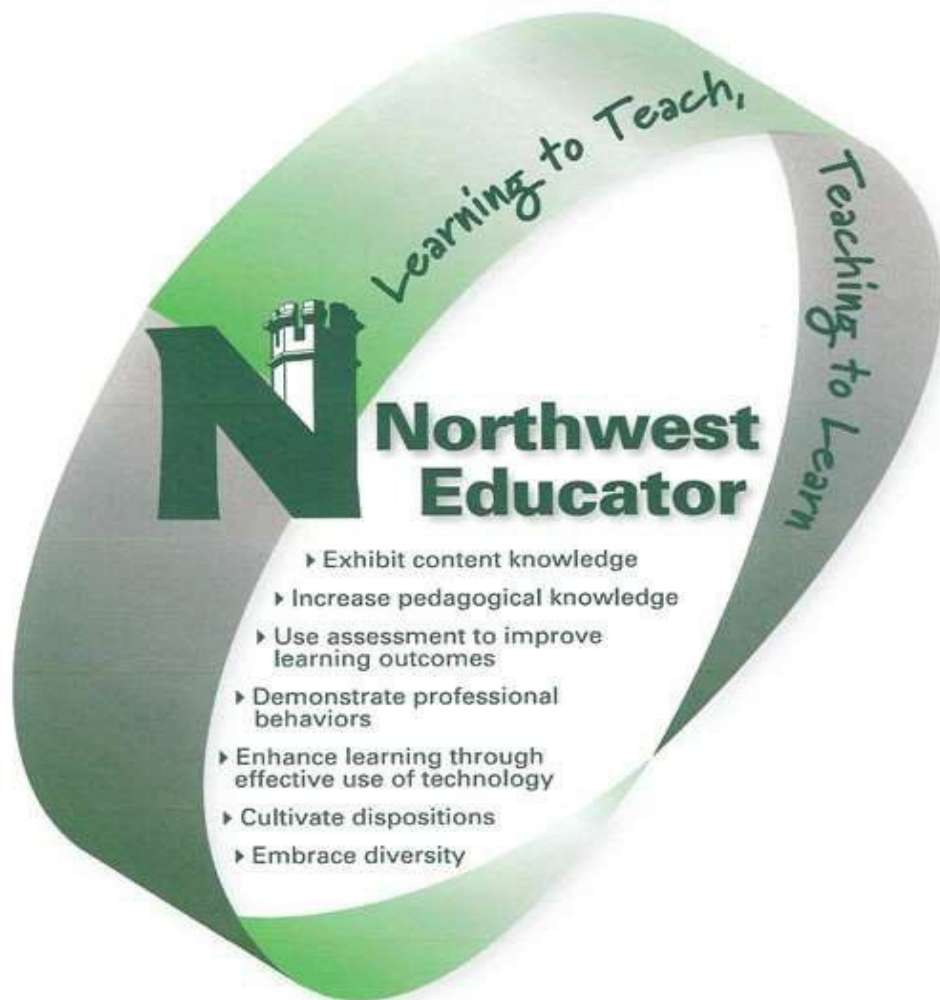


# Residency Practicum Handbook



**Office of Educational Field  
Experiences  
Northwest Missouri State University  
2024-2025**

## Table of Contents

I.	Definitions of Terms.....	3
II.	Philosophy, Objectives, and Placement of Residency Practicum .....	5
III.	Candidate Responsibilities .....	7
IV.	Cooperating Teacher's Roles and Responsibilities .....	9
V.	The University Supervisor's Roles and Responsibilities.....	12
VI.	Orientation for Candidates.....	13
VII.	Beginning Residency Practicum .....	15
VIII.	Evaluation.....	16
IX.	Reports .....	17
X.	Special Situations and Problems .....	17
XI.	Deficiencies in Residency Practicum.....	20
XII.	Contact Information .....	22
XIII.	Conclusion .....	23
XIV.	Appendices .....	24
	Appendix A Parallel Lesson Plan (Foley 2001) .....	24
	Appendix B 5E Plan (Foley 2001) .....	25
	Appendix C MEES Teacher Candidate Assessment Rubric .....	<b>26</b>
	Appendix D Educator Improvement Plan.....	36
	Appendix E Co-Teaching Strategies .....	38
	Appendix F Coaching Feedback Form .....	39

## I. Definitions of Terms

**Adjuncts:** These are the people who are acting in two roles, as your professors for your associated Residency Practicum courses and as the lead University Supervisors. In the capacity that these people are teaching your coursework, they are referred to as Adjuncts.

**Lead University Supervisors:** These are the people who the university supervisors work with if there are questions about Residency Practicum placement issues or coursework questions. The Lead University Supervisors are also the same people who are the Residency Practicum coursework professors.

**Residency Practicum Coordinator:** This is full time Northwest Missouri State University School of Education faculty member who is in charge of all coursework for the Residency Practicum term and works with the Adjuncts to ensure the proper topics are covered and expectations are met within the coursework, so teacher candidates can graduate and get certified simultaneously at the end of the student teaching semester.

**Cooperating School:** A public or private elementary or secondary school, which regularly uses Teacher Candidates in its program in agreement with Northwest Missouri State University.

**Cooperating Teacher:** A public or private school teacher who has a Teacher Candidate under his/her immediate supervision.

**Co-Teaching:** Two teachers (Cooperating Teacher and Teacher Candidate) working together with groups of students, sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.

**Director of Educational Field Experiences:** The person who is charged with the direction and coordination of the student teaching program for elementary and secondary Teacher Candidates at Northwest Missouri State University.

**NW Dispositions Document (Dispositions):** Tendencies or beliefs that are conveyed or made public through observable behaviors.

**Educator Improvement Plan:** A form used to assist Candidates who are not meeting expectations in one or more criteria. The University Supervisor or Cooperating Teacher may develop an Educator Improvement Plan any time a deficiency is noted. The form is developed jointly with the Teacher Candidate.

**Teacher Candidate Eligibility:** In order for a Teacher Candidate to be eligible to student teach, he/she must: 1) be successfully admitted to the Professional Education Program and maintain criteria eligibility, 2) attempt initial Missouri Content Assessment (MoCA)/PRAXIS certification examination, 3) pass FBI background check, and 4) join the Student Missouri State Teacher Association (SMSTA).

**Hubs:** Geographical areas with trained University Supervisors for student teaching placements.

**Missouri's Educator Evaluation System:** As prescribed in the Missouri Standards for the Preparation of Educators (MoSPE), teacher candidates in their Clinical Experience are to be assessed using the Missouri Educator Evaluation

System. The MEES is one component for Teacher Candidate's certification. Also known as the Performance Assessment, Teacher Candidates must earn a minimum of 42 combined points on the Cooperating Teacher's Summative and the University Supervisor's Summative.

**MoCA** – Missouri Content Assessment – All teacher candidates will be required to attempt the appropriate initial certification, state-mandated content examination(s) (MoCA) prior to finalizing placement into student teaching. (Being replaced by the PRAXIS in July 2024.)

**Payroll Form**: A form completed by the Cooperating Teacher in order to expedite payment of the stipend for working with a Teacher Candidate.

**Quad** – Teacher Candidate, Elem Cooperating Teacher, SPED Cooperating Teacher, and the University Supervisor.

**Professional Semester**: A semester devoted exclusively to courses in teacher education and student teaching.

**Residency Practicum** – Elementary / SPED Teacher Candidates will participate in a residency practicum the semester prior to student teaching. The TC will be in the school four days per week (Monday – Thursday) to apply learnings to an authentic learning field experience. TCs will enroll in course work during the residency practicum semester.

**Semester Program**: A period of time, usually one semester in length (sixteen or seventeen weeks), when a Teacher Candidate is assigned to student teach.

**Teacher Candidate (Candidate)**: A student preparing to become a teacher participating in directed teaching under the guidance of an experienced, qualified teacher (Cooperating Teacher).

