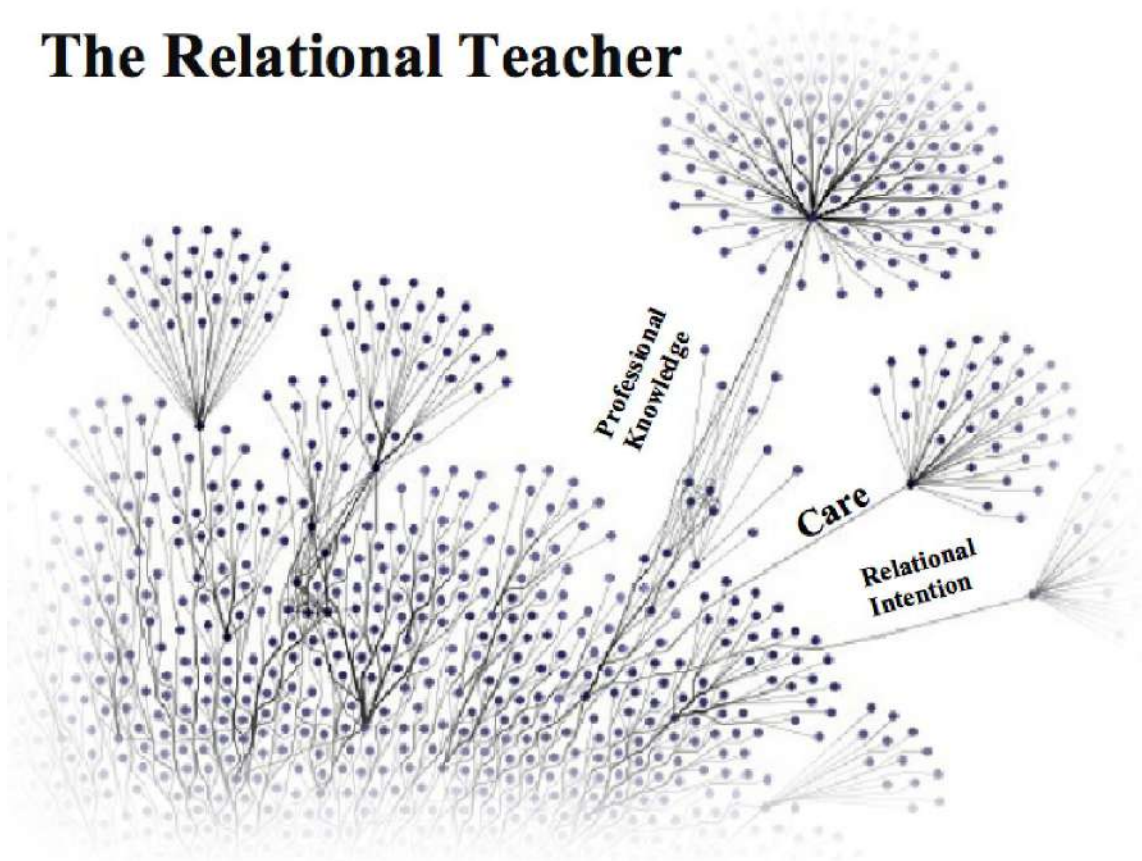




TEACHER EDUCATION HANDBOOK

2026-2027

The Relational Teacher



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To the Cottey College Education Student

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 focuses on relational teaching through care, professional knowledge, and relational intention. You will have diverse school experiences during the program's practitioner component, which includes at least 75 hours of field experiences before student teaching. Summaries are required of each field experience, which allow 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.

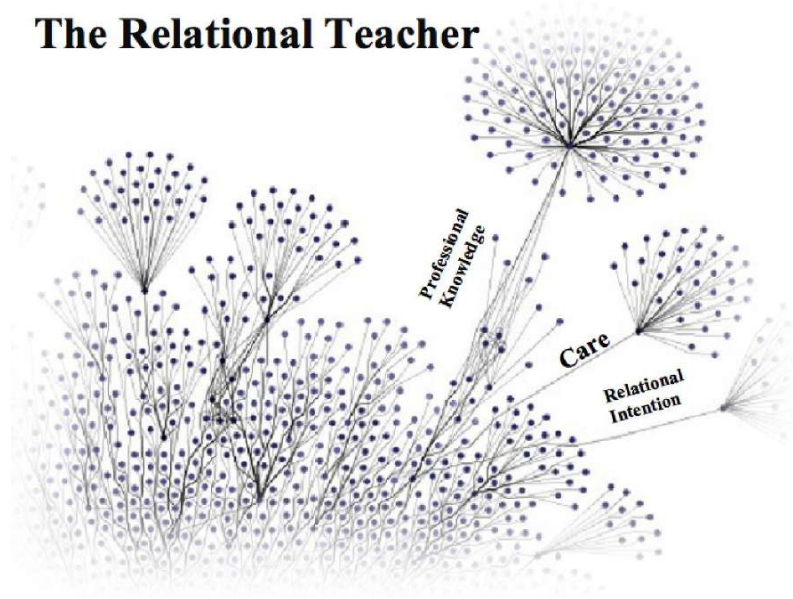
Competency demonstration

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).

The Relational Teacher & Cottey College

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 considers the unique lives of each teacher and how their perception of care, professional knowledge, and relational intention is uniquely her own. The way they enact relational pedagogy will not be the same as any other teacher due to their 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



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.

The Relational Teacher – A Conceptual Framework

The relational teacher is a caring teacher who intentionally blends their 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, 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 non-selective 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, Großschedl, 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 their 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
<i>Caring Teacher</i>	Field experience, student teaching, education coursework, portfolio	EDU280, EDU390, EDU415, EDU425, EDU490
<i>Professional Knowledge</i>		
Personal practical knowledge	Education coursework, field experience, portfolio	EDU110, EDU190, EDU290, EDU390
Content knowledge	Content area coursework, Praxis exam, portfolio	EDU390/methods coursework, see content coursework for individual education degree programs
Pedagogical knowledge	Field experience, education coursework (lesson and unit development), student teaching	EDU270/272, EDU325, EDU390/methods coursework, EDU415, EDU425, EDU 490
<i>Relational Intention</i>	Field experience, student teaching, portfolio	EDU280, EDU390, EDU415, EDU490

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 into 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.

Cottery College Outcomes for Education Department

Professional Obligations

A teacher candidate in the educator preparation program at Cottery College recognizes professional obligations in school and classroom settings. Professional obligations in a school include communicating effectively with colleagues, families, students, and communities. Professional obligations in a classroom setting include acting responsibly by, creating and teaching curricula applicable to all students, honoring diversity through relational pedagogy enactment, and assessing students in ethically responsible ways.

Outcomes:

1. Students will be able to fulfill their professional obligations in a school setting.
2. Students will be able to fulfill their professional obligations in a classroom setting.

Direct Assessment Sources – Outcome 1

Level	Course(s)	Artifact(s)
Emergent	EDU110 Foundations of Education	Philosophy Essay
Competent	EDU280 The Exceptional Learner	Legal Obligations
Mastery	EDU415 Classroom Ecosystems	Classroom Management Plan, Communication Plan

Indirect Assessment Sources – Outcome 1

Level	Course(s)	Artifact(s)
Emergent	EDU190 Field Experience I	Portfolio Checkpoint 1
Competent	EDU270/272 Curriculum and Assessment	Portfolio Checkpoint 2
Mastery	EDU415 Classroom Ecosystems	Portfolio Checkpoint 3

Direct Assessment Sources – Outcome 2

Level	Course(s)	Artifact(s)
Emergent	EDU270/272 Curriculum and Assessment	Curriculum Plan, Assessment Plan
Competent	EDU280 The Exceptional Learner	Lesson Plan
Mastery	Methods courses (EDU380-389) EDU490 Student Teaching	Lesson Plans, Teaching MEES scores

Indirect Assessment Sources – Outcome 2

Level	Course(s)	Artifact(s)
Emergent	EDU190 Field Experience I	Field Experience Summaries
Competent	EDU290 Field Experience II	Field Experience Summaries
Mastery	EDU390 Field Experience 3 EDU490 Student Teaching	Field Experience Summaries Capstone

Educator Preparation Tracks and Programs

Cottey College has three pathways for students interested in pursuing careers in education. The certification track allows students to pursue Missouri certification upon program completion. Students must meet all criteria for Missouri licensure to be awarded an initial teacher certification. This initial certification is NOT applicable to other states. Students who wish to teach in another state must meet that state's requirements for licensure, which may mean additional coursework and/or assessment. The non-certification track allows students to receive a degree in education studies for positions that do not require teaching certification or for students who may wish to pursue alternate routes toward teacher certification after graduation. The education minor is for students who think they may want to teach in the future but are committed to a different academic program. The minor may reduce the number of required hours for certification if the student decides to pursue an alternate route to certification.

All information in this handbook is aligned with current requirements for educator preparation accreditation by the Missouri Department of Elementary and Secondary Education (DESE). Students living in a state other than Missouri, as designated by their location (see location policy), must sign an attestation form indicating their awareness that *The Relational Teacher* educator preparation program at Cottey College meets educator preparation requirements for initial teaching licensure in Missouri only. It is the student's responsibility to seek out a particular state's licensure board or agency/entity to determine eligibility for licensure in that state, if they choose to seek licensure in another state.

