with at least four weeks of full-time assumption of the teaching duties by the student teacher. Of course, this varies with each student teaching candidate and his/her readiness for these responsibilities. *Communicate closely with the Missouri Baptist University Supervisor in this regard.*
 - c. Require thorough planning and lessons submitted to you in advance. As a professional, you have learned over the years those shortcuts necessary to plan an effective school day. By all means, share these with your student teacher; but recognize that he/she is a beginner who needs to provide detailed documentation of his/her lessons. Providing a weekly plan format would be helpful.

- i. Daily plans should be presented to you in advance (minimum of 24 hours) so you can make any suggestions before the lesson is implemented by the student teacher. At the elementary level, of course, there may be up to seven different subjects to prepare for, and discretion should be used as to the extent of detailed written plans required for each and every subject.
 - ii. Any unit that the student teacher is planning to teach should be ready for your review in advance.
4. Catalogue tips, ideas, and techniques that work to help students find success that you have acquired in your teaching experiences.

Cooperating Teacher Requirements*

- Full Semester Field Experience
 - (3) Formative Evaluations – one to be completed in conjunction with the University Supervisor
 - (1) Summative Evaluation
 - (1) Evaluation of Educator Preparation Program
- 12 Week Field Experience
 - (2) Formative Evaluations – one to be completed in conjunction with the University Supervisor
 - (1) Summative Evaluation
 - (1) Evaluation of Educator Preparation Program
- 4 Week Field Experience
 - (1) Formative Evaluation
 - (1) Evaluation of Educator Preparation Program

****All Formative and Summative evaluations are to be entered electronically into Watermark. The Evaluation of Educator Preparation Program will be emailed to you separately, approximately one-two weeks before the end of the experience.***

Role of the Principal

The school principal sets the tone and climate of the school. One of his/her key roles is in the selection of an experienced professional who not only represents the best in teaching students, but who is also willing to take on the additional responsibility of working with a student teacher. He/she recognizes the importance of giving a prospective teacher the opportunity to exhibit “best practices” in teaching. Missouri Baptist University recognizes the importance of the principal’s role in the success of education of his/her school’s students and of the classroom placement of a student teacher.

Likewise, Missouri Baptist University appreciates any time that the building principal can give to the student teacher directly (as time would allow); such as

1. Orientation to the school’s and/or district’s expectations and policies.
2. Specific encouragement and feedback to the student teacher through a formal observation and evaluation.
3. Informing the student teacher of the school culture and the community characteristics.
4. Availing any appropriate professional development or in-service activities to the student teacher.
5. Any tips or suggestions for success in promoting the growth of the student teacher would be helpful and appreciated. (Of course, it is understood that the direct needs of the students, teachers, staff, and community are of first priority.)

Too often, all principals get caught up in the normal routines of the school day. Unless one has walked in his/her shoes, it is difficult to appreciate the multitude of roles played by the school principal. At the same time, the insights into the profession and the overall direction (the big picture) that the school and district are going could prove to be invaluable in helping the student teacher see beyond the “busyness” of the school day. Too often the bulletin board, the record keeping, and other routines (though important) can keep the student teacher from seeing that teaching is a team effort that ranges from kindergarten through high school. The school principal’s vision in this regard helps all personnel in the building to focus on the overall growth of each student and not just a moment in time such as one grade level. Again, Missouri Baptist University recognizes this immense responsibility and thanks the school principal for his/her efforts in creating an effective learning climate for all.

Role of University Supervisor

As an integral part of the Student Teacher Team, the University Supervisor serves as liaison between the school and Missouri Baptist University. He/she reflects the vision of the university to promote the image of a Christian institution that has as its central purpose to glorify God.

The University Supervisor needs to make an initial visit to the student teacher's assigned school (placement made by the Director of Field Experiences) to introduce himself/herself to the principal and Cooperating Teacher to discuss mutual expectations in working with the student teacher in that building. Following this first visit, the first observation of a lesson by the student teacher can be scheduled with both the Cooperating Teacher and student teacher. The University Supervisor will make a *minimum* of five to six visits depending on the length of the placement (full semester or twelve/four week) during the student teaching session using the Student Teacher Formative and Summative Evaluation Forms through Watermark. The University Supervisor will be provided with necessary forms from Missouri Baptist University for remuneration from the university.

Before each visit, the University Supervisor should notify the school, signing in at the office, and following procedures of safety noted by the school. During each visit and classroom observation of the student teacher, the Supervisor should:

1. Arrive early and review the upcoming lesson's plans, noting any special circumstances or classroom student's needs as per discussion with the Cooperating Teacher and/or student teacher.
2. Observe the lesson making notations on the student teacher's presentation and student engagement and interactions. Using the points of the Missouri Department of Elementary and Secondary Education (DESE) evaluation, the Supervisor may note particular strengths in areas observed and note an area for improvement (as a general guideline, no more than two or three major suggestions should be made to the student teacher).
3. Conduct a follow-up observation conference shortly after the lesson (a time may be needed for review and analysis of the lesson before this conference by the University Supervisor).
 - a. Opportunity provided for self-evaluation by student teacher of completed lesson, special needs of students and other thoughts or comments that she/he needs to share with the University Supervisor.
 - b. Specific feedback by the Supervisor as to the strengths of the lesson and suggestions for improvement which may or may not include:
 - i. Planning and organizing
 - ii. Motivation and discipline
 - iii. Instructional technology
 - iv. Curriculum materials

- v. New ideas and approaches to instruction
 - vi. Analysis of the lesson (reflections)
 - vii. Learning styles
 - viii. Models of teaching
 - ix. Professional literature
 - x. Research findings
4. Review weekly and daily written lesson plans (lessons observed by University Supervisor should be typed), daily journals (logs), observations, and teacher evaluation.
 5. Work closely with the Cooperating Teacher in planning an effective and varied student teaching experience for the student. Thus, the University Supervisor needs to meet regularly with the Cooperating Teacher checking to see how she/he thinks the student teacher is progressing. Providing each other with telephone numbers could expedite this process of communication.
 - a. Communicate with each other when a student needs to be absent.
 - b. Communicate with each other and the Director of Field Experience any change of placement, permanent or temporary.
 - c. **Evaluation:** The final evaluation is a cooperative effort with the Cooperating Teacher and the University Supervisor. However, the ultimate responsibility resides with the University Supervisor after consulting with the Cooperating Teacher.
 - d. Meeting at least twice with the student teacher, the University Supervisor should discuss the progress of his/her teaching.
 - e. The first conference should be completed by mid-term or halfway through the period of student teaching.
 - f. Remember, meeting twice in this endeavor is a *minimum* number. You may choose to meet more often as the situations dictate.

