

MAE INTERNSHIP HANDBOOK



Master of Arts in Education Department of Education

Truman State University

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Introduction

The Master of Arts in Education (MAE) Program at Truman State University is designed to produce superior educators. MAE students complete graduate-level education courses and courses in the specialty area, which provide much of the knowledge necessary to be a teacher. However, these courses alone will not make an excellent educator. The capstone field experience of the MAE Program, and the most vital component in producing teachers who can function competently in a classroom, is the internship experience. The internship allows for a prolonged period of time in the classroom, observing master teachers, and honing teaching skills and style.

During the internship component of the MAE Program, the University and the cooperating school districts form partnerships to educate high-quality beginning teachers. Within that partnership, the intern teacher and the mentor teacher form a very special relationship—that of the new teacher and the experienced teacher working together to strengthen instructional competence. The Department of Education hopes that the internship will be a very rewarding experience. To facilitate a smooth transition to the public school, the Department is providing information in this handbook.

The Master of Arts in Education Program

In 1986, after the signing of House Bill 196, which established Truman State University as the state's highly selective liberal arts and sciences institution, Truman State University developed a new teacher education program, the Master of Arts in Education (MAE) program. The program has been fully operational since 1990 and is the only avenue by which students can seek an education degree at Truman State University. The main components to an MAE degree include:

- The undergraduate liberal arts and sciences degree
- Graduate education coursework
- Graduate specialty area coursework
- A semester or year-long internship in a public school
- The research component
- MoPTA

The program is designed to be completed in both one or two summer sessions and one or two academic years. Students typically begin graduate coursework the summer after their undergraduate graduation. The following academic year, they complete their internship and their research component (MoPTA). They can then finish their graduate coursework in the summer following their internship year. If students choose to do a semester-long internship, they can complete the coursework during the semester opposite their internship. While this is the most common arrangement of the graduate program, it is flexible, and students can begin the components at various times during the academic year.

The Conceptual Framework

MAE Mission: The mission of the Master of Arts in Education Program at Truman State University is to prepare reflective practitioners grounded in the Liberal Arts. Our practitioners are skilled in bridging theory and practice. They are informed by a well-developed understanding of content, pedagogy, learners, and learning environments. We believe the human condition can be bettered by teaching and learning rooted in caring, innovation, reflection, and research-based practice.

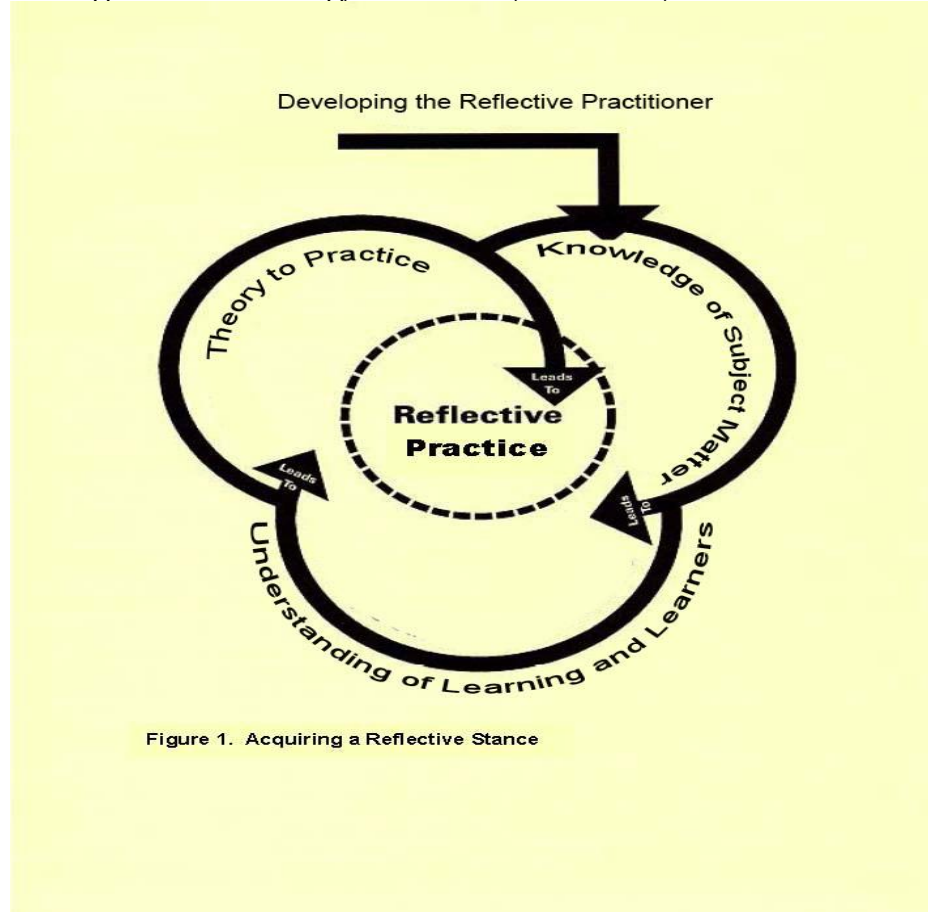


Figure 1. Acquiring a Reflective Stance

Internship Program Objectives

The aim of the Master of Arts in Education program is to produce exemplary teachers. The University, the school districts, and the mentor teachers all play a part in this process. Below are the specific objectives which contribute to the achievement of our overall goal.

