COTTEY COLLEGE
CREATORS of INCREDIBLE FUTURES

TEACHER EDUCATION HANDBOOK
# 2022-2023

The Relational Teacher

Professional Knowledge

Care

Relational Intention
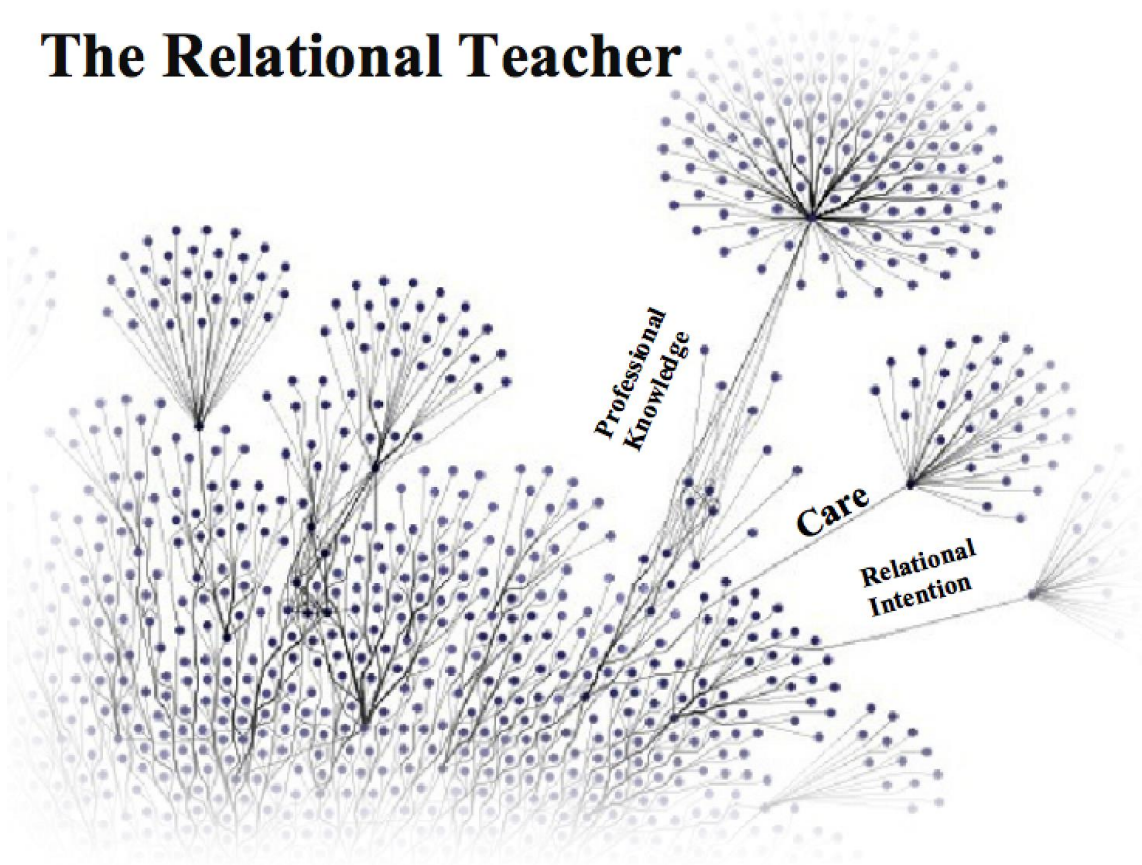
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To the Cottey College Education Major

Dear Teacher Candidate,

You are about to embark on the most amazing journey. Teaching is an art, a passion, and a necessity that provides a globally educated population who can embrace diversity and move our world toward a direction of sustainability. The education program at Cottey College is focused on relational teaching through care, professional knowledge, and relational intention. You will have diverse experiences in school settings during the practitioner component of the program, which includes a minimum of 75 hours of field experiences prior to student teaching. Summaries are required of each field experience, which allows you to reflect and connect theory with practice. The goal of this program is to develop competent, caring teacher candidates who will pursue careers in education. Teaching is a rewarding, challenging, and exciting profession.

Competency demonstration

Students will be required to demonstrate competencies in the following areas: Professional Communication (portfolio and student teaching), Content Area Competency (coursework and state testing), and Teacher Preparation (portfolio, student teaching, state testing).

Majors

Faculty in each major area developed coursework sequences and experiences aligned with competencies indicated by the Missouri Department of Elementary and Secondary Education (DESE). Elementary and secondary baccalaureate programs are offered at Cottey College. In secondary education content specific degree programs include: biology, business, chemistry, english, mathematics, social science, and speech and theatre.

Core, Professional and Content Requirements (All Education Majors)

CORE CLASSES
College Skills

FWS 101	First Year Writing Seminar	3 Hours
WRI 102	College Writing	3 Hours
MAT 103	College Algebra	3 Hours

Scholarly Inquiry

Fine Arts Requirement	3 Hours
Humanities Requirement	3 Hours
Science Requirement	4-5 Hours
Social Sciences	3 Hours (Recommend General Psychology)
Women, Gender & Sexuality	3 Hours

Wellness

Activity or Theory/Activity	2-3 Hours

TOTAL CORE CLASSES   27-29 HOURS

ELEMENTARY EDUCATION PROFESSIONAL REQUIREMENTS

PSY 101	General Psychology	0 Hours (Social Science Core)
ENV 110	Introduction to Environmental Studies	3 hours
PHE 182	First Aid	1 hour
EDU 201	Foundations of Education	3 Hours
EDU 250	Mathematics for Elementary Teachers I	3 hours
EDU 251	Mathematics for Elementary Teachers II	3 hours
EDU 290	Field Experiences I	1 Hour
ENG 290	English Grammar & Usage	3 hours
PSY 308 or	Psychology of Child and Adolescent Development or	3 Hours (Taught in S.S. Dept.)
PSY 307	Lifespan Development Across Cultures	
ENG 308	Child and Young Adult Literature	3 hours
EDU 310	Educational Psychology	3 Hours
EDU 315	Assessment in Education	3 Hours
EDU 318	Language Acquisition & Dev. of Young Children	3 hours
EDU 320	The Exceptional Learner	3 Hours
PSY 325	Motivation & Emotion	3 hours
EDU 326	Literacy in Elementary Schools	3 Hours
EDU 372	Teaching in Elementary Schools	3 Hours
EDU 380	Elementary Math Methods	3 hours
EDU 381	Elementary Science Methods	3 hours
EDU 387	Integrated Methods I: Literacy and Social Studies	3 Hours
EDU 388	Integrated Methods II: Literacy, Movement, and Arts	3 hours
EDU 390	Field Experience II	1 Hour
WRI 397	Teaching Writing	3 hours
EDU 415	Classroom Management	3 Hours
EDU 425	Literacy Interventions	3 Hours
EDU 490	Student Teaching	12 Hours

Total Professional Requirements   **78 hours**

ADDITIONAL CONTENT REQUIREMENTS

CSC 101	Application Systems – Concepts and Practice	3 hours
ECO 201	Principles of Economics 1: Macroeconomics	3 hours
ENV 125	World Regional Geography	3 hours
HIS 111	United States History to 1877	3 hours
HIS 112	United States History since 1877	
MAT 250	College Geometry	3 hours
POL 101	United States Government	3 hours
SCIENCE		
Physical	Any course with PHY of CHE designation	4 hours
Life	Any course with BIO or ENV designation	

Total Professional & Content Requirements   **100 hours**

SAMPLE 4-YEAR PLAN – ELEMENTARY EDUCATION MAJORS

YEAR 1		
FALL (14-15 hours)		
FWS101	First Year Writing Seminar	3
MAT110	College Algebra	3
PSY101	General Psychology	3
Wellness	Core from list	2-3
ENV110	Introduction to Environmental Studies	3
SPRING (18 hours)		
WRI102	College Writing	3
WGS	Core from list	3
HIS112	United States History from 1877 (Humanities core)	3
Fine Arts	Core from list	3
POL101	United States Government	3
ENV125	World Regional Geography	3
YEAR 2		
FALL (18-19 hours)		
EDU210	Foundations of Education	3
EDU290	Field Experience I	1
CSC101	Application Systems – Concepts and Practice	3
PHE182	First Aid	1
HIS111	United States History to 1877	3
Science w/lab	Core from list	4-5
PSY308	Psychology of Child and Adolescent Development	3
SPRING (16 or 19 hours)		
Science	Life or Physical	4
MAT1250	College Geometry	3
EDU315	Assessment in Education	3
EDU318	Language Acquisition & Dev. of Young Children	3
ENG308 (odd)	Child and Young Adult Literature	3
ENG308 (odd)	Child and Young Adult Literature	3
YEAR 3		
FALL (18 hours)		
EDU325	Literacy in Elementary Schools	3
EDU372	Teaching in Elementary Schools	3
EDU250	Mathematics for Elementary Teachers I	3
EDU387	Integrated Methods I: Literacy and Social Studies	3
EDU320	The Exceptional Learner	3
ENG290	English Grammar & Usage	3
SPRING (15 or 18 hours)		
EDU425	Literacy Interventions	3
EDU415	Classroom Management	3
EDU251	Mathematics for Elementary Teachers II	3
EDU388	Integrated Methods II: Literacy, Movement, and Arts	3
WRI397	Teaching Writing	3
EDU310	Educational Psychology	3
YEAR 4		
FALL (13 or 16 hours)		
EDU380	Elementary Math Methods	3
EDU381	Elementary Science Methods	3
EDU390	Field Experience II	1
PSY325	Motivation & Emotion	3
ECO201	Principles of Economics 1: Macroeconomics	3
	Open for scheduling due to odd/even course offerings	
SPRING (12 hours)		
EDU490	Student Teaching	12

Core   **27-29 hours**
Professional   **78 hours**
Content   **22 hours**
TOTAL   **127- 129 hours**

SECONDARY EDUCATION PROFESSIONAL REQUIREMENTS

PSY 101	General Psychology	0 Hours (Social Science Core)
EDU 210	Foundations of Education	3 Hours
EDU 290	Field Experiences I	1 Hour
PSY 308 or	Psychology of Child and Adolescent Development or	3 Hours (Taught in S.S. Dept.)
PSY 307	Lifespan Development Across Cultures	
EDU 310	Educational Psychology	3 Hours
EDU 315	Assessment in Education	3 Hours
EDU 320	The Exceptional Learner	3 Hours
EDU 325	Literacy in Content Area	3 Hours
EDU 372	Teaching in Secondary Schools	3 Hours
EDU 38*	Methods (numbered by content area)	3 hours
EDU 390	Field Experience II	1 Hour
EDU 415	Classroom Management	3 Hours
EDU 425	Literacy Interventions	3 Hours
EDU 490	Student Teaching	12 Hours

Total Professional Requirements   **44 hours**

STATE CONTENT REQUIREMENTS – BIOLOGY

Biology Content Knowledge Area (min of 35 semester hours)			
	BIO/CHE 150	History and Philosophy of Science (y)	3
Biology coursework (min 20 semester hours)			
Cell Biology	BIO107	Principles of Biology I with Lab (f)	4
Plant Form & Function	BIO 125 (req)	Botany with lab (f)	4
Animal Form & Function	BIO 108	Principles of Biology II with lab (s)	4
Genetics	BIO 204	Genetics with lab (f)	4
Evolution	BIO 350	Evolution (xs-odd)	3
Biology Electives (4 hours)	BIO 115	Human Nutrition (xf-even)	3
	BIO 211	Human Anatomy and Phys. 1 (f)	4
	BIO 212	Human Anatomy and Phys. 2 (s)	4
	BIO 240	Microbiology (s)	4
	BIO 250	Ecology with Lab (f)	4
	BIO 310	Cell Biology (xs-odd)	3
Additional science coursework (min 12 semester hours)			
Chemistry	CHE110/111	Forensic Chemistry with lab (xf-even)	4
	CHE 120/121	Intro to Chemistry with lab (s)	4
	CHE 130/131	Environmental Chemistry with lab (y)	4
	CHE 210/211	General Chemistry 1 with lab(f)	5
	CHE 212/213	General Chemistry 2 with lab (s)	5
	CHE 310/311	Prin. Analytical Chemistry with lab (xs-odd)	5
	CHE 320/321	Organic Chemistry 1 with lab (f)	5
	CHE 322/323	Organic Chemistry 2 with lab (s)	5
	CHE/ENV 330	Env. Chemistry and Soc. Justice (y)	3
	CHE 340/341	Biochemistry with lab (f)	4
Physics	PHY 101	Introductory Physics (s)	4
	PHY 205	General Physics 1 with lab (f)	4
	PHY 206	General Physics 2 with lab (s)	4
Earth Science	ENV 335	Earth Science: Soil, Water, Atmosphere (y)	3
Environmental Science	ENV/BIO 120	Introduction to Environmental Science (f/y)	3
	ENV/IDS 315	Ecosystems, Function, and Management (f-even)	3

Core	**27-29 hours**
Professional	**44 hours**
Content	**38-41 hours**
Electives	**12 hours**
Total	**121-126 hours**

SAMPLE 4-YEAR PLAN – BIOLOGY SECONDARY EDUCATION MAJORS

YEAR 1		
FALL (16 hours)		
FWS 101	Freshman Writing Seminar	3
PSY 101	General Psychology (SS core)	3
MAT 110	College Algebra	3
BIO 107	Principles of Biology I with lab (science core)	4
WGS (core)	See list in catalog	3
SPRING (14 – 15 hours)		
WRI 102	College Writing	3
BIO 150	History & Philosophy of Science	3
BIO 108	Principles of Biology II with lab	4
Fine Arts (core)	See list in catalog	3
Wellness (core)	See list in catalog	2
YEAR 2		
FALL (17 hours)		
PSY 308	Psychology of Child & Adolescent Dev.	3
EDU 210	Foundations of Education	3
EDU 290	Field Experience I	1
Humanities (core)	See list in catalog	3
BIO 125	General Botany with lab	4
BIO 204	Genetics with lab	4
SPRING (17 hours)		
BIO 350	Evolution (even-odd academic year)	3
BIO/CHE/PHY elective	See list below	4
EDU 310	Educational Psychology	3
EDU 315	Assessment in education	3
ENV 335	Earth Science: Soil, Water, & Atmosphere (offered occasionally)	3
YEAR 3		
FALL (16 hours)		
BIO/CHE/PHY elective	See list below	4
EDU 325	The Exceptional Learner	3
EDU 325	Literacy in the Content Area	3
EDU 370	Teaching in Secondary Schools	3
ENV 335	Earth Science: Soil, Water, & Atmosphere(offered occasionally)	3
SPRING (17 hours)		
BIO 301	Molecular Biology	4
EDU 415	Classroom Management	3
EDU 425	Literacy Interventions	3
BIO/CHE/PHY elective	See list below	4
Elective	See catalog	3
YEAR 4		
FALL (18-19 hours)		
BIO/CHE/PHY elective	See list below	4
EDU 386	Sec. Methods of Teaching Science	3
EDU 390	Field Experience II	1
Environmental Science elective	BIO/ENV120 or ENV/IDS 315	3
SPRING (12 hours)		
EDU 490	Student Teaching	12