University Supervisor Requirements

Your formative and summative evaluation data is to be submitted online. If you have questions about data submission, contact Angela McGowan in the Teacher Education Office at 314.744.5323 or by email at angela.mcgowan@mobap.edu.

- Full Semester Field Experience
 - Initial Visit (conducted either at the orientation or by phone or other virtual means)
 - Visit 1-Formative Evaluation
 - Visit 2-Formative Evaluation
 - Visit 3-Formative Evaluation
 - Visit 4-Formative Evaluation
 - **One Formative Evaluation must be completed in conjunction with the Cooperating Teacher
 - Complete Summative Evaluation/Conference with Student Teacher (no observation of lesson required)
 - Collaborate with cooperating teacher regarding student's final grade
 - Complete Educator Disposition Assessment

- 12 Week Field Experience
 - Initial Visit (conducted either at the orientation or by phone or other virtual means)
 - Visit 1-Formative Evaluation
 - Visit 2-Formative Evaluation
 - Visit 3-Formative Evaluation
 - **One Formative Evaluation must be completed in conjunction with the Cooperating Teacher
 - Complete Summative Evaluation/Conference with Student Teacher (no observation of lesson required)
 - Collaborate with cooperating teacher regarding student's final grade
 - Complete Educator Disposition Assessment

- 4 Week Field Experience
 - Initial Visit (conducted either at the orientation or by phone or other virtual means)
 - Visit 1-Formative Evaluation
 - Collaborate with cooperating teacher regarding student's final grade

****All formative and summative evaluations and the Educator Disposition Assessment are to be entered electronically into Watermark.***

CPL Observation Requirements

University Supervisor Requirements

- Visit 1-Formative Evaluation
- Visit 2-Formative Evaluation
- Visit 3-Formative Evaluation (as needed and/or permitted)
- Complete Summative Evaluation/Conference with CPL Candidate (no observation of lesson required)
- Complete Educator Disposition Assessment

Cooperating/Mentor Teacher Requirement

- (1) Summative Evaluation

****All formative and summative evaluations and the Educator Disposition Assessment are to be entered electronically into Watermark.***

Instructional Planning

Missouri Baptist University course work has afforded prospective teachers the opportunity to explore several theories of learning. These theories support best practices in teaching and should help the student teacher understand the underlying premises of classroom instruction. The best plans grow out of the preceding lesson or for those “teachable moments” that spring up tying into the overall direction of the lesson theme or unit. Planning, as discussed previously, is not busy work; quite the opposite, for without a road map, the student teacher will wander about with no aim, purpose, or objective to accomplish.

Again, planning should be done in advance to give the Cooperating Teacher the opportunity to approve and suggest possible changes. There are different formats and designs for lesson plans. In general, they tend to answer these questions:

1. Why am I teaching this lesson?
2. What materials will I need?
3. How do I proceed?
4. How will I know if I succeeded?

In short, the student teacher should:

1. Have realistic objectives.
2. Collect helpful materials.
3. Select appropriate procedures.
4. Check for student understanding
5. Evaluate himself/herself.

Missouri Baptist University College of Education
School of Teacher Education
Lesson Plan Format

Author(s): _____

Title: _____ **Subject/Course:** _____

Topic: _____ **Grade / Level(s):** _____

Applicable Content Standards

[Write out the Missouri Learning Standards and / or other applicable state / national standards being addressed by this lesson. Write the reference number followed by the text of the standard. **For example:** MLS.Math.8.EE1.A.1: Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.]

Lesson Purpose

[What concept (“big idea”) do you want students to understand after the lesson is done? The lesson purpose is a statement clarifying the overarching importance of the knowledge and/or skills students learn in the lesson. **The purpose should tell WHY students need to learn this material, not WHAT they are learning.** This statement is written **for the teacher** and should begin with the words, “Students will need to understand that ...”, followed by bullet points sharing the core idea(s) students will understand as a result of the lesson. **For example:** “Students will need to understand that: using writer’s craft will help them engage their reader.”]

Students will need to *understand that*:

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Essential Question(s)

[Essential questions (EQs) are the all-encompassing guiding questions for the lesson (usually 1-2 questions) and are directly related to the lesson purpose. EQ(s) should:

- be written in **student-ready language** to allow the question(s) to be discussed and revisited by the students.
- be intriguing and motivating.
- be presented to students before, during, and / or after the lesson in order to keep the lesson focused on the lesson purpose.
- probe for deeper meaning and may be a springboard for further inquiry.
- be open ended, without a single “correct” answer.

For example: “How can literature serve as a vehicle for social change?”]

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Lesson Vocabulary

[What vocabulary do students need to learn or master for this lesson? Include terms, listed in alphabetical order, and an **age-appropriate, technically correct** definition for **each** term.]

Learning Objective(s) (Goals)

[Objectives should be specific, observable, concrete, and measurable and should state **WHAT** students should be able to know / do by the end of the lesson, including the expected degree (%) of mastery expected for your class. Objectives begin with the phrase “Students will be able to” followed by an action verb. **For example:**

Students will be able to:

1. subtract two-digit numbers with regrouping with 80% accuracy.]

Students will be able to:

Assessments (Formative and Summative)

[How will you know students have gained the knowledge and skills needed to meet your lesson objectives and master your content? Provide **both** formative **AND** summative assessment(s) for this lesson. For **each** assessment listed, **put the learning objective number(s) being addressed by that assessment** in parentheses following the assessment description. Include with your lesson plan all supporting documents needed, such as grading rubrics, discussion questions, student handouts, etc.]

Formative assessment(s): One or more assessments used to measure student learning **during your lesson** in order to guide your continued instruction. These are **varied in format** and conducted throughout the lesson to identify what the students have successfully learned vs. what needs to be revisited or receive more practice.

[**For example: 1) Exit Slip** – Students will complete an exit slip in which they will have to list the components of writer’s craft and describe why it is important to use when writing (LO #1).]