Our overall objectives are to:

1. prepare teachers who are distinguished by their comprehensive liberal learning, developed through the challenging liberal arts component and integration of the undergraduate degree program;
2. prepare teachers who have mastery of the subject specialization, developed through the baccalaureate degree in the academic discipline and through graduate courses and experiences in their chosen teaching field;
3. prepare teachers who demonstrate professional skills of high quality, developed through solid professional education curriculum offerings and meaningful clinical and internship experiences;
4. prepare students to meet the performance criteria outlined in the evaluation plan for the teaching intern;
5. prepare teachers who are stimulated to exchange and implement the results of research and new knowledge in the profession;
6. prepare teachers who function with competence and confidence in confronting issues of the profession in a pluralistic society characterized by continuous change;
7. prepare teachers who have leadership competence in making informed professional judgments;
8. prepare students who are able to enter doctoral or other professional education programs; and,
9. prepare reflective teachers who are capable of continually and critically analyzing their own professional performance which allows them to grow in a professional manner; who are characterized by habits of life-long learning; and who engage in scholarly interaction and further learning experiences.

The Intern

The teaching intern has earned an academic degree and has experienced an orientation to teaching. Each semester intern, regardless of the internship model, is a certified substitute teacher (if interning in Missouri), not a person who is “practicing” teaching or a “student teacher.” Full-Year interns will apply for provisional certification once they are hired by a district (This role difference is a unique feature of the MAE Internship Experience).

The teaching intern is a beginning faculty member, not a short-term professional guest. As a result, the intern will receive an assignment of classes and students from the administrator and mentor teacher. This person will work more independently than is possible in the student teaching model, thus freeing the mentor for supervision and counseling of interns, curriculum revision, and other professional activities.

When an intern receives placement, the district representative is asked to sign an Internship Placement Request/Response, which lists vital information regarding the placement. The intern then signs the form to accept the placement.

While the teaching intern has many of the responsibilities of a traditional beginning teacher, differences do exist. A significant difference between the role of a teaching intern and that of a traditional beginning teacher has to do with the amount of professional assistance the intern will receive. The intern will be given increased supervision and will be provided with more support than the conventional beginning teacher.

Throughout the internship, the intern will expect and receive regular, continuous supervision and counseling by the University supervisor, mentor, and occasionally the administrator.

- ✚ Alternative clinical practice is permitted for candidates in lieu of conventional student teaching in accordance with Mo. Rev. Stat. 168.400 (2005) and Mo. Code Regs. 5 CSR 80-805.040.

Intern Responsibilities

Although there are a variety of internship models, all interns meet certain qualifications. Each intern has completed a BA or BS degree in a liberal arts and sciences field. Semester interns (only those who do internships in the state of Missouri) have received their substitute teaching certificate through the Teacher Certification Office of the Missouri Department of Elementary and Secondary Education. Full-Year interns are provisionally certified through the Teacher Certification Office of the Missouri Department of Elementary and Secondary Education. Interns must complete 30 hours of classroom and professional experience in the Education Field Experiences course, a 45 hour field-based component of the Clinical Experiences in Teaching class, and in most cases, significant teaching in the Management of Instruction course. Interns will have a minimum of 100 classroom clock hours of field experience before beginning the internship and many will have considerably more hours. Each intern, regardless of the internship model, will have sufficient prior experience to function as a member of the school district. During the internship, the teacher interns have the following responsibilities which they are expected to perform:

- Provide own housing and transportation.
 - Follow the calendar of the district, completing the **entire** public school spring/fall term or semester in the assigned classroom. This means that fall interns will begin with the district's teacher workdays and end when faculty begin their winter break. Spring interns begin when the district resumes classes from winter break and end with the last work day for faculty. However the student must be able to attend the first day of spring or summer semester courses at the University if necessary. Contact the Director of Field Experiences if a conflict arises (660.785.4399).
- Perform all duties and responsibilities regularly assigned to teachers.
- Cooperate with and be responsible to the mentor teacher, the building principal, and the University supervisor.

