MAE INTERNSHIP HANDBOOK

Master of Arts in Education
Department of Education

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Contents

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 intends the internship to 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

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. Following successful completion of most graduate coursework, they complete their internship and their research component. They may 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 improved by teaching and learning rooted in caring, innovative, reflective, and research-based practice.
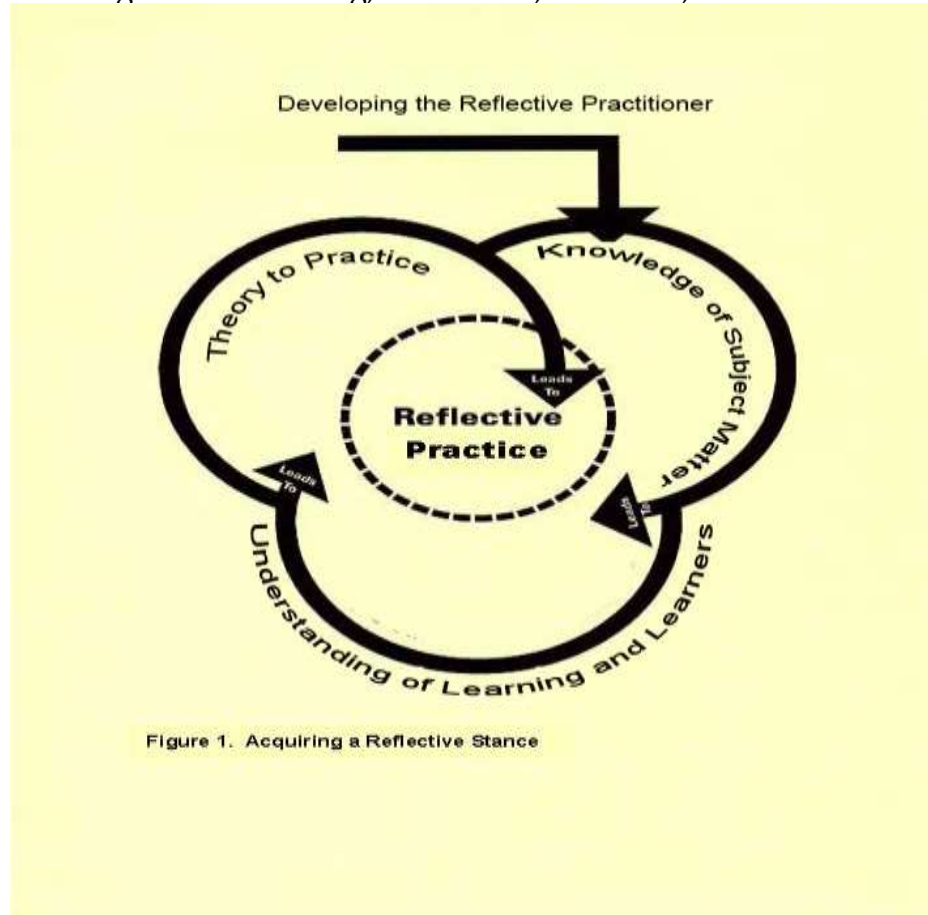
Developing the Reflective Practitioner

Theory to Practice

Knowledge of Subject Matter

Reflective Practice

Leads To

Understanding of Learning and Learners

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.

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 and which are 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.   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 a variety of internship models are possible, all interns meet certain qualifications. Each intern has completed a BA or BS degree. Semester interns 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.

- 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/social-media-best-practices/

- 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 Application for Graduation and accompanying worksheet at least one semester prior to graduation.

- Complete and submit the research project per Program, Department, and/or DESE requirements.

- Successfully complete the Pearson Content Test for the designated area of certification and submit scores to the Education Department's Certification Officer at Truman State University.

- Submit all transcripts from any university from which the student has earned credit to the Education Department's Certification Officer. These will be submitted to the Department of Elementary and Secondary Education for initial teaching certification purposes.

- Complete all items in the graduation packet sent by the Provost/Graduate Office prior to graduation.

- 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.

- 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 make all placement decisions regarding the second placement including the school district, mentor teacher, and geographical location.