Summative assessment: Assessment which gives final evaluation on what students have holistically mastered for your lesson, conducted to conclude the lesson.

[**For example: 1) Group evaluation:** Students will fill out the **Activity evaluation** at the end of class evaluating their cooperative assignment, including how their expert group went / worked together, how they performed, and what content they mastered (LO #1, 2).]

Resources and Materials Needed for Lesson

[What resources and materials will be needed for the lesson? Individually list all books, manipulatives, handouts, and other concrete materials that will be utilized. Include the number needed for each material (e.g., 1 per student, 1 per small group, 1 for teacher).

For example: Writer's Craft exit slip – 1 per student]

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Technology Needed for Lesson

[What technology-related resources will be used in the lesson, by teacher and / or students?

Describe EACH use of technology in the lesson. List specific technology required, both hardware and URL hyperlinks, and include those used by both the teacher and the students; where applicable, include number needed for each material (e.g., 1 per student, 1 per small group, 1 for teacher).

For example:

- Student Google Form exit slip (www.mygoogleform.doc)
- Student laptops (1 per student)
- Teacher Nearpod presentation on content (www.mynearpod.doc)]
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Lesson Procedures

[How will YOU, as the teacher, execute this lesson? Write out, step by numbered step, exactly what a teacher needs to do to successfully complete this lesson. **Outline the logistics of the lesson, focusing on environment setup and activity management, including how you will keep students actively engaged.** Questions to consider as you create a ready-to-execute lesson:

- How will you break up the lesson into segments?
- Where are the transition points in the lesson?
- How will you arrange your classroom environment at each phase of the lesson to facilitate and support the lesson activities?
- How will students be arranged and grouped for each activity?
- How much time will students spend on each activity?
- How will students utilize resources?
- What do you expect from students during transition times?

Include **estimated timings** for each segment of the lesson (**before, during, and after**), and describe **how you will manage each transition** between tasks.]

For teacher to prepare before the lesson:

- 1.
- 2.
- ...

Before Phase (# minutes):

- 1.
- 2.
- ...

During Phase (# minutes):

- 1.
- 2.
- ...

After Phase (# minutes):

- 1.
- 2.
- ...

Lesson Alignment and Engagement

[Describe what **instructional strategies you will use** to facilitate your students' learning. **For each phase of the lesson**, specify how you will use **one or more teaching models** (direct instruction, cooperative learning, concept teaching, problem-based learning, discussion, inquiry-based instruction) **to engage students**, referring back to the numbered step of your Lesson Procedures where the start of the model takes place. Then detail when you are touching **each objective, identified standard, and assessment** (identified by number and type of assessment: e.g., F3, S1) in your lesson delivery, by phase / numbered step. ALL identified objectives, standards, and assessments for your lesson should be referenced at least once. This section helps ensure your **lesson components are aligned**.

Note: Do NOT rewrite your procedures here. Simply refer back to the phase / step number from the previous section, then identify which components are being touched upon in that step.

For example:

During Phase:

3. The teacher will put the students in pairs and have them write a **short story** (F2) for the second picture – **cooperative learning** (MLS. ELA. Speaking/Listening. 1. A. Gr. 5; LO #2).]

Before Phase:

During Phase:

After Phase:

Differentiation/Modification/Accommodation

[What diverse learner needs will be considered when selecting resources, grouping students, or planning the lesson, and how will the needs be addressed DURING the lesson? Are there any special considerations such as assistive technologies or second-language learning to take into account? **BE SPECIFIC** with at least 2 examples.

For example:

- For student with behavior disorder, place in small group with classmate that makes him feel comfortable, and place the group near teacher desk.]
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Extensions/Remediation/Follow up

[This takes place **AFTER** the lesson is done. What follow up activities are available to extend students' understanding of the objectives if 2-3 students master the essential lesson content or if 2-3 require additional support to master the content? How will you respond when students do learn, or assist if they are not learning? (Timely enrichment/extension). How will the group apply what we learned today tomorrow?

For example:

Extension: Students who finish paragraph writing early can choose 1 of these 3 activities:

- Play the game at this website to strengthen their writing skills (include URL)...

Follow up: During the next lesson, students will create a word problem requiring long division.

Remediation: For students who are struggling with the paragraph organization, teacher will provide an alternative graphic organizer and guide them through it during individual work time.]

Extension:

Remediation:

Follow up:

Reflective Questions

[How will you know if your efforts at planning and teaching the lesson were effective, powerful and meaningful to your students? What questions will you ask yourself during and after the lesson to evaluate strengths and weaknesses of your instruction? How would you improve the lesson if you were to teach it again? When planning your lesson, phrase these as **questions to ask yourself** after the lesson.

For example: Was timing appropriate for the cooperative activity?]

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Additional Information

[Include any additional information/component you feel is important to the lesson that was not covered in another area of the lesson plan format.]

