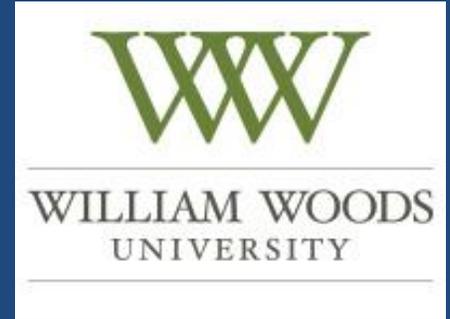


**Fulfill Your Dream,
Make a Difference**



**Student Teaching
Handbook**



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Note: Handbook is subject to change given ongoing DESE changes and/or recommendations.

Articulated and Shared Conceptual Framework

The William Woods University Professional Education Unit has been refining its Conceptual Framework during the last decade. The basis for the current conceptual framework explicated in this document was developed in 1999. Members of the Professional Education Unit who participated at that time were Education faculty and Secondary Area Academic Faculty.

Forming the foundation of the Unit's framework for the William Woods University learning community is the William Woods University mission statement: *An independent voice in higher education, William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community.*

Building upon this mission statement, the School of Education refined the 1999 Conceptual Framework during Fall 2004 by expanding explanations of the unit's guiding principles. The precursor document was developed during the 2000-2001 academic year. During both processes, the Unit's faculty (that included general education faculty, program methods faculty, and graduate faculty) provided guidance and input for its content and approval of the final forms. In preparation for this accreditation visit, both the undergraduate and graduate Education faculty reviewed the "Conceptual Framework" and the "Addendum to the units Conceptual Framework: Learning in the William Woods University Graduate Programs in Education

When completed and approved by the faculty, the 2001 document and its 2004 revision, and its 2011 update were disseminated to both undergraduate program teacher education stakeholders and graduate program principalship and superintendency certification stakeholders through the university website, new student and instructor orientation materials, professional development workshops for faculty, and student bulletins and handbooks.

The mission of William Woods University and the Education Unit's Conceptual Framework are articulated and shared regularly among the professional education community and its stakeholders. ISLLC and/or MoSPE standards are articulated and aligned in the syllabus with each student learning objective in each graduate course.

The student demonstrates an understanding of these standards (and of the DESE administrative certification competencies) by being required to develop a program professional portfolio, selecting artifacts, and writing reflections on the artifacts, research articles and/or field experiences aligned to each standard.

In addition, the conceptual framework is consistently articulated in the instruction of each course through suggested class session activities contained in the course syllabus that suggest the use of varied individual and group learning activities, such as group consensus-building activity, teamwork, problem-solving, culminating group projects/presentations, reaction papers, role play simulations, and writing reflection papers on current issues and/or research.

General Policies

This handbook contains William Woods University policies regarding placement for student teaching assignments, responsibilities of the student teacher, and roles for the cooperating teacher, and other general information.

Liability Insurance

All student teachers are required to carry liability insurance when they work with the cooperating teachers in completing the student teaching. Failure to have liability insurance is considered to be in violation of the requirement of the Educator Preparation unit of the Department of Elementary and Secondary Education. All student teachers must provide proof of insurance prior to student teaching to the Chair of Field and Clinical Experiences. Students may purchase liability insurance offered by MSTA or MNEA as student members of these organizations or insurance is available through most homeowner policies. All liability insurance matters will be handled by the Chair of Field & Clinical Experiences, who will serve as the institution representative to the professional organizations on behalf of the School of Education. Students are required to report incidents that are reported to insurance to the Chair of Field and Clinical Experiences. Student MSTA membership can be obtained at: <https://www.msta.org/join/>

Family Care Safety Registry Background Check and Substitute Certificate

Student teachers must obtain a substitute certificate and have an updated background check prior to being placed in their student teaching experience. A copy of the substitute certificate and FBI Criminal Background Check must be submitted to the Chair of Field & Clinical Experiences.

Placement for Student Teaching Assignments

The student teaching assignment must be in the grade level and/or specialty area of certification. Each student teacher is to be placed under the direct supervision of a certified teacher who has completed a minimum of three years of teaching experience and/or is recommended by their building administrator. The certification credentials of the cooperating teacher must be consistent with that of the student teacher's endeavors.

Placement Sites: Clinical partnerships exist with area school districts. Our priority is to place students in our partner districts. This allows William Woods instructors to serve as university supervisors for our teacher candidates. Consideration will be given for placement up to a 75 mile radius of the Fulton campus, if quality mentor teacher is obtained and university professor is available for supervision. Students may request to do their student teaching elsewhere in Missouri by writing a letter to the Chair of Field & Clinical Experiences and submitting this with their application.