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 district's 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, interns are full-time graduate students. Not only do they receive graduate credit for the internship, but they are also expected to conduct research and gather data for their research component. Interns are enrolled in ED 609 Teaching Internship each semester they are interns. In addition, students will take either ED 607 and ED 681, or ED 632.

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. Students should work with their advisor to determine which content tests they need to take for their program. However graduation is not contingent upon passing the content exam.

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.

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.

Mentor Teacher Responsibilities

Mentor teachers should be a master's level teacher (or an individual working towards a master's degree) 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, the mentor teacher should meet certain responsibilities and obligations. Following is a partial list of these obligations:

- make sure the intern is aware of specific requirements of the school district;

- perform and provide periodic formative feedback of the intern's progress;

- assist the intern in achieving his or her program objectives of the internship;

- 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 online training for MEES evaluation as required by the Department of Elementary and Secondary Education; https://www.youtube.com/watch?reload=9&v=Vu7SqH758bA&feature=youtu.be

- complete/submit the Missouri Educator Evaluation System summative evaluation to the Director of Field Experience or University Supervisor at the end of the internship . https://dese.mo.gov/educator-quality/educator-preparation;

- 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; and

- 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:

- 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;

- 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 and submitted to the Field Experience Office immediately following each observation. This report should also be shared with the intern;

- complete/submit the Missouri Educator Evaluation System summative evaluation at the end of the internship and make sure the mentor teacher has submitted their MEES summative evaluation to the Field Experience Office by the grade deadline for the internship semester;

- 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;

- 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; and

- perform periodic evaluations of the intern's progress. The University supervisor will assign the final pass/fail grade for ED 609, Teaching Internship.

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.
*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.
*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: Research Project

The MAE teaching intern must complete a research option to meet degree requirements. 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 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.

Missouri Education Evaluation System (MEES) Teacher Candidate Assessment Tool

Standard 1: Content knowledge aligned with appropriate instruction.

The teacher candidate 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 students.

0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.
1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.
2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.
3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.
4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

The Skilled Candidate (3) Effectively:

- Provides students opportunities to process the content through discussion with others.
- Uses accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning.
- Uses a variety of evidence-based instructional strategies to teach academic content, vocabulary, and terminology to enhance student engagement and responses.
- The majority of students exhibit engagement in the content, e.g. raising hands, participating in activities, using vocabulary.

Possible Artifacts/Evidence:
- Pre and/or Post Conference
- Interest Inventory
- Journal
- Lesson/Unit Plan

The Exceeding Candidate (4) demonstrates all descriptors of a Skilled Candidate and one or more of the following:

- 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.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Summative Date		

Representative Indicators: 1.1 Content Knowledge and 1.2 Student Engagement in Subject Matter

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

Standard 2: Student Learning, Growth and Development

The teacher candidate understands how students learn, develop and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

2.4 Differentiated Lesson Design
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.
1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.
2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.
3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.
4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

The Skilled Candidate (3) Effectively:

- Designs and implements a lesson that intentionally varies one or more of the following with purpose: content, process, product and/or environment.
- Uses knowledge of students to meet individual needs, including accommodations and modifications as needed.
- Designs and utilizes a variety of evidence-based instructional strategies and/or adapted assessment tools to meet student needs.

Possible Artifacts/Evidence:

- Conversation
- Lesson Plan
- Student Assessment Data
- Flexible Grouping Plan
- Adapted Assessments

The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:

- 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.

Representative Indicators: 2.4 Differentiated Lesson Design

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Summative Date		

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

<u>**Standard 3:**</u> **Curriculum Implementation**

The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards.

3.1 Implementation of curriculum standards
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.
1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.
2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.
3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.
4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

The Skilled Candidate (3) Effectively:
• Implements lessons and assessments exhibiting understanding of appropriate curriculum.
• Implements and/or utilizes embedded formative assessment opportunities and learning activities closely aligned to chosen district, state, and/or national standards.
• Connects learning objectives to real world references to aid in student comprehension.
• Clearly conveys objectives so that the majority of students are able to articulate the objective of the lesson in student friendly language.
Possible Artifacts/Evidence:
• Assessments
• Conversation
• Lesson/Unit Plan
• Curriculum Maps
• Essential Learning Outcomes

The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:

- 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.