Certification	Non-certification	Minors
Elementary (grades 1-6) <i>Cottey College's Elementary Education major is focused on contributing highly effective teachers in education for grades 1-6.</i>	Education Studies – elementary or secondary <i>The Education Studies track is intended for students who do not meet state criteria for certification or for students whose career goals do not require teaching certification. Education Studies Track students are not required to meet the Education Program admission requirements.</i>	<i>The education minor (elementary or secondary) provides students who have an interest in teaching but are pursuing another baccalaureate degree to get hired by a school district on a provisional teaching certificate or a temporary authorization certificate. With this minor, students will meet the coursework required for middle school 5-9, secondary 9-12, and K-12 subject areas licensure requirements, reducing the amount of time they are provisionally employed.</i>
Secondary (grades 9-12) <i>Cottey College's Secondary Education major is focused on contributing highly effective teachers in the sciences and other fields for grades 9-12. Teachers completing an education degree at Cottey are equipped to adapt to the educational needs of the next generation of students.</i>		
Special Education (Mild/moderate/cross categorical) <i>Cottey College's Special Education major prepares students for professional practice by supporting individuals with a wide range of learning, behavioral, and developmental needs.</i>		Special Education Minor <i>The Special Education minor complements a variety of majors and prepares students to support exceptional learners alongside educators and professionals in the educational and community settings.</i>

Student Location Policy

[34 CFR 668.43\(c\)\(3\)\(ii\)](#) requires institutions to have a written policy and documented process for establishing the location of prospective students and students that must be applied consistently. Both policy and process should have regular, frequent review and updates as needed. This location policy will be used to determine prospective student/student location for purposes of Program Participation Agreement (PPA) certification and individual direct disclosures.

For the purposes of professional licensure disclosure compliance, this institution determines student location and time of enrollment in the following ways:

- “Student location” is defined as the permanent mailing address, or “Home” address, provided to the college by the student and stored in the student’s record. This definition applies to all students.
- “Time of Enrollment” is defined as the point at which students have been admitted to a program or major but have not yet registered for courses in that program or major.
- “Prospective student location” is defined as the prospective student’s residency at the time the student has applied for admission, intends to enroll and is then entered into the student record system. For students whose permanent address does not include a U.S. state or territory (e.g., students living outside the United States), their location will be considered the state of Missouri.

Student Attestation Form

Students whose location is not Missouri will have the following attestation form on file with the educator preparation program coordinator and with the institution's office of records.

I, _____ <FIRST AND LAST NAME>, understand that **The Relational Teacher (Cottey College educator preparation program)** program does not meet educational requirements for professional or occupational licensure in _____ <DOES NOT MEET STATE/TERRITORY>. I acknowledge that I will not qualify for licensure in _____ <DOES NOT MEET STATE/TERRITORY>. I attest that I plan to seek licensure and employment in Missouri after completing the program. **Cottey College** has determined using all reasonable efforts that **The Relational Teacher** program meets educational requirements for licensure.

I understand that educational and other requirements can change and that other factors, including criminal background, work experience, and additional training, may affect my eligibility for licensure. **Cottey College** cannot guarantee that I will qualify for licensure in **Missouri** after completing the program.

Prospective Student (printed name)

Prospective Student (signature)

Date

Education Department Generative AI Policy

- Written by Tobi Swearingen

This policy defines generative AI and the guidelines of the use of generative AI within the education department. In hopes of conducting and providing safe and responsible use in generative AI within study, assignments, and instruction. These guidelines apply to all education majors of Cottey College and those attending education courses within the department; note, each course instructor has the right to implement guidelines within their individual course and details must be addressed within their syllabi, it is the student's responsibility to conform to the individualized expectations of each course within the education department. Otherwise, the guidelines within the handbook apply to every student and instructor.

Defining Generative Artificial Intelligence

The academic world is evolving; what is expected, what is learned, and how we learn. In our world of technology, we see these drastic changes nearly every day. The use of AI is one among these developing changes of our world; a new evolving tool that is making its way into institutions and classrooms.

Generative Artificial Intelligence, GAI, is a form of artificial intelligence with the capabilities of generating new content, i.e. music, texts, rubrics etc, using predictive algorithms. Depending on the user's interests and input, GAI acts as an online chat using patterns to predict and provide plausible outputs until it provides the user's desired content. Examples of GAI include: [ChatGPT](#), Google's Gemini, [Claude](#), and [MagicSchool](#).

Generated AI provides a multitude of avenues to assist your academic success. These avenues may help with brainstorming ideas, fine tuning, generating various forms of study guides or study assistance, spell checking, explaining or breaking down challenging concepts, or how to create proper emails or unfamiliar formats of texts. GAI should not narrow your ability to form your own ideas/creativity or diminish your ability to think clearly for yourself. GAI is a tool to learn wholeheartedly, aligning with academic integrity not to hinder learning. These guidelines are not zero tolerance, however, AI generated work needs to be used as a tool, not a crutch.

Appropriate Use of Generative AI

GAI is a tool to assist one in enhancing your current work made by you. It should be used to enhance personal work and needs: improving accessibility, data-driven insights, providing structure for your ideas/thoughts, and many other appropriate contrivances. GAI should **not** hinder your abilities to think for yourself and create new original work. These inappropriate uses of GAI can look like: having it write complete papers, displaying unoriginal critical thinking skills, responses, discussions, displays of depth of knowledge, personal beliefs, philosophies, hypothesis, understanding of a concept and other various forms of personalized texts and works and ideas.

In the education department there is an expectation that these abilities can be observed and/or assessed at your time here at Cottey College. Failure to display and provide these abilities hinders your ability to succeed, learn or pass classes within the department.

How to Properly Cite Generative AI

Generative AI is an online product generator that uses predictive algorithms. Meaning, it cannot create original work but pulls from existing work following the users' needs and patterns. Since GAI is relatively new/foreign and neither a typical source nor personal communication, how can one properly cite received work from an AI generator?

According to Purdue owl the following steps are acceptable methods of citing Generative AI.

APA Citing

Author. (Date). *Title* (Month Day version) [Additional Description]. Source

Example 1:

1. When prompted with “how can I use differentiation in a classroom?” The ChatGPT-generated text defined differentiation is to adjust or make each instruction diverse to each student's needs such as, “Provide[ing] reading materials at different levels of difficulty or use videos, podcasts, and hands-on activities to explain the same concept.” (OpenAI, 2025)

Reference

OpenAI. (2025). *ChatGPT* (May 9 version)[Large language model]. <https://chatgpt.com/>

Example 2:

2. Given the information of what disciplinary action I then later gave a follow-up prompt asking “how many points should I provide for a redone assignment?” The ChatGPT-generated text replied “ it’s important to balance accountability with the goal of helping the student learn from the experience” (OpenAI, 2025; see Appendix B for full transcript.) which, I believe, is a direct connection to relational teaching pedagogy.

Reference:

OpenAI. (2025). *ChatGPT* (April 26 version)[Listed Examples]. <https://chatgpt.com/>

MLA Citing

Prompt. *Title* Month Year version, Source, Month Day Year of use, Location.

Example 1:

1. In response to the prompt “provide examples of teachers using scaffolding”, ChatGPT provided a definition and five separate examples of how to implement scaffolding in a classroom including for: Elementary literacy, Middle school math, and High school science.

Reference:

“Provide examples of teachers using scaffolding”. *ChatGPT* May 2025 version, OpenAI, 9 May 2025, <https://chatgpt.com/>

Example 2:

2. When asked “What is Metacognition?”, ChatGPT replied that metacognition is “what you know about how you learn, including your strengths, weaknesses, strategies, and when to use them” (“What is Metacognition?”) which led me to ask myself, how is this used in my English classroom?

Reference:

“What is Metacognition”, *ChatGPT* January 2025 version, OpenAI, 24 April 2025.
<https://chatgpt.com/>

Failure to properly cite any use of generative artificial intelligence will be treated as **plagiarism** and will be considered as **academic misconduct**. Further disciplinary action will vary depending on the extent of the plagiarism and vary for each course's guidelines and expectations, such as receiving no credit on assignment.

Alternatives and Accommodations of Generative AI

Generative Artificial Intelligence is relatively a new technological tool entering into day-to-day life, including education institutions. Questions and concerns about the impact of GAI are continually being discussed and negotiated, including distress of data privacy. With these insights involved, accommodation can be made if a student wishes to opt out of registering for GAI software/tools when required for an assignment. This accommodation should be discussed with your instructor(s).

Students should never be required or asked to dispense personal information into a generative AI program. **For instructors**, some accommodations you may utilize can include: have students work in groups that may assign one or more students who are comfortable using these programs, providing permission to students to use alternative search engines that do not require GAI but result in similar desired content, have the student provide questions/prompts for you to personally (or ask another student) to provide transcripts from the software to the student or other agreed upon accommodations aligning with your syllabi and expectations that best meet the student and the course.

If there are any questions, please see your instructor or department chair.

General Education Curriculum

General Education Curriculum	Outcomes	Required Courses
Foundations	Emphasize skills, knowledge, and resources to be successful while focusing on their well-being.	Step into Cottey FWS101 WRI102 One well-being course.
Expressions (artistic, creative)	Emphasize how art and society are interconnected, allowing students to express ideas in creative ways and engage with different art forms.	One course
Communications	Courses are writing intensive courses or other courses that provide students with opportunities to improve the skills essential for effective collaboration.	One course
STEM Literacy	Emphasizes science, technology, engineering, and mathematics across disciplines and in everyday life. Courses provide students with experience in problem solving and ways of thinking within STEM disciplines.	One science course One math course <i>These courses are tied to outcomes, NOT course designators.</i>
Global Awareness	Emphasizes social, natural, and cultural contexts so that students become adept at working within these diverse local and global settings.	Two courses are required.
Social Responsibility	Emphasizes sustainable thinking and ethical roles in relation to others (humans and nonhumans) as responsible communicators, engaged citizens, and as living beings on this earth.	Two courses are required.
Women and Leadership	Emphasizes women's role in history and contemporary society while recognizing how gender influences local and global dynamics. Students become more self-aware and capable of problem-solving through collaboration while learning about and engaging in the leadership process.	One leadership course One gender focused course
Explorations	Focus on providing students opportunities to engage with faculty and teaching staff members by exploring unique and exciting learning opportunities focused on a variety of enrichment topics. Cottey Explorations courses are pass/fail. For a student to pass a Cottey Explorations course, they must meet the minimum grade level and attendance policy for that course.	Cottey Explorations are two-week courses occurring at the beginning of each semester. Students are required to pass one Cottey Explorations course for each semester they attend Cottey College.