**Teacher Education Guidance Committee**: The guidance committee is a standing subcommittee of the Council on Teacher Education (COTE). The Teacher Education Guidance Committee develops and implements necessary policies. Due to the sensitive and confidential nature of the issue acted upon by this committee, the membership will be limited as follows: the president of COTE, the Assistant Director of Teacher Education, Chairperson of the Department of Professional Education (or designee), and the Director of Field Experiences. Other persons that may possess relevant information such as the student's advisor, cooperating teacher, or university supervisor may be contacted on a case-by-case basis.

**TESS**: Teacher Education Student Services

**Triad** – Teacher Candidate, Cooperating Teacher, and University Supervisor.

**University Supervisor**: An individual appointed by Northwest Missouri State University to supervise and evaluate the work of Teacher Candidates and to assist public or private school teachers and administrators in working with Candidates. The final grade for the Teacher Candidate is given by the University Supervisor after consultation with appropriate school officials.

## II. Philosophy, Objectives, and Placement of Residency Practicum

### Philosophy

Residency Practicum is an experience designed to bridge the gap in teacher education between theory and practice. It is a problem-solving process; a time for trying one's self in the role of a teacher. The self-knowledge and technical skills, which one acquires during the Residency Practicum experience, should provide the prologue for a career-long process of professional development. This semester is the time for the teacher candidate to better understand: the role of the teacher within the school community, the role coaching and reflection has in the teaching profession, and the foundation of expectations for student teaching.

### Objectives

The Residency Practicum program should provide Teacher Candidates with an experience which will accomplish the following objectives:

1. Provide the Candidate with first-hand knowledge of professional educational standards, ethics, customs, and organizations.
2. Provide a context in which to develop, practice, and continually reflect on the teaching profession and the work involved within it. Working closely with an experienced teacher, the Candidate should formulate, for example, his/her own style of questioning, reinforcing, and correcting in ways which will promote student dignity and self-worth. Techniques, such as brainstorming and cooperative learning, which serve to enhance student responsibility, should be encouraged.
3. Develop in the Candidate a familiarity with planning procedures, instructional strategies, assessment procedures, instructional materials and types of equipment, including technology, used in the school, that will further develop in the student teaching semester
4. Establish a climate in which the Candidate is assistive in encouraging students to become life-long learners, creative problem-solvers, and responsible adults in an ever-changing world while allowing the Candidate to develop the knowledge, skills, and dispositions of an exceptional future teacher.
5. Allow the Candidate the opportunity to develop in their teaching philosophy and practice through the continual coaching from the university supervisor and cooperating teacher.
6. Allow the Candidate to work with students from diverse backgrounds. These may include, but are not limited to, age, gender, ability, ethnic background, race, socioeconomic status, grade level, and cultural background.
7. Develop in the Teacher Candidate sensitivity to the school as a functioning social body. The Teacher Candidate should become aware of formal and informal school customs, the student group and its structure, and the relationship between the school and the community it serves.

## **Placement**

The Northwest Office of Field Experiences works collaboratively with the Teacher Candidate (TC), the TC's advisor, and the potential host school district to maximize the learning opportunities for the TC and meet the Department of Elementary and Secondary Education requirements for certification.

The Northwest Office of Field Experiences allows TCs to select a school district within a geographical hub (location):

- 1) Des Moines, IA/Central Iowa/SW Iowa
- 2) Omaha, NE / Council Bluffs, IA
- 3) Northwest Missouri / Central Missouri
- 4) Kansas City MO / Kansas City KS

**The School of Education strongly encourages Teacher Candidates to diversify their field experiences. Specifically Northwest Teacher Candidates should NOT return to their hometown/homeschool for student teaching.**

\*\*Residency Practicum Teacher Candidates cannot be the Teacher of Record during the RP Semester.

### **III. Policy on Requesting an out-of-Hub/Boundary Placement for Residency Practicum and Student Teaching for Missouri placements only.**

If a Northwest teacher candidate seeks approval from the Northwest Office of Field and Clinical Experiences to student teach more than 50 miles from a designated student teaching hub, this is the process they must follow:

1. Contact the Director of Clinical Field Experiences (Dr. Greg Rich; grich@nwmissouri.edu) and apply to student teach and/or complete residency practicum Out-of-Bounds of Northwest's student teaching hub. 1. The Teacher Education Guidance Committee will evaluate evidence of student capability and readiness, including:

1. GPA
2. Dispositions
3. Content knowledge
4. Advisor support/nonsupport

Teacher Education Guidance Committee will evaluate the application and determine if the application is accepted.

1. If not accepted, the student may appeal the decision to the Director of Teacher Education/Dean of the School of Education

2. For Elementary and Special Education Majors: If accepted, the \$1,050 charge to student teach out of bounds will apply for the Residency Practicum and Student Teaching terms and be charged to the student account for each

academic term (both residency practicum and student teaching)

3. For all other majors: If accepted, the \$1,050 charge to student teach out of bounds will apply for the Student Teaching term and be charged to the student account.

## **STUDENT TEACHING IS NOT AVAILABLE DURING THE SUMMER SESSION.**

### **I. Candidate Responsibilities**

1. The Candidate shall know and use good professional ethics, including respect for confidential information given to him/her.
2. The Candidate will accept the premise that the cooperating school is dedicated first and foremost to the well-being of the students in attendance.
3. The Candidate will keep in confidence information which pertains to his cooperating school, teachers, and pupils. Any criticisms or complaints will be made tactfully to the Cooperating Teacher and/or University Supervisor. The Candidate will refrain from discussing the attitudes and activities of students except on a professional basis.
4. The Candidate will complete requirements for a FBI Background Check prior to the first day of student teaching (and apply for substitute certification, if planning to substitute during the Residency Practicum term)
5. The Candidate is expected to be present every day the cooperating school is in session (Monday through Thursday). Your placement time period begins the 1<sup>st</sup> day of your cooperating school's calendar. Candidates are expected to return to campus for Professional Class Days during the course of the Residency Practicum experience to fulfill the obligation of the coursework. Other necessary absences should be arranged in consultation with the Cooperating Teacher, building Principal, and University Supervisor. The Candidate shall adhere to the school district calendar (Monday through Thursday and with a designated end-date to be found on the Field Experience website and within the coursework Canvas pages).
6. The Candidate is to be dressed appropriately, neat in appearance, and well-groomed remembering that certain informalities in dress are the privilege of the regular faculty members.
7. The Candidate should have established a high level of proficiency in his major subject field and in professional courses and is expected to exhibit other professional qualities. The Candidate should learn to go through the proper channels in keeping with school policy; one should, for example, make a request for a field trip to the Cooperating Teacher first and then, acting upon this advice, go to the Department Head or Principal for approval. The line of authority will vary between schools.
8. The Candidate will respect the Cooperating Teacher as being an experienced, professional, and capable of guiding the directed teaching experience and will cheerfully accept suggestions for improvement. The University suggests that the Candidate and the Cooperating Teacher regularly plan together for instruction, assessment, and classroom procedures.

9. The Candidate will take advantage of the available opportunities to observe the Cooperating Teacher conduct a class, especially noting classroom management techniques that promote student self-worth.
10. The Candidate will use materials and methods which are consistent with the philosophy and practices of the cooperating school. The Candidate should recognize that the cooperating school is acting in the capacity of a host, and that the Candidate is in the position of a guest in the school. Therefore, the Candidate should realize that the objective is to gain worthwhile experience in a living laboratory and not to attempt to remake the public school according to one's own philosophy. If the Candidate is not sure whether what he/she proposes to do is in violation of the school's policies, the matter should first be discussed with the Cooperating Teacher.
11. The Candidate will prepare lesson plans for each teaching activity (NWMSU recommends that the Cooperating Teacher and Candidate participate in joint planning for instruction). Lesson plans should be shared with the Cooperating Teacher far enough in advance of their use so that the Cooperating Teacher can have sufficient time to look them over and make suggestions for improvement. Check corresponding Section XII. 4. for further comments concerning lesson planning and Northwest Missouri State University requirements.
12. The Candidate will cheerfully accept various assignments that are given and will be prompt and efficient in carrying them out.
13. The Candidate will communicate/collaborate with the Cooperating Teacher to help ensure the Cooperating Teacher provides written and verbal feedback/coaching ideas to the Teacher Candidate weekly, which can be done in coordination with the Weekly Log Sheets.