**Missouri Baptist University College of Education
School of Teacher Education
Lesson Plan Rubric**

CATEGORY	Exceeds Expectations	Meets Expectations	Below Expectations
Heading (3%)	The required Missouri Baptist University (MBU) College of Education Lesson Plan Design has been used and heading includes all required information. Subject/Course and topic addresses the proper content area.	The required Missouri Baptist University (MBU) College of Education Lesson Plan Design has been used and heading includes most of the required information. Subject/Course and topic addresses the proper content area.	The required Missouri Baptist University (MBU) College of Education Lesson Plan design was not used, OR the heading does not include all required information. Subject/Course and/or topic do not address the proper content area.
Applicable Content Standards (8%)	Standards include appropriately selected Missouri Learning Standards and / or other state / national standards. Both standard reference number and complete standard text are included.	The appropriate standards are included but may not include the proper reference number and/or the standards are not written out in their entirety.	Not all of the appropriate standards and / or inappropriate standards are included in the lesson plan.
Lesson Purpose (3%)	The lesson purpose is included and indicates the overarching importance of the lesson. It begins with the phrase: "Students will need to understand that ...", followed by a complete sentence.	The lesson purpose is provided but does not address the overarching importance of the lesson. The purpose is not written in the proper form.	Candidate reveals below average understanding of the lesson purpose.
Essential Question(s) (EQs) (3%)	One or two open-ended essential questions directly related to the lesson purpose are written in student-ready language and are designed to motivate and provoke meaningful discussion.	The essential questions are not related to the lesson purpose or are not open-ended, thought provoking questions designed to create meaningful discussion.	The essential questions are not included OR are not related to lesson purpose and will not provoke meaningful discussion.
Lesson Vocabulary (3%)	Vocabulary specific to the lesson is listed, in alphabetical order with age appropriate definitions. Definitions are technically correct.	Vocabulary is listed, but without correct, age-appropriate definitions.	Vocabulary for the lesson is not listed or is incomplete.
Learning Objectives (Goals) (10%)	Objectives start with "Students will be able to..." followed by an action verb and description. Objectives are concrete and measurable. The expected degree of mastery is stated.	Objectives are listed and lesson appropriate but are not written in the required format and/or are not concrete and measurable.	Objectives are not included or not appropriate for the lesson.
Assessments (Formative and Summative) (15%)	A brief overview of both the formative and summative assessment(s) for this lesson is provided. Each assessment is mapped to one or more lesson learning objectives. All learning objectives are cross referenced to one or more assessments. Assessments are varied, appropriately measure student learning at different points in the lesson, and engage students.	An overview of the formative and summative assessments is provided, but assessments are not appropriate for the lesson and / or are not mapped to specific lesson learning objectives.	Appropriate formative and summative assessments are not included.
Resources and Materials Needed for Lesson (5%)	Bullet points are used to list ALL resources such as websites, books, manipulatives, and other materials that will be utilized in the lesson, including quantities needed.	The list of resources needed for the lesson are listed. However, the list is not complete and / or quantities of materials are not listed.	Not included or significantly lacking in detail.
Technology Needed for Lesson (5%)	All technology-related tools used by both teacher and students are listed, with brief description of how they will be used.	Partial list of technology utilized in the lesson is included, but not all technology needed for both students and teacher. Descriptions / URLs are not all included.	Not included or significantly lacking in detail.

CATEGORY	Exceeds Expectations	Meets Expectations	Below Expectations
Lesson Procedures (15%)	This section clearly states how the lesson will be broken down into Before / During / After instructional phases and numbered steps within those phases, including approximate time for each phase, the transition points in the lesson, and what is expected from students during transition points. Plan also indicates how the classroom environment will be set up to facilitate and support the activities, including how students will be arranged for the activities.	Section includes some information about how resources will be shared, how the lesson will be broken into phases / steps, and how the classroom will be arranged to support the activities. However, more detail is needed for another teacher to be able to successfully execute the lesson.	Not included or section has provided very limited information.
Lesson Alignment and Engagement (15%)	This section shows alignment of procedures to 1) teaching models, 2) objectives, 3) standards, and 4) assessments. For each lesson phase (Before / During / After), the author specifies when multiple teaching models (direct instruction, cooperative learning, concept teaching, problem-based learning, discussion, inquiry-based instruction) are utilized. Each of the 4 components used in the lesson (and defined in previous sections) is aligned to its point of use in the lesson, bolded for easy identification.	Partial alignment of required components to lesson procedures by lesson phase is present, but 1 or more of the 4 types of alignment is incomplete or inaccurate.	Section does not accurately demonstrate alignment of the 4 required lesson components to lesson procedures.
Differentiation / Modification / Accommodation (5%)	Diverse learner needs are addressed in selecting resources, grouping students, and planning the lesson. Special considerations such as assistive technologies or second-language learning are taken into account. The plan is specific in how diverse learner needs will be addressed during the lesson.	Diverse learner needs are considered in selecting resources, grouping students and planning the lesson. However, the plan is not specific in indicating the differentiation, modifications, or accommodations that will occur.	It is not clearly stated how diverse learner needs are to be considered in selecting resources, grouping students and planning the lesson. Special considerations such as assistive technologies or second-language learning may not be taken into account.
Extensions / Remediation / Follow up (5%)	Plan clearly outlines the activities that will be available to extend students' understanding after the lesson (extension) if they need additional challenge. The plan also clearly explains how students will be assisted if assessments indicate they are not learning (remediation). The lesson provides follow-up activities that will help students be ready to apply what they have learned (follow up).	Plan includes some possible activities for extension of the lesson, remediation of the lesson, and lesson follow-up. However, the suggestions lack detail or the activities are not realistic.	Plan doesn't include an extension activity, a remediation activity, and a lesson follow-up activity appropriate for students who need more support and for students who have mastered lesson content.
Reflective Questions (5%)	The lesson reflection questions are thoughtful and clearly and coherently stated. Section includes an evaluation of strengths and weaknesses of the lesson and consideration of how the lesson might be improved in the future.	A reflection guide is provided, but is limited in its reflective nature. Very brief and broad.	No reflection guide included.

JOB SEARCH INFORMATION

Eligibility Letters

When applying for teaching positions before your teaching certificate has been issued, you will need an *eligibility letter*, which will include information regarding your pending certification status and the certificate for which MBU will be recommending you upon completion of your program. Please email your request for an *eligibility letter* to kathleen.wendt@mobap.edu with the words “*eligibility letter*” in the subject line. Our target is to have all eligibility letters to students the week prior to the School of Teacher Education Career Fair, which is Wednesday, February 14, 2024. If you need a letter sooner than that, please include the date on the subject line as well.

Career Development: <https://www.mobap.edu/support-services/career-development/>

The Career Development Office is located in the Jung-Kellogg Learning Center, room LC 107. They can be reached at career@mobap.edu. The following resources are available to assist your job search:

- <https://www.mobap.edu/resume-guide/>
- <https://www.mobap.edu/wp-content/uploads/2019/01/Resume-Template.pdf>
- <https://www.mobap.edu/wp-content/uploads/2019/01/Cover-Letter-Template.pdf>
- <https://www.mobap.edu/references-guide/>
- <https://www.mobap.edu/wp-content/uploads/2019/01/References-Template.pdf>
- <https://www.mobap.edu/interview-guide/>
- <https://www.mobap.edu/thank-you-notes/>

College of Education Career Fair

To register go to <https://www.mobap.edu/educationcareerfair/>.

Career fair open to students, alumni, and the public for those looking for teaching jobs.

Wednesday, February 14, 2024, 9:30am to 12:00pm

Mabee Great Hall, located in the Pillsbury Chapel and Dale Williams Fine Arts Center.

Career Fair Expo Presented by MOASPA – STL

Connect with local school districts: TBA

For job listings, go to <https://mo02000928.schoolwires.net/domain/48>.