Schools, in all cases sign a Memorandum of Understanding (MOU) that is tailored to each situation based on the collaboration among student, school district, and university, identifying the strengths and needs of schools as well as the “best situational fit” for the teacher candidate. A review of the experiences of the partner schools and quality of mentors is conducted annually.

Approved sites are selected from schools that are state approved and regionally accredited. Placement in private schools is limited to those that hold the highest accreditation available in the Association of Private Education.

Selection of Cooperating Teacher: The selection of a cooperating teacher is the mutual responsibility of district administrators (superintendents and principals) and the William Woods School of Education. The following criteria are viewed as minimum requirements in the selection of a cooperating teacher:

1. The cooperating teacher must hold a master’s degree or above or be highly recommended by the building principal. The cooperating teacher must be teaching in the area of certification.
2. The cooperating teacher should have clearly demonstrated to his/her district administrators the ability to be an effective teacher and an effective classroom manager. He/she must have completed a minimum of three years’ experience and/or be highly recommended by the building principal.
3. The cooperating teacher should be a willing participant in the student teaching experience. In addition, the cooperating teacher should demonstrate a positive attitude towards his/her present teaching position and the teaching profession in general.

School Calendar: The student teaching experience consists of 14 weeks in the classroom with supervision provided by the classroom cooperating teacher and the William Woods University supervising faculty member. A co-teaching model is recommended by William Woods University and will be explained, modeled and supported by university supervisors. Supervised teaching assignments are made in surrounding areas within the 50 mile proximity to WWU so that the WWU faculty member may conduct site visits during the 14 weeks.

Once student teaching has begun, the student teacher is required to conform to the schedule, attendance standards, and other policies of the assigned school.

Attendance: The student teaching experience lasts 14 weeks. This may include school district holidays and days to attend seminars, in-service and activities planned in the school calendar. Any student missing more than **three** days because of illness or approved interviews will be expected to make it up during alternative schedule (finals week). Student teachers in the spring semester can use one of the three excused days to attend the Missouri Job Opportunities in Education (MOJOE) job fair in early April.

Student teachers are responsible for notifying the cooperating teacher and the building principal if he/she is unable to attend because of illness. In addition, they must inform the university supervisor of their absence in school. If conditions permit, the student teacher must submit plans for the cooperating teacher in advance of the scheduled absence.

Stipend for Cooperating Teachers: A stipend of \$200.00 will be paid to a cooperating teacher who has a student teacher for a minimum of twelve weeks.

Educational Seminar (EDU 492)

This required three-credit course includes final preparation for student teaching and support for student teachers throughout the supervised teaching assignment. The seminar meets prior to the student teaching semester in the evenings throughout the semester and after the student teaching is completed.

Coursework and assignments include applications of teaching methods and strategies, assessment, differentiation, resume development and interviewing skills, analysis of student teaching situations, and reflections of the student teaching experience. Other pertinent information relating to becoming a successful first-year teacher and mentoring are also presented in the seminar.

Student teachers will be expected to complete various assignments that complement the student teaching experience. Students are expected to participate in Senior Showcase.

Seminar Attendance: Sessions of Education Seminar (EDU 492) include completion of several required assignments and discussion of school-related issues related to teaching standards. Attendance is expected and critical for this seminar. Missed classes will affect the student's grade as it directly relates to your student teaching experience.

Educational Technology (EDU 411/3 Credits)

If you are seeking google certification, during student teaching, you may concurrently enroll in EDU 411: Educational Technology II. EDU 411 is not a required course.

University Supervision/ Evaluation

Evaluation is a continuous process where the major aim is to help the teacher candidate become increasingly perceptive, reflective, and analytical in evaluating themselves. On-going formative assessment will take place on a daily basis with the cooperating teacher providing guidance and feedback regarding the student's performance. Formal evaluation of the teacher candidate in their student teaching experience will utilize the Missouri Educator's Evaluation System (MEES). This document is available on the DESE Teacher Preparation page:

<https://dese.mo.gov/educator-quality/educator-preparation/mees-training>

University faculty members designated by the Chair of Field & Clinical Experiences in consultation with the Director of the School of Education will visit/observe the student teacher a minimum of four times throughout the student teaching experience. When circumstances dictate, however, the university supervisors will plan to visit more than the minimum number of times specified. Although university supervisors may inform the student teacher in advance of the visit, notification of intent is not a requirement. During an observation visit, a copy of the student teacher's lesson plans (Appendix B) should be presented to the university supervisor. At the conclusion of the visit, the university supervisor will submit a signed copy of the evaluation results to the student teacher to be shared with the cooperating teacher.