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- With the assistance of the mentor and University Supervisor, design a Professional Development Plan/Professional Competency Profile for the intern
 - When working with children in any field experience, Truman students are expected to adhere to all policies and procedures of the school district, as well as the rules governing social media use for the district, the state of Missouri, and for Truman State University.
 - Please see your cooperating mentor and/or principal for district policies and procedures, including rules governing social media use.
 - Please see Missouri Senate Bill 54 information at: <http://www.senate.mo.gov/11info/pdf-bill/tat/sb54.pdf>
 - Please see Truman's Best Practices for Social Media site at: <http://social.truman.edu/bestpractices.asp>
 - Adhere to the Truman State University Department of Education Policy for Use of Blogs:
 - Written permission by the district
 - No identifying information of the district or students included (in word or picture)
 - Limit those who are invited to view the blog to those people in the intern's professional program (do not include outside friends and family).
 - Secure professional liability insurance (through a professional teachers' organization) prior to beginning the internship.
 - Have the results of all district and university required background clearances on file in the Field Experience Office.
 - Keep the Field Experience Office updated regarding any changes in status, including address changes.
 - Complete the Missouri Educator Profile prior to the beginning of the internship and have results on file in the Field Experiences Office.
 - Complete the Application for Graduation (available at <http://gradstudies.truman.edu/files/2013/02/Graduation-Application.pdf>) and accompanying worksheet at least one semester prior to graduation.
 - Complete and submit the Missouri Pre-Service Teacher Assessment (MoPTA) and Action Research Project per Program, Department, and/or DESE requirements.
 - Successfully complete the Pearson Content Test for the designated area of certification.
 - Complete the surveys and other accompanying information included in the graduate student graduation packet from the Graduate Office prior to graduation.
 - Complete the online Intern Evaluation of Internship Experience (See Education Field Experience Blackboard course for link).
 - Complete and submit application for Initial Professional Teaching Certificate (Found on your DESE Profile Page on the left hand side under Applications). Please ensure your fingerprints are less than a year old or you will need to update them as well.

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- See your Graduation Checklist form on the Education Field Experiences Blackboard Course for further requirements.
 - If for any reason an intern is not able to successfully complete their initial internship placement and a second field placement is necessary, the Education Department at Truman reserves the right to require the second internship be completed in the Kirksville area.

Substitute Teaching during the Internship

- Interns are able to substitute teach for their mentor teacher **ONLY** at the discretion of the district.
- Some districts will allow interns to substitute teach, while others will not. Truman State University will support the district's policy. If the district requests a letter indicating permission to substitute teach for the mentor teacher, please contact the Director of Field Experiences for a letter. Please provide information regarding to whom the letter should be addressed and mailing/e-mail information at the time of the request.
- If the district allows and you wish to substitute teach for your mentor, you will need to fill out and submit the proper paperwork to substitute teach for your internship district. Typically these forms can be found on the districts human resources page or at the district-level office. You will want to take care of this prior to the start of the internship if possible, as many districts require board approval to substitute teach.

Other Student Obligations

During the internship, the interns are full-time graduate students. Not only do they receive graduate credit for the internship they are expected to conduct research and gather data for their research component and complete the Missouri Pre-Service Teacher Assessment (MoPTA). Interns are enrolled in ED 609 Teaching Internship, ED 607, Applied Educational Psychology and ED 681, Research or ED 632, Research/Applied Educational Psychology or a discipline specific course. The Applied Educational Psychology courses meet throughout the semester at the discretion of the instructor(s) at a central/announced location of interns or can be taken online. In the course, interns examine learning, attitudes, motivation, and human relations as they apply to teaching. It also provides peer support as interns come together and discuss their own classroom experiences. School districts are expected to release the teacher interns from any other school obligations on those Saturdays on which this course meets.

Teacher candidates who sign a contract to complete a year-long teacher of record internship will receive support from an MAE University Representative for the full contracted year of the internship. Therefore, the candidate is required to enroll in ED609 for both semesters (Fall & Spring) of the intern's academic year.

Bill #9.15.98.5 (passed February 16, 1999) states, "be it therefore resolved that effective Fall Semester, 1999, all full-year interns must enroll and pay tuition for eight (8) hours of graduate credit in ED609 Internship each semester of the internship."

Exit Requirements

As a graduation requirement, students must take the Pearson Content Test(s) if the Praxis II for their specialty area was not taken and passed at the required Truman score established by the Department of Education prior to August 31, 2014. Students should work with their advisor to determine which content tests they need to take for their program.

Students must complete a Department of Education Comprehensive Examination. The Comprehensive Examination can take different forms including a Case Study, Thesis, Publishable Paper or the Unit Plan/ Action Research. Depending on which research option is chosen, a student may be questioned by three faculty members or by their University supervisor. In some programs, students present their research to faculty and fellow students. Regardless of the form of the examination, students will be questioned about such things as their research, Missouri Pre-Service Teacher Assessment (MoPTA), and program issues.