Job Search Websites

• **handshake**

Handshake is MBU’s online career platform where you can search for jobs and internships, learn about events, and schedule appointments with a Career Development staff member (International students are encouraged to schedule appointments with Lauren Repp).

- **Full-time undergraduate** students, go to <https://mobap.joinhandshake.com/login> to claim your account.
- **Graduate and part-time** students, go to <https://www.mobap.edu/wp-content/uploads/2019/08/Handshake-Grad-PT-Instructions.pdf>, for instructions on creating your account.
- For questions regarding Handshake, please email career@mobap.edu or to access Handshake’s online help center for students go to <https://support.joinhandshake.com/hc/en-us/categories/202711128-Student-Alumni>.

• **MOREAP (Missouri Public School District Jobs)**

MOREAP provides services to public schools across Missouri. Visit <http://www.moreap.net/reapabout.php> to view teaching jobs. In addition to Missouri, REAP also serves Connecticut, Iowa, Kentucky, Michigan, New Mexico, Ohio, Pennsylvania, and Texas.

• **MO Teaching Jobs**

Missouri Teaching Jobs posts teaching positions available in the State of Missouri. Go to <http://www.moteachingjobs.com/> to view the listings.

• **K-12 Job Spot**

Go to <https://www.k12jobspot.com/>. This is a national database. You can narrow your search by entering your zip code or location.

UPGRADING FROM INITIAL PROFESSIONAL TO CAREER CONTINUOUS CERTIFICATE

MBU will be recommending you for an Initial Professional Certificate (IPC). This classification is valid for four (4) years from the date of issuance. Any additional areas(s) of certification issued (such as those added by passing additional Missouri Content Assessments) during the valid dates of this classification will fall under the same classification regardless of the certificate effective date. Therefore, all areas of certification under the IPC classification will have the same expiration date.

During the four (4) years that you hold this classification, you need to complete the following requirements before you can upgrade to a Career Continuous Professional Certificate (CCPC) which is valid for 99 years:

1. Complete four (4) years of Department of Elementary and Secondary Education (DESE) approved teaching experience.

Approved teaching experience includes at least half-time, contracted employment in Missouri's public schools or in accredited nonpublic schools. Experience will be accepted when earned in nonpublic schools accredited by North Central Association of Colleges and Schools, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, Northwest Association of Schools and Colleges, Western Association of Schools and Colleges, Southern Association of Colleges and Schools, National Federation of Nonpublic School State Accrediting Association, Independent Schools Association of the Central States, National Lutheran School Accreditation, or Missouri Accreditation of Programs for Children and Youth.

Substitute teaching and serving as a teacher's aide or assistant cannot be counted toward teaching experience.

2. Participate in a district-provided mentoring program for two (2) years. Your school will assign an appropriate teacher to be your mentor;
3. Successfully complete thirty (30) contact hours of professional development. This may include college credits (1 semester hour equals 15 contact hours of professional development);
4. Participate in a Beginning Teacher Assistance Program (BTAP) offered by a Missouri college or university, Regional Professional Development Center (RPDC), or professional teacher organization such as MNEA or MSTA;
5. Successfully participate in your employing school's annual Performance-Based Teacher Evaluation process; and
6. Develop and implement a professional development plan* that is on file with the district.

**The Professional Development Plan (formerly Professional Competency Profile), which you will complete at the end of your student teaching semester, is designed to create a baseline for constructing your professional development plan as a beginning teacher.*

For more information, go to: <https://dese.mo.gov/educator-quality/certification/upgrading-initial-certificate-career-certificate>.

What classes can I teach with my certificate?

Appropriate certification for teaching assignments is determined and monitored by the Office of Quality Schools. You can also consult the department's [Core Data and Missouri Student Information System Reference Manual](#) (see Exhibit 10).

ASSESSMENT REQUIREMENTS FOR GRADUATION & CERTIFICATION

Undergraduate degree-seeking students must meet all assessment requirements for certification before degrees will be conferred for the professional education programs listed below, including the following: 1) passing scores on MoGEA subtests 066, 067, & 068, or a composite score on ACT \geq 20, SAT \geq 1040, or Paraprofessional \geq 220; 2) passing the Professional Development Folio (*semester prior to student teaching*); 3) passing score on the required Missouri Content Assessment(s) (MoCA) for each area of certification for which recommendation is sought; and 4) achieving a composite score of 42 or better on the Missouri Educator Evaluation System (MEES) summative evaluation (*completed during student teaching*) for teacher candidates.

Bachelor of Arts	Bachelor of Music Education	Bachelor of Professional Studies	Bachelor of Science	Bachelor of Science in Education
Early Childhood	Music Education	Early Childhood	Early Childhood	Early Childhood
Early Childhood Special Education		Early Childhood Special Education	Early Childhood Special Education	Early Childhood Special Education
Elementary Education*		Elementary Education*	Elementary Education*	Elementary Education*
Special Education Cross-Categorical Disabilities		Special Education Cross-Categorical Disabilities	Special Education Cross-Categorical Disabilities	Special Education Cross-Categorical Disabilities
K-12 Education		K-12 Education	K-12 Education	Middle Childhood Education
Middle Childhood Education		Middle Childhood Education	Middle Childhood Education	
Secondary Education		Secondary Education	Secondary Education	

Undergraduate students graduating with the above professional education degree programs MUST have taken and passed all required MoCA exams by the degree conferral date for the term (see below), in order to be a graduate in that term. ***Students who have not passed all required MoCA exams* by the degree conferral date, will be moved to the next term.***

Term	Degree Conferral Date	Commencement Date
FA-23	12/16/2023	04/30/2024
WT-23	01/05/2024	
SP-24	04/27/2024	
SU-24	08/17/2024	

****Candidates for certification in Elementary Education who did not pass all four subtests of Elementary Multi-Content exams 007-010 by 8/22/2021 must pass both new Elementary Multi-Content exams, 073 – Subtest I: Mathematics & Science and 074 – Subtest II: English/Language Arts & Social Studies.***

MBU cannot submit recommendations for certification until all required assessments have been passed; all coursework as well as the Student Assessment of Diversity Proficiencies and Student Evaluation of Educator Preparation Program have been completed; and the appropriate degree(s) have been conferred.