Summative MEES evaluation will take place during the last two weeks of the student teaching experience. The cooperating teacher and the university supervisor will each complete the MEES evaluation form. The total number of possible points a student can obtain on the summative MEES evaluation is 72. The cooperating teacher assigns up to 36 possible points, and the university supervisor assigns up to 36 possible points for a combined score of 72 points. The copy of the summative evaluation should be submitted to the Chair of Field & Clinical Experiences.

Certification

Formal application for teacher certification will be made on-line through the Missouri Department of Elementary and Secondary Education. Academic certification requirements consist of maintaining an overall 2.75 GPA with a 3.0 or higher GPA in professional education courses. Additionally, students must pass DESE specific exams. As of August, 2019, students must earn a summative MEES evaluation score of 42 or higher for certification. In the event a student earns a 41 or below on the MEES summative evaluation, the student will not be eligible for certification.

DESE sets out all requirements for certification in Missouri, and students should review all requirements for certification set out by DESE. Final determinations about certification in Missouri are made by DESE and not by William Woods University. Completion of student teaching or any program at William Woods University does not guarantee certification by DESE or by any other entity. If the student teacher expects to later become certified to teach in another state, he/she needs to become informed about requirements in that state.

Final Grade

The final student teaching grade assigned is the responsibility of the University Supervisor with consideration for the recommended final grade given by the Cooperating Teacher/s and Building Principal (Representative). A grade of A, B, C, D or F will be assigned.

Final grade appeals should follow the academic policy specifying grade appeals:
https://www.williamwoods.edu/catalog/policy_detail.aspx?id=305

The grade appeal policy outlines that “Students who believe a grade has been assigned in error or who wish to have the grade reviewed must first submit their concerns in writing to the instructor within 20 days of the end of the course. The instructor shall then have 15 days in which to reply in writing.” In this regard, students need to contact the university student teaching supervisor if they wish to appeal their grade. The university student teaching supervisor will consult with the cooperating teacher regarding the students’ performance. The university supervisor will contact the student within 15 days in writing regarding the decision to either change or not change MEES summative evaluation scores to accurately reflect the student’s performance, and if a grade change will or will not be submitted.

Student Teaching Objectives

Student teaching is the final clinical experience in the education program. The major objectives are detailed below. As part of the Student Teaching Portfolio, teacher candidates will upload specific artifacts through VIA highlighting their understanding of these objectives.

The teacher candidate:

1. Identifies low engagement and responds with strategies to increase engagement. Uses a variety of skillful questioning strategies to promote active participation and depth of student response; Facilitates a lesson in which every student in the class appears engaged for the duration of the lesson.
2. Designs and utilizes a blend of whole-class, group, and/or individual instruction; Uses strategies linked to the different needs and attributes of students for differentiation in teacher presentation and student response; Recognizes student needs in the moment and adjusts teacher presentation and/or student groupings to address variations in student learning.
3. Delivers lessons and assessments that illustrate a high degree of understanding of the intended learning objectives; Connects cross-curricular subjects and/or considers scope and sequence when implementing lessons; makes adjustments during the lesson while still following district curriculum.
4. Provides opportunities for student thinking to delve into real-world topics, which address differing viewpoints, and allows students to respectfully justify their own opinion and solution to a problem; Facilitates a student-centered lesson in which students discover for themselves the desired knowledge and/or skills, rather than relying on teacher-provided information; Provides opportunities for students to demonstrate creativity, engage in creative problem-solving, and develop curiosity through hands-on experiences; Allows students to express their thoughts, feelings, insights, opinions, and attitudes (not just knowledge) through a variety of media.

5. Candidate proactively intercepts student misbehavior or distraction; Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning; Seeks feedback from students on his or her teaching, strategies, classroom, etc.
6. Adjusts conversation skills to support individual student understanding; Encourages students to develop effective speech qualities including volume, tone, and inflection; Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.
7. Analyzes trend data to respond instructionally resulting in a positive impact on student learning; Uses multiple assessments to accurately monitor, analyze, and triangulate the progress of each student and the class as a whole; Supports students in creating and articulating progress toward goals; Uses formative assessment strategies to adjust mid-lesson instruction; Provides evidence of how the lesson format, instructional techniques, etc. were designed using previously gathered assessment data.
8. Uses techniques or strategies introduced in district/school professional development in their classroom; The candidate is committed to the learning of the entire school, not just his or her own growth; Actively participates in a professional organization to improve practice. Identifies areas of weakness and seeks out opportunities to strengthen e.g. webinars, books, PD opportunities, professors, etc.
9. Volunteers to be a member of a school-wide committee; Collaborates with parents, colleagues. And/or community members for the benefit of students; Actively participates in school or district events to build a broad network of collaboration.