Biology electives: BIO115, BIO211, BIO212, BIO240, BIO250, BIO310
Chemistry electives: CHE110/111, CHE120/121, CHE130/131, CHE210/211, CHE212/213, CHE310/311, CHE320/321, CHE330, CHE340/341
Physics electives: PHY101, PHY205, PHY206
Environmental electives: ENV 120, ENV315

STATE CONTENT REQUIREMENTS – BUSINESS

Business Content Knowledge Area (min of 39 semester hours)			
Accounting (six semester hours)	BUS 211	Principles of Accounting 1: Financial Accounting	3
	BUS 212	Principles of Accounting: Managerial Accounting	3
Economics (six semester hours)	ECO 201	Principles of Economics: Macroeconomics	3
	ECO 202	Principles of Economics: Microeconomics	3
Business/Computer Related Law (three semester hours)	BUS 260	Legal Environment of Business	3
Business Communications (three semester hours)	WRI 292	Introduction to Professional Writing	3
Management (three semester hours)	BUS 320	Principles of Management	3
	BUS 335	Principles of Entrepreneurship and Small Business Management	3
Marketing (three semester hours)	BUS 325	Principles of Marketing	3
Computer/Emerging Technology (six semester hours)	BUS 310	Management Information Systems	3
	CSC 101	Applications Systems: Concept & Practice	3
Electives (three semester hours)	BUS 103	Personal Finance	3
	BUS 350	Organizational Behavior	3
	BUS 340	Principles of Finance	3
	BUS 315	Operations Management	3
	BUS 345	Export Policies and Procedures	3
Implementing Business Education Programs (three semester hours)	BUS 420	Implementing Business Education Programs	3
Coordination of Cooperative Education (three semester hours)	BUS 430	Coordination of Cooperative Education	3

Core   **27-29 hours**
Professional   **44 hours**
Content   **39 hours**
Electives   **14 hours**
Total   **120-122 hours**

SAMPLE 4-YEAR PLAN – BUSINESS SECONDARY EDUCATION MAJOR

YEAR 1		
FALL (16 hours)		
FWS 101	Freshman Writing Seminar	3
PSY 101	General Psychology	3
MAT 110	College Algebra	3
BUS 211	Principles of Accounting 1	3
Science (core)	See list in catalog	4
SPRING (16 – 17 hours)		
WRI 202	College Writing	3
BUS 212	Principles of Accounting 2	3
ECO 202	Principles of Economics: Microeconomics	3
Fine Arts (core)	See list in catalog	3
WGS (core)	See list in catalog	3
Fitness (core)	See list in catalog	1-2
YEAR 2		
FALL (16 hours)		
BUS 201	Principles of Economics: Macroeconomics	3
EDU 210	Foundations of Education	3
EDU 290	Field Experience I	1
BUS 325	Principles of Marketing	3
PSY 308	Psychology of Child and Adolescent Development	3
Humanities (core)	See list in catalog	3
SPRING (15 hours)		
EDU 310	Educational Psychology	3
EDU 315	Assessment in Education	3
BUS 260	Legal Environment of Business	3
BUS 320	Principles of Management	3
Elective	See catalog	3
YEAR 3		
FALL (18 hours)		
EDU 320	The Exceptional Learner	3
EDU 325	Literacy in the Content Area	3
EDU 370	Teaching in Secondary Schools	3
WRI 290	Introduction to Professional Writing	3
BUS 310	Management Information Systems	3
Business elective	See list below	3
SPRING (15 hours)		
CSC 101	Application Systems	3
EDU 415	Classroom Management	3
EDU 425	Literacy Interventions	3
BUS 420	Implementing Business Education Programs	3
Elective	See list in catalog	3
YEAR 4		
FALL (15 hours)		
BUS 430	Coordination of Cooperative Education	3
EDU 386	Secondary Methods of Teaching Business	3
EDU 390	Field Experience II	1
Electives	See list in catalog	8
SPRING (12 hours)		
EDU 490	Student Teaching	12

Business electives: BUS103, BUS350, BUS340, BUS315, INB345

STATE CONTENT REQUIREMENTS – CHEMISTRY SECONDARY EDUCATION MAJORS

Chemistry Content Knowledge Area (min 35 semester hours)			
	BIO/CHE 150	History and Philosophy of Science	3
Chemistry Coursework (min of 20 semester hours)			
Inorganic Chemistry	CHE 210/211	General Chemistry 1 with lab (f)	5
	CHE 212/213	General Chemistry 2 with lab (s)	5
Analytical Chemistry	CHE 310/311	Principles of Analytical Chemistry with lab (xs)	5
Organic Chemistry	CHE 320/321	Organic Chemistry 1 with lab (f)	5
	CHE 322/323	Organic Chemistry 2 with lab (s)	5
Physical Chemistry	CHE/PHY 102	Fundamental of Physical Science (u)	3
Biochemistry	CHE 340/341	Biochemistry with lab (f)	4
Chemistry Electives	CHE 110/111	Introduction to Forensic Chemistry with lab (xf)	4
	CHE 120/121	Introduction to Chemistry with lab (s)	4
	CHE 130/131	Introduction to Environmental Chemistry with lab (y)	4
	CHE/ENV 330	Environmental Chemistry & Social Justice (y)	3
Additional Science Coursework (min of 12 semester hours)			
Biology	BIO 301	Molecular Biology with lab (s)	4
	BIO 108	Principles of Biology II with lab (s)	4
	BIO 125	Botany with lab (f)	4
	BIO 207	Zoology with lab (xs)	4
	BIO 204	Genetics with lab (f)	4
	BIO 115	Human Nutrition (xf)	3
	BIO 211	Human Anatomy & Physiology 1 with lab (f)	4
	BIO 212	Human Anatomy & Physiology 2 with lab (s)	4
	BIO 240/240L	Microbiology with lab (s)	4
Physics	PHY 101	Introductory Physics (s)	3
	PHY 205	General Physics 1 with lab (f)	4
	PHY 206	General Physics 2 with lab (s)	4
Earth Science	ENV 335	Earth Science: Soil, Water, Atmosphere (y)	3
	BIO 250	Ecology with lab (f)	4
Environmental Science	ENV/BIO 120	Introduction to Environmental Science (y)	3
	ENV/IDS 315	Ecosystems, Function, and Management (xs)	3

Core   **27-29 hours**
Professional   **44 hours**
Content   **54 hours**
Electives   **9 hours**
Total   **132 - 134 hours**

SAMPLE 4-YEAR PLAN – CHEMISTRY SECONDARY EDUCATION MAJORS

YEAR 1		
FALL (16 hours)		
FWS 101	Freshman Writing Seminar	3
PSY 101	General Psychology (Social science core)	3
MAT 110	College Algebra	3
CHE 210/211	General Chemistry 1 with lab	5
Wellness (core)	See list in catalog	2
SPRING (17 – 18 hours)		
WRI 102	College Writing	3
BIO/CHE 150	History & Philosophy of Science	3
Environmental Science elective	See list below	3/4
Fine Arts (core)	See list in catalog	3
CHE 212/213	General Chemistry 2 with lab	5
YEAR 2		
FALL (15 hours)		
CHE 320/321	Organic Chemistry with lab	5
PSY 308	Psychology of Child & Adolescent Dev.	3
EDU 210	Foundations of Education	3
EDU 290	Field Experience I	1
Humanities (core)	See list in catalog	3
SPRING (17 – 18 hours)		
Environmental Science Elective	See list below	3
Physics elective	See list below	3/4
EDU 310	Educational Psychology	3
EDU 315	Assessment in education	3
CHE 322/323	Organic Chemistry 2 with lab (s)	5
YEAR 3		
FALL (15 hours)		
Fine Arts Requirement	See list in catalog	3
EDU 325	The Exceptional Learner	3
EDU 325	Literacy in the Content Area	3
EDU 370	Teaching in Secondary Schools	3
ENV 335	Earth Science: Soil, Water, & Atmosphere	3
SPRING (18 hours)		
CHE310/311	Principles of Analytical Chemistry with lab	5
EDU 415	Classroom Management	3
EDU 425	Literacy Interventions	3
Chemistry elective	See list below	4
Elective	See catalog	3
SUMMER (4 hours) CHE/PHY 102	Fundamental of Physical Science	4
YEAR 4		
FALL (18 hours)		
Biology elective	See list below	4
EDU 386	Sec. Methods of Teaching Science	3
EDU 390	Field Experience II	1
Electives	See catalog	6
CHE 340/341	Biochemistry with lab	4
SPRING (12 hours)		
EDU 490	Student Teaching	12

Biology electives: BIO108, BIO115, BIO125, BIO207, BIO204, BIO211, BIO212, BIO240, BIO250 BIO301
Chemistry electives: CHE120/121, CHE 130/131, CHE330
Physics electives: PHY101/L, PHY205, PHY206
Environmental Science electives: ENV120, ENV315, ENV332

STATE CONTENT REQUIRMENTS – ENGLISH SECONDARY EDUCATION MAJORS

English Content Knowledge Area (min of 33 semester hours)			
Composition and Rhetoric to include a course in Teaching of Writing (12 semester hours) (umbrella course – WRI290: Studies in Writing)	FWS 101*	First-Year Writing Seminar (fs)	3
	WRI 102*	College Writing (s)	3
	WRI 251	Creative Writing (xf)	3
	WRI 291	Introduction to Genre (y)	3
	WRI 292	Professional Writing	3
	WRI 352	Rhetorical Style	3
	WRI 353	Rhetorics of Public Memory	3
	WRI 354	Archives and Composition	3
	WRI 355	Style and Editing (y)	3
	WRI 356	Digital and Multimodal Composition	3
	WRI 357	Fictional Writing	3
	WRI 358	Advanced Composition	3
	WRI 397	Teaching Writing (xs)	3
Study of English Language to include modern grammar, history of English language, and/or dialects (6 semester hours)	ENG 312*	History of the English Language (xf)	3
	ENG 290*	English Grammar & Usage (xf)	3
American Literature to include at least one major unit or module in literature for adolescents and one in literature of ethnic groups (6 semester hours) (umbrella course - ENG230: Studies in Ethnic Literature)	ENG 205	American Literature 1 (xf)	3
	ENG 206	American Literature 2 (xs)	3
	ENG/WGS 220	American Women Writers (xs)	3
	ENG 231	African-American Literature (xf)	3
	ENG 232	Studies in Ethnic Literature: Ethnic Women Writers (xs)	3
	ENG 352	American Realism and Naturalism (y)	3
	ENG 308*	Child and Young Adult Literature (s)	3
	ENG 326	The American Novel (y)	3
	ENG 382	"Where the Truth Lies": Mad Men, Gender, and the American Dream (y)	3
English and/or World Literature (6 semester hours)	ENG 201*	English Literature 1 (xf)	3
	ENG 202	English Literature 2 (xs)	3
	ENG/WGS 222	British Women Writers (xs)	3
	ENG 215	Shakespeare (xs)	3
	ENG 321/WGS320	Topics in Fiction: 18th Century British Women Writers (y)	3
Elective English credits (3 semester hours) (umbrella course – ENG320: Topics in Fiction; umbrella course – ENG330: Topics in Poetry; umbrella course – ENG370: Major Authors)	ENG 321/WGS320	Topics in Fiction: 18th Century British Women Writers (y)	3
	ENG 331	Topics in Poetry: Victorian Poetry (y)	3
	ENG/WGS333	Topics in Poetry: Her Kind: Twentieth Century American Women Poets (Gwendolyn Brooks, Anne Sexton, Adrienne Rich, Sylvia Path) (y)	3
	ENG/WGS 334	Topics in Poetry: Poetry as Protest (y)	3
	ENG 327	Topics in Fiction: Harry Potter and The Lord of the Rings: Analyses, Analogies, and Adaptations (fy)	3
	ENG 363	World War I (y)	3
	ENG 364/WGS 364	"Make it New!": Women and Literary Modernism (y)	3
	ENG/WGS 371	Major Authors: Jane Austen (fy)	3
	ENG/WGS 372	Major Authors: Toni Morrison (fy)	3
	ENG 373	Major Authors: Charles Dickens (y)	3
	ENG 383	Animals in Literature (y)	3

*designates required course

Core	**27-29 hours**
Professional	**44 hours**
Content	**39 hours**
Electives	**12 hours**
Total	**122-124 hours**

SAMPLE 4-YEAR PLAN – ENGLISH SECONDARY EDUCATION MAJORS

YEAR 1		
FALL (15 hours)		
FWS 101	First-Year Writing Seminar	3
PSY 101	General Psychology (Social science core)	3
MAT 110	College Algebra	3
WGS (core)	See list in catalog	3
Elective	See catalog	3
SPRING (17 – 18 hours)		
WRI 102	College Writing	3
Science (core)	See list in catalog	3/4
Fine Arts (core)	See list in catalog	3
Wellness (core)	See list in catalog	2
ENG 103	Introduction to Literature (Humanities core)	3
Elective	See catalog	3
YEAR 2		
FALL (16 hours)		
American Literature Elective	See list below	3
ENG 312	History of English Language	3
PSY 308	Psychology of Child and Adolescent Development	3
EDU 210	Foundations of Education	3
EDU 290	Field Experience I	1
Elective	See catalog	3
SPRING (18 hours)		
World Literature Elective	See list below	3
Composition & Rhetoric Elective	See list below	3
WRI 397	Teaching Writing	3
EDU 315	Assessment in Education	3
EDU 310	Educational Psychology	3
ENG 290	English Grammar and Usage	3
YEAR 3		
FALL (15 hours)		
Composition & Rhetoric Elective	See list below	3
World Literature Elective	See list below	3
EDU 325	Literacy in the Content Area	3
EDU 320	The Exceptional Learner	3
EDU 370	Teaching in Secondary Schools	3
SPRING (15 hours)		
American Literature Elective	See list below	3
Composition & Rhetoric Elective	See list below	3
EDU 425	Literacy Interventions	3
EDU 415	Classroom Management	3
ENG 308	Child and Young Adult Literature	3
YEAR 4		
FALL (13 hours)		
Composition & Rhetoric Elective	See list below	3
EDU 386	Secondary Methods English	3
EDU 390	Field Experience II	1
Electives	See catalog	3
English elective	See list below	3
SPRING (12 hours)		
EDU 490	Student Teaching	12