Representative Indicators: 3.1 Implementation of Curriculum

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Summative Date		

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool   <u>**Standard 4:**</u> **Critical Thinking**

The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

4.1 Student engagement in critical thinking
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.
1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.
2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.
3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.
4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

The Skilled Candidate (3) Effectively:

- Facilitates opportunities in which majority of students actively engage in self-monitoring, self-reflection, and/or self-directed learning.

- Provides opportunities in which all students convey their ideas and/or solutions through product and/or process.

- Facilitates opportunities in which students analyze and discuss problems and possible solutions.

- Facilitates reciprocal higher-order questioning.

- Uses various evidence-based instructional strategies to promote rigor and relevance.

Possible Artifacts/Evidence:
- Conversation
- Lesson Plans
- Student Products
- Resource List

The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:
- 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 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 through a variety of media.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Summative Date		

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

Standard 5: Positive Classroom Environment

The teacher candidate 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.

5.1 Classroom Management Techniques
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.
1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.
2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.
3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.
4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

The Skilled Candidate (3) Effectively:

- Monitors student behavior and intervenes as needed.
- Utilizes varied management and/or organizational strategies to minimize disruptions to the learning environment.
- Plans, communicates, and implements developmentally appropriate expectations to maintain a safe learning environment.
- Displays a strong relationship and rapport with individual students that promotes a positive learning environment.
- Comfortably uses the vocabulary and structure of the school's system for behavior.

Possible Artifacts/Evidence:
- Classroom Rules and Routines
- Behavior Matrix
- Student Behavior Data
- Conversation

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Summative Date		

The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:

- 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.

Representative Indicators: 5.1 Classroom Management Techniques and 5.2 Management of Time, Space, Transitions, and Activities

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

Standard 6: **Effective Communication**

The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

6.1 Verbal, nonverbal communication
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.
1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.
2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.
3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.
4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

The Skilled Candidate (3) Effectively:

- Provides clear instructions through verbal **&** non-verbal cues.
- Clearly and effectively models desired outcomes to enhance student comprehension.
- Models effective speech qualities including volume, tone, and inflection which positively impact lesson delivery.
- Models proper grammar consistently in written and verbal communication.

Possible Artifacts/Evidence:

- Lesson plan
- Written communication
- Visual directions/ schedule
- Presentation
- Conversation

The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:

- Adjust 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.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Summative Date		

Representative Indicators: 6.1 Verbal and non-verbal communication

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool
Standard 7: Student Assessment and Data Analysis

The teachers candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom ad standardized assessment data to plan ongoing instruction.

7.1 Effective use of assessments
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.
1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.
2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.
3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.
4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

The Skilled Candidate (3) Effectively:

- Uses multiple types of assessments to effectively monitor the progress of each student and the class as a whole.
- Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction.
- Maintains student records consistently and in a confidential and ethical manner.

Requires at least one of the following artifacts:
- Progress monitoring data
- Formative/Summative tools
- Pre/post-test
- Work sample
- Conference notes

The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:

- 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.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Summative Date		

Representative Indicators: 7.1 Effective use of assessments, 7.2 Assessment data to improve learning, and 7.5 Communication of student progress and maintaining records

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

Standard 8: **Professionalism**

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

8.1 Self-assessment & improvement
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.
1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.
2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.
3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.
4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

The Skilled Candidate (3) Effectively:

- Reflects on the effectiveness of a lesson based on student learning and engagement.
- Accepts and utilizes feedback through conferencing with mentors to adjust and improve practice.
- Monitors and adjusts professional conduct through self-assessment.
- *Fully engages* in school and/or district professional development to grow professionally.

Requires at least one of the following artifacts:
- Dispositional assessment
- PD log
- Self-assessment
- Reflection

The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:

- Uses techniques or strategies introduced in district/school professional development in the 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.

Representative Indicators: 8.1 Self-assessment and improvement

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Summative Date		

Missouri Educator Evaluation System (MEES) Teacher Candidate Assessment Tool

Standard 9: Professional Collaboration

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

9.3 Cooperative partnerships in support of student learning
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.
1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.
2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.
3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.
4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.