Education Minor

Course Designator	Course Title	Credit Hours	Units
Required Core			
EDU 110	Foundations of Education	4	1
EDU 280	The Exceptional Learner	4	1
EDU 425	Literacy Interventions	4	1
Secondary			
EDU 270	Curriculum and Assessment in Secondary	4	1
EDU 325	Literacy in the Content Area	4	1
EDU 382-386, 389	Secondary Methods of Teaching (Content Area)	4	1
Elementary			
EDU 272	Curriculum and Assessment in Elementary	4	1
EDU 326	Literacy in Elementary Schools	4	1
EDU380 or EDU 387	STEM Methods or Integrated Methods	4	1

Special Education Minor

Course Designator	Course Title	Credit Hours	Units
EDU 110	Foundations of Education	4	1
SED 200	Educational Law & Ethics Practice	4	1
EDU 280	The Exceptional Learner	4	1
SED 300	Instructional and Behavior Interventions in Sp. Ed.	4	1
SED 350	Transition Planning and Family Collaboration	4	1
SED 400	Evaluation and Assistive Technology	4	1

Education Studies – elementary and secondary (non-certification track)

BS in Education Studies, Elementary

Course Designator	Course Title	Credit Hours	Units
EDU 110	Foundations of Education	4	1
EDU 240	Science Fundamentals	4	1
EDU 250	Mathematical Reasoning	4	1
EDU 260	Writing & Grammar in Elementary Classroom	4	1
EDU 272	Curriculum and Assessment in Elementary	4	1
EDU 280	The Exceptional Learner	4	1
EDU 310	Educational Psychology	4	1
EDU 318	Elementary Reading and Language Acquisition	4	1
EDU 326	Literacy in Elementary Schools	4	1
EDU 380	STEM Methods	4	1
EDU 387	Integrated Methods	4	1
EDU 415	Classroom Ecosystems	4	1
EDU 425	Literacy Interventions	4	1
EDU 485 or ENV 312	Research Foundations in Education or Qualitative Research Methods	4	1
EDU 495	Education Research Capstone	4	1
ENG 208	Children's and Young Adult Literature	4	1

BS in Education Studies, Secondary

Course Designator	Course Title	Credit Hours	Units
EDU 110	Foundations of Education	4	1
EDU 270	Curriculum and Assessment in Secondary	4	1
EDU 280	The Exceptional Learner	4	1
EDU 310	Educational Psychology	4	1
EDU 325	Literacy in the Content Area	4	1
EDU 382-386/389	Secondary Education Methods (Content Area)	4	1
EDU 415	Classroom Ecosystems	4	1
EDU 425	Literacy Interventions	4	1
EDU 485 or ENV 312	Research Foundations in Education or Qualitative Research Methods	4	1
EDU 495	Education Research Capstone	4	1
Supporting Requirements			
Select five courses (minimum 20 credit hours) in one of the following areas			
Fine Arts (Art, Music, Theatre)			
Math/Business (Mathematics, Business, Economics)			
Science (Astronomy, Biology, Chemistry, Physics)			
Social Sciences & Humanities (Economics, English, Environmental Studies, History, Political Science, Philosophy, Psychology, Social Science, Writing)			
Physical (Dance, Physical Education, THE105)			

ELEMENTARY EDUCATION PROFESSIONAL REQUIREMENTS (certification track)

Course	Course Title	Timing	Credit hours (Units)
EDU 100	Introduction to the Relational Teacher	Y1, f	1(0.25)
EDU 110	Foundations of Education	Y1, s	4 (1)
EDU 190	Field Experience I, Early-Level	Y1, s	1 (0.25)
ENG 208	Children's and Young Adult Literature	Y2, s	4 (1)
EDU 240	Science Fundamentals	s	4 (1)
EDU 250	Mathematical Reasoning	f, s	4 (1)
EDU 260	Writing and Grammar in Elementary Classroom	f	4 (1)
EDU 272	Curriculum and Assessment in Elementary	Y2, f	4 (1)
EDU 280	The Exceptional Learner	Y2, s	4 (1)
EDU 290	Field Experience II, Mid-Level	Y2, s	1 (0.25)
EDU 310	Educational Psychology	Y3, s	4 (1)
EDU 318	Elementary Reading and Language Acquisition	Y3, s	4 (1)
EDU 326	Literacy in Elementary Schools	Y3, f	4 (1)
EDU 380	STEM Methods	Y3, s	4 (1)
EDU 387	Integrated Methods	Y3, f	4 (1)
EDU 390	Field Experience III, Late-Level	Y4, f	1 (0.25)
EDU 400	Missouri Content Assessment Preparation	Y4, f	1 (0.25)
EDU 415	Classroom Ecosystems	Y4, f	4 (1)
EDU 425	Literacy Interventions (Y3, s)	Y3, s	4 (1)
EDU 490	Student Teaching (Y4)	Y4	12 (3)

Highly Recommended Courses

HIS 111	United States History to 1877	4 (1)
HIS 112	United States History Since 1877	4 (1)
ENV125	World Regional Geography	4 (1)
POL 101	United States. Government	4 (1)

SECONDARY EDUCATION PROFESSIONAL REQUIREMENTS (certification track)

Course	Course Title	Timing	Credit hours (Units)
EDU 100	Introduction to the Relational Teacher	Y1, f	1 (0.25)
EDU 110	Foundations of Education	Y1, s	4 (1)
EDU 190	Field Experience I, Early-Level	Y1, s	1 (0.25)
EDU 270	Curriculum and Assessment in Secondary	Y2, f	4 (1)
EDU 280	The Exceptional Learner	Y2, s	4 (1)
EDU 290	Field Experience II, Mid-Level	Y2, s	1 (0.25)
EDU 310	Educational Psychology	Y3, s	4 (1)
EDU 325	Literacy in Content Area	Y3, f	4 (1)
EDU 38*	Methods (numbered by content area)	Y4, f	4 (1)
EDU 390	Field Experience III, Late-Level	Y4, f	1 (0.25)
EDU 400	Missouri Assessment Preparation	Y4, f	1 (0.25)
EDU 415	Classroom Ecosystems	Y4, f	4 (1)
EDU 425	Literacy Interventions	Y3, s	4 (1)
EDU 490	Student Teaching	Y4	

STATE CONTENT REQUIREMENTS – BIOLOGY

Biology Content Knowledge Area (min of 35 semester hours)			
History/Philosophy of Science and Technology	CHE/BIO 150	History and Philosophy of Science (y)	4
Biology coursework (min 20 semester hours)			
Cell Biology	BIO 107	Principles of Biology I with Lab (f)	5
Plant Form & Function	BIO 125 (req)	Botany with lab (f)	5
Animal Form & Function	BIO 108	Principles of Biology II with Lab (s)	5
Genetics	BIO 204	Genetics with lab (f)	5
Evolution	BIO 350	Evolution (xs-odd)	5
Biology Electives (4-5 hours) <i>Select one from the following:</i>	BIO 115	Human Nutrition (xf-even)	5
	BIO 211	Human Anatomy and Phys. 1 w/ Lab (f)	5
	BIO 212	Human Anatomy and Phys. 2 w/ Lab (s)	5
	BIO 240	Microbiology w/ Lab (s)	5
	BIO 250	Ecology with Lab (f)	5
	BIO 310	Cell Biology (xs-odd)	4
Additional science coursework (min 12 semester hours)			
Chemistry <i>Select one from the following:</i>	CHE110	Forensic Chemistry with Lab (xf-even)	5
	CHE 120	Intro to Chemistry with Lab (s)	5
	CHE 130	Intro to Environmental Chemistry with Lab (y)	5
	CHE 160	General Chemistry 1 with Lab (f)	5
	CHE 170	General Chemistry 2 with Lab (s)	5
	CHE 220	Organic Chemistry 1 with Lab (f)	5
	CHE 230	Organic Chemistry 2 with Lab (s)	5
	CHE 310	Quantitative Analytical Chemistry w/ Lab	5
	CHE 340	Biochemistry with Lab (f)	5
Physics <i>Select one from the following:</i>	PHY 101	Introductory Physics (s)	5
	PHY 205	General Physics 1 with lab (f)	5
	PHY 206	General Physics 2 with lab (s)	5
Earth Science <i>Select one from the following:</i>	ENV 335	Soil, Water, Atmosphere (y)	4
Environmental Science <i>Select one from the following:</i>	ENV 115	Humans and the Environment	5
	ENV 315	Ecosystems, Function, and Management (f-even)	4