Students must enroll in either ED 681G or ED 632G (or the discipline equivalent course) at least once before they graduate. All students must be continuously enrolled in classes required for the MAE or for certification (as listed in the Individual Plan of Study) until the completed and signed Report of the Examining Committee form has been received by the Graduate Office, unless they have a letter written by the Department Chair explaining why this requirement is waived.

Bill#02.13.07.02 (passed on February 13, 2007) addresses issues related to ED 681 G Research in Education and the Continuous Enrollment of Students in the MAE Program.

The Department of Elementary and Secondary Education (DESE) requires all teacher education candidates to complete the Missouri Pre-Service Teacher Assessment (MoPTA) to demonstrate teaching competency. Materials produced during the internship – the research, teaching units, handouts, study guides, classroom management products, etc. – might be used as evidence of competency.

Missouri Pre-Service Teacher Assessment ETS Website can be found at: <http://mega.ets.org/>.

Mentor Teacher Responsibilities

Mentor teachers should be a master's level teacher with three or more years of experience in a school setting. The mentor teacher plays a critical role in nurturing the development of an intern. The mentor teacher is chosen by the school system and the University to serve as the field-based expert who supports the intern on a daily basis. It is appropriate that the intern should observe his/her mentor in the variety of roles that a teacher is expected to play. Furthermore, the relationship between the mentor and intern should be that of colleagues. Interns should feel they can seek advice, comfort, and assistance from their mentors. Because of this, the University will not require the mentor to assign a grade to the intern. However, the mentor will take part in the on-going evaluation of the intern as a partner of the University.

In the University and mentor partnership, there are certain responsibilities and obligations which the mentor should meet. Following is a partial list of these obligations:

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- Make sure the intern is aware of specific requirements of the school district.
 - With the assistance of the intern and University supervisor, design a Professional Development Plan/Professional Competency Profile for the intern.
 - Perform and provide periodic formative feedback of the intern's progress.
 - Assist the intern in achieving his or her program objectives of the internship.
 - Assist the intern in development and collection of data for the research option and MoPTA.
 - Where possible, provide varied experiences with culturally diverse and/or at-risk students.
 - Assist the intern in preparing for the MEES (Missouri Educator Evaluation System)
 - Complete/Submit the Missouri Educator Evaluation System summative evaluation at the end of the internship
 - Where appropriate, encourage the intern to participate in after-school and weekend activities outside the regular teaching day, without burdening the intern with excessive extra-curricular obligations.
 - Assign the intern to instruction and induct him or her into teaching (including the development of appropriate lesson plans). There is not a set schedule of induction. Because each intern is different, and because the internship is a reflective model, each intern and mentor should move at an individualized pace. Mentors who are unsure of what pace is most suitable for their intern may wish to confer with the University supervisor.
 - Excuse the intern from all duties on those Saturdays required by the University for ED 607G, Applied Educational Psychology (six Saturdays a semester, if applicable), and for the Pearson Content Area Assessment Test - one Saturday.
 - Monitor and support the intern's interaction with students, parents/guardians, and other faculty.

University Supervisor Responsibilities

The University supervisor is responsible for seeing that the intern has every chance to succeed and improve his or her professional performance throughout the duration of the internship. However, this responsibility is to be shared among the supervisor, the mentor teacher, and the principal. Ideally, the University supervisor will recognize which activities are being performed adequately by the mentor teacher or principal and confine his/her role to reinforcing, supporting, and supplementing the work of the mentor teacher and the principal. Some of the University supervisor's responsibilities include the following:

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- Establish an initial contact and working relationship with the mentor teacher and district at the beginning of the internship. Provide the mentor teacher with their mentor packet at this time. The packet includes the mentor's contract, W-9, and mentor information form. These completed documents should be promptly returned to the Field Experience Office in the envelope provided.
 - With the assistance of the mentor and intern, design a Professional Development Plan/Professional Competency Plan for the intern (this can follow the format that the district currently uses for first-and-second-year teachers).
 - Maintain close contact with the intern throughout the internship experience. Visit the internship site a minimum of three times per semester or five times per academic year. In no case should a telephone call/email be substituted for an on-site visit. However, emails and/or phone calls are encouraged as a supplement to on-site visits and as a means for maintaining close contact between the intern and the University. A Missouri Educator Evaluation System formative site visit report will be completed online and submitted electronically to the Field Experience Office immediately following each observation. .
 - Complete/Submit the online Missouri Educator Evaluation System summative evaluation at the end of the internship (can be completed by University Supervisor, mentor teacher, and/or a building administrator). These must be completed by the grade deadline following the internship semester.
 - Provide ample collaboration time. All site visits should be of such duration and quality as to ensure the best chances for success of the intern.
 - Provide guidance to the intern concerning the research option. Not only should the supervisor offer advice in choosing the most suitable type of research, he or she should also assist the intern in choosing a specific topic and in collecting the necessary data. While it is neither the mentor's nor the University supervisor's responsibility to actually gather the research data or write the paper, both should be available to assist in these processes.
 - Serve as a resource person for the intern and the mentor, providing information about the program, the internship process, and other areas about which the intern and mentor may be concerned.
 - Perform periodic evaluations of the intern's progress. The University supervisor will assign the final pass/fail grade for ED 609, Teaching Internship.
 - When possible, the internship supervisor is encouraged to arrange for the building administrator or their designee to meet with the intern about the Missouri Educator Evaluation system currently used in the district during their internship experience. This process will provide the intern with knowledge of the evaluation procedures for teachers throughout the state, as well as feedback for reflection on their growth as an individual and educator.

The Professional Development Plan/Professional Competency Profile

The Professional Development Plan is a plan for personal growth and development as an educator which will assist the intern in subsequent years of teaching. In ensuing meetings, the Professional Development Committee should assess the effectiveness and evaluate

the implementation of the Professional Development Plan. Professional Development Plans often reflect sections of the Missouri Educator Evaluation System along with Formative and Summative Evaluation Forms. The professional certification levels for the state of Missouri mandate a Professional Development Plan in order to advance beyond PC-I level. Additionally, many interns and/or teachers will have the benefit of being a part of a Professional Learning Community where rich opportunities for professional development take place and constant meaningful conversations and exploration of what promotes student learning.

Suggested Sequence of Activities

To ensure the intern's success, the intern, the mentor teacher, and the University supervisor will form a team. Each member of the team must be aware of the required and recommended activities which should be performed throughout the internship and must take responsibility for those activities in which he/she is directly or indirectly involved. One vital responsibility of each team member is to assist the University in preserving accurate records regarding the intern process. In order to do this, the University will provide the mentors, University supervisors, and the interns with a mentor folder containing all of the necessary forms, which they will complete and return to the Field Experience Office or the Education Department according to the established deadlines. Other activities and responsibilities are listed below. These activities fit within the parameters of various time frames, and some must be attended to sequentially.

Before the Internship Begins:

The mentor teacher and the intern should:

- *Discuss schedule of school-opening activities (if appropriate).
 - *Discuss the role of the teacher including relationships with students, appropriate language, and community expectations.
 - *Determine teaching assignments and extra-curricular assignments.
 - *Discuss school calendar (grading periods, breaks, etc.).
 - *Discuss the year-long (or semester-long) overview of curriculum and course objectives.
 - *Develop a tentative teaching schedule with phase in to full-time teaching plan or co-teaching (semester-long only).
 - *Establish lesson plans for at least two weeks (full-year teacher of record).
 - *Discuss teaching strategies to implement lesson plans (full-year teacher of record).
 - *Review plans for evaluating and recording student progress (can also be done with building principal).
 - *Discuss enrichment or supplemental classroom activities.
 - *Review the workable set of rules, procedures, and consequences developed by the intern.
 - *Discuss school's grading policy and make plans to implement it.
 - *Familiarize the intern with daily housekeeping duties (attendance, lunch, etc.).
 - *Discuss relevance of teaching assignments to any district or state testing program.
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- *Discuss absence policies, sick-leave, plan-book requirements, snow day procedures, disaster procedures (fire drills, tornado warnings, etc.).
 - *Locate teaching resources such as technology, copiers, project materials.
 - *Familiarize the intern with physical facilities.

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- *Determine if the intern will be allowed to substitute during the internship and complete all necessary paperwork
 - *Discuss pay-day procedures (if applicable).
 - *Develop knowledge of students' special characteristics.
 - *Ascertain the support services available (counselors, nurse, psychologist, discipline officer, etc.).

The mentor teacher, intern, and University supervisor should:

- *Exchange home and work telephone numbers and email addresses.
- *Establish a working relationship and understanding of roles.
- *Discuss school's discipline policy.
- *Determine if the district will allow the intern to substitute for the mentor teacher during the internship and plan accordingly

Following are suggestions for University supervisor visits for a one semester internship. Year-long internship visits should be spent refining those issues which were addressed during the first semester. Implementation of these activities will vary with each configuration of intern, mentor teacher, and University supervisor.

First Month:

The mentor teacher and the intern should:

- *Establish lesson plans for at least two weeks (when intern is about to begin teaching responsibility).
- *Discuss teaching strategies to implement lesson plans.