Post-baccalaureate certification candidates – whether undergraduate or graduate – must pass all required assessments before MBU can submit recommendations for certification: 1) the Professional Development Folio (*semester prior to student teaching*); 2) required Missouri Content Assessment(s) (MoCA) for each area of certification* sought; and 3) composite score (42 for teacher candidates or 28 for library media specialist candidates) on the Missouri Educator Evaluation System (MEES) summative evaluation (*completed during student teaching*).

MBU cannot submit recommendations for certification until all required assessments have been passed and all coursework, as well as the Student Assessment of Diversity Proficiencies and Student Evaluation of Educator Preparation Program, have been completed.

****Candidates for certification in Elementary Education who did not pass all four subtests of Elementary Multi-Content exams 007-010 by 8/22/2021 must pass both new Elementary Multi-Content exams, 073 – Subtest I: Mathematics & Science and 074 – Subtest II: English/Language Arts & Social Studies.***

Action Research Inquiry-Based Project

All students, both student teachers and CPL students, will engage in an action research plan to demonstrate their instructional impact on students in the classroom. Students will select a focus, identify research questions, collect and analyze data, and report results with informed actions. Students will complete the Action Research Case Study and include necessary artifacts to substantiate their research. The project will be completed within the first ten weeks of their student teaching assignment and will be due to the instructor of Student Teaching Seminar by the twelfth week of the term (sixth class meeting of Student Teaching Seminar).

Purpose:

The purpose of this Action Research Inquiry-Based Project is to provide measurable data to verify that the student teachers are making a positive impact on the students in the classroom. This research project will assess the student teacher in the area of identifying an educational need in the classroom based on the school's curriculum and the Missouri Learning Standards (MLS). Then based on specific assessment data obtained concerning this need, the choice of instructional strategies and learning activities incorporated into the lessons by the student teacher will be evaluated according to their appropriateness and use in the classroom. The use of differentiation in meeting the needs of the individual students in the classroom will also be considered, as will the use of strategies to encourage critical thinking. The success of these instructional strategies and learning activities will be evaluated by the student teacher by accumulating specific data from the classroom students' performance. This data will be reported in the case study. Based on the classroom students' strengths and weaknesses, the student teacher will develop remedial lessons to aid those students who need additional instruction. Student teachers will also determine what learning activities may be employed to advance future learning in the classroom in this focused area.

Finally, the student teachers will reflect on this process. In the reflection, they will indicate what instructional strategies and learning activities were most effective and those which showed little or no benefit to students. The use of the types of differentiation and its effectiveness will also be examined. The student

teachers will also explain how the data obtained before and after instruction will be communicated to the supervising teacher, parents, and the classroom students.

Action Research Case Study

Based on the school's curriculum and the Missouri Learning Standards, and in conjunction with the cooperating teacher, the student teacher will determine a unit of study for this action research project. The student teacher should consider what will accommodate the class, cooperating teacher, and the students' needs. Once the area of focus has been identified, the student teacher will begin with a pre-assessment and an interest survey, teach a unit (at least two weeks), and administer the post-test.

What is the focus of this Action Research Inquiry-Based Project?

Why was it chosen? (Provide specific curriculum and MLS standards along with an explanation of why this particular topic was chosen.) This section focuses your thinking on what students should know at the end of the unit or topic of instruction. (Wiggins and McTighe) These standards will form the basis of your objectives and guide your assessments. Also consider how you can incorporate integrated learning by including multiple content area standards in your focused topic.

Process and research questions:

Demographic Knowledge of the classroom, school, and community

The student teacher will demonstrate knowledge of the students in the classroom, the school, and the community, including exceptionalities, diversities, and resources available.

1. Explain the grade level, and general age of the students in your classroom.
2. Explain the diversities present in your classroom, i.e., males/females, ethnicities, languages, etc.
3. Explain the exceptionalities in your classroom, i.e., gifted, IEP, and so forth.
4. What resources are available to you in the classroom both in terms of materials and personnel that you could use to help you teach this focused topic?

5. Explain the context of your school, i.e., Grades, enrollment, free/reduced lunch, MAP and AYP data, etc. What resources are available to you, both materials and personnel, that you could use to help you teach this focused topic?
6. Explain the important context of the community, i.e., suburban, socioeconomic. What resources are available to you in this community which may aid your instruction and/or student learning in this topic?

Assessment of learning need

Artifacts: Student interest survey and analysis

Pre-assessment and analysis

Respond to the following prompts:

1. Following an analysis of the interest survey, how will the knowledge you obtained from it direct your instruction? (For example: Do the students have any particular likes or dislikes which will need to be addressed in order to provide motivation? Are there certain areas where students may be of help in teaching the rest of the students because of their interests?)
2. Following an analysis of the pre-assessment, how will the knowledge you obtained from it direct your instruction? (For example: Are there areas you will not need to teach because all of the students demonstrated proficiency in that standard? Are there areas where you will have to focus your instruction more intently because your students appear not to have background knowledge in those standards? What does this pre-assessment tell you about the students' instructional needs?)

Instruction

Artifact: One lesson plan using MBU's template

Since this is a long-term focus, you do not need to provide lessons plans throughout the lesson. But based on the information from the interest survey, the pre-assessment, and the standards you are using, these prompts address what types of instructional strategies and learning activities were used in teaching this topic:

When you think of instructional strategies, consider those strategies you learned in Methods of Teaching, i.e., directed instruction, concept teaching, demonstration, and so forth. When you think of learning strategies, consider what students do to develop knowledge and/or skills, i.e., graphic organizers, study guides, discussions, projects and so forth.

1. Explain several of the instructional strategies you used in teaching this focused topic. Why did you choose these particular strategies? How did they help the students in your classroom learn the necessary knowledge and/or skills required of them? How did the use of these strategies provide differentiation to the students in the classroom?
2. Explain several of the learning activities you used in teaching this focused topic. Why did you choose these particular strategies? How did they help the students in your classroom learn the necessary knowledge and/or skills required of them? How did the use of these learning activities provide differentiation to the students in the classroom?

Assessment

As a long-term focus, you used many types of assessment, both formative and summative. In these prompts, respond with some types of assessments you used which allowed you to ascertain if the students were developing the skills and/or knowledge they needed to meet the standards you determined at the beginning of this action research.