STATE CONTENT REQUIREMENTS – BUSINESS

Business Content Knowledge Area (min of 39 semester hours)			
Accounting (six semester hours)	BUS 280	Principles of Accounting	4
	BUS 340	Principles of Finance	4
Economics (six semester hours)	BUS 285	Principles of Economics	4
Business/Computer Related Law (three semester hours)	BUS 260	Legal Environment of Business (y)	4
Business Communications (three semester hours)	BUS 105	Business Communications	4
Management (three semester hours) <i>Select one from the following:</i>	BUS 315	Operations Management	4
	BUS 335	Entrepreneurial Strategy	4
Marketing (three semester hours)	BUS 325	Principles of Marketing (f)	4
Computer/Emerging Technology (six semester hours)	BUS 310	Management Information Systems (f)	4
	CSC 101	Applications Systems: Concept & Practice	4
Electives (three semester hours) <i>Select one from the following:</i>	BUS 103	Mind Over Money	4
	BUS 240	Management & Organizational Behavior (s)	4
	BUS 340	Principles of Finance (f)	4
	INB 345	Export Policies and Procedures	4
Administration of Business and Marketing Education Programs (three semester hours)	BUS 420	Implementing Business Education Programs (y)	4
	BUS 430	Coordination of Cooperative Education (y)	4

STATE CONTENT REQUIREMENTS – CHEMISTRY SECONDARY EDUCATION MAJORS

Chemistry Content Knowledge Area (min 35 semester hours)			
	BIO/CHE 150	History and Philosophy of Science	4
Chemistry Coursework (min of 20 semester hours)			
Inorganic Chemistry	CHE 160	General Chemistry 1 with Lab (f)	5
	CHE 170	General Chemistry 2 with Lab (s)	5
Analytical Chemistry	CHE 310	Quantitative Analytical Chemistry w/ Lab	5
Organic Chemistry	CHE 220	Organic Chemistry 1 with Lab (f)	5
	CHE 230	Organic Chemistry 2 with Lab (s)	5
Physical Chemistry			
Biochemistry	CHE 340	Biochemistry with Lab (f)	5
Additional Science Coursework (min of 12 semester hours)			
Biology <i>Select one from the following:</i>	BIO 107	Principles of Biology I with Lab (s)	5
	BIO 108	Principles of Biology II with lab (s)	5
	ESS 115	Human Nutrition (xs-even)	5
	BIO 125	Botany with Lab (f)	5
	BIO 204	Genetics with Lab (f)	5
	BIO 207	Zoology with Lab (?)	5
	BIO 211	Human Anatomy & Physiology 1 with Lab (f)	5
	BIO 212	Human Anatomy & Physiology 2 with Lab (s)	5
	BIO 250	Ecology with Lab	5
	BIO 360	Microbiology with lab (s)	5
	BIO 380	Molecular Biology with Lab	5
Physics <i>Select one from the following:</i>	PHY 101	Introductory Physics (s)	5
	PHY 205	General Physics 1 with lab (f)	5
	PHY 206	General Physics 2 with lab (s)	5
Earth Science	ENV 335	Soil, Water, Atmosphere (y)	4
Environmental Science <i>Select one from the following:</i>	ENV 115	Humans and the Environment	5
	ENV 315	Ecosystems, Function, and Management (xs-even)	4

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) <i>Select three from the following:</i>	WRI 200	Introduction to Writing Studies	4
	WRI 251	Creative Writing (f-odd)	4
	WRI 252	Introduction to Genre (y)	4
	WRI 253	Professional Writing (f-odd)	4
	WRI 255	Introduction to Rhetorical Studies	4
	WRI 350	Topics in Writing	4
	WRI 351	Discourse Analysis	4
	WRI 352	Rhetorical Style (y)	4
	WRI 353	Rhetorics of Public Memory (y)	4
	WRI 354	Archives and Composition (y)	4
	WRI 355	Style and Editing (y)	4
	WRI 356	Digital and Multimodal Composition	4
	WRI 357	Fictional Writing	4
	WRI 358	Advanced Composition	4
	WRI 360	Teaching Writing	4
Study of English Language to include modern grammar, history of English language, and/or dialects (6 semester hours)	ENG 280	English Grammar & Usage (f-even)	4
	ENG 312	History of the English Language (f-odd)	4
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) <i>Select one from the following:</i>	ENG 205	American Literature 1 (f-odd)	4
	ENG 206	American Literature 2 (s-even)	4
	ENG 231	African-American Literature (f-odd)	4
	ENG 308*	Child and Young Adult Literature (s)	4
	ENG 326	The American Novel (y)	4
	ENG 352	American Realism and Naturalism	4
	ENG/WGS 333	Women Poets	4
English and/or World Literature (6 semester hours) <i>Select two from the following:</i>	ENG 201	English Literature 1 (f-even)	4
	ENG 202	English Literature 2 (s-odd)	4
	ENG 230	Studies in Ethnic Literature	4
	ENG 234	World Literature	4
Elective English credits (3 semester hours) <i>Select one from the following:</i>	ENG/WGS 224	Women Writers	4
	ENG/WGS 333	Women Poets	4
	ENG/WGS 334	Poetry as Protest	4
	ENG/WGS 351	Good Girls and Wild Women	4
	ENG/WGS 364	Women and Literary Modernism (y)	4
	ENG/WGS 371	Jane Austen	4
	ENG/WGS 372	Toni Morrison	4
	ENG/WGS 374	Edith Wharton	4
	ENG 383	Animals in Literature	4

STATE CONTENT REQUIREMENTS – MATHEMATICS SECONDARY EDUCATION MAJORS

Mathematics Content Knowledge Area (min. 33 hours)			
Algebra	MAT 110	College Algebra	4
Geometry	MAT 250	College Geometry	4
Trigonometry	MAT 115	Trigonometry	2
Pre-Calculus	MAT 120	Precalculus	5
Calculus	MAT 210	Calculus 1	5
	MAT 220	Calculus 2	5
Statistics	MAT 130	Elementary Statistics	4
	MAT 320	Probability and Statistics	4
Electives <i>Select three from the following: (minimum of 12 hours)</i>			
MAT 230	Calculus 3		5
MAT 240	Differential Equations		4
MAT 260	Linear Algebra		4
MAT 310	Foundations of Mathematics		4
MAT 350	History of Mathematics		4

STATE CONTENT REQUIREMENTS – SOCIAL SCIENCE SECONDARY EDUCATION MAJORS

Social Science Content Knowledge Area (min of 39 semester hours)			
U. S. History (12 semester hours) <i>Select four from the following:</i>	HIS 111	U.S. History to 1877 (f)	4
	HIS 112	U.S. History since 1877 (s)	4
	HIS 115	The History of Equality in America	4
	HIS/WGS 211	History of Women in the U.S. (s)	4
	HIS 225	The History of Sports in the US	4
	HIS 315	The Civil Rights Movement & Legacy	4
	HIS/ENV 320	American Environmental History (s odd)	4
	HIS 360	American Constitutional History	4
World History (9 semester hours) <i>Select three from the following:</i>	HIS 131	World History to 1500	4
	HIS 132	World History Since 1500	4
	HIS 133	The World Since 1945 (f)	4
	HIS 202	Twentieth-Century Europe (f even)	4
	HIS 245	The Holocaust (xs)	4
	HIS 255	Early Modern Europe, 1350-1700 (f odd)	4
	HIS 260	Modern European History, 1700-1900 (xs)	4
	HIS 340	Genocide in History (s even)	4
	HIS 345	Modern Political Revolutions (xf)	4
Political Science (6 semester hours) <i>Select two from the following:</i>	POL 101	Unites States Government (s)	4
	POL 121	Introduction to Political Science (f odd)	4
	POL 141	Public Policy (f)	4
	POL 201	Comparative Politics (s)	4
	POL 315	Elections in the World and the United States (f even)	4
	POL 370	Asian Politics (f even)	4
Economics (3 semester hours)	BUS 285	Principles of Economics	4
Geography (3 semester hours)	ENV 125	World Regional Geography (s)	4
Behavioral Science (6 semester hours; Sociology, Anthropology, or Psychology) <i>Select two from the following:</i>	ANT 101	General Anthropology (f even, s even)	4
	ANT/WGS 201	Introduction to Cultural Anthropology (f odd, s odd)	4
	ANT 250	Language and Culture (s even)	4
	PSY/SOC 232	Social Psychology (s even)	4
	PSY 240	Cognitive Psychology (f)	4
	PSY/WGS 321	Human Sexuality (s)	4
	PSY 335	Drugs and Behavior (f)	4
	PSY 350	Psychopathology (f)	4
	SOC 101	Introductory Sociology (s)	4
	ANT/SOC 235	Race, Class, Gender, and Sexuality (s odd)	4
	SOC/POL 330	Poverty and Inequality (f odd)	4
	PSY/SOC 355	Psychology of Intergroup Relations (f)	4

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 121	Interpersonal Communication (f)	3
	SPE 360	Debate (f odd)	3
Theatre (12 semester hours) <i>Select three from the following:</i>	THE 103	Acting Fundamentals	4
	THE 110	Stagecraft (f)	4
	THE 310	Dramatic Literature (f)	4
	THE 294	Stage Management (s)	4
	THE 430	Directing (s odd)	4
	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) <i>Select two from the following that haven't been used above.</i>	SPE 110	Media and Society	3
	THE 101	Introduction to Theatre (f odd, u even)	4
	THE 177	Theatre & Event Entertainment Technology (s odd)	3
	THE 203	Acting: Character Development (s even)	4
	THE 230	Stage Makeup (s)	4
	THE 315	Theatre for Social Change	4
	THE 325	Theatrical Costume Design (f even)	4
	THE 355	Scene Design (xs)	4
	THE 430	Directing	4