14. The Candidate will arrange times for the University Supervisor to conduct at least five formative observations during the placement.
  - a. The University Supervisor may or may not call the Candidate in advance to determine the most appropriate time for an observation.
  - b. In a scheduled observation, the Candidate will provide the University Supervisor with lesson plans. Textbook and other teaching materials will also be made available upon request.
  - c. The University Supervisor will observe an entire lesson from the anticipatory set (engagement) to the achievement of closure (evaluation).
  - d. Following the observation period, the University Supervisor will be provided with a private area to complete the appropriate coaching paperwork.
  - e. The University Supervisor and Candidate will be provided with a private area for a conference where the lesson and/or evaluation form will be discussed.
  - f. When appropriate, an "Educator Improvement Plan" will be jointly completed by the University Supervisor, Cooperating Teacher, and Candidate. Both will sign it. A copy will be submitted to the University.
  
15. The Candidate will be available for conferences with the Cooperating Teacher, the Content Area Supervisor, and/or University Supervisor at convenient times.

## **II. Cooperating Teacher's Roles and Responsibilities**

The District shall appoint a Cooperating Teacher for each Teacher Candidate placed in Residency Practicum (with the intent to stay through Student Teaching). Missouri Department of Elementary and Secondary Education and Northwest Missouri State University regulations require that Cooperating Teachers meet the following criteria:

- The Cooperating Teacher shall be a full-time member of the District's faculty.
- The Cooperating Teacher must have taught for a minimum of two years and have been employed by the District for at least one year.
- The Cooperating Teacher must be fully certified by the State in which they teach and teach in an area in which they hold current certification (Master's degree preferred).
- The Cooperating Teacher shall have achieved evaluation ratings of proficient (or its equivalency) or higher through the district's evaluation system. The Cooperating Teacher shall be an exemplary professional educator.
- The Cooperating Teacher must approve of having a Teacher Candidate assigned to them.

Supervising a Teacher Candidate is a very important responsibility. Many studies show the Teacher Candidates consider their Cooperating Teacher the most important person involved in training them to teach. This importance carries with it a great responsibility. The

Candidate's future career - how he/she teaches, and even whether he/she teaches - may depend largely on you, the Cooperating Teacher.

1. The Cooperating Teacher should be prepared to give the Candidate a warm welcome and introduce the person to the classes in a manner which is dignified and effective in establishing leadership status within the classroom and collegial status within the building.
2. If applicable, the Cooperating Teacher should submit a completed Cooperating Stipend Form via Dynamic Forms (fyi, if you have a student for both Residency Practicum and Student Teaching, separate forms will be required at the end of each semester).
3. The Cooperating Teacher should have weekly contact with the University Supervisor. These communications can be in person, through email, text, or by phone.
4. The Cooperating Teacher should provide an atmosphere of emotional security and stability. The possibility that a Candidate will make some embarrassing mistakes is an important cause of anxiety, which demands sympathetic understanding, helpful outlets, and suggestions from the Cooperating Teacher.
5. The Cooperating Teacher has the best opportunity of anyone concerned with the teacher education program to show to the Candidate the importance of thorough mastery of subject matter and to demonstrate the values, limitations, and adaptations of a variety of teaching methods in specific situations. This information can best be conveyed through use of the "co-teaching model" which includes joint planning (See Co-Teaching Model).
6. The Cooperating Teacher should encourage the Candidate to put the best of theory into practice. This does not in any way imply that the Candidate should be encouraged to forget all of the theory taught during his/her college career.
7. The Cooperating Teacher must demonstrate a philosophy of educational discipline and classroom control, which supports the Candidate while allowing the Candidate to find his/her own methods with which to stand the test alone.
8. The Cooperating Teacher can do much by modeling and guidance to help the Candidate acquire the necessary poise in establishing an effective, professional relationship with fellow teachers, administrators, parents, and students.
9. The Cooperating Teacher may guide the Candidate in recognizing that subject matter gains its importance when it creates a desire to be a lifelong learner.
10. The Cooperating Teacher can make an outstanding contribution to the success of the future teacher by demonstrating that professional teaching calls for constant effort toward self-improvement.
11. The Cooperating Teacher must be prepared to give the Candidate frank and helpful criticisms throughout the directed teaching experience. Such comments as "fine," "good," or "fair," tell the student little or nothing about his/her progress.
12. The Cooperating Teacher is expected to make written observation notes and to

meet with the Candidate at least weekly to discuss observations and suggestions. You may find it helpful to use the Coaching Feedback Form to help direct conferences. The most critical point in supervision, the point where the supervisor either succeeds or fails in bringing about improvement in the Candidate's performance, is the supervisory conference.

- A Candidate is much more likely to show steady improvement if, instead of making a lengthy list of flaws, the Cooperating Teacher focuses on specific items in the MEES (see MEES). The Cooperating Teacher is in the key position of deciding the real success or failure of the student's directed teaching experience. This demands a conscious effort to provide the best possible example of a truly professional teacher.
13. During this term, the Cooperating Teacher should refer to the MEES and use it to assist in developing coachable goals for the Teacher Candidate (see MEES and Coaching Form).
    - a. The Candidate and Cooperating Teacher should select the most appropriate lessons for coaching opportunities.
    - b. Detailed notes should be taken during the observation period.
    - c. Sometime during that same day, the Cooperating Teacher will hold a conference with the Candidate to discuss the coaching form and make suggestions for improvement, if necessary.
    - d. If needed, the Cooperating Teacher in collaboration with the University Supervisor will complete the "Educator Improvement Plan" jointly with the Candidate (however, a conversation with the University Supervisor should transpire prior to mentioning an EIP to the Teacher Candidate). All parties will receive a copy of the EIP.

The Cooperating Teacher should continually communicate with the University Supervisor about the needs of the Teacher Candidate, including the level of growth experienced, to help formulate the Teacher Candidate's final grade for Residency Practicum.

14. The Cooperating Teacher will submit required paperwork to the University through the on-line data collection system Dynamic Forms (only the Stipend Form and Cooperating Teacher Survey are to be completed during the Residency Practicum term).
15. The Cooperating Teacher is encouraged to complete the Cooperating Teacher surveys on Dynamic Forms toward the end of the semester.
16. The Cooperating Teacher will complete/sign the Weekly Log of the Teacher Candidate, providing areas of growth for the week and areas of growth for the coming weeks.

The object of education is to prepare the young to educate themselves throughout their lives.

-Robert Maynard Hutchins

### III. The University Supervisor's Roles and Responsibilities

The University Supervisor functions in the Residency Practicum program as the liaison between the University and the cooperating schools and as a Coach for the Teacher Candidate. His/her goal is to see that each Candidate is provided with the opportunity for rich and comprehensive Residency Practicum experience. To this end, the Supervisor works with both the Candidate and Cooperating Teacher, observing, consulting, discussing, and suggesting. The University Supervisor should have weekly contact with the Cooperating Teacher. This may be achieved through meetings, e-mail, texts, or phone conversations. Moreover, it is the responsibility of the University Supervisor to interpret for the cooperating school and Candidate the University policy regarding the program (in consultation with the Residency Practicum Lead and/or the Residency Practicum Faculty Coordinator and/or the Residency Practicum Field Experience Office, depending on the situation). If any unusual supervised teaching practices or problems exist, they should be discussed with the University Supervisor. They should be brought up by whomever they concern; the Candidate, Cooperating Teacher, or administrator of the cooperating school. The University Supervisor strives to:

1. Establish and maintain good relationships between the University and cooperating schools. The first stop during any visitation should be in the school office.
2. Learn the philosophy, objectives, organization, mission and content of the cooperating school program.
3. Meet with Candidates and Cooperating Teachers to review the expectations of the University, the District, and those of the individual school buildings during student teaching (Triad/Quad Required Training).
4. Orient Candidates to the school environment in which they will do their Residency Practicum and the processes to be used in the coaching of their performance.
5. Guide the Cooperating Teacher to University resources for supervising a Teacher Candidate. Acquaint cooperating school personnel with the philosophy, knowledge base, objectives, organization, and content of the teacher education program. This includes providing information and support on the co-teaching model, coaching model, and MEES.
6. Work with University and cooperating school personnel in planning an appropriate program of experiences for Candidates. Establish availability to address needs of both the Teacher Candidate and the Cooperating Teacher.
7. Help the Cooperating Teachers and other members of the coaching team understand, and hence improve, their performance in their coaching role in the teacher education program.
8. Consult with Cooperating Teachers at least weekly to monitor the performance of Candidates and plan experiences that will lead to their greatest understanding, and therefore, to the improvement of their teaching.
9. Counsel with Candidates concerning problems of adjustment to their teaching role.