The Skilled Candidate (3) Effectively:
• Participates in school-wide functions to enhance student learning. • Prepares for and fully engages in collaborative meetings to enhance student learning. • Purposefully engages in positive, effective, and ongoing communication with students, staff, and families to support student success. • Builds and seeks out positive, appropriate relationships with students, staff, and families. **Requires at least one of the following artifacts:** • Parent contact log • Professional development log • Welcome letter • Collaboration notes • Technology tools

The Exceeding Candidate (4) demonstrates all descriptors of a skilled candidate and one or more of the following:

- 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.

Representative Indicators: 9.3 cooperative partnerships in student learning

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Summative Date		

MEES Teacher Candidate Assessment Rubric

Standard 1: Content knowledge aligned with appropriate instruction. The teacher candidate 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 students.

0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. *Expected level of performance by the end of the student teaching semester.*	4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
• Provides no opportunity for students to process content. • Makes mistakes and/or shares misinformation when teaching content. • Makes no attempt to address needed vocabulary or terminology necessary to understand content. • Students are not engaged in the content.	• Demonstrates an awareness of possible strategies to allow students to process content. • Provides students basic information about content, but unable to convey a deep understanding of the topic. • Plans to introduce vocabulary and terminology, but fails to use strategies to enhance student engagement and responses. • Few students are engaged in the content.	• Provides students with limited opportunities to process content through discussion with others. • Uses accurate content knowledge to support learning. • Uses limited strategies to teach academic content, vocabulary, and terminology. • Some students exhibit engagement in the content.	• Provides students opportunities to process the content through discussion with others. • Uses accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning. • Uses a variety of evidence-based instructional strategies to teach academic content, vocabulary, and terminology to enhance student engagement and responses. • The majority of students exhibit engagement in the content, e.g. raising hands, participating in activities, using vocabulary.	• 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.

Representative Indicators: 1.1 Content Knowledge and 1.2 Student Engagement in Subject Matter

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

0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. *Expected level of performance by the end of the student teaching semester.*	4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
• Makes no attempt to differentiate content, process, product, or environment. • Is unaware of students' background knowledge and/or learning needs. • Makes no attempt to differentiate to meet student needs.	• Describes the possible ways to adjust instruction based on student differences. • Acknowledges student demographics, but does not consider during lesson implementation. • Describes possible differentiation strategies to meet student needs.	• Varies activities within a lesson but does not intentionally consider student differences. • Uses knowledge of the class overall to meet needs. • Incorporates instructional strategies to meet needs of some students.	• Designs and implements a lesson that intentionally varies one or more of the following with purpose: content, process, product and/or environment. • Uses knowledge of students to meet individual needs, including accommodations and modifications as needed. • Designs and utilizes a variety of evidence-based instructional strategies and/or adapted assessment tools to meet student needs.	• 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.

Representative Indicator: 2.4 Differentiated Lesson Design

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

0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.** *Expected level of performance by the end of the student teaching semester.*	4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
• Makes no attempt to access standards. • Learning activities clearly do not align to standards. • Does not include standards in lesson plans. • Does not post or mention the learning objective during the lesson	• Designs lesson demonstrating knowledge of how to access district, state, and/or national standards. • Plans for learning activities somewhat aligned to district, state, and/or national standards. • Records the learning objectives on the lesson plan. • Posts the learning objective but does not mention the objective during the lesson.	• Implements lesson and assessments exhibiting limited understanding of appropriate curriculum. • Implements learning activities aligned to district, state, and/or national standards. • Posts the learning objective(s) in student-friendly language but only refers to it minimally during instruction. • States the learning objectives so that some students are able to articulate the objective of the lesson.	• Implements lessons and assessments exhibiting understanding of appropriate curriculum. • Implements and/or utilizes embedded formative assessment opportunities and learning activities closely aligned to chosen district, state, and/or national standards. • Connects learning objectives to real world references to aid in student comprehension. • Clearly conveys objectives so that the majority of students are able to articulate the objective of the lesson in student friendly language.	• 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.