The University supervisor should:

- *Review research needs with the intern (encourage collection of demographic data).
- *Consult with instructor of applied educational psychology course regarding intern's progress.

The mentor teacher, intern, and University supervisor should:

- *Devise and begin implementing the Professional Development Plan.
- *Review plans and concerns of the first grading period.
- *Discuss the Institutional Review Board Application per research course instructor. (Available at <http://irb.truman.edu/>)
- *Evaluate intern's teaching effectiveness to date.

Second Month:

The mentor teacher and the intern should:

- *Focus on characteristics of the instructional process, school traditions, and district policies regarding holiday events and activities.

The mentor teacher, intern and University supervisor should:

- *Discuss plans for parent conferences and/or open house activities.
- *Submit the Institutional Review Board Application. (Available at irb.truman.edu)
- *Evaluate intern's teaching effectiveness to date.

Third Month:

The mentor teacher, intern, and University supervisor should:

- *Examine progress of research data collection.
- *Discuss components and evaluate implementation of Professional Development Plan.
- *Evaluate intern's teaching effectiveness to date.

Fourth Month:

The mentor teacher, intern, and University supervisor should:

- *Examine progress of research data collection.
- *Evaluate intern's teaching effectiveness to date.

Fifth Month:

The mentor teacher and the intern should:

- *Discuss semester (end of grading period) examination, grades, and report cards.
- *Submit completed summative MEES Evaluation to the Field Experience Office

The University supervisor and the intern should:

- *Examine progress of research data collection.
- *Complete a Final MEES Student Summative Evaluation Form..
- *Evaluate intern's teaching effectiveness to date.

Closing of School (if appropriate):

The intern should:

- *Observe and assist in room preparation for summer, storage of materials and equipment, and return of textbooks.

The Research Component: Classroom Action Research

The MAE teaching intern must complete a research option to meet degree requirements. Currently, there are a number of options from which to choose. Because internship experiences vary according to the specifics of the schooling situation, it should be stressed that there is not a single formula for completing the Classroom Action Research Component. **THE INTERN MUST DISCUSS THEIR RESEARCH OPTIONS WITH THEIR UNIVERSITY SUPERVISOR AND/OR RESEARCH COURSE INSTRUCTOR EARLY IN HIS/HER MAE CAREER. THE UNIVERSITY SUPERVISOR AND/OR RESEARCH COURSE INSTRUCTOR MUST APPROVE THE SELECTED RESEARCH OPTION.** The major option categories are: Case Study, Thesis, Publishable Paper or the Unit Plan. These options typically
-are action research based

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- are connected to the internship experience,
 - require a reflective component, and
 - may become an integral part of the online certification portfolio and/or the MoPTA.

The Missouri Pre-Service Teacher Assessment: MoPTA

Aligned with Missouri's Teacher Standards and Quality Indicators, the MoPTA is a performance-based assessment that educator preparation programs use to guide candidates through their clinical experience and to assess the instructional capability of the teacher candidates prior to licensure. The MoPTA consists of four tasks (one formative and three summative) that require the teacher candidate to demonstrate their knowledge, skills and abilities in the classroom as demonstrated through the following:

- Task 1: Knowledge of Students and the Learning Environment
- Task 2: Assessment and Data Collection to Measure and Inform Student Learning
- Task 3: Designing Instruction for Student Learning
- Task 4: Implementing and Analyzing Instruction to Promote Student Learning

Designed to organize and provide guidance throughout the student-teaching experience, MoPTA's four tasks are submitted and scored sequentially over the course of the student-teaching experience. This ongoing feedback promotes substantial collaboration between the teacher candidates, their supervising instructors and their cooperating teachers. It also provides opportunity for the teacher candidates to adjust and improve their performance throughout the assessment. Specific deadlines and guidelines will be discussed within ED 632 G Applied Educational Psychology/Research or other discipline equivalent course. The Missouri Pre-Service Teacher Assessment ETS Website can be found at: <http://mega.ets.org/>.

MoPTA Advantages:

1. Provides a deeper and more complete view of a teacher candidate's performance and growth throughout the student-teaching experience.
2. Promotes reflective practice and encourages collaboration between the teacher candidates, supervising instructors and cooperating teachers.
3. Provides the teacher candidate an opportunity to complete a Professional Competency Profile. Developed in consultation with the supervising instructor and cooperating teacher, this profile engages the candidate in reflection, goal setting and action planning in accordance with MoPTA's on-the-job expectations.
4. Provides authentic video evidence of the intern's true teaching abilities, including decision making and classroom interactions. The video task directly measures what a teacher candidate can do in a classroom, not only as documented in the video but also through the analysis and reflection of that video by the candidate. An Alternative Task 4 option is available if district policy does not allow videotaping.