Professionalism

During this final clinical experience, student teachers are seen as teachers and are expected to display mature, professional behavior in this experience. Become familiar with the specific expectations of your host school and adhere to those policies. The student teacher is to dress in accordance with the standards and policies of the assigned school. He/she is expected to be well-groomed and professional in appearance.

Missouri Professional Teacher Standards address professionalism specifically in:

Standard 6 Effective Communication

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

Standard 8 – Professionalism

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

Standard 9 Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members.

Expectations

- Review the teacher candidate formative and summative assessment (MEES) and strive to meet the highest standard.
- Demonstrate professionalism in how you speak, dress, act, and deal with confidential information.
- Maintain a friendly but professional relationship with the students. Avoid relating as a peer or friend with the students. Note the school's policy on social media and relating to the students.
- Continually reflect on your practice. Utilize your mentor teacher, colleagues and enlist their feedback. Conference with them on planning, management and differentiation. Remember, they are there to support your experience. *Be a learner!*
- Make this experience a high priority so that you are actively engaged and well prepared. Consider your time management and commitments so that you maintain the best instructional experience for your students.

Guidelines for Social Media Use – Review and comply with the technology usage policy for your host school. Especially review their guidelines and expectation for use of social media.

FERPA - or the **Family Education Rights and Privacy Act** assures the confidentiality of student records and protects the private educational records from unauthorized parties. Any information that personally identifies the individual student must be kept confidential and

under this provision, third parties have very limited access to the records. FERPA allows eligible students and parents access to educational records. Educational records include files, documents, and other material maintained by the educational institution that is directly related to the student. A student's grades or written comments about their performance in class are examples of educational records that must be released to a student's parents or an eligible student. Review the district policy on FERPA and follow their guidelines to insure compliance.

Expectations of the Chair of Clinical & Field Experiences

The Chair of Clinical & Field Experiences provides a vital and continuing link between the elementary and secondary schools and William Woods University by enhancing and encouraging communications and collegiality. He/she has the added responsibilities of orienting the cooperating teacher and coaching and evaluating the student teacher.

The general responsibilities of the Chair of Clinical & Field Experiences are to:

Acquaint the cooperating schools with the philosophy, objectives, organization and the content of the teacher preparation program.

Orient teacher education students to the philosophy, the objectives and the organization of the school(s) to which they are assigned and to the community environment.

Assist the School of Education in planning, implementing and evaluating all aspects of the program of professional experience.

Evaluate the student teacher's participation in the clinical experiences, and conferring with cooperating teachers about that evaluation.

Maintain high performance expectations for teacher education students.

Expectations of the University Supervisor:

Submit written evaluations of the student teacher's performance including a final evaluation with a grade recommendation.

Examine lesson plans and provide feedback.

Visit and evaluate the student teacher a minimum of four times during the clinical experience.

Assist the student teacher in self-reflection and goal setting for professional growth.

Maintain open communication and positive personal relationships with the student teacher, cooperating teacher, the building principal and the Chair of Clinical & Field Experiences.

Observe the total classroom dynamics and teaching style of the cooperating teacher, and to get a sense of the personalities of the pupils.

Assignments and Requirements for Student Teachers

Requirements expected of all student teachers appear below. Failure to meet all requirements will jeopardize the successful completion of the student teaching assignment. Upon accepting placement, the student teacher also accepts responsibility for placement requirements. The university supervisor and/or the cooperating teacher may require additional work.

Problems or Concerns

Cooperating teachers are encouraged to contact the Chair of Clinical & Field Experiences if they are unable to resolve a difficulty with the student teacher. If possible, contact should be made before a problem becomes too serious.

If a student teacher feels that a situation is becoming uncomfortable and could lead to a poor experience, he/she should first discuss these concerns with the cooperating teacher and university supervisor. The Clinical Experiences Coordinator has the immediate jurisdiction in all situations, which involve University policies and procedures.

Students who are dropped from student teaching for whatever reasons may be reassigned to an additional semester of student teaching or whatever timeframe is deemed appropriate, or may be referred to the Teacher Education Committee for further consideration and action.