SPECIAL EDUCATION PROFESSIONAL REQUIREMENTS

Course	Course Title	Timing	Credit hours (Units)
EDU 100	Introduction to the Relational Teacher	Y1, f	1 (0.25)
EDU 110	Foundations of Education	Y1, s	4 (1)
EDU 190	Field Experience I (Early Level)	Y1, s	1 (0.25)
SED 200	Educational Law and Ethics Practice	Y2, s	4 (1)
EDU 240	Science Fundamentals	s	4 (1)
EDU 250	Mathematical Reasoning	f, s	4 (1)
EDU 260	Writing & Grammar in Elementary Classrooms	f	4 (1)
EDU 280	The Exceptional Learner	Y2, s	4 (1)
EDU 290	Field Experience II (Mid. Level)	Y2, s	1 (0.25)
SED 300	Instructional and Behavior Interventions in Sp. Ed.	Y2, f	4 (1)
EDU 310	Educational Psychology	Y3, s	4 (1)
EDU 318	Elementary Reading and Language Acquisition	s	4 (1)
SED 350	Transition Education	Y3, s	4 (1)
EDU 326	Literacy in Elementary Schools	Y3, f	4 (1)
EDU 390	Field Experience III (Late Level)	Y4, f	1 (0.25)
EDU 400	Missouri Content Assessment Preparation	Y4, f	1 (0.25)
SED 400	Evaluation and Assistive Technology	Y3, f	4 (1)
EDU 415	Classroom Ecosystems	Y4, f	4 (1)
EDU 425	Literacy Intervention	Y3, s	4 (1)
EDU 490	Student Teaching	Y4	12 (3)

Course Descriptions (of Professional/Education classes)

EDU 100 Introduction to the Relational Teacher

This course provides students interested in pursuing an education degree with an opportunity to learn about the philosophical framework of The Relational Teacher program. Students learn about program requirements. By the end of the course, students will have started their professional education portfolio.

EDU 110 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 190 Field Experience I (Early Level)

This course provides observation experiences in the school setting. Students will be required to document 25 hours.

ENG 208 Children's/Young Adult Literature

This course introduces students to Young Adult Literature in a variety of genres. Includes discussion of various pedagogical methods for response-based teaching and issues in literary censorship.

EDU 240 Science Fundamentals

This hands-on science course covers basic principles, theories, and laws in physics, chemistry, biology, environmental science, and earth and space science. Students use the scientific method and practice problem solving during directed and open-ended lab exercises and activities in each branch of science providing them with diverse approaches and experiences to studying science. Students write claim-evidence-reasoning papers and keep a lab notebook to demonstrate their ability to use, analyze, and communicate data effectively.

EDU 250 Mathematical Reasoning

This course focuses on ways of thinking about and approaching mathematics. Students demonstrate problem solving skills using the real number system and algebra. In addition, this course introduces 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. Application of mathematical practices will be addressed in context as each topic is explored.

EDU 260 Writing and Grammar Elementary

This course provides techniques for assessing and improving the writing skills of elementary students. Students will further develop units of study and create writing mini-lessons, select mentor texts for grade level-appropriate writing, and learn to conduct individual writing conferences.

EDU 270 Curriculum and Assessment in Secondary

This course examines curriculum and assessment. Curriculum includes long term and short-term planning. Criterion and norm-referenced assessments along with assessment design are analyzed. Students compare different grading schemes and develop strategies for collaborating with parents, other teachers, and administration.

EDU 272 Curriculum and Assessment in Elementary

This course examines curriculum and assessment. Curriculum includes long term and short-term planning. Criterion and norm-referenced assessments along with assessment design are analyzed. Students compare different grading schemes and develop strategies for collaborating with parents, other teachers, and administration.

EDU 280 The Exceptional Learner

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 290 Field Experience II (Mid. Level)

This course provides observation experiences in the school setting. Students will be required to document 25 hours.

EDU 310 Educational Psychology

This course investigates psychological concepts, theory, models, and methods of research in development and education. Students explore current topics and the 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 318 Elementary Reading and Language Acquisition

Prerequisite: WRI 102

This course focuses on the normal sequence of language development and the teaching of reading 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 English Language Learners and students with disabilities.

EDU 325 Literacy in the Content Areas

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 326 Literacy in Elementary Schools

This course provides techniques for assessing and improving student literacy skills that are grade level appropriate and content specific. Students apply literacy theories and techniques by developing lesson plans. Emphasis on cultural diversity, and differentiated instruction with special consideration to developing literacy skills of English Language Learners will be included.

EDU 380 STEM Methods

This course emphasizes appropriate content specific instructional strategies and activities that incorporate the use of manipulatives to teach mathematics and science to elementary students. Candidates will create and teach math lessons. Candidates create and teach science lessons in the following areas: physics, chemistry, earth science, environmental science, and life science.

EDU 382 Secondary Methods of Teaching English

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

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

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

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

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

This course emphasizes social studies content, movement, visual arts, and music in the development of elementary lessons. Candidates create and teach lessons in the elementary setting that incorporate literacy strategies associated with the learning of social studies. Candidates utilize video to reflect and adapt on the effectiveness of the lesson.

EDU 389 Secondary Methods for Teaching Mathematics

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

EDU 390 Field Experience III (Late Level)

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 25 hours of observation and activity.

EDU 400 Missouri Content Assessment Preparation

This course provides students with an opportunity to prepare for required content assessments necessary for certification. Students work with the instructor weekly to devise and revise plans for performance improvement using pre and post assessment data to make decisions.

EDU 415 Classroom Ecosystems

This course examines a variety of theoretical, philosophical, and practical approaches to create a classroom ecosystem that maximizes student learning, supports differentiated instruction, and honors the rights of all students to learn in a safe environment. 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, and assist struggling readers who may need intervention individually. Special consideration will be given to developing literacy skills of English Language Learners will be included.

EDU 485 Research Foundations in Education

Research Foundations in Education is designed to provide students with research fundamentals and opportunities to engage in academic research. By the end of the course, students present a formal research proposal, including IRB approval, for their capstone project, which will be completed the following semester.

Or

ENV/SOC 312 Qualitative Research Methods

This course will introduce the students to qualitative research methods. This course is divided into three parts: first, the students will examine what qualitative research method is and how it is different from positivist research traditions. Next, they will examine different qualitative data collection methods including interviews, fieldnotes, observation, and focused group. Finally, the course will explore different techniques in data analysis including constant comparative analysis, narrative analysis, and ethnography. Lab exercises will include the practical dimension of this course.

EDU 495 Education Research Capstone

Education Research is the capstone course for students majoring in Education Studies. Students carry out their research proposals and prepare their research paper for publication. Students are expected to present their research on Assessment Day.

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 in this handbook.

SED 200 Educational Law & Ethical Practice

Prerequisite EDU110. This course focuses on the legal foundations of special education. Students examine federal and state law governing the education of students with disabilities, including IDEA, civil rights protections, due process procedures, and inclusive practices. The legal roles and responsibilities of educators are addressed in context as each topic is explored.

SED 300 Instruction & Behavior in Special Education

Prerequisite EDU280. This course focuses on instructional systems and behavioral interventions in special education. Students examine evidence-based behavior management frameworks at the systems, classroom, and individual levels, including proactive supports, individualized interventions, and data-informed decision making. The design and implementation of effective instructional and behavioral practices for students with disabilities are addressed in context as each topic is explored.

SED 350 Transition Planning & Family Collaboration

Prerequisite EDU280. This course examines transition planning for students with disabilities, emphasizing career readiness, postsecondary goals, and family collaboration. Candidates explore legal requirements, assessment, instructional strategies, interagency coordination, and student-centered practices that support successful transitions from secondary education to employment, further education, and independent living.

SED 400 Evaluation & Assistive Technology

Prerequisites SED200, SED300, EDU310. This course prepares teacher candidates to understand and apply the special education evaluation process and assistive technology decision-making. Emphasis is placed on ethical and legal responsibilities, assessment planning and interpretation, eligibility determination, and linking evaluation results to instruction and assistive technology supports for diverse learners.

DESE Requirements

Fingerprinting/Background Checks

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

Content Assessments

Content is assessed using ETS-Praxis. A passing score must be completed by prospective teachers for all areas of certification they are seeking. Cost varies by test, but is generally within the \$116 to \$213 range, [Missouri Required Test \(ets.org\)](https://ets.org)

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.

The Relational Teacher Program Completion Requirements – Overview

Requirement	Minor	Non-certification	Certification
Field Experience hours	NA	NA	75, 25 hours per level of field experience – must be completed prior to student teaching
Disposition assessments	Occasionally	Occasionally	Yes
Application to program	NA	NA	Yes
GPA	NA	NA	Minimum of 3.0 in professional (ed coursework); AND a minimum of 2.50 in content area (secondary ed majors only)
MLOs	Minimum of 5	Minimum of 8	All 14 must be completed at a proficient or higher level
Portfolio	Modified	Modified	Yes
Praxis (content examination)	NA	NA	Yes
Student Teaching	NA	NA	Yes
MEES	NA	NA	Yes
Capstone	NA	Yes	Yes
Portfolio completion	NA	NA	Yes

Guide to Field Experiences

Field Experience Coordinator

The field experience coordinator's role 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 our 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 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 – Early Level (EDU190), Field Experience II – Mid. Level (EDU290), or Field Experience III – Late Level (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. ***Teacher candidates are responsible for their own transportation to and from site placements and for communicating directly with schools about field experience days/times once placement is arranged.***

Students in the field must 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 for their background/fingerprint checks to be sent to their teaching profile, using 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 gives you all 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 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's signature.***

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	Open	The teacher candidate observes the school and classroom to get a general perception of school organization, classroom atmosphere, and 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 – routines/procedures, feedback, relational pedagogy - field Experience II – teaching method(s), differentiation strategies, lesson timing/structure - field experience III – classroom management strategies, evaluation techniques, lesson adaptations
2 –Assistance	Directed	The teacher candidate assists the teacher with routine tasks, such as taking roll, distribution of 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	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		The teacher candidate participates in professional development workshop(s). The teacher candidate attends a professional teacher meeting at the local level. The teacher candidate participates in an extracurricular activity. The teacher candidate attends a school board meeting.