Composition and Rhetoric electives: WRI251, WRI291, WRI292, WRI352, WRI354, WRI355, WRI356, WRI357, WRI358,
American Literature electives: ENG205, ENG206, ENG220, ENG231, ENG232, ENG352, ENG326, ENG382
English &/or World Literature electives: ENG202, ENG222, ENG215, ENG321
Other English electives: ENG321, ENG333, ENG371, ENG327, ENG331, ENG334, ENG363, ENG364, ENG372, ENG373, ENG383

STATE CONTENT REQUIREMENTS – MATHEMATICS SECONDARY EDUCATION MAJORS

Mathematics Content Knowledge Area (min. 36 hours)			
Calculus and Analytic Geometry (9 semester hours)	MAT 210	Calculus 1 (fs)	4
	MAT 220	Calculus 2 (s)	4
	MAT 230	Calculus 3 (f)	4
Algebraic Structures (3 semester hours)	MAT 310	Foundations of Mathematics (y)	3
Geometry (3 semester hours)	MAT 250	College Geometry (s)	3
Computer Science (3 semester hours)	CSC 101	Applications Systems – Concepts and Theory (fs)	3
Electives from above coursework (6 semester hours)	CSC 110	Introduction to Computer Science (s)	3
	MAT 240	Differential Equations (s)	3
Additional Mathematics coursework (minimum of 12 semester hours to include at least 3 of the following areas of mathematics)			
History of Mathematics (3 semester hours)	MAT 350	History of Mathematics (s)	3
Structure of the Real Number System (3 semester hours)			
Number Theory (3 semester hours)	MAT 360	Elementary Number Theory (y)	3
Completion of Calculus sequence (3 semester hours)			
Probability and Statistics (3 semester hours)	MAT 320	Probability and Statistics (xf)	3
Computer Science (3 semester hours)	CSC 150	Introduction to Animation (y)	3
	CSC201	Introduction to Programming (f)	3
	CSC212	Data Structure (xs)	3
Linear Algebra (3 semester hours)	MAT 260	Linear Algebra (f)	3

Core   **27-29 hours**
Professional   **44 hours**
Content   **39 hours** (3 hours more than state required minimum)
Electives   **12 hours**
Total   **122-124 hours**

SAMPLE 4-YEAR PLAN – MATHEMATICS SECONDARY EDUCATION MAJORS

YEAR 1		
FALL (16 hours)		
FWS 101	First-Year Writing Seminar	3
PSY 101	General Psychology	3
MAT 210	Calculus 1	4
Science (core)	See list in catalog	4
Wellness (core)	See list in catalog	2
SPRING (16 hours)		
WRI 102	College Writing	3
CSC 110	Introduction to Computer Science	3
MAT 130	Elementary Statistics	3
MAT 220	Calculus 2	4
WGS (core)	See list in catalog	3
YEAR 2		
FALL (17 hours)		
EDU 210	Foundations of Education	3
EDU 290	Field Experience I	1
MAT 230	Calculus 3	4
CSC 101	Application Systems – Concept and Theory	3
Humanities (core)		3
MAT 320 Or MAT 260	Probability & Statistics OR Linear Algebra	3
SPRING (15 hours)		
EDU 315	Assessment in Education	3
EDU 310	Educational Psychology	3
MAT 240	Differential Equations	3
MAT 310	Foundations of Mathematics	3
Social Science (core)	See list in catalog	3
YEAR 3		
FALL (15 hours)		
EDU 325	Literacy in the Content Area	3
EDU 370	Teaching in Secondary Schools	3
EDU 320	The Exceptional Learner	3
MAT 320 Or MAT 260	Probability & Statistics OR Linear Algebra	3
MAT 360	Elementary Number Theory	3
SPRING (15 hours)		
EDU 425	Literacy Interventions	3
EDU 415	Classroom Management	3
Fine Arts (core)	See list in catalog	3
MAT 250	College Geometry	3
MAT 350	History of Mathematics	3
YEAR 4		
FALL (16 hours)		
PSY 308	Psychology of Child and Adolescent Development	3
EDU 38	Secondary Methods – Mathematics	3
EDU 390	Field Experience II	1
Math elective	See catalog	3
Elective	See catalog	3
Elective	See catalog	3
SPRING (12 hours)		
EDU 490	Student Teaching	12

STATE CONTENT REQUIREMENTS – SOCIAL SCIENCE SECONDARY EDUCATION MAJORS

Social Science Content Knowledge Area (min of 39 semester hours)			
U. S. History (12 semester hours) Required: HIS 111 and HIS 112	HIS 111	U.S. History to 1877 (f)	3
	HIS 112	U.S. History since 1877 (s)	3
	HIS 221	Native American History (f)	3
	HIS/WGS 211	History of Women in the U.S. (s)	3
	HIS/WGS 330	Women's Suffrage Movement (xf)	3
	HIS 335	Hamilton's America (s)	3
	HIS/ENV 320	American Environmental History (xs)	3
World History (9 semester hours) Required: HIS 131 and HIS 122	HIS 131	World History 1: Civilizations & Peoples of the World, Prehistory to the Renaissance (xs)	3
	HIS 132	World History 2: Civilizations & Peoples of the World, Prehistory to the Renaissance (xs)	3
	HIS 125	Asian Civilization (f)	3
	HIS 133	The World Since 1945 (f)	3
	HIS 202	Twentieth Century Europe (xf)	3
	HIS 245	The Holocaust (xs)	3
	HIS 132	World History II: Civilizations and Peoples of the World Since the Renaissance (xs)	3
	HIS 255	Early Modern Europe, 1350-1700 (xf)	3
	HIS 260	Modern European History, 1700-1900 (xs)	3
	HIS 340	Genocide in History (xs)	3
	HIS 345	Modern Political Revolutions (xf)	3
Political Science (6 semester hours) Required: POL 101	POL 101	Unites States Government (s)	3
	POL 121	Introduction to Political Science (xf)	3
	POL 141	Public Policy (f)	3
	POL 201	Comparative Politics (s)	3
	WGS/INR 216	Women, Power, & Politics (f)	3
	POL 370	Asian Politics (xf)	3
	POL/INR 315	Elections in the World and the United States (xf)	3
Economics (3 semester hours)	ECO 201	Principles of Economics 1: Macroeconomics (xf)	3
	ECO 202	Principles of Economics 2: Microeconomics (s)	3
Geography (3 semester hours)	ENV 125	World Regional Geography (s)	3
Behavioral Science (6 semester hours; Sociology, Anthropology, or Psychology)	ANT 101	General Anthropology (s)	3
	ANT/WGS 201	Introduction to Cultural Anthropology (fs)	3
	ANT/IDS 291	Language & Culture (xf)	3
	PSY/SOC 232	Social Psychology (xs)	3
	PSY 240	Cognitive Psychology (f)	3
	PSY 321	Human Sexuality (s)	3
	PSY 325	Motivation & Emotion (xf)	3
	PSY 335	Drugs and Behavior (f)	3
	PSY 350	Abnormal Psychology (f)	3
	PSY 445	Emotional Intelligence (xf)	3
	SOC 101	Introductory Sociology (s)	3
	SOC/WGS 203	Family and Society (y)	3
	SOC/WGS 235	Race, Class, Gender, and Sexuality (xs)	3
	SOC/INR 330	Poverty and Inequality (xf)	3
	SOC/PSY 355	Psychology of Intergroup Relations (f)	3

Core   **27-29 hours**
Professional   **44 hours**
Content   **39 hours**
Electives   **12 hours**
Total   **122-124 hours**

SAMPLE 4-YEAR PLAN – SOCIAL SCIENCES SECONDARY EDUCATION MAJORS

YEAR 1		
FALL (14 hours)		
FWS 101	Freshman Writing Seminar	3
PSY 101	General Psychology (Social science core)	3
MAT 110	College Algebra	3
Humanities (core)	See list in catalog	3
Wellness (core)	See list in catalog	2
SPRING (16 hours)		
WRI 102	College Writing	3
Science (core)	See list in catalog	4
Fine Arts (core)	See list in catalog	3
WGS (core)	See list in catalog	3
ENV 125	World Regional Geography	3
YEAR 2		
FALL (17 hours)		
HIS 111	U.S. History to 1877	3
HIS 101	Western Civilization to 1500	3
PSY 308	Psychology of Child and Adolescent Development	3
EDU 210	Foundations of Education	3
EDU 290	Field Experience I	1
Elective	See list in catalog	3
SPRING (18 hours)		
HIS 112	U.S. History since 1877	3
HIS 102	Western Civilization from 1500	3
EDU 315	Assessment in Education	3
EDU 310	Educational Psychology	3
U.S. History elective	See state requirements	3
Elective	See list in catalog	3
YEAR 3		
FALL (15 hours)		
EDU 325	Literacy in the Content Area	3
EDU 370	Teaching in Secondary Schools	3
EDU 320	The Exceptional Learner	3
Political science elective	See state requirements	3
Behavioral Science elective	See state requirements	3
SPRING (15 hours)		
POL 101	United States Government	3
World History elective	See state requirements	3
EDU 425	Literacy Interventions	3
EDU 415	Classroom Management	3
U.S. History elective	See state requirements	3
YEAR 4		
FALL (16 hours)		
Behavioral Science elective	See list below	3
EDU 385	Secondary Methods – Social Science	3
EDU 390	Field Experience II	1
Elective	See catalog	6
Economics elective	See state requirements	3
SPRING (12 hours)		
EDU 490	Student Teaching	12

STATE CONTENT REQUIREMENTS – SPEECH AND THEATRE SEC. ED. MAJORS

Speech and Theatre Content Knowledge Area (min of 30 semester hours)			
Speech (12 semester hours – must include a minimum of three hours of Debate)	SPE 101	Fundamentals of Speech (fs)	3
	SPE 110	Media and Society (y)	3
	SPE 205/WGS 206	Gender and Communication (xs)	3
	SPE 121	Interpersonal Communication (f)	3
	SPE 360	Debate (xf)	3
Theatre (12 semester hours)	THE 103	Acting Fundamentals (f)	3
	THE 110	Stagecraft (f)	3
	THE 310	Dramatic Literature (f)	3
	THE 294	Stage Management (xs)	3
	THE 430	Directing (xs)	3
	THE 181	Theatre Production (fs)	1 (may be repeated up to 4 credits)
Additional electives from Speech, Theatre, and/or Mass Communications (six semester hours)	THE 101	Introduction to Theatre (xfu)	3
	THE 122	Performance of Literature (xs)	3
	THE 177	Theatre & Event Entertainment Technology (xs)	3
	THE 203	Acting: Character Development (xs)	3
	THE 240	Script Analysis (xf)	
	THE 230	Stage Makeup (xs)	3
	THE 251	Children's Theatre (xs)	3
	THE 355	Scene Design (xs)	3
	THE 221	Costume Construction (y)	3
	THE 315	Theatre for Social Change	3
	THE 325	Theatrical Costume Design (xf)	3

Core   **27-29 hours**
Professional   **44 hours**
Content   **36 hours** (6 hours more than state required minimum)
Electives   **15 hours**
Total   **122-124 hours**

SAMPLE 4-YEAR PLAN – SPEECH AND THEATRE SECONDARY ED. MAJORS

YEAR 1		
FALL (15 hours)		
FWS 101	Freshman Writing Seminar	3
PSY 101	General Psychology	3
MAT 110	College Algebra	3
Humanities (core)	See list in catalog	3
Theatre req	See state requirements	3
SPRING (16 hours)		
WRI 102	College Writing	3
Speech req	See state requirements	3
Theatre req	See state requirements	3
Fine Arts (core)	See list in catalog	3
Science (core)	See list in catalog	4
YEAR 2		
FALL (15 hours)		
Speech req	See state requirements	3
Theatre req	See state requirements	3
EDU 210	Foundations of Education	3
EDU 290	Field Experience I	1
PSY 308	Psychology of Child and Adolescent Development	3
Fitness (core)	See list in catalog	2
SPRING (15 hours)		
Theatre req	See state requirements	3
SPE 360	Debate	3
EDU 310	Educational Psychology	3
EDU 315	Assessment in Education	3
WGS (core)	See list in catalog	3
YEAR 3		
FALL (18 hours)		
Theatre req	See state requirements	3
Additional elective	See state requirements	3
EDU 320	The Exceptional Learner	3
EDU 325	Literacy in the Content Area	3
EDU 370	Teaching in Secondary Schools	3
Elective	See catalog	3
SPRING (15 hours)		
EDU 415	Classroom Management	3
EDU 425	Literacy Interventions	3
Speech req	See state requirements	3
Additional elective	See state requirements	3
Elective	See catalog	3
YEAR 4		
FALL (16 hours)		
EDU 386	Secondary Methods of Teaching Speech & Theatre	3
EDU 390	Field Experience II	1
Additional electives	See state requirements	6
Elective	See catalog	6
SPRING (12 hours)		
EDU 490	Student Teaching	12

Course Descriptions (of Professional/Education classes)

EDU 210

Foundations of Education

This course is a survey of the philosophical, historical, sociological, and legal foundations of education in the United States. Students will examine the roles and responsibilities of teachers and the legal/ethical aspects of teaching. Strategies for consulting and collaborating with parents, other teachers, administration, and community partners will be examined. Cultural diversity, multicultural education, and differentiated instruction will be included.

EDU 290

Field Experience I

Co-requisite: EDU 210

This course provides observation experiences in the school setting. Students will be required to document 30 hours.