Representative Indicator: 3.1 Implementation of Curriculum Standards

Standard 4: Critical Thinking. The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.** *Expected level of performance by the end of the student teaching semester.*	4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
• Uses only one strategy that was largely ineffective. • Provides no opportunities for students to share ideas and generate possible solutions. • Facilitates no opportunities for student to analyze and discuss problems and possible solutions. • Students are not encouraged to respond to or ask questions. • Facilitates instruction lacking in rigor and relevance.	• Explains strategies to engage students to engage in self-monitoring, self-reflection, and/or self-directed learning. • Is knowledgeable about strategies to facilitate opportunities for students to share ideas and generate possible solutions. • Explains strategies for analyzing and discussing problems. • Includes questions that promote critical thinking in lesson plans. • Explains strategies to incorporate rigor and relevance.	• Facilitates limited opportunities for students to engage in self-monitoring, self-reflection, and/or self-directed learning. • Provides limited opportunities for students to share ideas and generate possible solutions. • Facilitates limited opportunities for students to analyze and discuss problems and possible solutions. • Uses questioning techniques that prompt students to provide answers reflecting critical thinking. • Uses limited strategies to incorporate rigor and relevance.	• Facilitates opportunities in which majority of students actively engage in self-monitoring, self-reflection, and/or self-directed learning. • Provides opportunities in which all students convey their ideas and/or solutions through product and/or process. • Facilitates opportunities in which students analyze and discuss problems and possible solutions. • Facilitates reciprocal higher-order questioning. • Uses various evidence-based instructional strategies to promote rigor and relevance.	• 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.

Representative Indicator: 4.1 Student Engagement in Critical Thinking

Standard 5: Positive Classroom Environment. The teacher candidate 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.

0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. *Expected level of performance by the end of the student teaching semester.*	4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
• Lacks strategies for monitoring student behavior. • Students are not able to learn because the classroom environment is not conducive. • Unequipped to appropriately respond to student misbehavior, resulting in frustration. • Demonstrates hostility toward some students. • Lacks knowledge of the school's system for behavior.	• Explains strategies for monitoring student behavior. • Describes strategies to minimize disruptions. • Plans to communicate expectations to maintain a safe learning environment. • Describes strategies for building relationships with students, but does not demonstrate in practice. • Accurately describes the behavior system implemented at the school.	• Inconsistently monitors and responds to behavior. • Uses strategies to minimize disruptions to the learning environment. Behavior occasionally distracts other students from learning. • Reacts to student behavior in the moment without clearly communicating expectations in advance. • Demonstrates a positive rapport with most students in the classroom. • Uses the vocabulary and structure of the school's system for behavior.	• Monitors student behavior and intervenes as needed. • Utilizes varied management and/or organizational strategies to minimize disruptions to the learning environment. • Plans, communicates, and implements developmentally appropriate expectations to maintain a safe learning environment. • Displays a strong relationship and rapport with individual students that promotes a positive learning environment. • Comfortably uses the vocabulary and structure of the school's system for behavior.	• 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.

Representative Indicators: 5.1 Classroom Management Techniques and 5.2 Management of Time, Space, Transitions, and Activities

Standard 6: Effective Communication. The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.** *Expected level of performance by the end of the student teaching semester.*	4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
• Does not include instructions in lesson plan nor implements during lesson. • Does not plan for nor understand the need to model desired outcomes to enhance student comprehension. • Significant speech inadequacies, including volume, tone and/or inflection, convey candidate's lack of awareness. • Grammar usage in written and/or verbal communication includes errors that demonstrate lack of candidate knowledge and significantly interfere with meaning.	• Provides clear instructions in the lesson plan, but fails to implement during lesson. • Plans to model desired outcomes to enhance student comprehension in the lesson plan, but fails to do so. • Speech qualities including volume, tone, and/or inflection are absent, negatively impacting lesson delivery. • Grammar usage in written and/or verbal communication includes errors that significantly interfere with meaning.	• Provides clear instructions through verbal **OR** non-verbal cues. • Models desired outcomes to enhance student comprehension, but does so without clarity and/or effectiveness. • Inadequate speech qualities including volume, tone, and/or inflection minimally impact lesson delivery. • Grammar usage in written and/or verbal communication includes errors that do not interfere with meaning.	• Provides clear instructions through verbal **AND** non-verbal cues. • Clearly and effectively models desired outcomes to enhance student comprehension. • Models effective speech qualities including volume, tone, and inflection which positively impact lesson delivery. • Models proper grammar consistently in written and verbal communication.	• Adjust 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.