Substituting

William Woods University requires 14 weeks of student teaching before a student is recommended for certification. Because of this requirement, plus concern for liability, WWU has established a policy that student teachers may be used as substitutes **ONLY** when approved by the Clinical Experiences Coordinator. The student teacher must have a current Missouri Substitute Certificate.

The School of Education is aware that some districts have existing policies covering the use of student teachers as substitutes, and it is willing to work with districts under such policies.

Lesson Plans

Effective teaching doesn't just happen; it requires proactive planning by teachers to make informed, goal-oriented, interactive decisions about students and instruction. Consequently, written lesson plans are to be developed for each topic/unit taught. A suggested lesson format that can serve as an organizational guideline for each plan is in

Appendix B. **It is expected that this template be used for each university supervisor observation.**

Member Roles Throughout the Student Teaching Semester

Role of the Cooperating Teacher

- Help the teacher candidate feel comfortable and welcome
- Review school policies and procedures
- Encourage teacher candidate to get involved in school activities
- Share materials and ideas
- Assist the candidate in developing standards-based lessons
- Observe and provide constructive feedback
- Know and implement the co-teaching strategies
- Mentor and guide the teacher candidate
- Model effective teaching strategies and professional behavior
- Be flexible; allow the teacher candidate to try new ideas
- Communicate expectations
- Be understanding and patient
- Maintain consistency and accountability
- Communicate growth and concerns with university supervisor

Role of the University Supervisor

- Provide a systematic and consistent presence during the student teaching experience
- Provide program information to the cooperating teacher and teacher candidate
- Observe and provide feedback on a regular basis
- Be an advocate for the teacher candidate
- Help the team build good communication and facilitate positive interactions
- Schedule three-way conferences at the beginning and end of the experience
- Be knowledgeable in and supportive of the use of co-teaching strategies
- Set clear expectations; be honest about a student's performance
- Address any significant challenges that arise (e.g., personality related conflicts, intern performance concerns, intern absenteeism, etc.)
- Act as a confidant for both the cooperating teacher and teacher candidate
- Communicate any concern with the Chair of Clinical & Field Experiences

Role of the Teacher Candidate

- Come ready to learn; be enthusiastic and show initiative
- Introduce yourself to team members and school personnel
- Ask questions and discuss professional issues
- Share ideas and work cooperatively; be flexible
- Help with all classroom responsibilities (e.g. record keeping; grading, etc.)
- Know your content and be a continuous learner

- Plan engaging, standards-based lessons
- Know and implement co-teaching strategies
- Accept feedback and put suggestions for improvement into practice
- Be proactive in initiating communication with your triad members
- Demonstrate respectful behavior
- Be a reflective practitioner, consider keeping a reflective journal
- Be patient with yourself and your cooperating teacher
- Be a sponge; learn all you can from everyone in the building

Co-Teaching Model

William Woods University School of Education is committed to creating a quality-learning environment for cooperating teachers, teacher candidates, and public/private school students. The co-teaching model supports both groups through providing two teachers who plan, instruct, problem-solve, and make decisions. This benefits the teacher candidates, cooperating teachers, and public/private school students in the following ways:

- Reduction in student-to-teacher ratio
- Enhanced ability to meet student needs in large and diverse classrooms
- Full use of the experience and expertise of the cooperating teacher
- Consistent classroom management
- Greater student participation and engagement
- Increased instructional options for all students
- Enhanced professional support and development for cooperating teachers and teacher candidates
- Stronger relationships between candidates and cooperating teachers
- Enhanced teacher communication and collaboration skills

In co-teaching both the cooperating teacher and teacher candidate create a schedule for sharing and transitioning to and from a lead teacher role. Even though both teachers are involved in all aspects of teaching, the cooperating teacher begins by leading in planning, instruction and assessment. From the start, the teacher candidate begins sharing ideas, thoughts and opinions on all components of teaching, such as curriculum standards, lesson objectives, materials and differentiation strategies. And even at the beginning, candidates are instructing the class for some activities. (Academy for Co-Teaching and Collaboration, 2014). Resources found in Appendices D and E.