EDU 250

Mathematics for Elementary Teachers I

This course focuses on problem solving using the real number system and algebra. Topics include: different numeration systems (Roman Numerals and other bases), techniques for calculations, percents and ratios with applications, exponents and roots, the properties of real numbers, arithmetic with irrational and complex numbers, linear functions and piecewise linear functions with applications, systems of linear equations, quadratic functions with applications, polynomial and rational functions with applications

EDU 251

Mathematics for Elementary Teachers II

This course provides an introduction to the basic concepts of probability (including counting techniques), statistics, and geometry. The basic geometry concepts to be covered include the fundamentals of planar and 3-dimensional geometry; congruence and similarity, proofs of congruent or similar triangles; concepts of measure; and motion geometry and tessellations.

EDU 310

Educational Psychology

This course investigates psychological concepts, theory, models, and methods of research in development and education. Students explore current topics and application of learning theories to contemporary educational issues. The unique needs of English Language Learners and the acquisition of a second language will be examined.

EDU 315

Assessment in Education

Prerequisite: Admission to education program

This course provides students experience in creating fair and effective assessments. Students will learn about measurement, item analysis, interpretation, and steps of developing appropriate classroom tests and assessments; performance assessments; standardized testing; biases in educational assessment; and self-assessment.

EDU 318

Language Acquisition and Development of Young Children

Prerequisite: WRI 102, Admission to education program

This course focuses on the normal sequence of language development and the teaching of literacy in the elementary context. Strategies for teaching word recognition, vocabulary, decoding, comprehension, and critical thinking within a class of linguistically and culturally diverse students will be explored. This course will address how elementary teachers can identify typical and atypical language acquisition, indications for referral, and education techniques for working with ELL students and students with disabilities.

EDU 320

The Exceptional Learner

Prerequisite: Admission to education program

This course is an introduction to human exceptionality and the field of special education. The student will develop an understanding of the unique characteristics, strengths, and challenges of Students with Exceptionalities along with the competencies to effectively teach Students with Exceptionalities.

EDU 325

Literacy in the Content Areas

Prerequisite: Admission to education program

This course provides students with techniques for assessing and improving literacy skills in their content area and includes reading to learn and writing to learn as part of literacy skills. Students will learn to apply reading and writing concepts, theories, and techniques to content area material by developing lesson plans and materials. Cultural diversity, multicultural education, and differentiated instruction will be included. Special consideration will be given to developing literacy skills of English Language Learners will be included.

EDU 370

Teaching in Secondary Schools

Prerequisite: Admission to education program

This course examines the techniques for effective teaching at the secondary level – and includes designing engaging and rigorous lessons to meet the needs of diverse learners. Bloom's Taxonomy will be examined in relation to learning objectives and assessments in lesson planning. Students will design units of instruction that include critical thinking and problem solving activities as well as strategies for teaching English Language Learners. Cultural diversity, multicultural education, and differentiated instruction will be included. Strategies for consulting and collaborating with parents, other teachers, administration, and community partners will be examined. Educational technology will be reviewed/introduced.

EDU372

Teaching in Elementary Schools

Prerequisite: Admission to education program

This course will allow students to examine the specific techniques and procedures for effective teaching at the elementary level. Students will examine what is required to design authentic, engaging, and rigorous lessons that meet the needs of all learners. This course will explore various models of teaching and the application of Bloom's Taxonomy as related to lesson formative and summative assessments. Candidates will engage in long range planning activities. Candidates will write and teach content specific lessons that integrate technology, movement, music, and arts.

EDU 380

Elementary Math Methods

Prerequisites: Admission to education program and EDU 372

Co-requisite: EDU 390

This course emphasizes appropriate content specific instructional strategies and activities that incorporate the use of manipulatives to teach mathematics to elementary students. Candidates create and teach several math lessons throughout the course. The course also introduces candidates to trauma informed teaching practices and the role of research in elementary math education.

EDU 381

Elementary Science Methods

Prerequisites: Admission to education program and EDU 372

Co-requisite: EDU 390

This course emphasizes appropriate content specific instructional strategies and activities that incorporate the use of hands on activities to teach science in the elementary school context. Candidates create and teach science lessons in the following areas: physics, chemistry, earth science, environmental science, and life science. The course also introduces candidates to trauma informed teaching practices and the role of research in elementary science education.

EDU 382

Secondary Methods of Teaching English

Prerequisites: Admission to education program and EDU 370

Co-requisite: EDU 390

This course examines a variety of methods of teaching English in high schools, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc. as well as specific strategies unique to English instruction. Students will also develop a Unit Plan of instruction.

EDU 383

Secondary Methods of Teaching Business Education

Prerequisite: Admission to education program and EDU 370

Co-requisite: EDU 390

This course examines a variety of methods of teaching Business Education in high schools, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc. as well as specific strategies unique to Business Education Instruction. Students will also develop a Unit Plan of instruction.

EDU 384

Secondary Methods of Teaching Science (Biology and Chemistry)

Prerequisite: Admission to education program and EDU 370

Co-requisite: EDU 390

This course examines a variety of methods of teaching Science in secondary schools, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc. as well as specific strategies unique to Science instruction. Students will also develop a Unit Plan for instruction.

EDU 385

Secondary Methods of Teaching Social Science

Prerequisite: Admission to education program and EDU 370

Co-requisite: EDU 390

This course examines a variety of methods of teaching Social Science in high school, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc. as well as specific strategies unique to Social Science instruction. Students will also develop a Unit Plan of instruction.

EDU 386

Secondary Methods of Teaching Speech & Theatre

Prerequisite: Admission to education program and EDU 370

Co-requisite: EDU 390

This course examines a variety of methods of teaching Speech & Theatre in high school, including inquiry, cooperative learning, differentiation, and interdisciplinary, etc. as well as specific strategies unique to Speech & Theatre instruction. Students will also develop a Unit Plan of instruction.

EDU 387

Integrated Methods I: Literacy and Social Studies

Prerequisite: Admission to education program and EDU 372

This course emphasizes social studies content, and the development of integrated lessons appropriate for the elementary context. Candidates create and teach lessons in the elementary setting that incorporate appropriate literacy strategies associated with the learning of social studies content including the history of Missouri. Candidates utilize video to reflect on the effectiveness of the lesson they taught and adapt lessons based on feedback and self-reflection.

EDU 388

Integrated Methods II: Literacy, Movement and Arts

Prerequisite: Admission to education program and EDU 372

This course emphasizes the integration of movement, visual arts, and music into elementary content lessons. Candidates utilize research and experiences from other education courses to create and teach several integrated lessons in the elementary setting. Candidates utilize video to reflect on the effectiveness of the lesson they taught and adapt lessons based on feedback and self-reflection.

EDU 390

Field Experience II

Prerequisite: Admission to education program and EDU 290

Co-requisite: EDU 38* (methods coursework)

This course provides involvement in a school setting (elementary or secondary depending on major). Students will observe and participate in a variety of activities to become familiar with the total school experience. The student will be required to document 45 hours of observation and activity.

EDU 415

Classroom Management

Prerequisite: Admission to education program

This course examines differentiated instruction and the role of the teacher in creating a classroom environment conducive to effective learning. Behavioral management techniques in classroom management will be included. The role of instructional technology (interactive whiteboard, clickers, podcasting, flipped classrooms, etc.) will be reviewed/introduced. Legal and ethical issues of technology in the classroom will be examined.

EDU 425

Literacy Intervention

Prerequisite: Admission to education program

This course presents strategies to increase the reading ability of children and adolescent students. The focus is helping students gain more from their reading tasks, improve their motivation for and engagement in the learning process as well as assist struggling readers who may need intervention on an individual basis. Special consideration will be given to developing literacy skills of English Language Learners will be included.

EDU 490

Student Teaching

(Senior standing; Fee $100, non-refundable)

This culminating clinical experience involves observation and supervised teaching in a school classroom. Students should have completed all courses required for the program prior to this course. Additional information on the student teaching application process and requirements can be found on the website and later on in this handbook.

DESE Testing Requirements

Background Checks

Prior to any field experiences in the public school setting, a student must complete a required [background check](). Background checks must be renewed annually. https://dese.mo.gov/educator-quality/certification/fingerprinting-background-check

ACT Score of 20 or Missouri General Education Assessment (MoGEA) for program admission

A student may apply for admission into the undergraduate educator preparation program with a cumulative ACT score of 20 or higher. If a student does not meet the criteria or has not taken the ACT, then the student will take MoGEA. The MoGEA is a test for admission into the undergraduate educator preparation programs in Missouri, which includes sections on English language arts, mathematics, science and social science. This test should be taken by the end of the student's second year with minimum passing scores of: 186 in Reading Comprehension and Interpretation, 167 in Writing, 183 in Mathematics, and 183 in Science and Social Studies. Cost $49 - $ 75 http://www.mo.nesinc.com/PageView.aspx?f=GEN_Tests.html

Missouri Content Assessments (MoCA)

The MoCA are exit exams that must be completed by prospective teachers for all areas of certification they are seeking. It is recommended these assessments be taken prior to student teaching during methods coursework. Cost $77-100, http://www.mo.nesinc.com/PageView.aspx?f=GEN_Tests.html

Missouri Educator Evaluation System

The MEES is a standards-based performance assessment that measures prospective teacher's performance in the culminating clinical experience (student teaching). See the student teaching section of this handbook for more detail.

Beliefs of the Education Program

1. Cottey Education Program faculty, Content Area faculty, DESE, and area schools share the professional education of teacher candidates.
2. Teachers should have a strong educational background to facilitate student learning.
3. Teachers should have a strong foundation in the content area.
4. Teachers should be able to integrate theory and practice.
5. Teachers should be committed to the implementation of technology into their teaching practice.
6. Teachers should be able to work collaboratively with other professionals to support their teaching practice.
7. Teachers should be able to develop appropriate relationships with students and other educational professionals.
8. Teachers should be committed to being student-centered educators.

Teacher Education Program – Statement of Philosophy

The Relational Teacher
A Conceptual Framework

The relational teacher is a caring teacher who intentionally blends her professional knowledge and relational mindset to enact relational pedagogy in the classroom. Relational pedagogy, as described by Sidorkin (2000), is the practice of human interpretation through a lens of past experiences and cultural and social expectations. Other scholars describe the same idea using terms like ethics of care, pedagogy of care, and connectedness (Gilligan, 1982; Goralnik, Millenbah, Nelson, & Thorp, 2012; Noddings, 2005). Relational pedagogy, in this program, is defined as the intentional practice of caring teachers interacting with students to build and sustain positive relationships that cognitively and emotionally support their students throughout their journeys together (Adams, 2018). There are three components of the relational teacher that are emphasized in this conceptual framework: a caring teacher, professional knowledge, and relational intention. Each component is briefly described below, which is followed by an organic visual representation of this conceptual framework. Dr. Kristina Adams outlined this framework in the fall of 2018 with a purpose to unify and build a strong secondary education program that is aligned to the mission of Cottey College.

A Caring Teacher

The number one complaint of students in schools is "they don't care" (Noddings, 2005, p. 35). Noddings stated that students learn in communion and listen to people who value them and whom they value. She argued that pedagogy of care does not replace traditional or progressive modes of teaching; rather it is an understanding that a relation exists between two humans (Noddings, 2005). Caring teachers take on a dual role, that of teacher and learner, being concerned with the creation and maintenance of trusting relationships with students in order to overcome unequal power relations due to educational structures (Noddings, 2005). There is no recipe for establishing care; however, there are behaviors of teachers that indicate they are caring. A caring teacher, according to Noddings (2005), attends to students in a nonselective way, has a desire to help, listens, feels, and responds with concern for students. Caring teachers care about the interests of their students, show respect for their students by the way they listen to their students, provide positive feedback in a timely manner, and use positive praise in the classroom when interacting with individual students (Micari & Pazos, 2012; Walker & Gleaves, 2016; Yair, 2008). Teachers who care about relationships approach students with open mindedness and are willing to provide support to students through informal interactions (Pascarella & Terenzini, 1977; Zell, 2010; Lundberg & Schreiner, 2004).

Professional Knowledge

Professional knowledge is the body of knowledge and skills from professional and life experiences that is needed to be successful in a profession (e.g., Clandinin & Connelly, 1996; Paulick, Groβschedl, Harms, & Möller, 2016; Shulman, 1986/2013; Tamir, 1988). Professional knowledge incorporates personal practical knowledge, content knowledge, and general pedagogical knowledge. The relational teacher develops her professional knowledge in this program through field experiences, content area coursework, and education coursework. Constructivism is a social learning theory that promotes the idea that individual meaning is constructed through social interactions with others and with content (Palmer, 2007; Schiro, 2012; Wenger, 1998). The role of the instructor is to facilitate the meaning making process of individuals (Davis, 2004). Knowledge is viewed as subjective, received, and constructed. It is subjective to individual experience, and it is constructed through listening to others (received).

Relation Intention

Relational intention is defined as the way caring teachers utilize their professional knowledge and relational mindset to purposefully build relationships with students (Adams, 2018). Teachers with a relational intention are focused on student growth and societal change through education. They devote time to get to know their students on a personal level in both informal and formal settings.

The relational teacher views her practice through a pair of 3D glasses – one side is cognitive and one side is affective, and when looking through both sides simultaneously a teacher can see the whole student – the human student – and relationships can be built (Hagenauer & Volet, 2014). The emphasis of relational pedagogy is placed on student-teacher relationships and how the interactions between students and teachers influence student engagement, persistence, and learning. Caring relationships promote authentic conversations as teachers and students engage in the formulation and understanding of concepts (Robinson, 1996). "Subject matter cannot carry itself, relation precedes any engagement with subject matter" (Noddings, 2005, p. 36). Personal integration of content depends on whether the individual grants authority to the source of knowledge (Bingham & Sidorkin, 2004). Students who grant authority are more likely to engage in relationships with teachers, peers, and texts while students who are reluctant to grant authority are more likely to disengage (Bingham & Sidorkin, 2004). If teachers want to help students grow in all domains of their lives, then they need to enact relational pedagogy. The relational teacher conceptual framework supports the growth of Cottey College teacher candidates by focusing on educational theory and practice that emphasizes all components necessary for the enactment of relational pedagogy.