Artifacts: Checklist of standards chosen for this focus topic with percentage of students who achieved each standard.

4-5 Items of data collected to perform comprehensive analysis

1. What types of formative assessments did you use during the instruction you provided in this action research? How did they support the knowledge and/ or skills the students were to be learning?
Provide specific examples.

2. What types of summative assessments did you use during the instruction you provided in this action research. How did they inform you about the knowledge and/ or skills the students were to be learning? Provide specific examples.
3. Based upon both the formative and summative assessments, how did you modify your instruction to meet the needs of your students who were not proficient? In other words, what did you do to ensure that the students who did not demonstrate proficiency in a skill or knowledge, were able to relearn that knowledge or skill to achieve proficiency? Provide specific examples of how you helped these children achieve success on particular standards.
4. Based upon both the formative and summative assessments, how did you modify your instruction to meet the needs of your students who demonstrated proficiency about what is expected according to the standards? In other words, what types of activities did you provide to those students to encourage further learning? Provide specific examples of activities provided to these students based on the standards.
5. Based on final assessments, explain how your teaching was instrumental in helping the students to reach the goals presented in the standards. What continued weaknesses do you note and what might a teacher do in the future after this research project to continue to enhance student knowledge and skills in this area?
6. How was progress towards the goals set by the standards communicated to the cooperating teacher, the students, and the parents?

Focus students

Chose two students you want to focus on for this case study. Use them to answer these prompts. Try to choose students with different needs.

1. Why did you choose the focus students?
2. What specific types of interventions/differentiations did you need to use with each student in terms of assessments, instructional strategies, and learning activities.

3. Based on assessments, did the interventions result in progress toward meeting the standards?

Provide specific examples of how the student demonstrated progress toward meeting the standards.

Reflection

Based on your teaching in this action research, respond to the following prompts.

1. What instructional strategies did you find most beneficial to use in this focused topic?
What instructional strategies did you find showed little or no benefit with the students in the classroom?
2. What learning activities did you find most beneficial to use in this focused topic?
What learning activities did you find least beneficial or of no benefit with the students in the classroom?
3. What differentiations did you use that were of benefit to the students? Which did not seem to be of any benefit?
4. If you were to teach this focused topic again, what would you be sure to do over, and what would you want to change?
5. As a reflective practitioner, what were your strengths in this action research and what were your weaknesses? How can you address those weaknesses in the future?

Score	4	3	2	1
Traits	Exceeds Expectations	Meets Expectations	Below Expectations	Does Not Meet Expectations
Grammar and spelling 25 points	Outstanding writing skills. Grammar and spelling are correct.	Average writing skills. Grammar and Spelling are for the most part correct.	Below average writing skills. Grammar and spelling errors are common.	Poor writing skills. Many grammar and spelling errors.
Demographic knowledge of classroom, school, and community 75 points	Consistent and complete description of the classroom, school, and community, and the resources available.	Descriptions provided for all of the following: classroom, school, and community, and the resources available.	Minimal description of one or more of the following: classroom, school, and community, and the resources available.	Incomplete or no description provided for one or more the following: classroom, school, and community, and the resources available.
Analysis of student interest surveys 50 points.	Consistent and complete discussion of interest surveys to determine instructional choices.	Sufficient discussion of interest surveys to determine instructional choices included.	Minimal discussion of interest surveys to determine instructional choices.	Incomplete or no discussion of interest surveys to determine instructional choices.
Analysis of pre-assessment 50 points	Consistent and complete discussion of pre-assessment to determine instructional choices.	Sufficient discussion of pre-assessment to determine instructional choices included.	Minimal discussion of pre-assessment to determine instructional choices.	Incomplete or no discussion of pre-assessment to determine instructional choices.
Quality of student interest survey and pre-assessment 25 points	Well-constructed and aligned to the standards of the focus topic.	Shows good construction and alignment to the focus topic.	Minimal construction and alignment to the focus topic.	Poorly constructed or not aligned to the focus topic.
Lesson plan 50 points	Lesson plan is clear and well-written to the standards of the MBU template.	Lesson plan is clear and follows the MBU template.	Lesson plan is not clearly written and/or does not follow the MBU template.	Lesson plan is poorly written and does not follow the MBU template or is not provided at all.

Score	4	3	2	1
Traits	Exceeds Expectations	Meets Expectations	Below Expectations	Does Not Meet Expectations
Instructional strategies 100 points	At least 5 instructional strategies are clearly explained according to the prompts provided in the directions.	3 or 4 instructional strategies are included and explained according to the prompts provided in the directions.	Less than three instructional strategies are included and/or are partially explained according to the prompts provided in the directions.	Less than three instructional strategies are included and are not explained according to the prompts provided in the directions.
Learning activities 100 points	At least 5 learning activities are clearly explained according to the prompts provided in the directions.	3 or 4 learning activities are included and explained according to the prompts provided in the directions.	Less than three learning activities are included and/or are partially explained according to the prompts provided in the directions.	Less than three learning activities are included and are not explained according to the prompts provided in the directions.
Assessment items 25 points	4-5 items of data are collected.	2-3 items of data are collected.	One item of data is collected.	No data is collected.
Analysis of assessments 200 points	<p>Analysis of formative and summative assessment data is consistent and complete.</p> <p>Modifications of instruction are clear including many examples of alternative instruction and learning activities to meet the needs of both non-proficient and proficient students.</p>	<p>Analysis of formative and summative assessment data is included and addresses the prompts.</p> <p>Modifications of instruction are included with some examples of alternative instruction and learning activities to meet the needs of both non-proficient and proficient students.</p>	<p>Analysis of formative and summative assessment data is inconsistent and/or incomplete.</p> <p>Modifications of instruction are unclear with few examples of alternative instruction and learning activities to meet the needs of both non-proficient and proficient students.</p>	<p>Analysis of formative and summative assessment data is not included.</p> <p>Modifications of instruction are not provided and/or no examples of alternative instruction and learning activities to meet the needs of both non-proficient and proficient students are included.</p>