NOTE on Field Experience Courses:

Teacher candidates are required to document a minimum of 25 hours for each field course. Documentation includes a signed field log and reflective summaries. ***Failure to complete these requirements will result in a failing grade for the course.***

Field Experience Time Log

Name: _____ Major: _____

Date	Hours (whole and half hours only)	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. 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 the Cottey College Educator Preparation Program

A Cottey College student pursuing a certification track education major will need to apply for acceptance into the Educator Preparation Program. This application process should be completed during the Foundations course (EDU110). **Students who wish to apply for admission will submit a completed application to the EDU110, Foundations of Education, instructor no later than the end of the tenth week.** The instructor will verify the student's status before 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 email, about application status.

The admission process is based upon the following criteria:

1. Academic performance
 - Registered in EDU 110 (Foundations of Education) and is in good standing
 - Grade Point Average of 2.75 or higher
2. Disposition assessments
 - The program coordinator will send disposition inquiries to appropriate faculty and non-faculty members.
3. Evidence (s) of commitment to teaching and learning.
 - Submit a 500-600 word essay reflecting their personal philosophy of education and reasons they want to enter the teaching profession.
 - Progress towards portfolio checkpoint 1
 - Fingerprinting/Background check
 - Minimum of 15 documented field experience hours
 - Field experience summaries
 - Interview with Faculty Review Committee (see tips in this handbook)



Education Program Application

Name _____

Last Name

First Name

Middle Name

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

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

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

Gender: Female _____; Male _____; Unspecified _____

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 _____

Applicant Signature _____ Date _____

Attach philosophy essay

Page 2 of Admission application

Applicant _____

EDU 110 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 10 th week)			

Additional information/considerations regarding the applicant:

Instructor Signature: _____

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

Education Department Use Only

- | | |
|--|--|
| ☐ Disposition(s) received | ☐ Application complete |
| ☐ Philosophy of Education | ☐ EDU 110 Instructor verification |

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 Educator Preparation

Applicant: _____ Date: _____
 GPA: _____ ACT/SAT: _____

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)				
Conceptual framework of the Relational Teacher				
Self-reflective				
Knowledge of educational theory/philosophy				
Role of professional development/growth mindset				
Communication of goals				
Knowledge of diversity				
Academic Performance				
EDU 110 – C or higher				
GPA –minimum overall GPA of 2.50				
Disposition				
Faculty and non-faculty				
Commitment to Profession (application materials)				
Philosophy of education essay				
Portfolio progress towards checkpoint 1 (3 MLOs)				
Background Check				
Field Experience Time Log				
Field Experience Summaries				
Total Score				

32 is minimum score for admission

TEACHER EDUCATION ADMISSION RECOMMENDATION GUIDELINES

Cottey College

Disposition assessments will be sent by the education program coordinator to faculty once the teacher candidate applies for admission to the Relational Teacher Education Program. Disposition assessments will be regularly administered throughout the teacher candidate's time in the program. Teacher candidates who receive low scores or multiple alerts may have their admission status changed.

Disposition Assessment Form

Name of Teacher
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.

Disposition 1: Demonstrates Effective Oral Communication Skills		
<i>2 Meets Expectations</i>	<i>1 Developing</i>	<i>0 Needs Improvement</i>
Demonstrates strong oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment	Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors	Does not consistently demonstrate professional oral communication skills as evidenced by making major errors in language, grammar, and word choice
Disposition 2: Demonstrates Effective Written Communication Skills		
<i>2 Meets Expectations</i>	<i>1 Developing</i>	<i>0 Needs Improvement</i>
Communicates respectfully and positively with all stakeholders as evidenced by fostering cordial responses	Communicates respectfully but with some detectable negative undertones, evidenced by unproductive responses	Communicates in tones that are harsh or negative as evidenced by fostering negative responses
Demonstrates precise spelling and grammar	Demonstrates common errors in spelling and grammar	Demonstrates major spelling and grammar errors or demonstrates frequent common mistakes
Disposition 3: Demonstrates Professionalism		
<i>2 Meets Expectations</i>	<i>1 Developing</i>	<i>0 Needs Improvement</i>
Responds promptly to communications and submits all assignments	Delayed response to communications and late submission of assignments	Does not respond to communications and does not submit all assignments
Consistently exhibits punctuality and attendance	Not consistently punctual and/or has absences	Fails to exhibit punctuality and/or attendance
Maintains professional boundaries of ethical standards of practice	Crosses minor boundaries of ethical standards of practice	Crosses major boundaries of ethical standards of practice
Keeps inappropriate personal life issues out of classroom/workplace	Occasionally divulges inappropriate personal life issues into the classroom/workplace, but this is kept to a minimum	Divulges inappropriate personal life issues at the classroom/workplace as evidenced by uncomfortable responses from others

Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes	Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation	Functions as a group member with no participation
Disposition 4: Demonstrates a Positive and Enthusiastic Attitude		
<i>2 Meets Expectations</i>	<i>1 Developing</i>	<i>0 Needs Improvement</i>
Actively seeks solutions to problems without prompting or complaining	Seeks solutions to problems with prompting	Often complains when encountering problems and rarely offers solutions
Tries new ideas/activities that are suggested	May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed	Resists change and appears offended when suggestions are made to try new ideas/activities
Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues	Overlooks opportunities to demonstrate positive affect	Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions
Disposition 5: Demonstrates Preparedness in Teaching and Learning		
<i>2 Meets Expectations</i>	<i>1 Developing</i>	<i>0 Needs Improvement</i>
Accepts constructive feedback as evidenced by implementation of feedback as needed	Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions	Rejects constructive feedback as evidenced by no implementation of feedback
Learns and adjusts from experience and reflection as evidenced by improvements in performance	Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement	Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve
Comes to class planned and with all needed materials	Comes to class with some plans and most needed materials	Comes to class unplanned and without needed materials
Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits	Aware that lesson is not working but does not know how to alter plans to adjust	Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed
Disposition 6: Exhibits an Appreciation of and Value of Cultural and Academic Diversity		
<i>2 Meets Expectations</i>	<i>1 Developing</i>	<i>0 Needs Improvement</i>
Embraces all <i>diversities</i> as evidenced by implementing <i>inclusive activities and behaviors</i> with goals of <i>transcendence</i>	Goes through the <i>expected and superficial motions</i> to embrace all <i>diversities</i>	Demonstrates inequitable embracement of all <i>diversities</i>
Creates a <i>safe</i>	Strives to build a <i>safe</i>	Is challenged to

<i>classroom with zero tolerance of negativity to others as evidenced by correcting negative student behaviors</i>	<i>classroom with zero tolerance of negative behaviors towards others but needs further development in accomplishing this task</i>	<i>create a safe classroom as evidenced by ignoring negative behaviors by students</i>
Disposition 7: Collaborates Effectively with Stakeholders		
<i>2 Meets Expectations</i>	<i>1 Developing</i>	<i>0 Needs Improvement</i>
Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus	Demonstrates some flexibility	Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus
Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others	Maintains a respectful tone in most circumstances but is not consistent	Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others
Proactively shares teaching strategies as evidenced by productive collaboration	Shares teaching strategies as evidenced by some effort towards collaboration	Rarely collaborates or shares strategies and ideas even when prompted
Disposition 8: Demonstrates Self-Regulates Learner Behaviors/Takes Initiative		
<i>2 Meets Expectations</i>	<i>1 Developing</i>	<i>0 Needs Improvement</i>
Recognizes own weaknesses as evidenced by seeking solutions before asking for support	Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth	Is unable to self correct own weaknesses as evidenced by not asking for support or overuse of requests for support
Researches and implements most effective teaching styles as evidenced by citing works submitted	Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles	Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work
Disposition 9: Exhibits Social and Emotional Intelligence to Promote Personal and Educational Goals/Stability		
<i>2 Meets Expectations</i>	<i>1 Developing</i>	<i>0 Needs Improvement</i>
Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues	Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues	Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues
Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations	Demonstrates perseverance and resilience (grit) most of the time	Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily

Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness	Demonstrates sensitivity to feelings of others most of the time	Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness
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How long have you known the candidate?	
In what capacity?	
Your Name	
Your Position	
Email	
Signature	
Date	

Disposition Checkpoint (check one):

- ☐ ED 110 Foundations of Education (self-evaluation)
- ☐ Admission to Teacher Education
- ☐ Annually
- ☐ Methods Coursework
- ☐ Student Teaching

Disposition Alert Form (DAF)

Teacher Candidate Name	
Date	
Submitted By	
Email	
Reason(s) for Filing the Alert	

DAF Follow-Up

Teacher Candidate Name	
Education Coordinator	
Recommended Course of Action or Rationale for Determination that Dispositional Issue Does Not Exist:	
Teacher Candidate Signature, date	
Education Coordinator Signature, date	
Student Advocate Signature, date (if relevant)	

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 15-30 minutes.