Alignment of Conceptual Framework to Assessment

Framework Component	Where assessments are found	When assessments are administered
Caring Teacher	Field experience, student teaching, education coursework, portfolio	EDU320, EDU390, EDU415, EDU425, EDU490
Professional Knowledge		
Personal practical knowledge	Education coursework, field experience, portfolio	EDU210, EDU290, EDU390
Content knowledge	Content area coursework, MoCA, portfolio	EDU390/methods coursework, see content coursework for individual education degree programs
Pedagogical knowledge	Field experience, education coursework (lesson and unit development), student teaching	EDU310, EDU370, EDU325, EDU390/methods coursework, EDU415, EDU425, EDU 490
Relational Intention	Field experience, student teaching, portfolio	EDU310, EDU320, EDU390, EDU415, EDU490

The Relational Teacher

A Conceptual Framework

The organic visual representation below was designed to indicate how each component of the conceptual framework is multi-faceted and unique to each relational teacher. A cluster of dandelion seeds ready for dispersal takes into account the unique lives of each teacher and how her perception of care, professional knowledge, and relational intention is uniquely her own. The way she enacts relational pedagogy will not be the same as any other teacher due to her own lived experiences. The education program at Cottey College is dedicated to empowering our teacher candidates through a conceptual framework that honors diversity and promotes leadership, social responsibility, and global awareness.

The Relational Teacher

Professional Knowledge

Care

Relational Intention
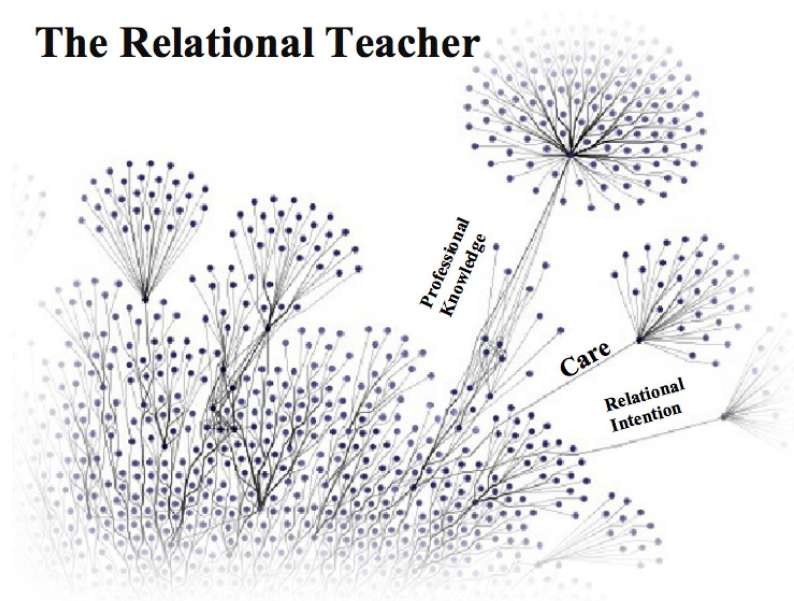
Cottey College Mission

Cottey College, an independent liberal arts and sciences college, educates women to be contributing members of a global society through a challenging curriculum and a dynamic campus experience. In our diverse and supportive environment, women develop their potential for personal and professional lives of intellectual engagement and thoughtful action as learners, leaders and citizens.

Cottey College Vision

Cottey College will be a higher education institution of choice for women of diverse backgrounds who seek access to exceptional educational programs and will focus on three guiding threads: leadership, social responsibility, and global awareness. With care and respect for each student, we will empower women to enrich their lives, realize their full potential, and make valuable contributions to society. Cottey College will be a growing, vibrant, distinctive, and selective college for women, well known and respected for programs delivered in multiple and accessible formats, up-to-date facilities, and academic excellence.

Guide to Field Experiences

Field Experience Coordinator

The role of the field experience coordinator is to seek out and maintain partnerships with school districts in the surrounding area. The field experience coordinator will meet with all teacher candidates registered in field experience coursework at the beginning of each semester to determine field experience placements. The coordinator will inform the teacher candidate no later than the end of the third week with placement information. At the end of each field experience term, the field experience coordinator will send out surveys to teachers in the partner schools who had direct contact with our teacher candidates to gather valuable feedback on our teacher candidates. The field experience coordinator will prepare an annual written report for the education program coordinator that will be used for program growth and HLC reporting purposes. The report will include information on each partner school (administrative contacts, teacher contacts, general district information), teacher candidates' placement(s), and summary of survey results.

Field Experience Placement

Students registered in Field Experience I (EDU290) or Field Experience II (EDU390) must contact and meet with the field placement coordinator within the first week of the semester. Teacher candidates need to be prepared to share the following information:

- Class schedule
- Work/Practice schedule
- Preferred field experience days/times
- Mode of transportation (Do you have access to a vehicle, Will you be sharing rides with another student, or Do you need help with transportation?)
- Elementary (grades 1-6)or Secondary Placement (grades 9-12 and content area)

The field experience coordinator will then work on field experience placement. All students should receive their placement information no later than the end of the third week of the semester. ***It is the responsibility of the teacher candidate to communicate directly with schools regarding field experience days/times once placement has been arranged.***

Students who will be in the field are required to have a current background/fingerprint on file with the Department of Elementary and Secondary Education (DESE). Students will need to create an account with DESE in order for their background/fingerprint checks to be sent to their teaching profile, use registration code 2300. If you plan on applying to be a substitute teacher, then use code 2301. ***The field experience coordinator must verify your background/fingerprint check before providing you with placement.*** It is suggested that you contact the site where you plan to get your background/fingerprint completed prior to your arrival to make sure they are available and able to complete the process. The website below provides you with all of the information you need to complete this process.

https://www.machs.mo.gov/MACHSFP/home.html

Mentor/Cooperating Teacher

The mentor teacher plays one of the most important roles in preparing new teachers. Cottey College teacher candidates develop their teaching styles and make career decisions based on their practical experiences in the classroom. Teacher candidates typically begin their field experiences in their second year and continue these experiences throughout the program. Because the field experience is a critical part of the education degree, Cottey faculty members view mentor teachers as professional colleagues and partners in teaching.

Teacher candidates observe and assist mentor teachers in a variety of classroom situations. Teacher candidates are required to keep a field experience time log and write reflective summaries for each of their experiences. Mentor teachers are asked to increase teacher candidate involvement in classroom activities based on individual skills, competencies, and strengths.

Field Experience Mentor Teacher Responsibilities

- Encourage the Cottey teacher candidate to become aware of all facets of school policy and procedures.
- Help the teacher candidate observe strategies and participate in activities specified in their field experience requirements.
- Encourage the teacher candidate to participate in classroom activities, such as small group instruction, co-teaching, and class demonstrations. Inform teacher candidates of other important activities that are useful for the teacher candidate and/or the school and community.
- Offer professional mentoring and guidance regarding your personal educational philosophy. Your passion, commitment, and professionalism are as important for the teacher candidate to observe as any one particular teaching style.
- Provide feedback to the teacher candidate and her program coordinator.
- Verify the time spent by signing the teacher candidate's field experience time log.

Cottey College Teacher Candidate

Field experiences are designed to promote professional growth through a series of increasing activity and responsibility. All field experiences are designed to facilitate reflection on the varied aspects of teaching and help connect theory with practice. Mentor teachers will provide a variety of philosophies and model a wide variety of teaching situations in diverse school settings.

Cottey College Teacher Candidate Responsibilities

- Follow the same rules that the school's regularly employed faculty follow
- Practice professionally appropriate dress, grooming, and behavior in the context of the faculty at the site of the field experience.
- Be on time and communicate any deviation from punctuality immediately to mentor and education program coordinator.
- Cooperate with mentor and work with mentor to determine level of field experience
- Follow COVID safety protocol requirements specific to school site

Field Experience Requirements

Teacher candidates are required to participate in a minimum of 75 field experience hours prior to student teaching. Each field experience must have a typed field experience summary and a corresponding entry in the field experience time log, which must have a mentor signature.

In order to ensure a variety of experiences, teacher candidates complete field experiences in each of the following settings: rural, suburban, and urban high schools; special education, non-educational, and professional development.

Field Experience* Participation Levels

Level	Type of Experience	Description of Activities
1 – Observation (EDU290, EDU320, EDU390)	Open	The teacher candidate observes the school and classroom to get a general perception of school organization, classroom atmosphere, teaching styles
	Directed	The teacher candidate observes the school and classroom for a variety of objectives, methods and assessment techniques.
	Focused	The teacher candidate observes the school and/or classroom for specific criteria related to coursework: field experience I – teaching method(s), collaborative strategies, routines/procedures, feedback, relational pedagogy; field Experience II – classroom management strategies, evaluation techniques, lesson timing, lesson reflection, lesson adaptations
2 –Assistance (EDU390)	Directed	The teacher candidate assists the teacher with routine tasks, such as taking roll, distribution or paper/supplies, gathering materials, or other tasks. The teacher candidate directly works with students by assisting one student at a time.
	Supervised	The teacher candidate works directly with a small group of students for an instructional activity. The teacher candidate teaches one lesson to a whole class after the teacher models the lesson with another class period. The teacher candidate and teacher plan one instructional unit together.
3 – Responsibility (EDU490)	Supervised	The teacher candidate plans for instruction under the supervision of the teacher. The teacher candidate directly instructs a whole class of students. The teacher candidate and teacher assess the effectiveness of the lesson and make adjustments to the lesson.
4 – Professional Development/ Extracurricular (EDU290/390/490)		The teacher candidate participates in professional development workshop. The teacher candidate attends a professional teachers meeting at the local level. The teacher candidate participates in an extracurricular activity. The teacher candidate attends a school board meeting.

* Some field experiences may be limited to virtual authentic experiences due to partner school allowances.
Field Experience Hours

30 hours – level 1 (EDU290/390)
5 hours   – level 1 (Exceptional Learners, EDU320)
20 hours – level 2 (EDU390)
10 hours – level 3 (EDU390)
10 hours – level 4 (EDU390)
75 Total field experience hours prior to student teaching

Field Experience Time Log

Name: _____   Major: _____

Date	Hours	Site	Grade/Subject	Level of Experience	Signature of teacher or person in charge

Total hours _____

I, _____, certify that is a true and accurate account of my field experience hours.

Virtual Field Experience Time Log

Name: _____   Major: _____

Date	Hours	Site (URL)	Grade/ Subject	Brief description of resource (link to reflective summary)

All virtual hours must be approved by the field experience instructor and listed in the syllabus for that course.

Total hours _____

I, _____, certify that is a true and accurate account of my field experience hours.

Field Experience Summaries Template

This reflective summary must be completed after each field experience. Reflective summaries are based on your field notes. The total length should be 1-2 pages typed. Follow the format outlined below.

Your name:
Date of field experience:
Location of field experience:
Total time at location:
Mentor:
Grade/subject:
Type of observation: (see field experience participation levels in this handbook)

Summary of experience:

Describe the school setting:
such as: neighborhood, grounds, building, classroom description

Describe the students:
such as: number of students, diversity of students, student movement, student behavior

Describe the lesson/class observed (content & teacher):
such as: classroom rules, procedures, outline typical class period, motivation techniques used by teacher, questioning techniques, grouping strategies, student interactions, learning climate, verbal and non-verbal cues, classroom management

Reflection on what you observed:
such as: what did you learn about learners, what did you like most/least, what would you change, connect observation with content learned in education coursework, perceptions about teaching style

Admission to Cottey College Teacher Education Program

A Cottey College student desiring to become an Education major will need to apply for acceptance into the Educator Preparation Program. This application process should be completed during Foundations course. **Students who wish to apply for admission will submit a completed application to the EDU210, Foundations of Education instructor no later than the end of the twelfth week.** The instructor will verify the student's status prior to submitting the application to the education program coordinator. When all parts of the application have been received, the Faculty Review Committee will consider the application, and the program coordinator will schedule interviews prior to the end of that semester. The committee will either admit the student unconditionally, with conditions, or deny admission. Students who are conditionally admitted will receive, in writing, a list of conditions that need to be met along with a deadline. Students who fulfill the conditions will be unconditionally admitted into the program at that time. Students who do not fulfill the conditions will be denied admission to the education program. Students may appeal any decision(s) made regarding their status of admission, see student appeals section of this handbook. The program coordinator will notify the student, by letter, with regard to application status.

The admission process is based upon the following criteria:

1. Academic performance
   - Registered in EDU 210 (Foundations of Education) and is in good standing
   - Minimum ACT score of 20
     OR
   - Pass the Missouri General Education Assessment (MoGEA) with a minimum score (1) of 186 in Reading Comprehension and Interpretation, (2) of 167 in Writing, (3) of 183 in Mathematics, and (4) of 183 in Science and Social Studies.
2. Disposition assessments (these are to be sent directly to the education program coordinator, see page 42)
   - Provide two faculty disposition assessments for the purpose of identifying academic performance, disposition and potential as a future educator.
   - Provide one non-faculty disposition assessment for the purpose of identifying disposition, experience with youth and potential as a future educator.
3. Evidence (s) of commitment to teaching and learning.
   - Submit a 500-600 word essay reflecting her personal philosophy of education and reasons she wants to enter the teaching profession.
   - Progress towards portfolio checkpoint 1
   - Background check
   - Minimum of 15 documented field experience hours
   - Field experience summaries
   - Interview with Faculty Review Committee (see tips, p. 39)

Education Program Application

Name _____ _____ _____

<div align="center">Last Name   First Name   Middle Name</div>

D.O.B. _____ **Student ID#** _____ **SS#** _____

Sem/Year Admitted to Cottey _____ **Classification:** _____ Soph; _____ Jr.; _____ Sr.

Transfer Student (yes) _____ (no) _____ Yes **If yes, what Institution?**_____

Racial/Ethnic Background: White/Non-Hispanic _____; Hispanic _____; Asian _____;

African-American _____; Other _____

Local Address:

Street _____ City _____ State _____ Zip _____

Home Address:

Street _____ City _____ State _____ Zip _____

Country _____

Cell # _____

Declared Major: _____ (certification area)

Semester Hours Completed: _____ Current GPA _____ ACT or SAT Score _____

Applicant Signature _____ **Date** _____

Attach philosophy essay

Page 2 of Admission application

Applicant _____

EDU210 Instructor only

Criteria	Yes	No	Comment
'C' or higher			
Attends regularly			
15 hours recorded in portfolio - field log			
Field experience summaries in portfolio for recorded hours			
Philosophy paper received with application			
Application received on time (end of 12th week)			

Additional information/considerations regarding applicant:

Instructor Signature: _____

Email this page and completed student application along with essay to education program coordinator.