Score	4	3	2	1
Traits	Exceeds Expectations	Meets Expectations	Below Expectations	Does Not Meet Expectations
Communication of progress toward goals 50 points	Explanation of communication of progress toward the goals of the focus topic are clear and complete with 3-4 examples provided.	Explanation of communication of progress toward the goals of the focus topic are clear and complete with 2-3 examples provided.	Explanation of communication of progress toward the goals of the focus topic are not clear or are incomplete with less than two examples provided.	Explanation of communication of progress toward the goals of the focus topic are not clear or are incomplete with no examples provided.
Focus students 100 points	Clear and complete descriptions of choice of focus students, types of interventions, and results of interventions for each focus student are provided according to the prompts.	Somewhat clear and complete descriptions of choice of focus students, types of interventions, and results of interventions for each focus student are provided according to the prompts.	Partial descriptions of choice of focus students, types of interventions, and results of interventions for each focus student are provided according to the prompts or the prompts are not addressed.	Few or no descriptions of choice of focus students, types of interventions, and results of interventions for each focus student are provided according to the prompts or the prompts are not addressed.
Reflections 100 points	All of the prompts are clearly and consistently addressed providing ample evidence to support reflection.	All the prompts are addressed providing sufficient evidence to support the reflection.	Prompts are not clearly addressed and/or insufficient evidence to support the reflection is provided.	Not all of the prompts are addressed and/or little evidence to support the reflection is provided.
Strengths and weaknesses of reflective practitioner 50 points	A thorough description is provided of the student teacher's strengths and weaknesses in this action research and how he/she can address them in the future.	A description is provided of the student teacher's strengths and weaknesses in this action research and how he/she can address them in the future.	A partial description is provided of the student teacher's strengths and weaknesses in this action research and how he/she can address them in the future.	Limited or no description is provided of the student teacher's strengths and weaknesses in this action research and how he/she can address them in the future.



TO: Parents and Guardians

SUBJECT: Release Form –Action Research Inquiry-Based Project

As a student teacher, I must participate in the Action Research Inquiry-Based Project to complete the requirements of Missouri Baptist University’s Teacher Education Program.

This project is designed to provide me with experiences to enhance my development as a teacher. This project is completed in the classroom under the supervision of my cooperating teacher/mentor. As a part of this project, I will be providing a Missouri Baptist University instructor with samples of student work and responses to questions as evidence of my progress to becoming an effective classroom teacher. Your child’s work may be part of what I submit as evidence of my growth as a teacher. No names will be included on any work which is submitted.

The material used in this project will only be used by the cooperating teacher/mentor, the university instructor, and me.

Please complete and sign the bottom of this form to document your permission for using your child’s work, if needed, to complete the Action Research Inquiry-Based Project. Thank you.

Student Teacher’s Name



I, as parent/guardian of _____ give my permission for samples
(Child’s Name)
of my child’s class work to be used for the student teacher’s completion of the Action
Research Inquiry-Based Project.

(Parent/Guardian’s Name Signature)

(Date)

(Parent/Guardian’s Name Printed)

SCHOOL OF TEACHER EDUCATION WRITING COMPETENCIES RUBRIC

Object.	Exemplary Performance	Above Average Performance	Average Performance	Below Average Performance	Low Performance	Earned Points
S T R U C T U R E	5 points Clear beginning, development, and conclusion; appropriate paragraphing; clear and appropriate transitions; correct usage of APA headings to provide the outline of the paper.	4 points Generally clear beginning, development, and conclusion; generally clear paragraphing; generally clear transitions	3 points Adequate beginning, development, and conclusion; adequate paragraphing; adequate transitions	2 points Weak beginning, development, and conclusion; weak paragraphing; weak transitions	1 point Serious and persistent errors in organizational structure/ paragraphing	
C O N T E N T S	5 points Appropriate length to cover topic; clearly and coherently focused (including a good sense of audience); thoughts are clearly organized; logical and clear progression; assertions clearly supported/illustrated; writing shows originality and substance; writing shows substance and is publishable. Writing consistently matches styles and diction to the subject matter and audience.	4 points Appropriate length to cover topic; clearly and coherently focused with sufficient sense of audience; thoughts generally organized; generally logical and clear; assertions generally supported/illustrated; generally shows originality and substance. Writing frequently matches styles and diction to the subject matter and audience.	3 points Adequate length to cover topic; adequately focused (including some sense of audience); thoughts adequately organized and presented; assertions adequately supported and or illustrated; limited substance or creativity. Writing shows consideration for matching styles and diction to the subject matter and audience.	2 points Not adequate length to cover topic; weakly focused (little sense of audience); thoughts not clearly organized; unclear progression; assertions weakly supported and or illustrated. Writing seldom shows matching of styles and diction to the subject matter and the audience.	1 point Does not cover the topic; weakly focused (little sense of audience); disorganized. Minimal evidence of matching styles and diction to the subject matter and audience.	
M E C H A N I C S	5 points Correct sentence structure: spelling/punctuation; capitalization; usage/word choice. Demonstrates a strong command of language.	4 points Generally free of errors in sentence structure: spelling/punctuation; capitalization; usage/word choice. Demonstrates an above- average command of language.	3 points Relatively few errors in sentence structure: spelling/punctuation; capitalization; usage/word choice. Demonstrates an average command of language.	2 points Significant errors in sentence structure: spelling/punctuation; capitalization; usage/word choice. Inconsistently demonstrates command of language.	1 point Serious and persistent errors in sentence structure, spelling, punctuation/ capitalization, usage/word choice. Does not demonstrate command of language.	
A P A S T Y L E	5 points Reference page included and in correct format; appropriate use of quotations; appropriately cited sources; appropriate number of resources; appropriate resources for thesis	4 points Reference page included and mostly in correct format; quotations generally used correctly; sources are generally cited correctly; appropriate number of resources; mostly appropriate resources for thesis	3 points Adequate reference page; citations; adequate but limited # of resources; adequate but limited choice of resources	2 points Significant errors in reference page, citations, choice of resources; not adequate resources	1 point No reference page and/or numerous format errors; sources not cited or incorrectly cited; few and inappropriate resources	
					SCORE	



College of Education

Emergency Contact Information

Student Information: *(please print legibly)*

Name _____

Address _____

Phone Number _____

Cell Number _____

E-mail _____

Emergency Contact #1

Name _____

Address _____

Phone Number _____

Cell Number _____

E-mail _____

Relationship to Student _____

Emergency Contact #2

Name _____

Address _____

Phone Number _____

Cell Number _____

E-mail _____

Relationship to Student _____

Please provide one copy for your Cooperating Teacher and one copy for your University Supervisor