10. Coach the Candidate using a Missouri Educator Evaluation System (MEES) and Coaching Form.
  - a. Observe at least five Coaching Observations during the semester (approximately every three weeks).
    - i. The University Supervisor may or may not call the Candidate in advance to determine the most appropriate time for an observation.
    - ii. In a scheduled observation, the Candidate will provide the University Supervisor with lesson plans. Textbook and other teaching materials will also be made available upon request.
    - iii. The University Supervisor will observe an entire lesson from the anticipatory set (engagement) to the achievement of closure (evaluation).
    - iv. Following the observation period, the University Supervisor will work with the Cooperating Teacher to determine a private area to complete the appropriate Coaching paperwork and meet with the Teacher Candidate to review the experience and determine goals for the next observation.
    - v. If appropriate, an "Educator Improvement Plan" will be jointly completed by the University Supervisor, Cooperating Teacher, and Candidate. All parties will sign it. A copy will be submitted to the University Field Experience Office and Residency Practicum Faculty Coordinator.
  - b. The final Coaching Form will be completed toward the end of the placement/semester for the Teacher Candidate to upload to their 62-431 Residency Practicum course site and to be reviewed by the Lead Adjunct teaching the course.
  - c. The content within these documents will constitute the basis for a final grade, which will be assigned by the 62-431 Residency Practicum Lead Adjunct in consultation with the Cooperating Teacher and University Supervisor.
  
11. Consult with cooperating school personnel on curricular, instructional and organizational matters when requested.
  
12. University Supervisors are encouraged to complete survey information toward the end of the semester via Dynamic Forms.

#### **IV. Orientation for Candidates**

The Candidate should assume initial responsibility for orientation to the school. It is recommended that the Candidate pay visits to the cooperating school prior to beginning student teaching.

Preliminary visits should be chiefly for the purpose of meeting the principal and other members of the administrative staff, the Counselor, and the Cooperating Teacher. Visits will also help the Candidate become generally acquainted with the physical setting for student teaching. The Candidate's initial contact in the cooperating school should be with the Cooperating Teacher.

1. The Candidate should be oriented to the school facilities and equipment, such as the gymnasium, lunchroom, copy machines, technology materials, and

- equipment. Arrangements should be made for the supplies the Candidate will be permitted to use in his/her teaching. The Candidate is expected to use reference materials and library materials in teaching; therefore, it is necessary to be oriented to these materials, also.
2. Administrative procedures and policies should be defined clearly for the Candidate, as he/she is expected to adhere to them. The philosophy of education and recommended educational practices of the school should be pointed out explicitly to the Candidate in order to minimize and possibly eliminate any conflicts between school practices and the Candidate's procedures.
  3. The Candidate should have a general background of the community in order to better understand school problems, practices, and curriculum. Often the Candidate needs a better understanding of the people, merchants, public officials, and community resources (both internal and external stakeholders).
  4. The Cooperating Teacher and Candidate should strive to develop a positive relationship. Each should give background information about himself/herself to the other to help provide a foundation for a positive relationship and to aid in understanding the practices and procedures in the classroom.
  5. The Candidate should be given a seating chart of the students in order to quickly learn the names of the students with whom he/she will be working. The Cooperating Teacher should provide opportunities for the Candidate to study background information about the students in his/her classes. This should include any special needs the student might have.
  6. Many of the day-by-day tasks in the school and the classroom are handled routinely. The routine procedures may go unnoticed by the Candidate unless they are pointed out to him/her. The Candidate should be given ample opportunity to observe the Cooperating Teacher conduct the class as a means of orientation to his/her responsibilities as a teacher. Classroom instruction and leadership responsibilities should be shared with the Candidate as soon as appropriate.
  7. If the planning that the Candidate must do for classes is to be meaningful, he/she should have an overview of the course planning for the year and should be informed as to the progress to date. The University recommends that the Cooperating Teacher and the Teacher Candidate participate in joint planning for instruction during the Residency Practicum placement.
  8. Although the Cooperating Teacher has discretion about using grades prepared by Candidates in evaluating pupil progress, the Cooperating Teacher should orient the Candidate to the school's policies on grading and reporting pupil progress. The Candidate should be given the essential experiences in evaluating and reporting pupil progress. This should not become busy-work by being assigned entirely to Candidates.
  9. The extra-class duties of the Cooperating Teacher should be discussed with the Candidate, so that he/she may become acquainted with the nature of outside-of-class responsibilities (the expectation of the Residency Practicum Teacher Candidate is to attend all professional development meetings, attend staff meetings, attend Open House experiences, assist the Cooperating Teacher with setting up of the classroom for the first day of class, and attend all other

- meetings deemed appropriate by the Cooperating Teacher and School Administration).
10. One of the major purposes of the Residency Practicum program is to provide the Candidate the opportunity to participate in the total program of the class—the extracurricular activities as well as the regular classroom procedures. The Candidate, therefore, should deem it a privilege to help the Cooperating Teacher (or another teacher) with an extracurricular assignment, such as sponsoring a class party or dance, or selling tickets for an athletic contest, etc. In like manner, with the permission of the school administrator, the Candidate should welcome the opportunity to attend faculty meetings, committee meetings, and board of education meeting.
  11. As early in the Residency Practicum experience as possible, the Candidate should attempt to become acquainted with other teachers in the building, assistant- principals, librarians, guidance personnel, health services personnel, food service personnel, clerical staff, and the custodial staff. It is recommended that the Candidate establish many of these acquaintances during the first week of Residency Practicum. After meeting personnel providing special services to the school, the Candidate should let them know he/she is interested in what they are doing by discussing their contribution to the total school program and by asking for suggestions.

## V. Beginning Residency Practicum

There is no prescribed length of time that a student should be in observation before he or she assumes instructional responsibilities. **A Candidate, however, should never be given full responsibility in teaching for a long term until he/she has demonstrated a reasonable degree of competency through the part-time activities listed later in this section.** Being confronted with a greeting such as, "How do you do, I am so glad you've come - you can take my second period class today," can be calamitous for a Candidate. Even the self-confident Candidate rarely has the poise and competence to carry out planned instruction on the first or second day in the class.

On the other hand, it can be extremely frustrating to a Candidate to be assigned to the role of observer for an indefinite length of time. Ideally, the Cooperating Teacher and Candidate will follow the co-teaching model so the Candidate is seen as a "teacher" from the beginning of the placement. In the co-teaching model, the Candidate is an active partner with the Cooperating Teacher using the seven co-teaching strategies. The beginning strategies will utilize the Cooperating Teacher in the leadership position and the Candidate in a more supportive role (see Co-Teaching Strategies).

During this time, the Candidate is becoming oriented to classroom practices and procedures, such as learning the names of students and becoming acquainted with the standards of discipline employed by the Cooperating Teacher. As a participant, he/she is becoming accustomed to being in control of the students, building rapport with the students, establishing a leadership role, and demonstrating competence to assume the role of leadership in the class. As the Candidate demonstrates competence in the classroom, he/she should have more opportunities to assume a

leadership role in the classroom with the Cooperating Teacher providing support. The Cooperating Teacher and the Candidate should cooperatively plan instruction for their class.