Education Department Use Only

☐ Faculty disposition #1 received   ☐ Faculty disposition #2 received

☐ Non-Faculty disposition received   ☐ Philosophy of Education

☐ EDU210 Instructor verification   ☐ ACT/Passed MoGEA

EDUCATION REVIEW COMMITTEE ACTION

Applicant's Score _____

Unconditional   **Conditional**   **Denied**

Comments:

_____

_____

_____

_____   _____

Education Program Coordinator   **Date**

_____   _____

Review Committee Member   **Date**

_____   _____

Review Committee Member (if necessary)   **Date**

Evaluation for Admission to Secondary Education

Applicant: _____ Date: _____

GPA: Professional: _____, Content _____

ACT/MoGEA score: _____

Each member of the committee will score the criteria for Commitment to Profession and committee scores will be calculated for admission to Secondary Education as follows:

3 = Exceptional   2 = Satisfactory   1 = Needs Improvement

Criteria	3	2	1	Mean Score
Commitment to Profession (Interview)				
Knowledge of subject matter				
Written and oral communication				
Experience working with children				
Professional involvement				
Knowledge of educational theory				
Knowledge of pedagogy				
Academic Performance				
EDU210 – C or higher				
GPA –3.00 content area, 3.00 ed				
ACT/ MoGEA				
Disposition				
2 faculty				
1 non-faculty				
Commitment to Profession (application materials)				
Philosophy of education essay				
Portfolio progress towards checkpoint 1				
Background Check				
Field Experience Time Log				
Field Experience Summaries				
Total Score				

32 is minimum score for admission

TEACHER EDUCATION ADMISSION RECOMMENDATION GUIDELINES
Cottey College

Applicants will designate 2 faculty to complete a Disposition Assessment, which will be emailed directly to Dr. Kristina Adams, kadams@cottey.edu or mailed in a sealed and signed envelope.

Disposition Assessment Form

Name of Candidate_____
               Last   First   Middle

Major: _____ Advisor_____

To the Respondent: The Education Program at Cottey College appreciates your candid assessment of the candidate named above. Please rate the candidate on each characteristic in comparison to individuals who have had approximately the same amount of training and experience as the candidate.

Dispositions	3 (superior)	2 (Average)	1 (Poor)	N/B (no basis for judgment)
PROFESSIONAL				
Attends class regularly and arrives on time				
Is focused and attentive in class				
Works collaboratively with others				
VALUES				
Models responsibility and discipline				
Accepts constructive criticism and takes responsibility for actions				
Values the subject(s)				
COMMITTMENT				
Demonstrates commitment and enthusiasm for teaching and learning				
Goes beyond minimum expectations				

How long have you known the candidate?	
In what capacity?	
Your Name	
Your Position	
Email	
Signature	
Date	

Disposition Checkpoint (check one):
- ED210 Foundations of Education (self-evaluation)
- Admission to Teacher Education
- Methods Coursework
- Student Teaching

Admission Interview Tips

- Dress professionally
- Be on time
- Be prepared

Below is a list of possible questions/topics that may be asked/discussed during your interview.

- ✔ Identify and discuss the conceptual framework of the Relational Teacher
- ✔ Why do you want to be a teacher?
- ✔ How will you stay current in your field?
- ✔ Read through your philosophy statement as your interviewers may ask questions about your philosophy
- ✔ What does it mean to teach to all students?
- ✔ How will you honor diversity in your classroom?
- ✔ What is your biggest strength as a teacher?
- ✔ What is your biggest weakness as a teacher?
- ✔ What is your inspiration and aspiration as a teacher?
- ✔ Why would a school hire you?
- ✔ Where do you see yourself professionally in 10 years?
- ✔ What do you want for your future students?
- ✔ What role does professional development have in education?

You can expect the interview to last about 15 minutes.

Professional Teacher Portfolio

Cottey College requires all teacher candidates to develop a portfolio, which documents their learning, accomplishments, and strengths related to the competencies, standards, and outcomes established by the Missouri Department of Elementary and Secondary Education. The portfolio demonstrates the teacher candidate's professional knowledge, performance, experiences, and dispositions.

The portfolio process begins in EDU 210 Foundations of Teaching and continues throughout the duration of the education program until graduation. The development process includes periodic checkpoints that provide feedback to the teacher candidate. This section contains written policies, criteria, and rubrics related to the assessment of the portfolio. This section also contains suggestions of courses that address the major learning objectives (MLOs) and suggestions for artifacts to use. The MLOs were developed from the Missouri Department of Elementary and Secondary Education standards, Interstate New Teacher Assessment and Support Consortium (INTASC) standards, Competencies for Teacher Certification and Licensure, and Cottey College's education program conceptual framework.

Artifacts and written reflections show how teacher candidates have met the major learning objectives and reflect the philosophy of the education program at Cottey College. A personal philosophy of education must be included in the introduction to the portfolio. Throughout the education program, teacher candidates assemble artifacts that represent mastery of the major learning objectives and provide written reflections that justify how the artifact represents mastery of the MLO, relational teaching and Cottey College outcomes. There are a number of purposes for development of the teacher portfolio:

- To demonstrate the talent, skills, and experiences of the teacher candidate.
- To demonstrate a commitment to lifelong learning.
- To provide examples of the Cottey College education program. The portfolios are units of measure which present evidence that Cottey College is providing initial and on-going assessment that focuses on opportunities and experiences which lead to student development of MLOs, standards, and outcomes determined by the Missouri Department of Elementary and Secondary Education, Interstate New Teacher Assessment and Support Consortium, and Cottey College.
- To demonstrate to perspective employers the evidence of a teacher candidate's growth. Work on a professional portfolio will assist a teacher candidate in developing the skills to be used throughout a teacher's career and to document professional development.

Professional Teacher Portfolio Content

A. Cover Page
- Graphic design of your choice
- Your name and certification area
- Semester and year of program completion

B. Table of Contents (example on page 47, all documents are linked to this page)
- Introduction – purpose of the portfolio, summary of contents, and personal philosophy of education
- Field Experience – field experience time log, field experience summaries, student teaching journals
- Major Learning Objectives (additional information is below)
- Professional Information – professional development activities you have attended, membership in professional organizations, certifications, resume
- Conclusion – Evaluation of your portfolio

C. Major Learning Objectives (page 48)

For each MLO provide at least one artifact and reflective summary. Specific artifacts may only be used once. You should provide hyperlinks between the MLO on table of contents, summaries, and artifacts.

Reflective Summaries (template provided on page 47)
- 300-500 words, well-written, correct grammar, spelling, and organization
- Include a personal, thoughtful interpretation of the artifact(s) selected
- The reflective summaries demonstrate how you achieved the MLOs.
- Template for each reflective statement
    o Identify MLO and write out the entire MLO
    o Identify the artifact (link to the artifact)
    o Course or activity (identify department, course number, and course title)
    o Date (semester and year)
    o Describe the artifact
    o Explain how the artifact demonstrates knowledge and mastery of the MLO
    o Explain how the artifact relates to Cottey College's outcomes and the conceptual framework of the education program
    o Explain how you will use knowledge/skills from this MLO and artifact in teaching

Artifacts
- Should show clear connection to all components of the MLO. You should have a minimum of one artifact for each MLO, however, many MLOs will require multiple artifacts to appropriately demonstrate competency of the objective
- A single artifact can only be used one time.
- Examples include: essays, research papers, class assignments, field experience summaries, journal entries, lesson plans that you have developed, projects, education websites, videos, etc.

D. Conclusion

Your evaluation should be 600-1000 words and is completed after all other parts of the portfolio are finalized. Use the following questions to guide your evaluation.

- How does this portfolio present you as a relational teacher?
- How does the portfolio show that you understand how to teach your content so that all students will be successful?
- How does the portfolio show that you understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, performance skills, and effective use of technology?
- What best practices related to motivation and behavior do you use to create learning environments that encourage positive social interactions and active engagement?

- How does the portfolio show that you plan instruction based on standards, curriculum goals, understanding of the teaching/learning process, student diversity and community?
- How does the portfolio show that you understand how to adapt instruction based on assessment and reflection?
- How does the portfolio show that you understand the role of women in education?
- How does the portfolio show that you are actively involved in your professional growth and that you are an advocate for children, adolescents, and young adults?
- What goals have you set for yourself in your teaching career?
- What goals have you set for your personal and professional portfolio?

Content for Release of Portfolio Materials (include in evaluation)

I hereby authorize the use of my portfolio materials for the purpose of review by other students or in professional training workshops as indicated by initials below.

_____ You may use my professional materials with my name deleted from all materials.

_____ You may use my professional materials with my name present on all documents.

_____ You may not use my professional materials for review by other students or in

professional training workshops.

_____   _____
Student Signature   Date

Example Table of Contents

Introduction
- Purpose and Summary of contents
- Philosophy of Education

Field Experience
- Early Field Experience
- Mid Field Experience
- Student Teaching Journal

Major Learning Objectives
- MLO 1
- MLO 2
- MLO 3

Professional Information
- Professional Development
- Membership(s)
- Education Program Admission
- Certification Scores
- Resume

Conclusion

Table of Contents

Reflective Summary Template

MLO (#): write out the entire MLO
Artifact: name and link your artifact
Course or Activity:
Date: Semester, Year

Description of Artifact:
Relation to MLO:
Relation to Cottey outcome(s): Discuss how the artifact relates to one or more of Cottey College's outcomes (role of women, enriches knowledge, thinks critically, communicates effectively, solves problems, respects diversity, collaborates successfully, acts responsibly).
Relation education program: Discuss how the artifact and MLO relate to relational pedagogy in terms of care, professional knowledge, and relational intention.
Application:

Major Learning Objectives

The table below lists the learning objectives each teacher candidate with address in the portfolio. This guide names and describes each MLO, outcomes related to the objective, possible courses/experiences related to the MLO, and a *suggestion* of possible artifacts. An artifact/reflective summary may be used only one time in the portfolio.

MLOs	Min # of artifacts	Possible courses in which MLO could be met	Suggested artifacts
MLO#1: Demonstrate and apply the central concepts of inquiry and methods of inquiry for the subject matter that I teach.	2	EDU: 210,370, 372, methods content area	Standards, lesson plan, field experience reflective summary
MLO#2: Demonstrate and apply engagement concepts that create meaningful learning opportunities within my discipline that are accessible to all students.	1	EDU: 325, 370, 372, 415, student teaching	Class assignment, lesson plan
MLO#3: Identify how students develop and learn, and how they vary in their approaches to learning.	2	EDU: 210, 318, 320, 325, 370, 372, methods, student teaching	Class assignment, field experience reflective summary
MLO#4: Demonstrate how you provide learning opportunities that are adapted to support social, intellectual, and physical development of diverse learners.	1	EDU: 210, 370, 372, methods, student teaching	Lesson plan, student teaching journal entry, research project
MLO#5: Demonstrate how you approach long range planning, curriculum development, and lesson planning based on standards and student assessment (formative and summative) data.	3	EDU: 210, 370, 372, methods, student teaching	Standards, class assignment
MLO#6: Demonstrate how you use a variety of instructional strategies to encourage the development of students' critical thinking, problem solving, and performance skills.	1	Methods, student teaching	Lesson plan, student teaching journal entry
MLO#7: Demonstrate how you create a learning environment that encourages positive social interaction, self-motivation, and active engagement.	1	Methods, student teaching	Lesson plan, student teaching journal entry, research project
MLO#8: Demonstrate your ability to effectively communicate and build positive relationships with students, colleagues, and families to foster active inquiry, collaboration, and supportive interaction in the classroom.	2	EDU 415, methods, student teaching	Class assignment, student teaching journal entry, leadership project, research paper
MLO#9: Demonstrate mastery of effective technology application.	1	EDU 415, student teaching	Class assignment, student teaching journal entry, lesson plan
MLO#10: Demonstrate how you monitor the performance of each student, and devise instruction to enable students to grow and develop, making academic progress.	1	EDU 315, 370, 372, 415	Research project, student teaching journal
MLO#11: Interpret the legal aspects of teaching, including the rights of students, parents/families, as well as the legal rights and responsibilities of the teacher.	1	EDU 210, 320	Class assignment, article/court ruling with summary, student teaching journal, field experience reflective summary
MLO#12: Evaluate the effects of choices and actions on others, modifying those actions when needed, and actively seeking opportunities for professional growth.	2	Student teaching	Research project, student teaching journal
MLO13: Demonstrate your understanding of the past, present, and future roles of women in education.	1	EDU 210, 370, 372	Class assignment, essay
MLO#14: Demonstrate how you plan to enact relational pedagogy in your classroom. Demonstrate how you plan to build and sustain relationships with students, families, colleagues, and community members.	2	Methods	Class assignment, field experience reflective summary, leadership project

Evaluation of Teacher Candidate – Field Experience I and II

Teacher Candidate: _____   **Date:** _____

Mentor: _____   **School:** _____

Mentor Teacher Signature: _____

Please complete this form soon after the teacher candidate's field experience with you is completed. It is used in assigning (pass or fail) for the course and may be used in counseling the student.

Circle the appropriate number on the scale provided

Criteria	Exceptional	Acceptable	Improvement needed	Not Observed
Punctuality and dependability	3	2	1	
Appropriate dress and behavior	3	2	1	
Cooperation and helpfulness	3	2	1	
Spirit and enthusiasm	3	2	1	
Attitude toward work; initiative	3	2	1	
Ability to communicate with students and adults	3	2	1	
Positive impact on student learning	3	2	1	
Effort toward professional growth	3	2	1	

I.   Global rating (check one):

_____ The teacher candidate shows outstanding potential.

_____ The teacher candidate is competent at this stage of development.

_____ The teacher candidate should be counseled about continuing in the program; competence is marginal.

II.   Additional comments (You may write on the back or attach an additional sheet).

THANK YOU FOR CONTRIBUTING TO THE PROFESSION BY MENTORING OUR TEACHER CANDIDATE!