Appendix A

Missouri Teacher Standards

Standard #1 Content knowledge aligned with appropriate instruction. The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students. *[SB 291 Section 160.045.2 (3) The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.]*

Standard #2 Student Learning, Growth and Development
The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students. *[SB 291 Section 160.045.2 (1) Students actively participate and are successful in the learning process; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]*

Standard #3 Curriculum Implementation
The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data. *[SB 291 Section 160.045.2 (1) Students actively participate and are successful in the learning process; (2) Various forms of assessment are used to monitor and manage student learning; (3) The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior; (5) The teacher keeps current on instructional knowledge and seeks and explores teaching behaviors that will improve student performance.]*

Standard #4 Critical Thinking
The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills. *[SB 291 Section 160.045.2 (1) Students actively participate and are successful in the learning process.]*

Standard #5 Positive Classroom Environment
The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation. *[SB 291 Section 160.045.2 (3) The teacher is prepared and knowledgeable of the content and effectively maintains students' on-*

task behavior; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]

Standard #6 Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom. [*SB 291 Section 160.045.2 (4) The teacher uses professional communication and interaction with the school community; (6) The teacher acts as a responsible professional in the overall mission of the school.*]

Standard #7 Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student, and devises instruction to enable students to grow and develop, making adequate academic progress. [*SB 291 Section 160.045.2 (2) Various forms of assessment are used to monitor and manage student learning; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.*]

Standard #8 Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students. [*SB 291 Section 160.045.2 (2) Various forms of assessment are used to monitor and manage student learning; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance; (6) The teacher acts as a responsible professional in the overall mission of the school.*]

Standard #9 Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members. [*SB 291 Section 160.045.2 (4) The teacher uses professional communication and interaction with the school community; (6) The teacher acts as a responsible professional in the overall mission of the school.*]

Source: Missouri Department of Elementary and Secondary Education. (May, 2013). Missouri's Educator Evaluation System (PDF). Retrieved 8/13/19 from: <https://dese.mo.gov/sites/default/files/TeacherStandards.pdf>

Appendix B

Lesson Plan Template

<p>Standards/ Indicators (MO Teaching Standard 3) <i>Missouri and national standards, quality indicators, and skills addressed by this lesson</i></p>
<p>Learning Objectives/Goals (MO Teaching Standard 3) <i>The lesson's objectives and learning outcomes appropriate for meeting the student needs</i></p>
<p>Essential Questions (MO Teaching Standards 2, 4) <i>Consider Higher Order Thinking Skills (HOTS), encouraging critical thinking, and scaffolding questions to develop concepts, identify levels of Blooms Taxonomy used</i></p>
<p>Lesson Structure (MO Teaching Standards 1, 2, 3, 4, 6, 7) <i>Outline of your lesson including time/pacing</i></p>
<p>Instructional Strategies (MO Teaching Standards 1, 2, 3, 4, 6, 7) <i>Research-based strategies used in the lesson</i></p>
<p>Learning Activities (MO Teaching Standards 1, 2, 3, 4, 6, 7) <i>Guided Practice Activities; consider a variety of learning styles and Bloom's levels</i></p>

Assessment Tools Used Throughout Lesson (MO Teaching Standard 2, 7)

Formative – for learning and summative – of learning

Resources/Materials

Use of Technology (MO Teaching standards 1, 2, 4)

Differentiation Considerations (MO Teaching standard 2)

Meeting the needs of all learners including accommodations and modifications

Classroom Management (MO Teaching standard 5)

Routines and procedures that create engaging learning environment

Closure of the Lesson (MO Teaching Standards 2, 7)

Summary, connecting to objective, checking for understanding

Teacher Reflection (MO Teaching Standard 8)

Reflection following the lesson

Appendix C

Host Teacher Suggestions for Welcoming Your Teacher Candidate

Arrange to meet with your teacher candidate before the official start of the experience.

Introduce the teacher candidate to other faculty members, support personnel and administrators.

Tour the school (e.g. staff work areas, the lounge, adult restrooms, etc.).

Post the candidate's name on the classroom door.

Send a note to families to let them know you will have a teacher candidate co-teaching with you.

Provide a desk (preferably not a student-sized desk) or designate a work area for the teacher candidate with supplies and copies of necessary manuals and textbooks.

Provide pictures of the class or individual students to help the teacher candidate learn names more quickly.

Review the faculty handbook with the teacher candidate.

Share “bits of information” that matter (e.g. “There is a peanut-free table in the cafeteria” or “Staff members never park in Lot A”).

Explain staff activities or special events.

Discuss classroom rules, procedures, and expectations.

Assemble a binder with useful information, including class lists, daily schedules, classroom rules, discipline referral forms etc.).

Start a file with your favorite tried-and-true activities and good teaching ideas. Encourage your candidate to add to it throughout the experience.

Leave an inspirational quote or article on the candidate's desk.

Make gestures of kindness – no matter how small, they have a positive impact!

Appendix D

Co-Teaching Strategies and Examples

These strategies are not hierarchical-they can be used in any order and/or combined to best meet the needs of the students in the classroom.