In the Candidate's supporting role, the Cooperating Teacher may assign activities such as the following:

- collecting and returning written work
- acting as co-supervisor of laboratory work
- giving demonstrations
- giving assignments
- grading papers
- helping individual students
- keeping records
- making arrangements
- operating technology or audio-visual equipment
- operating office machines
- planning and teaching a particular phase of a day's lesson
- preparing bulletin boards
- preparing teaching materials
- previewing of a film and orienting pupils to the film
- acting as resource a person, e.g., giving a report to students to enrich their learning on a particular topic
- reviewing for a test
- taking roll
- working with groups of students

The Cooperating Teacher is not obligated to provide the Candidate with experiences in all of the activities listed above. All of the suggested activities are not necessarily essential to the ultimate goal of full-time teaching; however, the Candidate should have increasing opportunities to be in control of the class before initiation into full-time teaching (a gradual release of responsibilities).

The role of the Candidate should continue to observe the Cooperating Teacher as they implement co-teaching models. Giving the Candidate control of the class for short periods of time and teaching for full class periods spaced over several days enables the Candidate and Cooperating Teacher to coach progress and to plan for future teaching experiences. Additionally, spacing the Candidate's introductory teaching experiences enables the Candidate to observe the Cooperating Teacher demonstrating the desirable practices and procedures from time to time.

## **VI. Evaluation**

### **1. Effort to Meet Growth**

The expectation of the Residency Practicum Coaching Model is that the Teacher Candidate receives growth goals each time he/she/they meet with the University Supervisor and Cooperating Teacher. Effort made towards meeting these goals is considered within the final grade for 62-431 Residency Practicum.



## 2. Time in Class

Each week, the Teacher Candidate is expected to be in the classroom for four days a week, and the entire day of class (and contract time before and after school). These hours are logged on the Log Sheets each week within the 62-431 Residency Practicum course. If a student is missing hours, a plan to make these hours up should be established with his/her/their triad/quad.

## VII. Reports

The following forms or reports must be submitted through Dynamic Forms (unless otherwise noted):

- The Candidate is required to complete the required FBI Background Check prior to Residency Practicum. See the Student Teaching website for additional information. This report is not submitted through Dynamic Forms. It is collected by the NW Field Experiences Office prior to the Residency Practicum semester.
- If applicable, the "Cooperating Teacher Stipend Form" must be completed by the Cooperating Teacher and submitted via Dynamic Forms. This information can be found on the CT Bearcat Information Sheet.
- If appropriate, the "Special Education Verification" form must be completed by the Candidate during both the Residency Practicum and Student Teaching semesters via Dynamic Forms.

## VIII. Special Situations and Problems

### 1. Candidates assigned to Two Cooperating Teachers

It is essential that the Candidate and Cooperating Teachers plan together as to when and where the Candidate will teach and observe.

The Cooperating Teacher who has the Candidate for the greatest part of the day shall assign all routine extra- class assignments, such as homeroom, in conjunction and collaboration with the other Cooperating Teacher. School clubs and organizational meetings should be agreed upon mutually. The Candidate is expected to make arrangements for regularly scheduled conferences with each of his/her Cooperating Teachers.

## 2. Experiences That May Be Provided for the Candidate

- activity supervision
- anecdotal
  - assembly programs
  - assessment
  - athletic events
  - attendance reports
  - audio-visual equipment
  - bulletin boards
  - child study
  - class party
  - class plays
  - clubs
  - club sponsorship
  - committee work
  - operettas
  - parent conferences
  - participation records
- community teachers' meeting
- copying
  - district or state contests
  - dramatizations
  - evaluation of pupil progress
  - faculty luncheons
  - faculty study groups
  - faculty team meetings
  - field trips
  - fire drills
  - hallway supervision
  - health inspection
  - health records
  - playground duty
  - professional teacher organizations
  - PTA meetings
  - Records
  - Curriculum meetings
- helping select textbooks
- holiday programs
- homeroom
- in-service workshops
- institutes
- interest tables
- individual instruction
- library study
- lunchroom duty
- money collections
- nurse visits
- observations
- home calls
- open house
- public library rainy day programs
- report cards
- resource visitors

### 3. Lesson Planning

The University recommends that the Cooperating Teacher and Candidate participate in joint planning for instruction (as suggested in the Co-Teaching Model). Whenever the Candidate is to have full control of the class, he/she should submit written lesson plans to the Cooperating Teacher prior to the class period when he/she will be teaching. The lesson plans should be submitted far enough in advance to allow the Cooperating Teacher to approve them or to make suggestions for improvement, and to allow for the time needed to make changes if necessary. The length of the teaching experience does not alter this requirement. Northwest Missouri State University recommends that lesson plans follow the models described.

### 4. Leaving the Candidate Alone in Class

The Cooperating Teacher should check with the school administrators for school policies concerning leaving the Candidate alone with the class; the University endorses school policies in this matter. Ideally, it is desirable for the Cooperating Teacher and the Candidate to work closely together in the classroom through co-teaching during most of the placement. It is suggested that the Candidate should be left alone only after he/she has demonstrated the ability to lead instruction and to control the environment. The amount of time that the Candidate is allowed to “solo” may increase as competence is demonstrated. Since the Cooperating Teacher is responsible for the students in classes, the teacher would not want to leave very often, for long periods of time, or early in the Residency Practicum experience.

### 5. Cooperating Teacher's Responsibility in Assuming Class Control

The Candidate should understand that interruptions are sometimes necessary. It is hoped, however, that a system has previously been established between the Cooperating Teacher and the Candidate so these interruptions will not diminish the perceived professional status of the Candidate. Some circumstances under which the Cooperating Teacher might intervene are when the Candidate is losing control of the class, is giving information which is not valid, is giving incorrect directions, or is not coping with behavioral problems.

Proper moves by the Cooperating Teacher might be to enter the class discussion and raise questions as a member of the class or to stand by the misbehaving child or group. The Cooperating Teacher may tactfully suggest a change in activity, interrupt to correct errors, or enrich the discussion with comments and keep control of the class until the end of the period. If the Cooperating Teacher has encouraged the Candidate to participate when in an observer's capacity and the Cooperating Teacher has participated even though the Candidate had no problems, the Cooperating Teacher will discover that he/she/they is/are in a position to tactfully regain the control of the class at any time.

## 6. Attendance

Candidates are to be present **all** days (four days a week) that their cooperating schools are in session. They must attend professional development days, in-service days, etc. that their Cooperating Teacher is required to attend. Candidates are to follow the local school calendar. Absences are frowned upon and must be cleared by the Cooperating Teacher, building Principal and University Supervisor. In the case that days are missed (ex: sick days, snow days), if more than 2 missed days occur, they will need to be added to your total days at the end of your placement.

## **IX. Deficiencies in Residency Practicum**

### 1. Timidity and Fear

The Candidate should not be rushed into major teaching responsibilities. Instead, he/she/they should be allowed to develop confidence through the minor activities, which have been suggested previously. Being aware of this difficulty and slowly extending the length of time in control of the class will enable the Candidate to build on strong points and overcome any feelings of inadequacy in front of the students.

### 2. Disorganization

Problems in instructional organization vitally affect the quality of teaching, which means that the Cooperating Teacher's guidance of a Candidate that is disorganized is extremely important to the Candidate's success. Under no circumstances should the Candidate be permitted to teach without first having lesson plans approved by the Cooperating Teacher - the lesson plans being detailed and in writing. The Candidate should plan carefully and in writing for both part-time participating activities as well as full-time teaching responsibilities. It is essential that the Cooperating Teacher hold conferences both before and after the Candidate has had control of the class. The Cooperating Teacher may find it necessary to teach more often to give the Candidate more time to plan for his/her/their teaching, and to observe well-organized plans in action.

### 3. Laziness

Regardless of outside work, other University responsibilities, personal problems, or excuses, Residency Practicum demands a certain amount and quality of work. If the Candidate cannot or will not deliver, the Cooperating Teacher must protect the classroom program. The University Supervisor should be notified immediately, and a joint effort made to alleviate the situation. The Cooperating Teacher should feel free to put the Candidate in a role that is largely observational until the Candidate earns his/her/their right to direct the learning experiences of the pupils. University personnel take a dim view of Candidates who are not diligent in meeting all of their responsibilities in Residency Practicum and reserve the right to remove a Candidate for one or more of the deficiencies if so, documented by the Cooperating Teacher, University Supervisor and/or building Principal. The University Supervisor should contact the Director of Field Experience as deemed appropriate.