Please return this form to the field experience coordinator, Dr. Tracy Lanser, tlanser@cottey.edu or mail it to 1000 W. Austin Boulevard, Nevada, MO 64772

COTTEY
COLLEGE

CREATORS OF INCREDIBLE FUTURES

Program Evaluation – During Methods Coursework, Field Experience II

For the purpose of program evaluation, please provide us feedback about our teacher candidates in your classroom this semester. Please freely express your opinions. Our education faculty and program committee members will review all information. This is a program evaluation and is separate from your evaluations of individual teacher candidates.

Question	Response
Was the schedule developed between you and your Cottey teacher candidate acceptable?	
How was your communication with the Cottey faculty member who was in charge of the teacher candidate's placement? How can this be improved?	
What do you believe are the strengths of this field experience assignment?	
What do you believe are the concerns of this field experience assignment?	
How prepared was your teacher candidate?	
How reliable was your teacher candidate?	
Please describe the general level of professionalism displayed by the teacher candidate.	
Please describe the benefits to your students and the school of having a teacher candidate in your classroom?	
What suggestions do you have to improve this field experience?	

Please write any additional comments about this field experience program on the back of this form or attach an additional sheet.

THANK YOU FOR CONTRIBUTING TO THE PROFESSION BY MENTORING OUR TEACHER CANDIDATE!

Please return this form to the education program coordinator, Dr. Kristina Adams: kadams@cottey.edu or mail it to 1000 W. Austin Boulevard, Nevada, MO 64772

Portfolio Evaluation Schedule

Checkpoint 1: EDU 210 Foundations of Education; EDU 290 Field Experience I

- Digital creation of the portfolio with a Cover Page and a Table of Contents – this will reflect the student's awareness of the required components. (EDU210 and EDU 290)
- Philosophy of Education essay (EDU 210)
- Artifacts and reflective summaries for at least two MLOs (EDU 210)
- Field Experience Time Log (30 hours) and reflective summaries (EDU 290)

Checkpoint 2: EDU 370 Teaching in Secondary Schools or EDU 372 Teaching in Elementary Schools

- Artifacts and reflective summaries for three additional MLOs (total of 6 MLOs completed)
- Revised work from previous checkpoint

Checkpoint 3: EDU 38* - Methods coursework; EDU 390 Field Experience II

- Artifacts and reflective summaries for five additional MLOs (total of 11 MLOs completed)
- Certification scores (MoCA)
- Field Experience Time Log (75 hours) and reflective summaries (EDU 390)

Checkpoint 4: EDU 490 – Completion of Student Teaching and prior to graduation

- Certification scores (MEES)
- Artifacts and reflective summaries for all MLOs
- Evaluation of final portfolio

Process for Evaluation of Professional Teacher Portfolio

- At least two reviewers will evaluate your portfolio at each checkpoint. The reviewers will rate each objective as (3) Pass with Distinction, (2) Pass, (1) Pass with Reservations, (0) Not Passing. Any score equal or below a rating of 1 will require the teacher candidate to resubmit the portfolio until a score of 2 or higher has been achieved for each MLO.
- Failure to hand in a portfolio or an unacceptable portfolio will result in an "Incomplete" for your Student Teaching and will result in delayed teacher certification and graduation.
- The comprehensive portfolio score summary will be submitted to the registrar as a requirement for graduation.

Student Portfolio Evaluation Procedures

At least two reviewers will evaluate your portfolio at each checkpoint. The reviewers will rate each objective as (3) Pass with Distinction, (2) Pass, (1) Pass with Reservations, (0) Not Passing. Any score equal or below a rating of 1 will require the teacher candidate to resubmit the portfolio until a score of 2 or higher has been achieved for each MLO.

Student Name: **Program Coord:**   **Evaluator 1:**   **Date:**

Major Learning Objective	Artifact is acceptable & reflection shows correlation between artifact and objective	Reflection demonstrates achievement of objective.	Reflection is well thought out, organized, grammatically correct	Mean Score
MLO#1: Demonstrate and apply the central concepts of inquiry and methods of inquiry for the subject matter that I teach.				
MLO#2: Demonstrate and apply engagement concepts that create meaningful learning opportunities within my discipline that are accessible to all students.				
MLO#3: Identify how students develop and learn, and how they vary in their approaches to learning.				
MLO#4: Demonstrate how you provide learning opportunities that are adapted to support social, intellectual, and physical development of diverse learners.				
MLO#5: Demonstrate how you approach long range planning, curriculum development, and lesson planning based on standards and student assessment (formative and summative) data.				
MLO#6: Demonstrate how you use a variety of instructional strategies to encourage the development of students' critical thinking, problem solving, and performance skills.				
MLO#7: Demonstrate how you create a learning environment that encourages positive social interaction, self-motivation, and active engagement.				
MLO#8: Demonstrate your ability to effectively communicate and build positive relationships with students, colleagues, and families to foster active inquiry, collaboration, and supportive interaction in the classroom.				
MLO#9: Demonstrate mastery of effective technology application.				
MLO#10: Demonstrate how you monitor the performance of each student, and devise instruction to enable students to grow and develop, making academic progress.				
MLO#11: Interpret the legal aspects of teaching, including the rights of students, parents/families, as well as the legal rights and responsibilities of the teacher.				
MLO#12: Evaluate the effects of choices and actions on others, modifying those actions when needed, and actively seeking opportunities for professional growth.				
MLO13: Demonstrate your understanding of the past, present, and future roles of women in education.				
MLO#14: Demonstrate how you plan to enact relational pedagogy in your classroom. Demonstrate how you plan to build and sustain relationships with students, families, colleagues, and community members.				

Comprehensive Portfolio Summary

Student: _____   **Major:** _____

Checklist

The following items are present in the portfolio: (NOTE: all items must be checked on final submission)

- Cover Page
- Table of Contents with page numbers and hyperlinks
  - Introduction (purpose, summary, philosophy)
  - Field Experience (time log, reflective summaries, student teaching journals)
  - Professional Information (activities, organizations, certification scores, resume)
  - Conclusion (evaluation)
- Table of Contents clearly states to which MLO each reflection and artifact is related
- Numbered list of MLOs
- Conclusion
- Release page

Score Summary

MLO1 _____   MLO5 _____   MLO9 _____   MLO12 _____

MLO2 _____   MLO6 _____   MLO10 _____   MLO13 _____

MLO3 _____   MLO7 _____   MLO11 _____   MLO14 _____

MLO4 _____   MLO8 _____   **MEAN SCORE** _____

Program Coordinator: _____
Initials
Evaluator 1: _____
Initials
Evaluator 2 (if necessary): _____
Initials

Admission to Student Teaching Requirements

Teacher candidates must apply and meet the following requirement for admission to student teaching:

1. Full admission to the teacher education program
2. Professional and Content Area GPA of 3.00 or higher; no grade below a 'C' in education coursework and content area coursework
3. Documentation of required field experience hours – *include field experience time log with application.*
4. Completed portfolio through checkpoint 2
5. On track to complete all coursework prior to the student teaching semester.
6. Completed application form
7. Two disposition assessments – not the same dispositions turned in at time of program admission

Applications for student teaching are due no later than the end of the 12th week for the year prior to the student teaching semester. For example if the teacher candidate plans to student teach in the spring of 2025, then the student should apply by the 12th week of spring 2024. **Late applications will not be accepted.** Teacher candidates who decide to delay student teaching after submitting an application must notify 1) the education program coordinator of their plan, and 2) resubmit an application to student teach prior to the year they plan to student teach.

Student Teaching Calendar – Student teaching is 12 full weeks (60 days) all day in the school. Student teachers are expected to participate in school extracurricular activities and assignments, as do the regular teachers. School holidays are not counted in the 60 days.

Work Policy – Student teachers may not work during the student teaching experience. The Vice President of Academic Affairs must approve any exception to this policy in advance.

Application Form for Student Teaching (page 1 of 2)

Name:	SSN:	Birthdate:

Address:

Phone number:	Email:

Grade Level Preference:	**Content Area Preference:**
1	1
2	2
3	3

School request – 1st choice

School Name:	School District:

Explain request:

School request – 2nd choice

School Name:	School District:

Explain request:

Placement locations – Teacher candidates are placed in student teaching settings consistent with their career goals and previous field experience placements.

Requests are made by the education program coordinator to the school district. Cooperating teachers must be designated by the school district as a Master Teacher and have at least three years teaching experience.

Special needs or pertinent information _____

_____

Application Form for Student Teaching (page 2 of 2)

I have satisfactorily completed all required coursework with a 'C' or better. _____
_{Initial}

My current cumulative GPA is _____. *Attach official transcript.*

I have satisfactorily completed _____ field experience hours. *Attach completed field experience time log.*

I have satisfactorily completed the following requirements:

　　_____ Satisfactory disposition assessments
　　_____ Portfolio checkpoint 2
　　_____ Required assessments by DESE, please list each followed by score.

I certify that I will not be engaged in any paid job during my student teaching semester.

_____
Initial

Student Intern Agreement

Between Cottey College, Nevada, Missouri
and
9-12 School cooperating in the Student Intern Program

To promote cooperative effort and effective communication in providing valuable professional experiences in off-campus student internship (student teaching), the following provisions are recognized by the college and the public school concerned as being essential.

The College agrees to
- provide the cooperating school representative with advance information about the student intern and to indicate the time period request for student teaching assignments.
- provide supervision of student interns through classroom visitations and conferences with cooperating teachers, student interns, and school administrative personnel.
- work cooperatively with school personnel and student interns to improve the student intern program.
- maintain close communications with school representatives with respect to cancellations and changes to any student intern assignments, or any problems concerning the student intern.
- provide documentation of student intern background check.

The cooperating school agrees to
- a student intern assignment of one full semester in which all day participation by the student intern in school and related activities is held.
- recommend outstanding and certified cooperating teachers willing to work with the student intern(s).
- provide the education program coordinator with reports of the student intern(s) progress.

The placement of a student intern shall be a cooperative effort involving both the college and the cooperating school district.

This agreement is to be valid for the _____ semester of the _____ school year.

Cooperating School: _____

Role	Signature	Date
Administrator		
Teacher Intern		
Teacher		
Program Coordinator		

Student Teaching Evaluation

Missouri Educator Evaluation System (MEES)
Teacher Candidate Assessment Tool (TCAT)

Upon completion of student teaching, the education program coordinator and the cooperating teacher will evaluate the performance of the teacher candidate. The MEES contains thirty-six quality indicators across nine standards. In the clinical experience, each of the nine standards will receive one score: representative indicators are included for each standard. Thus, thirteen of the thirty-six quality indicators have been selected for assessing the performance of the teacher candidate and indicate the readiness of the teacher candidate for her first year of teaching. The passing score cut-off is 42.

Scoring Scale

Teacher Candidates will be scored based on a 0-4 scale and assessed by both the Cooperating Teacher and Ed Prep Supervisor assigned to the Teacher Candidate by the educator preparation program. The scores of the Cooperating Teacher and Ed Prep **Supervisor are equally weighted and reported during the certification recommendation process.** Below are the scoring descriptors:

> **0-Not Evident:** 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. This is the expected level of performance of the Teacher Candidate 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 and at least one descriptor in the exceeding (4) column must be present during the evaluation).

Scoring Protocol

- Teacher Candidates must demonstrate a majority (more than half) of the descriptors within a given level to receive that score.
- If two descriptors fall in one level and two descriptors fall in a different level, the assigned score should be the lower score. For example, if two descriptors fall in a level 2 and two descriptors fall in a level 3, a score of 2 would be given.
- To receive a score of 4 (Exceeding), the Teacher Candidate must demonstrate all of the skilled level plus at least one of the exceeding descriptors.
- Each EPP may require artifacts to support scoring.

Formative Implementation

The TCAT may be used by the Cooperating Teacher and Ed Prep Supervisor during formative and summative evaluations. Formatively, the assessment tool provides a "snapshot" of the Teacher Candidate's abilities during an evaluation lesson. Evaluators should score based on the performance of the Teacher Candidate during the evaluation lesson only. *Standards that are unobservable in every formative setting will be supported by required artifacts identified on the tool (see Artifacts).* These artifacts will be determined by each EPP. As data points are collected by the Cooperating Teacher and Ed Prep Supervisor, Teacher Candidates will set goals for growth in deficient standards. Ed Prep Supervisors are required to complete a formative assessment at least once every three weeks for each Teacher Candidate, but each EPP may require more than the minimum number of visits and some Teacher Candidates may benefit from more than the minimum number of formative observations.

MEES Calibration Workshop

Prior to student teaching the education department at Cottey will host either a face-to-face or digital workshop for calibration purposes as required by DESE. This meeting will provide an opportunity for the student teacher and cooperating teacher to get to know one another and become more aware of their responsibilities and how the evaluation process will occur throughout the semester. Below is page 10 from the protocols and forms document provided by DESE regarding this workshop, pages 60-77 are the MEES evaluation forms.

Training of Evaluators and Inter-Rater Reliability

Mandatory Cooperating Teacher and Ed Prep Supervisor Training

All evaluators must complete an initial training which includes a focus on inter-rater reliability.

- Every Cooperating Teacher who is hosting a Teacher Candidate for the upcoming semester or year, as well as any Ed Prep Supervisor assigned to supervise a Teacher Candidate, must complete training either face-to-face or online.
- Every EPP must utilize the training materials provided by DESE including the same videos for purposes of consistency. All evaluators must look for the same behavioral evidence and consider the criteria provided on the Teacher Candidate Assessment Rubric when assessing performance.

Inter-Rater Reliability involves statistically determining the similarity of data collected by different raters. The extent of agreement among data collectors is called, "*inter-rater reliability*" and can vary due to the variability among observers - different people interpret observations in different ways. It is important for the different raters to rate teaching behaviors similarly and thus provide as close to the same scores as possible. Providing the same training for all Cooperating Teachers and Ed Prep Supervisors helps to ensure a high level of inter-rater reliability. During training, the evaluators view videos of different classrooms, use the Teacher Candidate Assessment Tool (TCAT) and the Teacher Candidate Assessment Rubric (TCAR) to determine scores on different specified standards; then participants in face-to-face trainings discuss the evidence from their observations to increase reliability of ratings.

Contact Information

The MEES/APR Workgroup, in collaboration with DESE, will gather and analyze all the data collected through the field testing year. Regular updates will be provided to EPPs as revisions to the instrument and process are made based on the data and feedback collected.