The Missouri Pre-Service Teacher Assessment consists of four tasks:

Task & Type

Description

Task 1:

Knowledge of Students and the Learning Environment

Type:

Formative, scored by supervising instructor

- Requires candidates to demonstrate the knowledge and skills that pertain to their student-teaching assignment in regard to the students, the school and the community. These factors will help candidates understand the implications for instruction and student learning.
- Focuses on the beginning steps of a teacher candidate's practice, including the ability to identify individual learning needs requiring differentiated instruction
- Provides first steps for the creation of a portfolio
- Includes feedback from the supervising instructor and the cooperating teacher
- Requires a written commentary and artifacts to be submitted

Task 2:

Assessment and Data Collection to Measure and Inform Student Learning

Type:

Summative, centrally scored anonymously by trained content-specific educators

- Requires candidates to demonstrate their understanding, analysis and application of assessment and data collection to measure and inform student learning
- Focuses on Missouri's Teacher Standards and Quality Indicators standards for using data both to inform instruction for the whole class and to meet individual learning needs
- Requires a written commentary and artifacts to be submitted

Task 3:

Designing Instruction for Student Learning

Type:

Summative, centrally scored anonymously by trained content-specific educators

- Requires candidates to demonstrate their ability to develop instruction, including the use of technology, to facilitate student learning both for the whole class and for students with individual learning needs
- Focuses on Missouri's Teacher Standards and Quality Indicators for classroom instruction, including the use of technology
- Requires a written commentary and artifacts to be submitted

Task 4:

Implementing and Analyzing Instruction to Promote Student Learning

Type:

Summative, centrally scored anonymously by trained content-specific educators

- Requires candidates to demonstrate their ability to plan and implement a lesson and includes a 15-minute video of the candidate teaching a lesson
- Focuses on the ability to use research-based instructional strategies and adapt instruction for individual needs
- Assesses a range of standards with some overlap from other tasks
- Reflects on overall teaching practice
- Requires a written commentary and artifacts, including a 15-minute video submission

An alternative for Task 4 is available if the intern is not allowed to videotape during their internship.

Missouri Teacher Standards and Quality Indicators

16 Quality Indicators for the Clinical Experience

Standard 1. Content Knowledge	Standard 2. Learning, Growth and Development	Standard 3. Curriculum Implementation	Standard 4. Critical Thinking	Standard 5. Positive Classroom Environment	Standard 6. Effective Communication	Standard 7. Student Assessment and Data Analysis	Standard 8. Professionalism	Standard 9. Professional Collaboration
1.1 Content Knowledge with Academic Language MoPTA Task 4	2.1 Cognitive, Social, Emotional and Physical	3.1 Implementation of Curriculum Standards MoPTA Task 1, 2, 3	4.1 Instructional Strategies for Critical Thinking MoPTA Task 3, 4	5.1 Classroom Management Techniques MoPTA Task 1, 4	6.1 Verbal and Nonverbal Communication MoPTA Task 4	7.1 Effective Use of Assessments MoPTA Task 2, 4	8.1 Self-Assessment and Improvement MoPTA Task 2, 3, 4	9.1 Induction and Collegial Activities MoPTA Task 4
1.2 Student engagement in content MoPTA Task 3, 4	2.2 Student Goals	3.2 Lessons for Diverse Learners MoPTA Task 3, 4	4.2 Use of Instructional Resources	5.2 Management of Time, Space, Transitions, and Activities MoPTA Task 4	6.2 Sensitivity to Culture, Gender, Intellectual and Physical Differences	7.2 Assessment Data to Improve Learning MoPTA Task 1, 2	8.2 Professional Learning	9.2 Collaborating to Meet Student Needs
1.3 Research and Inquiry	2.3 Theory of Learning	3.3 Instructional Goals and Differentiated Instruction	4.3 Cooperative, Small Group and Independent Learning	5.3 Classroom, school and community culture MoPTA Task 1	6.3 Learner Expression in Speaking, Writing and Other Media	7.3 Student-led Assessment Strategies	8.3 Professional Rights, Responsibilities and Ethical Practices	9.3 Cooperative Partnerships in Support of Student Learning MoPTA Task 1, 2, 4
1.4 Interdisciplinary Instruction	2.4 Differentiated Lesson Design MoPTA Task 1, 2, 3, 4				6.4 Technology and Media Communication Tools	7.4 Effect of Instruction on Individual/Class Learning		
1.5 Social and Cultural Perspectives	2.5 Prior Experiences, Multiple Intelligences, Strengths, Needs					7.5 Communication of Student Progress and Maintaining Records MoPTA Task 2		
	2.6 Language, Culture, Family, Community Values					7.6 Collaborative Data Analysis		