STRATEGY	DEFINITION/EXAMPLE
One Teach, One Observe	<p><u>Definition:</u> One teacher has primary responsibility while the other gathers specific observational information on students or the instructing teacher. The key to this strategy is to have a focus for observation.</p> <p><u>Example:</u> One teacher observes students to determine how well they understand directions while the others leads instruction.</p>
One Teach, One Assist	<p><u>Definition:</u> This strategy is an extension of One Teach, One Observe, One teacher has primary instructional responsibility, while the other assists students with their work, monitors behaviors, or corrects assignments.</p> <p><u>Example:</u> While one teacher has the instructional lead, the teaching assisting is a “voice” for the students when they don’t understand or are experiencing difficulties.</p>
Station Teaching	<p><u>Definition:</u> The co-teaching pair divides the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used along with the two teacher-led stations.</p> <p><u>Example:</u> One teacher leads a station where the students play a money math game, while the other teacher runs a mock store where the students purchase items and make change.</p>
Parallel Teaching	<p><u>Definition:</u> Each teacher instructs half the students. The two teachers address the same instructional material and present the material using the same teaching strategy. The greatest benefit to this approach is reduction of the student-to-teacher ratio.</p> <p><u>Example:</u> Both teachers lead a question and answer discussion on specific current</p>

	events and the impact they have on our economy.
Supplemental Teaching	<p>Definition: This strategy allows one teacher to work with students at their expected grade level while the other teacher works with those students who need the information and/or materials re-taught, extended or remediated.</p> <p>Example: One teacher works with students who need a concept remaining students.</p>
Alternative or Differentiated Teaching	<p>Definition: Alternative teaching strategies provide students with different approaches to learning the same information. The learning outcome for all students; however, the instructional methodology is different.</p> <p>Example: One teacher leads a group in predicting the plot of a story by looking at the book cover and illustrations; the other teacher leads a group in predicting the plot by pulling specific items and/or story clues from a bag.</p>
Team Teaching	<p>Definition: Well-planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a student perspective, there is no clearly defined leader as both teachers share the instruction, freely interject information, assist students and answer questions.</p> <p>Example: Both teachers share the reading of a story/text so that students are hearing two voices.</p>
Source: Adapted from Cook, L., & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. Focus on Exceptional Children. 28(3). 1-12.	

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Appendix E

Creating a Positive Co-Teaching Environment for Teacher Candidates and Cooperating Teachers

Move...

- from isolated teachers and students to integrated teachers and students.
- from doing it alone to “let’s do it together.”
- from “yours” or “mine” to “our” student.

Share ownership for planning, teaching and assessing.

Recognize and appreciate the expertise each one brings to the partnership.

Show mutual respect.

Set high expectations for students, self and team.

Reflect – individually and as a team.

Share expectations for student behavior.

Share vision/goals for student achievement.

Commit to planning time and the “team”.

Demonstrate positive communication skills.

Sharing Responsibility - From Solo to Lead

In co-teaching, communication is the foundation for sharing classroom responsibilities, including planning, instruction and assessment. In each of these areas, sometimes the cooperating teacher takes the lead, sometimes the teacher candidate takes the lead and sometimes leadership is shared. Regardless of who is leading, both the teacher candidate and cooperating teacher are expected to identify ways to modify instruction and assessment to meet student needs. Teacher candidates are expected to contribute ideas and engage with students from the very first day. At the beginning of the student teaching experience, the cooperating teacher leads with the teacher candidate contributing. As the experience progresses, the teacher candidate takes over the leadership role, which also includes directing other adults in the classroom, such as paraprofessionals, special education, ELL teachers and Title I teachers.

When Co-Planning, the Pair Will

- Decide What Content to Teach
- Determine What Co-Teaching Strategies to Use
- Discuss Who Will Lead Different Parts of the Lesson

- Identify How to Assess Student Learning
- Share Materials and Resources

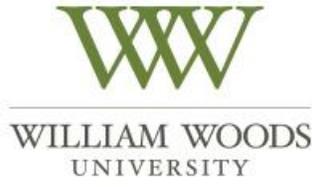
When Co-Instructing, the Pair Will

- Share Leadership in the Classroom
- Work With All Students
- Use a Variety of Co-Teaching Approaches
- View Each Other as Equal Partners
- Manage the Classroom Together
- Make Changes as Needed During a Lesson

When Co-Assessing, the Pair Will

- Share the Workload of Daily Grading
- Provide Summative and Formative Assessment of Students
- Determine Grades Jointly

The student teacher will complete an evaluation of the student teaching experience(s) that highlights activities and feelings about the experience to be used by the William Woods University Division for reviewing the student teaching program. The cooperating teachers will also complete an evaluation of the student teacher and the student teaching supervising experience to be used by the Division for program review purposes.