#### 4. Non-Cooperativeness

Since one of the principle reasons for teachers being released from their position is failure in being cooperative, the importance of cooperation cannot be overemphasized. Although most Candidates are extremely cooperative, a few do fail in this trait and create problems in relationships between the Candidate and Cooperating Teacher. It is strongly recommended that an uncooperative Candidate be reported immediately to the University Supervisor, thereby allowing for a three-way approach to the problem. The University Supervisor should contact the Director of Field Experience as deemed appropriate.

#### 5. Over-Confidence

The caution in respect to dealing with over-confidence is to make sure that it is over-confidence and not just a healthy degree of self-confidence. If one is actually over-confident, the trait may stem from either conceit or insecurity. In either event, the problem needs a team attack by the Cooperating Teacher, the principal of the school if available, and the University Supervisor. The Candidate must be made to realize that bluffing does not fool the students and must also be made to understand the endless amount of planning and preparation necessary to quality teaching. Usually, the problem of over-confidence will be alleviated through conferences with the Candidate. If necessary, however, it may be well to turn the students loose and not intervene for a while. Then use frankness to point out the undesirability of this trait.

#### 6. Poor Communication Skills

The University accepts the viewpoint that every teacher is a teacher of English, and every Candidate is expected to perform at a satisfactory level. Only when a person is aware of grammatical errors can they be corrected, so they should be drawn to the Candidate's attention.

The use of the voice in teaching situations is a new experience for Candidates and even the most competent of them will probably need some guidance in the effective use of voice in teaching. The Candidate can gain confidence through observing the Cooperating Teacher in planned demonstrations.

Poor penmanship of a Candidate should be pointed out so that whiteboard demonstrations will become more effective. This includes writing large enough so that all the students can clearly read the words on the board. Candidates should edit very carefully all handouts for grammatical errors, poor sentence construction, spelling, and penmanship if the material is not typed.

#### 7. Tardiness and Absenteeism

Candidates are expected to be at the cooperating school at a specified time every day the cooperating school is in session. Students who have excessive absences and/or tardies are demonstrating a lack of maturity and appropriate action will be taken when awarding the student's grade.

## 8. Termination of Placement

**Northwest Missouri State University reserves the right to remove any Candidate from a situation in which the student's performance is unacceptable due to inadequate supervision or circumstances which do not provide an environment conducive to a successful Residency Practicum experience. Conversely, the University recognizes the right of the host school district to terminate a student's placement at any time.**

Regardless of the reason, if it appears a placement is inappropriate, the placement will be reevaluated through the cooperative efforts of the Cooperating Teacher, University Supervisor, and Director of Field Experiences. A recommendation regarding the placement will be made by the Director of Field Experiences to the Teacher Education Guidance Committee who has final jurisdiction governing all placements.

If it appears the student might succeed in another setting, an attempt may be made to seek another placement allowing the student to finish their Residency Practicum experience during the current semester. If an attempt is made, and if a second placement is possible, in most cases it will necessitate extending the dates of the Candidate placement in order to meet course requirements. However, a second placement may be impossible.

**It is important to note that all placement terminations are evaluated on an individual basis with no guarantee of an additional placement.**

## X. Contact Information

For additional information, please contact the following individuals:

- Student Teaching questions:  
Dr. Greg Rich, Director of Field Experience  
[grich@nwmissouri.edu](mailto:grich@nwmissouri.edu)  
Phone: 660-562-1231
- Mrs. Cathy Barr  
Assistant Coordinator of Field Experiences  
[cbarr@nwmissouri.edu](mailto:cbarr@nwmissouri.edu)  
Phone: 660-562-1231
- Dr. Joseph Haughey  
Assistant Director of Teacher Education  
[haughey@nwmissouri.edu](mailto:haughey@nwmissouri.edu)
- Dr. Ashley Strickland  
Residency Practicum Faculty Coordinator  
[ashleyp@nwmissouri.edu](mailto:ashleyp@nwmissouri.edu)  
Phone: 660-562-1239

## **XI. Conclusion**

Residency Practicum is one of the most valuable learning experiences in the sequence for the preparation of teachers. It can be made much more rewarding and meaningful by excellent cooperation, careful planning, and dedication. No rigid prescription may be devised to guarantee success in Residency Practicum; however, there are basic principles and practices, which do encourage better results. This handbook is designed to increase the effectiveness of Residency Practicum and make the reader aware of certain principles, which have proven successful.

The true test of a person's ability in his/her chosen profession is his/her performance. The experience of working in a setting with on-the-job professionals is indeed the beginning of that test.

## XII. Appendices

### Appendix A Parallel Lesson Plan (Foley 2001)

Title:	Accommodations/ Modifications
<p><b>Time:</b></p> <p><b>Materials Needed: (including integration of technology)</b></p> <p><b>Lesson Objective(s):</b></p> <p><b>Standards Addressed:</b></p> <p><b><u>Before the Lesson:</u></b></p> <p style="padding-left: 40px;"><i>Anticipatory Set</i> (gain students' attention):</p> <p><b><u>During the Lesson (Procedure):</u></b></p> <p style="padding-left: 40px;"><i>Instructional Input:</i> Present the content through a variety of instructional strategies such as lecture, discussion, group work, etc.; sequence the content logically.</p> <p>As a teacher, I will .....</p> <p><i>Model:</i> Provide models or examples, such as: using technically correct written and oral language, courtesy, listening skills, acceptance, project/product, etc.</p> <p><i>Check for Understanding:</i> Plan for monitoring student understanding by seeing a variety of responses from varied students. This may be formative or summative, informal or formal.</p> <p><i>Guided Practice:</i> Break down learning into manageable steps by providing examples, demonstrations, and guided practice to ensure student understanding.</p> <p><i>Independent Practice:</i></p> <p><b><u>After the Lesson:</u></b></p> <p><b>Closure (summary):</b> Briefly review what has been accomplished, reinforce key concepts, and establish a frame of reference for the next lesson.</p> <p><b>Follow up activities (may be done as homework):</b></p>	<p><b><u>Accommodations</u></b> are changes or alterations in any aspect of the instructional plan that do not substantially change academic level, performance criteria, or objective of instructional or tasks.</p> <p><b><u>Modifications</u></b> are minor or significant changes in academic level, performance criteria, or objective of instruction or task to allow for student participation.</p> <p><i>Terms in italics are the components of the Madeline Hunter Lesson Plan Model Before, during and after reading activities (Betts, 1947)</i></p>



## Appendix B 5E Plan (Foley 2001)

### Learning Cycle

**Chapter or Unit Topic: Grade Level:**

**Learning Cycle Topic:**

**Big Idea or Broad Concept:**

**Show-Me Goals/ Standards/Frameworks:**

**National Science Education Standards:**

**Objectives Related to Big Idea/ Concept:**

**Materials Needed: (including integration of technology)**

**Lesson Objective(s):**

**Process Skills to be Used:**

**Vocabulary to be Introduced:**

**Engagement:**

Purpose: To motivate, create interest, and foster curiosity.  
Make connections to prior knowledge.

**Exploration Activity:**

Manipulatives, demonstrations, brainstorming, analogies

**Explanation:**

Discuss activity / explain / introduce vocabulary / reading / videos (Check for understanding and modeling)

**Elaboration Activity:**

Apply, develop and extend the concept with inquiry or problem solving (performance task opportunity)

**Formative Evaluation:**

Should match behavioral objectives.

**Evaluations (closure):**

### Accommodations/Modifications

**Accommodations** are changes or alterations in any aspect of the instructional plan that do not substantially change academic level, performance criteria, or objective of instructional or tasks.

**Modifications** are minor or significant changes in academic level, performance criteria, or objective of instruction or task to allow for student participation.

An Instructional Model: The Learning Cycle.  
BCSC expanded five-step learning cycle model.