Representative Indicator: 6.1 Verbal and Nonverbal Communication

Standard 7: Student Assessment and Data Analysis. The teacher candidate 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.

0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.** *Expected level of performance by the end of the student teaching semester.*	4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
• Collects no data from assessments to monitor the progress of students. • Provides no evidence that formative assessments are needed to guide future instruction. • Lacks an ethical understanding of maintaining student records.	• Collects limited or incomplete assessment data and does not articulate how to use the data to monitor the progress of students. • Articulates the need to use formative assessment strategies to gather data on student understanding to guide future instruction, but does not implement. • Articulates the importance of maintaining student records ethically, but does not always demonstrate this understanding in practice.	• Uses multiple types of assessment data to monitor the progress of most students. • Uses some formative assessment strategies to partially gather data on student understanding and sporadically implements adjustments to plan future instruction. • Maintains student records inconsistently, but always in a confidential and ethical manner.	• Uses multiple types of assessments to effectively monitor the progress of each student and the class as a whole. • Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction. • Maintains student records consistently and in a confidential and ethical manner.	• 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.

Representative Indicators: 7.1 Effective Use of Assessments, 7.2 Assessment Data to Improve Learning, 7.5 Communication of Student Progress and Maintaining Records

Standard 8: Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.** *Expected level of performance by the end of the student teaching semester.*	4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
• Demonstrates no reflection on the effectiveness of the lesson based on student learning and engagement even when prompted by the evaluator. • Rejects or ignores feedback provided through conferencing with mentors. • Does not recognize or acknowledge own weaknesses even when prompted. • *Resists or ignores* opportunities to grow professionally.	• Reflects on the lesson based on student learning and engagement when prompted by the evaluator, but on a superficial level. • Accepts feedback but does not utilize feedback to adjust and improve practice. • Acknowledges weaknesses when prompted, but does not improve professional conduct. • *Attends* school/and or district professional development.	• Reflects on the lesson but makes limited connections to student learning and engagement. • Accepts and utilizes feedback to adjust practices with limited success. • Monitors and adjusts professional conduct when prompted. • *Participates* in school and/or district professional development.	• Reflects on the effectiveness of a lesson based on student learning and engagement. • Accepts and utilizes feedback through conferencing with mentors to adjust and improve practice. • Monitors and adjusts professional conduct through self-assessment. • *Fully engages* in school and/or district professional development to grow professionally.	• Uses techniques or strategies introduced in district/school professional development in the 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.

Representative Indicator: 8.1 Self-Assessment and Improvement

Standard 9: Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.** *Expected level of performance by the end of the student teaching semester.*	4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
• Resists participation in school-wide functions. • Resists collaboration. • Avoids communication with students, staff, and families. • Fails to build rapport with students, staff, and families; including the cooperating teacher.	• Recognizes the importance of participating in school-wide functions, but does not attend. • Recognizes the importance of collaboration, but does not fully participate. • Recognizes the importance of communication to support student success, but does not implement communication strategies. • Maintains limited relationships with students, staff, and families.	• Recognizes the importance of participating in school-wide functions and attends sporadically. • Participates in collaborative meetings. • Communicates with students, staff, and families to support student success in alignment with expectations. • Maintains appropriate relationships with students, staff, and families.	• Participates in school-wide functions to enhance student learning. • Prepares for and fully engages in collaborative meetings to enhance student learning. • Purposefully engages in positive, effective, and ongoing communication with students, staff, and families to support student success. • Builds and seeks out positive, appropriate relationships with students, staff, and families.	• 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.

Representative Indicator: 9.3 Cooperative Partnerships in Support of Student Learning

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To Contact the University

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.