Program Dismissal

Teacher candidates may be dismissed from certificate granting programs. The program coordinator will investigate concerns from teachers in the field, professors, coaches, or staff members about a specific student. The student will have an opportunity to discuss their perspective with the program coordinator prior to any decision being made by the program coordinator. The program coordinator may seek guidance from the Vice President of Academic Affairs prior to dismissal. Every effort will be made to help the student be successful. The student will be put on a program of improvement for grade point average concerns. ***Behaviors not tolerated and warrant immediate program dismissal include academic dishonesty, misrepresentation of self and/or others (such as falsifying documents), and inappropriate behaviors (such as inappropriate language around minors and bullying).***

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 100 Introduction to the Relational Teacher 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 for 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. Working 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 (all documents are linked to this page)

- Introduction
 - purpose of the portfolio and summary of contents
 - personal philosophy of education
- Field Experience
 - Early-level field experience time log
 - Early-level field experience summaries
 - Mid-level field experience time log
 - Mid-level field experience summaries
 - Late-level field experiences time log
 - Late-level field experiences summaries
 - Culminating experience – weekly student teaching journals
- Major Learning Objectives – these should be listed 1-14
- Professional Information
 - Admissions letter
 - Professional development activities you attended with reflective summaries
 - Membership in professional organizations
 - Certifications (assessment scores)
 - Google certification certificates (levels I and II)
 - Resume
- Conclusion – Evaluation of your portfolio

C. Major Learning Objectives

For each MLO provide at least one artifact and reflective summary. Specific artifacts may only be used once. You should hyperlink each MLO reflective summary to the table of contents.

Reflective Summaries

- 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
 - Identify MLO and write out the entire MLO
 - Identify the artifact (link to the artifact)
 - Course or activity (identify department, course number, and course title)
 - Date (semester and year)
 - Describe the artifact
 - Explain how the artifact demonstrates knowledge and mastery of the MLO
 - Explain how the artifact relates to Cottey College's outcomes and the conceptual framework of the education program
 - 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 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

Education Majors	Education Minors & Education Studies Majors
Introduction • Purpose and Summary of contents • Philosophy of Education Field Experience • Early-level field experience time log • Early-level field experience summaries • Mid-level field experience time log • Mid-level field experience summaries • Late-level field experiences time log • Late-level field experiences summaries • Student teaching journals Major Learning Objectives • MLO 1 • MLO 2 • MLO 3 (continue to MLO 14) Professional Information • Admissions letter • Professional development • Memberships • Certifications (assessment scores) • Google certification (levels I & II) • Resume Conclusion	Introduction • Philosophy of Education Major Learning Objectives • 5 MLOS for minor • 8 MLOs for education studies major

Reflective Summary Template

MLO (#): write out the entire MLO

Artifact: name and link your artifact

Course or Activity:

Date: Semester, Year

Description of Artifact: Describe each artifact

Relation to MLO: This is the bulk of your reflective summary. Make sure each part of the MLO is addressed (use the language presented in the MLO). This is the area where you demonstrate your level of mastery of the content and application stated in the MLO. Provide specific examples from the artifact to the 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 one or more aspects of relational pedagogy in terms of care, professional knowledge, and relational intention.

Application: How do you plan to use the information presented in this summary? How is the information useful in your context?

Major Learning Objectives

The table below lists the learning objectives each teacher candidate will 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: 270, 272, methods	Standards, lesson plan(s), 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: 280, 270, 272, 325, student teaching	Class assignment(s), lesson plan(s)
MLO#3: Identify how students develop and learn, and how they vary in their approaches to learning.	2	EDU: 270, 272, 280, 310, 318, 325	Class assignment(s), Piaget project,
MLO#4: Demonstrate how you provide learning opportunities that are adapted to support social, intellectual, and physical development of diverse learners.	1	EDU: 110, 270, 272, 310 methods, student teaching	Class assignment(s), lesson plan(s), capstone
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: 270, 272, other methods courses	Formal Curriculum plan, yearlong planning calendar, lesson plan(s), assessments
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(s), student teaching journal entry
MLO#7: Demonstrate how you create a learning environment that encourages positive social interaction, self-motivation, and active engagement.	1	EDU: 310, 415, methods, student teaching	Learning theories, classroom management plan, 1 st Day of School Lesson plan, student teaching journal entry, capstone
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	EDU270, 272, 415	Communication plan, beginning of school procedures/communicating through technology
MLO#9: Demonstrate mastery of effective technology application.	1	EDU 415	Technology poster, class assignment(s), lesson plan(s)
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 270, 272, 415, student teaching	Assessment plan, other assessment assignments, capstone, 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 110, 270, 272, 280	Class assignment(s), article/court ruling with 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	All EDU courses may apply	Teaching event reflections, research project, student teaching journal, professional membership(s)
MLO#13: Demonstrate your understanding of the past, present, and future roles of women in education.	1	EDU 110, 270, 272	Class assignment(s), Women in Education Project
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	All EDU courses may apply	Relational Teacher poster, class assignment(s), field experience reflective summary, leadership project



Evaluation of Teacher Candidate – Field Experience I, II, and III

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, Sarah Ellison, sellison@cottey.edu or mail it to 1000 W. Austin Boulevard, Nevada, MO 64772



Program Evaluation – During Methods Coursework, Field Experience III

For 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

Beginning: EDU 100 Intro to the Relational Teacher, completion of initial portfolio set-up and one completed MLO (14)

Checkpoint 1: EDU 110 Foundations of Education; EDU 190 Field Experience I

- Philosophy of Education essay (EDU 110)
- Artifacts and reflective summaries for at least two MLOs (EDU 110), **total of three**
- Field Experience Time Log (**25 hours**) and reflective summaries (EDU 190)

Checkpoint 2: EDU 270 Curriculum and Assessment in Secondary or EDU 272 Curriculum and Assessment in Elementary; EDU290 Field Experience II

- Artifacts and reflective summaries for three additional MLOs (**total of 6 MLOs completed**)
- Revised work from previous checkpoint
- Field Experience Time Log (**50 hours**) and reflective summaries (EDU 290)

Checkpoint 3: EDU415 Classroom Ecosystems; EDU390 Field Experience III

- Artifacts and reflective summaries for five additional MLOs (**total of 11 MLOs completed**)
- Certification scores (ETS-Praxis)
- 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 at a proficient score or higher
- Completed introduction and conclusion
- Evaluation of final portfolio
- Release page signed and submitted to program coordinator

Process for Evaluation of Professional Teacher Portfolio

- One or more reviewers will evaluate your portfolio at each checkpoint. The reviewers will rate each objective as (3) Pass with Distinction (mastery), (2) Pass (proficient), (1) Pass with Reservations (progressing), (0) Not Passing (not evident). 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 complete a portfolio or an unacceptable portfolio will result in an “Incomplete” for your Student Teaching and will result in delayed teacher certification and 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.					
MLO#13: 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. Admission to the teacher education program
2. No grade below a 'C' in education 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. Disposition assessments – program coordinator will send to appropriate faculty and non-faculty members.

Applications for student teaching are due no later than the end of the 10th week for the year prior to the student teaching semester. For example, if the teacher candidate plans to student teach in the spring of 2026, then the student should apply by the 10th week of spring 2025. **Late applications will not be accepted.** Teacher candidates who decide to delay student teaching after applying 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 a minimum of 12 consecutive weeks/480 hours all day in the school. Student teachers are expected to participate in extracurricular activities and assignments, as do the regular teachers. School holidays are not counted in the 480 hours.

Work Policy – Student teachers may not work during the student teaching experience. The education faculty members must approve of 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 (secondary only):
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 _____. *Official transcript will be obtained by the program coordinator.*

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

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

Initial

I request permission to work during my student teaching semester.

Initial

Approved by _____ (education faculty member)

_____ (education faculty member)

Approved on _____ (date)



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.

A signed Memorandum of Understanding between Cottey College and each cooperating school district is maintained by the program coordinator and is available upon request.

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 can articulate the necessary knowledge but does not demonstrate in performance.

2-Developing Candidate: The Teacher Candidate can articulate the necessary knowledge and demonstrates in performance with some success.

3- Skilled Candidate: The Teacher Candidate can 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

- Scores for each standard are determined by calculating the average score across criteria.
- The summative assessment is the summation of the average score for each standard.
- Summative scores from the cooperating teacher and EdPrep supervisor are added to determine the candidate's final score.
- A minimum final score of 42 is necessary for initial teaching licensure recommendation.
- 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 87-96 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. <i>Expected level of performance by the end of the student teaching semester.</i>	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.
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.	Uses a variety of skillful questioning strategies to promote active participation and depth of student response.
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.	- 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

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-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
Differentiation of Instruction to Meet Students' Needs				
Provides no evidence of differentiating content, process, product, or environment or shows no awareness of student differences.	Describes strategies to differentiate and adjust instruction based on student differences.	Varies activities and strategies within a lesson but does not intentionally consider individual student differences represented in the classroom.	Implements lessons that intentionally vary one or more of the following in order to address student differences: content, process, product, or environment.	Adjusts strategies in the moment based on individual student needs.
Differentiation of Instruction to Meet Individual Student's Needs				
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' individual 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.	Uses individual student data or assessments to inform the selection and modification of strategies.
Diverse Social and Cultural Perspectives				
Provides no evidence of understanding students' languages, family, culture, and community needs.	Demonstrates understanding of students' languages, family, culture, and community in planning.	Affirms students' languages, family, culture, and community during learning opportunities.	Integrates understanding of students' languages, family, culture, and community when selecting, creating, and facilitating learning opportunities.	Goes beyond food, holidays, and customs to acknowledge and explore deeper cultural connections and communication strategies in classroom instruction and interactions.