## Appendix C

### MEES Teacher Candidate Assessment Rubric Standard 1

<b>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.</b>				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
<b>1.1 Vocabulary and Terminology</b>				
Provides no evidence of addressing needed vocabulary and/or terminology for student understanding of content.	Plans to introduce vocabulary and terminology but does not use strategies to enhance student engagement and responses.	Introduces vocabulary and terminology necessary to understand content, but uses limited strategies to engage students	Conveys vocabulary and terminology necessary to understand content and uses evidence-based instructional strategies to engage students.	Promotes students' application of authentic use of vocabulary and terminology relevant to the content.
<b>1.2 Content Delivery</b>				
Shares incorrect information.	Demonstrates an understanding of basic content.	Conveys accurate information when teaching content.	Conveys accurate content knowledge, relevant examples, and content specific resources to engage students and support learning.	Makes intentional connections between and among relevant content areas.
<b>1.3 Student Application of Content</b>				
Provides no opportunity for students to process content.	Demonstrates an awareness of strategies to allow students to process content.	Provides students with limited opportunities to process content.	Provides students with multiple opportunities to process the content.	Implements additional individualized learning resources and instruction in the content to meet the unique needs of students.
<b>1.4 Student Engagement with Content</b>				
Provides no evidence of planning for student engagement.	Plans for student engagement but no evidence of implementation.	Inconsistently engages students with the content.	Consistently engages the majority of students with the content.	Facilitates a lesson in which every student in the class is actively engaged for the duration of the lesson.

## Standard 2

<p><b>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.</b></p>				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
<b>2.1 Differentiated Lesson Design</b>				
Provides no evidence of differentiating content, process, product, or environment or shows no awareness of student differences.	Describes strategies to differentiate and adjust instruction based on student differences.	Varies activities and strategies within a lesson but does not intentionally consider individual student differences represented in the classroom.	Implements lessons that intentionally vary one or more of the following in order to address student differences: content, process, product, or environment.	Adjusts strategies in the moment based on individual student needs.
<b>2.2 Differentiation of Instruction to Meet Students' Needs</b>				
Provides no evidence of students' understanding students may require differentiation based on	Demonstrates Uses that some strategies for differentiation, though and choices in strategies are cognitive, social, not emotional, and physical needs. and interests. or	evidence-based Applies individual students' needs or interests by selecting a variety of evidence-based of matched to some strategies, students' individual needs modifications.	knowledge of Uses individual assessments to inform the selection and modification strategies. including any necessary accommodations	student data understanding background knowledge and learning needs.
<b>2.3 Diverse Social and Cultural Perspectives</b>				
Provides no evidence of understanding students' languages, family, culture, and community needs.	Demonstrates understanding of students' languages, family, culture, and community in planning.	Affirms students' languages, family, culture, and community during learning opportunities.	Integrates understanding of students' languages, family, culture, and community when selecting, creating, and facilitating learning opportunities.	Goes beyond food, holidays, and customs to acknowledge and explore deeper cultural connections and communication strategies in classroom instruction and interactions.

**Standard 3**

<p><b>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.</b></p>				
<p>0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.</p>	<p>2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.</p>	<p>4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.</p>
<p align="center"><b>3.1 Alignment of Learning Activities to Standards</b></p>				
<p>Provides no evidence of learning activities with alignment to standards.</p>	<p>Plans for learning activities that are appropriately aligned to standards.</p>	<p>Implements learning activities aligned to standards.</p>	<p>Implements learning activities aligned to chosen standards and incorporates embedded formative assessment.</p>	<p>Delivers lessons and assessments that illustrate a high degree of understanding of the intended standards and considers scope and sequence when implementing lessons.</p>
<p align="center"><b>3.2 Articulation of Learning Objectives</b></p>				
<p>Provides no evidence of posting or mentioning the learning objectives during the lesson.</p>	<p>Posts the learning objectives but does not mention the objective during the lesson.</p>	<p>States the learning objectives so that some students are able to articulate the objective of the lesson.</p>	<p>Clearly conveys objectives in student-friendly language so that the majority of students are able to articulate the objective of the lesson.</p>	<p>Connects learning objectives to other content areas and applications to enhance student learning.</p>

### Standard 4

<b>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.</b>				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
<b>4.1 Instructional Strategies Leading to Student Centered Ideas and Solutions</b>				
Demonstrates no awareness of the importance of students sharing ideas and generating possible solutions.	Plans strategies to facilitate opportunities for students to share ideas and generate possible solutions.	Uses strategies for some students to share ideas and generate possible solutions.	Implements strategies in which most students convey their ideas or solutions through product or process.	Facilitates student-centered lessons in which students discover for themselves the desired knowledge or skills through product or process.
<b>4.2 Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking</b>				
Provides no evidence of knowledge of importance of student analysis and discussion of problems and possible solutions.	Plans strategies for analyzing and discussing problems and possible solutions.	Creates opportunities for some students to analyze and discuss problems and possible solutions.	Facilitates opportunities in which most students analyze and discuss problems and possible solutions.	Provides opportunities for students to engage in creative and collaborative problem identification and generation of possible solutions.
<b>4.3 Questioning Techniques</b>				
Provides no evidence of using questions that promote critical thinking.	Plans to use questions that promote critical thinking.	Uses questioning techniques that promote students' critical thinking.	Uses questioning techniques that result in most students providing answers reflecting critical thinking.	Poses questions to provide opportunities for student thinking to delve into real world topics, which address differing viewpoints, and allows students to respectfully justify their own opinion and solutions to a problem.
<b>4.4 Higher Order Thinking</b>				
Provides no evidence of higher order thinking.	Plans for higher order thinking.	Uses strategies to incorporate higher order thinking.	Consistently uses evidence based strategies to promote higher order thinking.	Provides opportunities for all students to utilize higher order thinking to analyze and discuss real-world topics.

### Standard 5

<b>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.</b>				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
<b>5.1 Classroom Expectations</b>				
Provides no evidence of classroom expectations that would contribute to a safe learning environment.	Plans to communicate expectations to maintain a safe learning environment.	Communicates expectations to students in advance, though may not consistently maintain these expectations throughout the lesson.	Implements developmentally appropriate expectations to maintain a respectful and safe learning environment.	Involves all students in promoting a safe learning environment that respects differences and individual preferences.
<b>5.2 Positive Classroom Environment, Relationships, and Interactions</b>				
Displays a lack of awareness of how to build appropriate relationships with students.	Describes strategies for building appropriate relationships with students.	Fosters positive social interactions in the classroom.	Maintains positivity in formal and informal interactions, which encourages students to actively engage in learning.	Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning.
<b>5.3 Classroom Management Strategies</b>				
Provides no evidence of strategies for monitoring student behavior and addressing disruptions.	Explains strategies for monitoring student behavior and minimizing disruptions.	Responds appropriately to classroom disruptions.	Proactively uses varied classroom management strategies to minimize disruptions to the learning environment.	Effectively uses varied management and organizational strategies to motivate students and minimize interference with classroom instruction.

## Standard 6

<b>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.</b>				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
<b>6.1 Verbal and Non-Verbal Communication</b>				
Provides no evidence of instructions in lesson plan.	Plans to provide instructions.	Conveys instructions to students through verbal OR non-verbal cues.	Conveys clear instructions through verbal AND nonverbal cues or other communication strategies; follows up with students not understanding instructions.	Purposefully adjusts communication and interactions to support individual student understanding.
<b>6.2 Models Expectations for Student Communication</b>				
Provides no evidence of understanding the need to articulate expectations for student communication and interaction.	Plans to articulate expectations for respectful student communication and interaction.	Articulates vague expectations to students about respectful communication and interaction.	Articulates or models expectations for student communication and interaction with respect for diverse backgrounds or differing opinions.	Articulates and models expectations for student communication and interaction with respect for diverse backgrounds or differing opinions and provides opportunities for students to practice with feedback.
<b>6.3 Communication Positively Impacts Lesson Delivery</b>				
Uses volume, tone, inflection, or sight lines that negatively impact lesson delivery.	Displays self-awareness of the impact of volume, tone, inflection, or sight lines on lesson delivery.	Uses volume, tone, inflection, or sight lines that periodically impact lesson delivery.	Ensures volume, tone, inflection, and sight lines positively impact lesson delivery that is sensitive to the diverse needs of students.	Ensures volume, tone, inflection, and sight lines positively impact lesson delivery and utilizes visuals and resources to enhance communication while remaining sensitive to the diverse needs of students.