Please direct questions to:
Coordinator – Educator Preparation
Office of Educator Quality; DESE
573-751-1668

MEES Teacher Candidate Assessment Rubric

Standard 1

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.	• Demonstrates an awareness of strategies to allow students to process content.	• Provides students limited opportunities to process content.	• Provides students with multiple opportunities to process the content.	• 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. • Promotes students authentically using vocabulary and terminology relevant to the content.
• 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.	
• 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.	
• Provides no evidence of planning for student engagement.	• Plans for student engagement but no evidence of implementation.	• Inconsistently engages students in the content.	• Consistently engages the majority of students in the content.	

Formative Assessment Form: Standard 1

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 (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor in the excelling candidate (4) column.

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		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

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

Standard 2

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):
● Provides no evidence of differentiating content, process, product, or environment or shows no awareness of student differences.	● Describes strategies to differentiate and adjusts 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. ● Uses individual student data or assessments to inform the selection and modification of strategies.
● Provides no evidence of understanding students' background knowledge and learning needs.	● Demonstrates understanding that some students may require differentiation based on cognitive, social, emotional, and physical needs.	● Uses evidence-based strategies for differentiation, though choices in strategies are not matched to some students' needs and interests.	● Applies knowledge of individual students' needs and interests by selecting a variety of evidence-based strategies, including any necessary accommodations or modifications.	● Goes beyond food, holidays, and customs to acknowledge and explore deeper cultural expectations (sociolinguistics) and communication strategies (pragmatics) in classroom instruction and interactions.
● 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.	

Formative Assessment Form: Standard 2

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		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

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):
• Provides no evidence of learning activities with alignment to standards.	• Plans for learning activities that are appropriately aligned to standards.	• Implements learning activities aligned to standards.	• Implements learning activities aligned to chosen standards and incorporates embedded formative assessment.	• Delivers lessons and assessments that illustrate a high degree of understanding of the intended standards. • Connects cross-curricular subjects and/or considers scope and sequence when implementing lessons.
• Provides no evidence of posting or mentioning the learning objectives during the lesson.	• Posts the learning objectives but does not mention the objective during the lesson.	• States the learning objectives so that some students are able to articulate the objective of the lesson.	• Clearly conveys objectives in student-friendly language so that the majority of students are able to articulate the objective of the lesson.	• Connects learning objectives to real world references to aid in student comprehension.

Formative Assessment Form: Standard 3

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.

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		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

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):
• 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, rather than relying on teacher-provided information.
• 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 demonstrate creativity, engage in creative problem-solving, and develop curiosity through hands-on experiences.
• 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.	• Allows students to express their thoughts, feelings, insights, opinions, and attitudes (not just knowledge) through a variety of media.
• 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 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.

Formative Assessment Form: Standard 4

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.

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 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.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

Representative Indicators: 4.1 Instructional Strategies leading to student engagement in problem-solving and critical thinking

Standard 5

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):
• 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 creating a safe learning environment that respects differences and individual preferences.
• 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.	• Seeks feedback from students on his or her teaching, strategies, classroom, etc. • Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning.
• 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 or organizational strategies to motivate students and minimize interference with classroom instruction.

Formative Assessment Form: Standard 5

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

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.

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

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

Standard 6

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):
• 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** non-verbal cues or other communication strategies; follows up with students not understanding instructions.	• Adjusts communication and interactions to support individual student understanding.
• 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.	• Encourages students to develop effective speech qualities including volume, tone, and inflection or other effective communication techniques
• 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, using resources as necessary.	• 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.
• Consistently includes distracting communication errors that interfere with meaning.	• Includes communication errors that interfere with meaning.	• Uses communication that includes errors that do not interfere with meaning.	• Models proper spelling and grammar consistently in written and verbal communication.	
• 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.	

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Formative Assessment Form: Standard 6

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 **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.

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.

Representative Indicators: 6.1 Verbal and non-verbal communication

Performance Assessment	Score	Feedback
Formative 1 Date		
Formative 2 Date		
Formative 3 Date		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

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):
• 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. • Uses multiple assessments to accurately monitor, analyze, and triangulate the progress of each student and the class as a whole.
• 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.	• Supports students in creating and articulating progress toward goals.
• 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.	• Uses formative assessment strategies to adjust mid-lesson instruction.

Formative Assessment Form: Standard 7

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.

Possible Artifacts/Evidence:
- 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		
Formative 4 Date		
Formative 5 Date		
Formative 6 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

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):
● 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.	● Demonstrates commitment to the learning of the entire school, grade level, or data team, such as providing resources or activities, collaborating with colleagues on curriculum, etc. ● Actively participates in a professional organization to improve practice. ● Identifies areas of growth and seeks out opportunities to strengthen professional knowledge, e.g., webinars, books, professional development opportunities, professors, etc.
● Provides no evidence of acceptance of feedback provided by the evaluator.	● Accepts feedback but does not use feedback to adjust and improve practice.	● Accepts and uses feedback inconsistently to adjust and improve practice.	● Accepts and uses feedback consistently to adjust and improve practice.	
● 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.	
● 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.	

Formative Assessment Form: Standard 8

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.

Possible Artifacts/Evidence:
- 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		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

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Standard 9

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):
• 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.	• Volunteers to be a member of a school-wide committee. • Collaborates with outside community members for the benefit of students.
• 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.	• Actively participates in school or district events to build a broader network of collaboration.

Formative Assessment Form: Standard 9

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.

Possible Artifacts/Evidence:
- 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		
Formative 4 Date		
Formative 5 Date		
Formative 6 Date		
Summative Date		

Alignment of Cottey MLOs with State and National Standards

As the education program at Cottey grows from state accreditation to national accreditation, teacher candidate standards are slightly different. Teacher candidates need to be aware of these differences and cite each standard appropriately within their portfolios.

DESE Standards	INTASC Standards
Standard #1 - Content knowledge aligned with appropriate instruction - The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students. MLO1,2	**Principle #1:** The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
Standard #2 - Student Learning, Growth and Development - The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students. MLO3,4	**Principle #2:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
Standard #3 - Curriculum Implementation - The teacher recognizes the importance of long-range planning and curriculum development. The teacher implements curriculum based upon student, district and state standards. MLO5	**Principle #3:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
Standard #4 - Critical Thinking - The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving and performance skills. MLO6	**Principle #4:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills
Standard #5 - Positive Classroom Environment - The teacher uses an understanding of individual / group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation. MLO7	**Principle #5:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
Standard #6 - Effective Communication - The teacher models effective verbal, nonverbal and media communication techniques with students, colleagues and families to foster active inquiry, collaboration and supportive interaction in the classroom. MLO8	**Principle #6:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
Standard #7 - Student Assessment and Data Analysis - The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. MLO10,5	**Principle #7:** The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.
Standard #8 - Professionalism - The teacher is a reflective practitioner who continually assesses the effects of choices and actions on other. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students. MLO12	**Principle #8:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
Standard #9 – The teacher has effective working relationships with students, families, school colleagues, and community members. MLO12,14	**Principle #9:** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
	Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

The INTASC standards are grouped according to the following strands:
- The learner and learning – principles 1,2,3
- Content – principles 4,5
- Instructional Practice – principles 6,7,8
- Professional Responsibility – principles 9, 10

Alignment of Cottey College Outcomes with Missouri Educator Evaluation Standards (MEES) and Education Program Major Learning Objectives (MLO)

A successful Cottey student:
Enriches Her Knowledge
A Cottey student demonstrates understanding of ideas from a variety of academic disciplines.

- **MEES 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
    - **MLO 1:** Demonstrate and apply the central concepts of inquiry and methods of inquiry for the subject matter that I teach.
    - **MLO 2**: Demonstrate and apply engagement concepts that create meaningful learning opportunities within my discipline that are accessible to all students.

Thinks Critically
A Cottey student explores issues before accepting arguments or forming conclusions of her own.

- **MEES 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.
    - **MLO 6:** Demonstrate how you use a variety of instructional strategies to encourage the development of students' critical thinking, problem solving, and performance skills.
- **MEES Standard 7, MLO 5, 10**: 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.
    - **MLO 5:** Demonstrate how you approach long range planning, curriculum development, and lesson planning based on standards and student assessment (formative and summative) data.
    - **MLO 10:** Demonstrate how you monitor the performance of each student, and devise instruction to enable students to grow and develop, making academic progress.
- **MEES 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.
    - **MLO 12:** Evaluate the effects of choices and actions on others, modifying those actions when needed, and actively seeking opportunities for professional growth.

Communicates Effectively
A Cottey student uses appropriate means to communicate clearly.

- **MEES 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.
    - **MLO 5:** Demonstrate how you approach long range planning, curriculum development, and lesson planning based on standards and student assessment (formative and summative) data.
- **MEES 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.
    - **MLO 8:** Demonstrate your ability to effectively communicate and build positive relationships with students, colleagues, and families to foster active inquiry, collaboration, and supportive interaction in the classroom.
- **MEES Standard 9**: Professional Collaboration
  The teacher candidate has effective working relationships with students, families, school colleagues, and community members.
    - **MLO 12:** Evaluate the effects of choices and actions on others, modifying those actions when needed, and actively seeking opportunities for professional growth.
    - **MLO 14:** Demonstrate how you plan to enact relational pedagogy in your classroom. Demonstrate how you plan to build and sustain relationships with students, families, colleagues, and community members.

Solves Problems
A Cottey student creates solutions, integrating and applying knowledge and skills across areas of study and experience.

- **MEES 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.
    - **MLO 6:** Demonstrate how you use a variety of instructional strategies to encourage the development of students' critical thinking, problem solving, and performance skills.
- **MEES 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.
    - **MLO 5:** Demonstrate how you approach long range planning, curriculum development, and lesson planning based on standards and student assessment (formative and summative) data.
    - **MLO 10:** Demonstrate how you monitor the performance of each student, and devise instruction to enable students to grow and develop, making academic progress.
- **MEES 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.
- o **MLO 12:** Evaluate the effects of choices and actions on others, modifying those actions when needed, and actively seeking opportunities for professional growth.

Respects Diversity
A Cottey student is attentive to cultural contexts, compares and contrasts patterns, and respects differences.
- **MEES 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.
  - o **MLO 3:** Identify how students develop and learn, and how they vary in their approaches to learning.
  - o **MLO 4:** Demonstrate how you provide learning opportunities that are adapted to support social, intellectual, and physical development of diverse learners.
- **MEES 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.
  - o **MLO 7:** Demonstrate how you create a learning environment that encourages positive social interaction, self-motivation, and active engagement.

Collaborates Successfully
A Cottey student respectfully engages others to foster a supportive environment, and contributes ideas and effort to advance the work of a group.
- **MEES 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.
  - o **MLO 7:** Demonstrate how you create a learning environment that encourages positive social interaction, self-motivation, and active engagement.
- **MEES Standard 9**: Professional Collaboration
  The teacher candidate has effective working relationships with students, families, school colleagues, and community members.
  - o **MLO 12:** Evaluate the effects of choices and actions on others, modifying those actions when needed, and actively seeking opportunities for professional growth.
  - o **MLO 14:** Demonstrate how you plan to enact relational pedagogy in your classroom. Demonstrate how you plan to build and sustain relationships with students, families, colleagues, and community members.

Acts Responsibly
A Cottey student is reflective and acts ethically as a personally and socially responsible member of global, national, and local communities.
- **MEES 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.
- Students will observe the National Education Association (NEA) code of ethics of while in the practicum setting, which can be found at http://www.nea.org/home/30442.htm
  - **MLO 11:** Interpret the legal aspects of teaching, including the rights of students, parents/families, as well as the legal rights and responsibilities of the teacher.
  - **MLO 12:** Evaluate the effects of choices and actions on others, modifying those actions when needed, and actively seeking opportunities for professional growth.

Student Advisement and Program Completion

Once a student has been admitted to the education program they will meet with their education advisor at least once per semester to make sure that they are on-track academically, course enrollment is appropriate, and to stay abreast of applications and certification test dates. Students who are unable to meet the requirements to be admitted to teacher education are advised to pursue a program of study more appropriate for them and referred to applicable faculty to advise them in that program.

Candidates who are successfully admitted to teacher education and progress through the program are assessed by a committee; comprised of the education program coordinator, content area faculty member, and cooperating teachers. Every effort is made to eliminate bias by having multiple checkpoints, each with multiple evaluators. While students can be admitted to teacher education conditionally and/or be put on probation after admittance, candidates will not be admitted to student teaching until all requirements are met.

An exit interview is conducted after student teaching to determine the teacher candidate's impression of their preparation at Cottey College. At this time, candidates' are evaluated on the following points for program completion:

1. Professional and Content coursework GPA (3.00 or higher)
2. Successfully complete student teaching project
3. Successfully complete student teaching journals
4. Successfully complete student portfolio
5. Successfully pass all state certification requirements

The recommendation for licensure to the State Department of Education by the education program coordinator and degree confirmation by the registrar is held until all criteria are met. A candidate who is unable to meet the requirements is given 30 days to complete any outstanding requirements. The candidate also receives guidance from the committee to complete the conditions necessary for graduation. The Vice President of Academic Affairs can extend time, if the situation warrants.

Student Appeals Process

Students have the right to appeal any decision made by the program coordinator or Education Review Committee. The student should fill out the appeal form and turn in (or email) the form to the Vice President of Academic Affairs (VPAA). The VPAA will meet with the program coordinator and faculty education review committee to discuss the appeal and come to a decision regarding the appeal. The student will be informed of the decision in a timely manner.

Appeal Form

I, _____, appeal the decision made by the program coordinator

and/or education review committee regarding

- Admission status
- Dispositions
- Grade Point Average (professional, or content)
- Score reports (ACT or MoGEA)
- Methods evaluation report
- Application to student teaching

Please use the space below to explain reasons for this appeal.

Please provide evidence that justifies the reasons described above.

_____   _____
Student Signature   Date

Student Learning Outcomes for Cottey College

A successful Cottey student:

Recognizes the Roles of Women
A Cottey student demonstrates understanding of women's past, current, and developing contributions.

Enriches Knowledge
A Cottey student demonstrates understanding of ideas from a variety of academic disciplines.

Thinks Critically
A Cottey student explores issues and solutions before forming conclusions or making reasoned decisions.

Communicates Effectively
A Cottey student uses appropriate communicative means to contribute ideas and engage others to advance the work.

Acts Responsibly
A Cottey student respects diversity, is attentive to cultural context, and demonstrates ethical reasoning and action.

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