Standard 3

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-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
Alignment of Learning Activities to Standards				
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 and considers scope and sequence when implementing lessons.
Articulation of Learning Objectives				
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 other content areas and applications to enhance student learning.

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

Standard 5

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

Standard 6

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-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
Communication of Instructions				
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.	Purposefully adjusts communication and interactions to support individual student understanding.
Communication of Expectations				
Provides no evidence of understanding the need to articulate expectations for student communication and interaction.	Plans to articulate expectations for respectful student communication and interaction.	Articulates vague expectations to students about respectful communication and interaction.	Articulates or models expectations for student communication and interaction with respect for diverse backgrounds or differing opinions.	Articulates and models expectations for student communication and interaction with respect for diverse backgrounds or differing opinions and provides opportunities for students to practice with feedback.
Communication Attributes				
Uses volume, tone, inflection, or sight lines that negatively impact lesson delivery.	Displays self-awareness of the impact of volume, tone, inflection, or sight lines on lesson delivery.	Uses volume, tone, inflection, or sight lines that periodically impact lesson delivery.	Ensures volume, tone, inflection, and sight lines positively impact lesson delivery that is sensitive to the diverse needs of students.	Ensures volume, tone, inflection, and sight lines positively impact lesson delivery and utilizes visuals and resources to enhance communication while remaining sensitive to the diverse needs of students.

0-The teacher candidate does not possess the necessary knowledge; therefore, the standard is not evident or is incorrect in performance.	1-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
Communication Conventions				
Consistently includes distracting communication errors that interfere with meaning.	Includes communication errors that interfere with meaning.	Usually models proper spelling and grammar in written and verbal communication.	Consistently models proper spelling and grammar in written and verbal communication	Consistently models and encourages students to use proper spelling and grammar in written and verbal communication.
Communication with Students of Diverse Backgrounds				
Provides no evidence of culturally and linguistically appropriate communication, resources, or examples.	Plans for culturally and linguistically appropriate communication, resources, or examples.	Uses culturally and linguistically appropriate communication, resources, or examples.	Intentionally integrates and responds to culturally and linguistically appropriate communication, resources, or examples based on audience and context.	Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.

Standard 7

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-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
Student Progress Monitoring				
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
		Formative Assessment		
Provides no awareness that formative assessments are needed to guide future instruction.	Articulates the need to use formative assessment strategies to gather data on student understanding to guide future instruction.	Uses some formative assessment strategies to partially gather data on student understanding and sporadically implements adjustments to plan future instruction.	Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction.	Uses multiple assessments to accurately monitor, analyze, and adjust mid-lesson instruction, to increase the progress of each student and the class as a whole.
Assessment Records				
Provides no evidence of an understanding of maintaining student assessment records.	Articulates a process for maintaining student assessment records.	Confidentially maintains student assessment records, though processes are inconsistent.	Maintains student assessment records consistently and confidentially.	Maintains detailed student assessment records consistently and confidentially and uses the data to inform collaboration with data teams, students, and families.

Standard 8

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

Standard 9

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-The teacher candidate can articulate the necessary knowledge but does not demonstrate in performance.	2-The teacher candidate can articulate the necessary knowledge and demonstrates in performance with some success.	3-The teacher candidate can articulate the necessary knowledge and effectively demonstrate it in performance.	4-The teacher candidate adapts and develops the lesson according to the teaching environment/ student response.
Importance and Value of Professional Collaboration				
Provides no evidence of understanding the importance of professional collaboration with colleagues.	Recognizes the importance of professional collaboration with colleagues.	Participates in professional collaboration with colleagues.	Prepares for and fully engages in professional collaboration with colleagues to enhance student learning.	Actively participates in school or district events to build a broader network of collaboration to enhance student learning.
Importance and Value of Relationship Building				
Provides no evidence of understanding the importance of building relationships.	Recognizes the importance of building relationships with students, colleagues, and families.	Builds and maintains appropriate relationships with a limited number of students, colleagues, and families.	Builds, maintains, and seeks out positive, appropriate relationships with students, colleagues, and families to support student success.	Builds, maintains, and seeks out positive, appropriate relationships with students, colleagues, and families to support student success. Broadens their network of collaboration by connecting with additional building and district colleagues such as special education professionals, school counselors, media specialists, etc.

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

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. Candidates' are evaluated on the following points for program completion:

1. Professional (GPA 3.00 or higher) and Content coursework (secondary only, GPA of 2.50 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 initial 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

5E Lesson Plan Template

Title of Lesson

Teacher:	
Grade/Subject:	
Duration:	
Materials: • Use bulleted list • Include all materials needed to teach lesson, including links	
Standards: • Use bulleted list • Indicate using number and write out the full standard	
Lesson Objectives (follows ABCD Format - Audience, Behavior, Condition and Degree.): 1. Use numbered list 2. Objectives should relate to standards	
Differentiation Strategies: Content - Process - The activities students use to master the content Product - Tends to be tangible, for example reports, tests, brochures, speeches or performances. - Environment - Includes the operation and tone of the classroom - class rules, furniture arrangement, lighting, procedures and processes. • Use bulleted list • Specify the need being addressed by the differentiation strategy	
ENGAGE • How will you get students engaged? • Should be between 2 and 10 minutes • Written in a way that anyone with the description could teach	
EXPLORE • Describe activities that get students to interact with content • Written in a way that anyone with the description could teach	
EXPLAIN • Teacher or student driven explanations of content - development of objectives • Written in a way that anyone with the description could teach	
EXTEND • What opportunities will you provide for students to apply the content in a new way? • NOTE: this is not an evaluation • Written in a way that anyone with the description could teach	
EVALUATE	
• Formative	How will you monitor student learning?
• Summative	Include a sample summative assessment
• Reflective	How will you reflect on the lesson and determine what needs to change?

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Sample Four-Year Plans

These are sample plans only; students should work closely with their advisor and consult their catalog of record to ensure appropriate academic progress. *Students are responsible for knowing the requirements of their program and for making sure all program requirements are met.*

Elementary (certification)

Year 1 Two-Week Explorations Term	
Fall	Spring
IDS 101 Step Into Cottey	Select from catalog
Year 1 Fourteen-Week Term	
Fall	Spring
EDU 100	EDU110
FWS 101 First Year Writing	EDU190
Gen Ed x 3	WRI 102 College Writing
	Gen Ed x 2
Year 2 Two-Week Explorations Term	
Fall	Spring
Select from catalog	Select from catalog
Year 2 Fourteen-Week Term	
Fall	Spring
EDU 272	ENG 208
EDU 260	EDU 240
EDU 280	EDU 250
EDU 290	Gen Ed
Year 3 Two-Week Explorations Term	
Fall	Spring
Year 3 Fourteen-Week Term	
Fall	Spring
EDU 326	EDU 310
EDU 387	EDU 318
Gen Ed x 2	EDU 380
	EDU 425
Year 4 Two-Week Explorations Term	
Fall	Spring
Year 4 Fourteen-Week Term	
Fall	Spring
EDU 390	EDU 490
EDU 400	
EDU 415	
Gen Ed x 2	

Secondary (certification)

Year 1 Two-Week Explorations Term	
Fall	Spring
IDS 101 Step Into Cottey	Select from catalog
Year 1 Fourteen-Week Term	
Fall	Spring
EDU 100	EDU110
FWS 101 First Year Writing	EDU190
Gen Ed (1 or 2)	WRI 102 College Writing
Content (1 or 2)	Gen Ed
	Content
Year 2 Two-Week Explorations Term	
Fall	Spring
Select from catalog	Select from catalog
Year 2 Fourteen-Week Term	
Fall	Spring
EDU 270	Content (2)
EDU 280	Gen Ed (2)
EDU 290	
Content (1 or 2)	
Gen Ed (1 or 2)	
Year 3 Two-Week Explorations Term	
Fall	Spring
Select from catalog	Select from catalog
Year 3 Fourteen-Week Term	
Fall	Spring
EDU 325	EDU 310
Content (1 or 2)	EDU 425
Gen Ed (1 or 2)	Gen Ed (1 or 2)
	Content (1 or 2)
Year 4 Two-Week Explorations Term	
Fall	Spring
Select from catalog	Select from catalog
Year 4 Fourteen-Week Term	
Fall	Spring
EDU 38* Secondary Methods	EDU 490
EDU 390	
EDU 400	
EDU 415	

Special Education

Year 1 Two-Week Explorations Term	
Fall	Spring
IDS 101 Step Into Cottey	Select from catalog
Year 1 Fourteen-Week Term	
Fall	Spring
EDU 100	EDU110
FWS 101 First Year Writing	EDU190
Gen Ed x 3	WRI 102 College Writing
	Gen Ed
	EDU 240 or EDU 250
Year 2 Two-Week Explorations Term	
Fall	Spring
Select from catalog	Select from catalog
Year 2 Fourteen-Week Term	
Fall	Spring
EDU 260	EDU 240 or EDU 250
EDU 280	EDU 318
EDU 290	SED 200
Gen Ed x 2	Gen Ed
Year 3 Two-Week Explorations Term	
Fall	Spring
Year 3 Fourteen-Week Term	
Fall	Spring
EDU 326	EDU 310
EDU 387	EDU 380
SED 300	EDU 425
Gen Ed x 2	SED 350
Year 4 Two-Week Explorations Term	
Fall	Spring
Year 4 Fourteen-Week Term	
Fall	Spring
EDU 390	EDU 490
EDU 400	
EDU 415	
SED 400	
Gen Ed	