**STANDARD 6 CONTINUES ON THE NEXT PAGE**

**Standard 6 (CONTINUED)**

0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
<b>6.4 Communication Conventions</b>				
Consistently includes distracting communication errors that interfere with meaning.	Includes communication errors that interfere with meaning.	Usually models proper spelling and grammar in written and verbal communication.	Consistently models proper spelling and grammar in written and verbal communication	Consistently models and encourages students to use proper spelling and grammar in written and verbal communication.
<b>6.5 Communication with Respect for Diverse Backgrounds and Experiences</b>				
Provides no evidence of culturally and linguistically appropriate communication, resources, or examples.	Plans for culturally and linguistically appropriate communication, resources, or examples.	Uses culturally and linguistically appropriate communication, resources, or examples.	Intentionally integrates and responds to culturally and linguistically appropriate communication, resources, or examples based on audience and context.	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.



## Standard 7

<b>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.</b>				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
<b>7.1 Use of Data to Monitor Student Learning</b>				
Provides no evidence of data from assessments to monitor the progress of students.	Articulates the importance of collecting assessment data.	Uses formative and/or summative assessment data to monitor the progress of the class as a whole.	Uses formative and/or summative assessment data to effectively monitor the progress of individual students and the class as a whole.	Analyzes trend data to respond instructionally, resulting in a positive impact on student learning
<b>7.2 Formative Assessment Strategies</b>				
Provides no awareness that formative assessments are needed to guide future instruction.	Articulates the need to use formative assessment strategies to gather data on student understanding to guide future instruction.	Uses some formative assessment strategies to partially gather data on student understanding and sporadically implements adjustments to plan future instruction.	Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction.	Uses multiple assessments to accurately monitor, analyze, and adjust mid-lesson instruction, to increase the progress of each student and the class as a whole.
<b>7.3 Assessment Records</b>				
Provides no evidence of an understanding of maintaining student assessment records.	Articulates a process for maintaining student assessment records.	Confidentially maintains student assessment records, though processes are inconsistent.	Maintains student assessment records consistently and confidentially.	Maintains detailed student assessment records consistently and confidentially and uses the data to inform collaboration with data teams, students, and families.

## Standard 8

<b>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.</b>				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
<b>8.1 Reflection on Lesson Effectiveness</b>				
Provides no evidence of reflection on the lesson.	Reflects on the lesson when prompted by the evaluator.	Independently reflects on aspects of the lesson.	Reflects on the effectiveness of a lesson based on student learning and engagement.	Reflects on the effectiveness of a lesson based on student learning outcomes and implements strategies to increase learning, critical thinking, and engagement.
<b>8.2 Use of Feedback to Improve Practice</b>				
Provides no evidence of feedback does not use evaluator. adjust and	Accepts feedback but feedback to feedback improve adjust and	Accepts and uses Accepts inconsistently to consistently improve practice.	and uses feedback Actively to adjust and implements improve practice. practice.	seeks and acceptance of feedback to provided by the practice.
<b>8.3 Reflection on Professional Conduct</b>				
Provides no evidence of recognition of own weaknesses even when prompted.	Acknowledges weaknesses when prompted but does not improve professional conduct.	Monitors and adjusts professional conduct when prompted.	Monitors and adjusts professional conduct through self-assessment.	Monitors and adjusts conduct through self-assessment. With collegial input, sets goals and implements appropriate strategies.
<b>8.4 Professional Learning and Development</b>				
Provides no acknowledgement of the importance of professional development.	Acknowledges the importance of professional development but does not attend.	Attends approved professional development.	Uses techniques or strategies introduced in approved professional development to improve student learning.	Identifies areas of growth, seeks out opportunities to strengthen professional knowledge, e.g., webinars, books, professional development opportunities, professors, etc. and implements new strategies to enhance student learning.

**Standard 9**

<b>Standard 9: Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members.</b>				
0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
<b>9.1 Professional Collaboration</b>				
Provides no evidence of understanding the importance of professional collaboration with colleagues.	Recognizes the importance of professional collaboration with colleagues.	Participates in professional collaboration with colleagues.	Prepares for and fully engages in professional collaboration with colleagues to enhance student learning.	Actively participates in school or district events to build a broader network of collaboration to enhance student learning.
<b>9.2 Positive Relationships</b>				
Provides no evidence of understanding the importance of building relationships.	Recognizes the importance of building relationships with students, colleagues, and families.	Builds and maintains appropriate relationships with a limited number of students, colleagues, and families.	Builds, maintains, and seeks out positive, appropriate relationships with students, colleagues, and families to support student success.	Builds, maintains, and seeks out positive, appropriate relationships with students, colleagues, and families to support student success. Broadens their network of collaboration by connecting with additional building and district colleagues such as special education professionals, school counselors, media specialists, etc.

**Appendix D**

**Educator Improvement Plan**

Improvement Plan for: \_\_\_\_\_  
Name
Date
School
Subject
Academic Year

Identify Indicator: \_\_\_\_\_  
Standard number and name
Quality Indicator number and name

**Rationale: Describe why improvement on this performance indicator is required**

<b>1. IMPROVEMENT TARGET</b> <i>States specifically the improvement required based on the performance indicator referenced above.</i>	<b>2. SPECIFIC STRATEGIES</b> <i>Create a goal statement addressing the IMPROVEMENT TARGET. This goal statement should include essential, measurable qualities.</i>
<b>3. BENCHMARKS AND TIMELINES</b> <i>Describe the specific benchmarks and/or relevant timelines that will demonstrate growth or completion of the improvement target.</i>	<b>4. MEASURES</b> <i>Describe the measures providing evidence that the improvement target has been accomplished or adequately addressed</i>

**Initial Evaluation Signature** (teacher signature indicates knowledge of the report, not necessarily agreement)

\_\_\_\_\_  
**Signature of Teacher/Leader**
**Date**
\_\_\_\_\_
**Signature of Evaluator**
**Date**

**Educator Improvement Plan**

**Follow-up Observation and Meeting**

Date: \_\_\_\_\_

NOTES ON PROGRESS

*Using the timeline set during the Initial Evaluation, determine progress to date towards achieving each benchmark and accomplishing improvement targets.*

**Follow-up Meeting Signature** (teacher signature indicates knowledge of the report, not necessarily agreement)

Signature of Teacher Candidate

\_\_\_\_\_  
Date








\_\_\_\_\_  
Signature of Teacher/Leader (CT)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator (US)

\_\_\_\_\_  
Date

## Co-Teaching Strategies

<i>Co-Teaching Strategy</i>	<i>Definition</i>
<p><b><u>One teach, One Observe</u></b></p> 	<p>One teacher has primary responsibility while the other gathers specific observational information on students or the instructing teacher. The key to this strategy is to have a focus for observation.</p>
<p><b><u>One Teach, One Assist</u></b></p> 	<p>This strategy is an extension of one teach, one observe. One teacher has primary instructional responsibility, while the other assists students with their work, monitors behaviors, or corrects assignments.</p>
<p><b><u>Station Teaching</u></b></p> 	<p>The co-teaching pair divides the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used along with the two teacher-led stations.</p>
<p><b><u>Parallel Teaching</u></b></p> 	<p>Each teacher instructs half the students. The two teachers address the same instructional material and present the material using the same teaching strategy. The greatest benefit to this approach is reduction of the student-to-teacher ratio.</p>
<p><b><u>Supplemental Teaching</u></b></p> 	<p>This strategy allows one teacher to work with students at their expected grade level while the other teacher works with those students who need the information and/or materials re-taught, extended, or remediated.</p>
<p><b><u>Alternative or Differentiated Teaching</u></b></p> 	<p>Alternative teaching strategies provide students with differentiated approaches to learning the same information. The learning outcome is the same for all students; however, the instructional methodology is different.</p>
<p><b><u>Team Teaching</u></b></p> 	<p>Well-planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a student perspective, there is no clearly defined leader, as both teachers share the instruction, freely interject information, assist students, and answer questions.</p>

\*Taken from; St. Cloud University. (2010). *Mentoring teacher candidates through co-teaching*. St. Cloud, MN: Teacher Quality Enhancement.