Teacher Candidate Summative Assessment

Teacher Candidate: _____ Student ID: _____ University Supervisor: _____ Date _____

School: _____ Cooperating Teacher _____ Subject/Grade: _____

Definition of Rating Descriptors
 Candidate – 0: the teacher candidate is prepared and possesses the necessary knowledge but does not demonstrate the performance
 Emerging – 1: the teacher candidate is prepared and possesses the necessary knowledge and inconsistently and somewhat effectively demonstrates the performance at the Emerging Level
 Emerging – 2: the teacher candidate is prepared, possesses the necessary knowledge and consistently and effectively demonstrates the performance at the Emerging Level
 Developing – 3: the teacher candidate is prepared, demonstrates consistently at the Emerging Level and is beginning to demonstrate at the Developing Level

<i>Standard #1: Content Knowledge Aligned with Appropriate Instruction</i>	MoPTA Task	Candidate 0	Emerging 1	Emerging 2	Developing 3
1.1 Content Knowledge and Academic Language	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Student Engagement in Subject Matter	3, 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #1 Comments:					
<i>Standard #2: Student Learning Growth and Development</i>	MoPTA Task	Candidate 0	Emerging 1	Emerging 2	Developing 3
2.4 Differentiated Lesson Design	1, 2, 3, 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #2 Comments:					
<i>Standard #3: Curriculum Implementation</i>	MoPTA Task	Candidate 0	Emerging 1	Emerging 2	Developing 3
3.1 Implementation of Curriculum Standards	1, 2, 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Lessons for Diverse Learners	3, 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #3 Comments: :					

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<i>Standard #4: Critical Thinking</i>	MoPTA Task	Candidate 0	Emerging 1	Emerging 2	Developing 3
4.1 Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking	3, 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #4 Comments :					
<i>Standard #5: Positive Classroom Environment</i>	MoPTA Task	Candidate 0	Emerging 1	Emerging 2	Developing 3
5.1 Classroom Management Techniques	1, 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Management of Time, Space, Transitions, and Activities	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Classroom, School, and Community Culture	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #5 Comments :					
<i>Standard #6: Effective Communication</i>	MoPTA Task	Candidate 0	Emerging 1	Emerging 2	Developing 3
6.1 Verbal and Non-Verbal Communication	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #6 Comments :					

<i>Standard #7: Student Assessment and Data Analysis</i>	MoPTA Task	Candidate 0	Emerging 1	Emerging 2	Developing 3
7.1 Effective Use of Assessments	2, 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2 Assessment Data to Improve Learning	1, 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.5 Communication of Student Progress and Maintaining Records	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #7 Comments: :					
<i>Standard #8: Professionalism</i>	MoPTA Task	Candidate 0	Emerging 1	Emerging 2	Developing 3
8.1 Self-Assessment and Improvement	2, 3, 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #8 Comments: :					
<i>Standard #9: Professional Collaboration</i>	MoPTA Task	Candidate 0	Emerging 1	Emerging 2	Developing 3
9.1 Induction and Collegial Activities	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3 Cooperative Partnerships in Support of Student Learning	1, 2, 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard #9 Comments: :					

Summative Comments/Observations:

Targets for Professional Development (Address all standards marked "Candidate – 0 or Emerging – 1"):

Grade _____

Teacher Candidate Signature _____

Date _____

University Supervisor Signature _____

Date _____

Cooperating Teacher Signature _____

Date _____

Tabulating Final Scores for the Teacher Candidate

(To be completed at the end of the Clinical Experience)

Quality Indicators	Scores		
	Cooperating Teacher	Building Administrator	University Supervisor
1.1 Content knowledge and academic language			
1.2 Student engagement in subject matter			
2.4 Differentiated lesson design			
3.1 Implementation of curriculum standards			
3.2 Lessons for diverse learners			
4.1 Student engagement in critical thinking			
5.1 Classroom management techniques			
5.2 Management of time, space, transitions, and activities			
5.3 Classroom, school & community culture			
6.1 Verbal, nonverbal communication			
7.1 Effective use of assessments			
7.2 Assessment data to improve learning			
7.5 Communication of student progress and maintaining records			
8.1 Self assessment & improvement			
9.1 Induction & collegial activities			
9.3 Professional Collaboration			

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The Field Experience Office wishes to maintain a close, helpful relationship with our partners and interns in the school districts. Mentor teachers, building administrators, and interns are always welcome to contact the office for any reason. We would like to know your questions, suggestions, and comments of all kinds. We would love to hear your positive comments and need to hear about your concerns. We want the internship experience to be a positive one, and we will gladly assist you in any way. In most instances, your comments and concerns should be directed to:

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The office has voicemail, so you can leave a message at any time. Please do not hesitate to call.