William Woods University Cooperating Teacher Information

**Cooperating teachers will submit this form & the W9 form to William Woods via the university supervisor or mail to Division of Education, William Woods University, AB 304, One University Avenue, Fulton, MO 65251.*

Cooperating Teacher's Name _____ Phone # _____

Email Address _____

Mailing Address

Social Security Number: **(Necessary for stipend payment):**

Highest Degree Held: _____

Certification: _____

Current Position: _____

Years of Teaching Experience: _____

Notable Professional Development (3 years): _____

Cooperating School Name _____

School Address _____

School Fax # _____

Name of School Principal _____

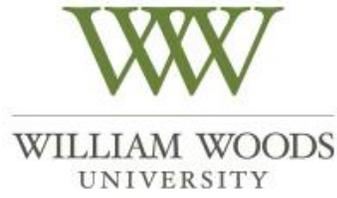
Telephone Contact: _____

Email Contact: _____

I hereby agree to supervise _____ (Name of Student Teacher) in their student teaching field experience for their degree program beginning today ____/____/____ until program ends on ____/____/____. I understand that the field experience is designed to provide the above named student with a variety of experiences pertaining to the student teaching program. I am willing to work with this student and the William Woods University supervisor in developing and providing an appropriate set of experiences. I also agree to participate in the review and assessment of the student's performance in the field experience and to provide feedback for instructional and evaluative purposes.

Signature of Cooperating Teacher: _____

Date: _____



Student Teacher Student Agreement

This form is to be completed, signed and submitted to your Student Teacher Director at the beginning of your Student Teaching Assignment.

- I understand that I am participating in a Field Experience sponsored by William Woods University. I recognize that the Field Experience is subject to the rules, regulations and policies of the University and the cooperating school district, as well as any others deemed appropriate by the University and/or Field Supervisors.
- I understand that during the Student Teaching experience, I will be representing William Woods University and that I will do nothing that would adversely affect its image. I agree that if my behavior is deemed improper or detrimental to the cooperating school system or William Woods University, I will be withdrawn from the Student Teaching Field Experience and accept a grade of failing (F). I understand that this determination will be made at the sole discretion of William Woods University.
- I understand that I am required to obtain and maintain adequate liability insurance as required by the Student Teaching Handbook.

I understand that failure to abide by the policies and procedures of the Student Teacher Field Experience program will result in termination with a grade of (F). I further agree that I will:

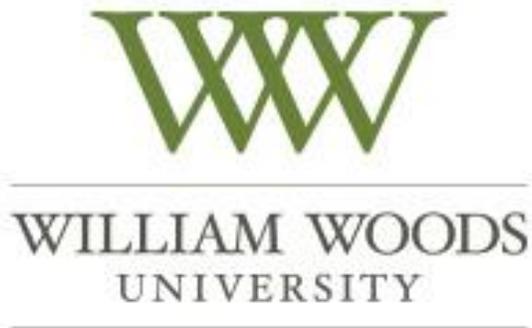
- ✚ Maintain the confidentiality of records and internal matters at all times.
- ✚ Abide by all William Woods University policies, cooperating school policies, laws, and regulations regarding the possession of any item that is considered to be a controlled substance, alcohol, and firearms.
- ✚ Not be in possession or use any item that is considered a controlled substance (except under the direction of a physician), alcohol, or firearm while on the cooperating school grounds.
- ✚ Abide by the policies and procedures found within the William Woods University Student Handbook.
- ✚ Dress professionally for Student Teaching Field Experience activities.

I HAVE READ AND UNDERSTAND THIS AGREEMENT. THE NATURE, SCOPE, AND POLICIES OF THE STUDENT TEACHER PROGRAM HAVE BEEN EXPLAINED TO ME AND I AGREE TO ABIDE BY THEM.

Signature

Student ID Number

Date



The Teacher Education Handbook/Student Teaching Handbook contains information about the curriculum, policies and requirements of the William Woods University Teacher Education Unit and its teacher certification process. Policies of the university and of the Missouri Department of Elementary and Secondary Education (DESE) provide the basis for much of the handbook information thus, information is subject to change.

In order to ensure that all students are aware of the handbook information, the College of Education is requiring that all students sign and date this a form, acknowledging that you have received and read this handbook.

Student Signature: _____

Date: _____