STUDENT TEACHING HANDBOOK
for
TEACHER CANDIDATES,
COOPERATING TEACHERS, and
UNIVERSITY SUPERVISORS

Department of Teacher Education and Certification

Chair: Beth Kania-Gosche, PhD

214 Centennial Hall; 300 W. 12th Street
Rolla, Missouri 65409

(573) 341-4692

teachered@mst.edu
# Table of Contents

Purpose of Student Teaching ........................................................................................................... 3  
Model Code of Ethics for Educators ................................................................................................. 4  
Student Teaching Application Process ............................................................................................ 11  
Teacher Certification Recommendation ......................................................................................... 12  
Responsibilities of the Student Teacher ......................................................................................... 13  
Responsibilities of the Cooperating Teacher (CT) ......................................................................... 14  
Responsibilities of the University Supervisor (US) ......................................................................... 15  
Legal Status of the Student Teacher .............................................................................................. 16  
Grading Policy .................................................................................................................................. 16  
General Policies .............................................................................................................................. 16  
Suggested Timeline for Student Teaching ....................................................................................... 18  
MEES Teacher Candidate Assessment Rubric .................................................................................. 20  
MEES Teacher Candidate Rubric Scoring Protocol 2019-2020 ...................................................... 29  
Forms ............................................................................................................................................... 30
Purpose of Student Teaching

At Missouri S&T, every undergraduate student, regardless of major, completes an experiential learning experience. In the Department of Teacher Education and Certification, these field experiences are woven throughout the program. These experiences are scaffolded, from an initial observation to the final semester of student teaching.

Student teaching represents the culminating field experience of the initial teacher certification program. It offers an opportunity for practical application of theory, observation of techniques and strategies, a testing ground for techniques and strategies to fit various teaching styles, and an opportunity for immediate and continuous constructive feedback.

During this experience, student teachers are expected to produce high-quality work in an unfamiliar setting while collaborating with new colleagues. Throughout the semester, student teachers relate to students, teachers, supervisors, staff, administrators, and parents. Communication is the key to building this relationship and ensuring that shared information is received in the context in which it was intended. Increased understanding and honest communication is crucial to a successful student teaching experience.

Student teaching is both an opportunity to demonstrate competence and an internship for growing into the role of a professional educator. Supervised student teaching, EDUC 4299, constitutes 12 semester hours of credit and involves a minimum of 16 weeks in a classroom. Fourteen weeks will be spent in a secondary classroom in the student teacher’s content area. The remaining two weeks will be spent observing in other grade levels and diverse classrooms. Student teachers will spend approximately 40 hours per week in school-related activities which include, but are not limited to the following: preparation, staff meetings, conferences, and school activities. Some events will require evening and weekend attention.

In addition to the responsibilities of the student teaching assignment, student teachers will register for EDUC 4298, a one credit hour seminar designed to provide an opportunity for peer interaction concerning teaching applications, problems, issues, and questions. Furthermore, the student teaching seminars will provide professional development activities regarding current research and best practices presented by experts in their fields of education.

The purpose of the *Handbook for Student Teachers and University Supervisors* is to provide a guide for participants in the student teaching experience. This handbook addresses the responsibilities of the student teacher, the cooperating teacher, and the university supervisor. The expectation is for it to supplement the student teacher’s introduction into the profession of teaching.
Model Code of Ethics for Educators

https://www.nasdtec.net/page/MCEE_Doc

Principle I: Responsibility to the Profession

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

A. The professional educator demonstrates responsibility to oneself as an ethical professional by:
   1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;
   2. Knowing and upholding the procedures, policies, laws and regulations relevant to professional practice regardless of personal views;
   3. Holding oneself responsible for ethical conduct;
   4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
   5. Refraining from professional or personal activity that may lead to reducing one’s effectiveness within the school community;
   6. Avoiding the use of one’s position for personal gain and avoiding the appearance of impropriety; and
   7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.

B. The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:
   1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
   2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
   3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;
   4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate; and
   5. Cooperating fully during ethics investigations and proceedings.

C. The professional educator promotes and advances the profession within and beyond the school community by:
   1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
   2. Engaging in respectful discourse regarding issues that impact the profession;
   3. Enhancing one’s professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;
   4. Actively participating in educational and professional organizations and associations; and
   5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.
Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

A. *The professional educator demonstrates commitment to high standards of practice through:*
   1. Incorporating into one’s practice state and national standards, including those specific to one’s discipline;
   2. Using the *Model Code of Educator Ethics* and other ethics codes unique to one’s discipline to guide and frame educational decision-making;
   3. Advocating for equitable educational opportunities for all students;
   4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one’s position;
   5. Reflecting upon and assessing one’s professional skills, content knowledge, and competency on an ongoing basis; and
   6. Committing to ongoing professional learning.

B. *The professional educator demonstrates responsible use of data, materials, research and assessment by:*
   1. Appropriately recognizing others’ work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
   2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
   3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
   4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
   5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one’s research and practice, in accordance with district policy, state and federal laws; and
   6. Using data, data sources, or findings accurately and reliably.

C. *The professional educator acts in the best interest of all students by:*
   1. Increasing students’ access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience.
   2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
   3. Protecting students from any practice that harms or has the potential to harm students.

Principle III: Responsibility to Students

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

A. *The professional educator respects the rights and dignity of students by:*
   1. Respecting students by taking into account their age, gender, culture, setting and socioeconomic context;
   2. Interacting with students with transparency and in appropriate settings;
   3. Communicating with students in a clear, respectful, and culturally sensitive manner;
   4. Taking into account how appearance and dress can affect one’s interactions and relationships with students;
   5. Considering the implication of accepting gifts from or giving gifts to students;
   6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;
   7. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;
8. Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and
9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator’s career. The professional educator ensures that the adult relationship was not started while the former student was in school.

B. The professional educator demonstrates an ethic of care through:
1. Seeking to understand students’ educational, academic, personal and social needs as well as students’ values, beliefs, and cultural background;
2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and
3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

C. The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:
1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
2. Upholding parents’/guardians’ legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and
3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

Principle IV: Responsibility to the School Community
The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

A. The professional educator promotes effective and appropriate relationships with parents/guardians by:
1. Communicating with parents/guardians in a timely and respectful manner that represents the students’ best interests;
2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

B. The professional educator promotes effective and appropriate relationships with colleagues by:
1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy;
3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
5. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;
6. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other teacher leadership positions are prepared and supervised to assume these roles;
7. Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and experience in order to maximize students’ opportunities and achievement; and
8. Working to ensure a workplace environment that is free from harassment.

C. *The professional educator promotes effective and appropriate relationships with the community and other stakeholders by:*
   1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;
   2. Collaborating with community agencies, organizations, and individuals in order to advance students’ best interests without regard to personal reward or remuneration; and
   3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

D. *The professional educator promotes effective and appropriate relationships with employers by:*
   1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;
   2. Respecting intellectual property ownership rights (e.g. original lesson plans, district level curricula, syllabi, gradebooks, etc.) when sharing materials;
   3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and
   4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. *The professional educator understands the problematic nature of multiple relationships by:*
   1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students’ learning and well-being or diminish educator effectiveness;
   2. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;
   3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and
   4. Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

**Principle V: Responsible and Ethical Use of Technology**
The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

A. *The professional educator uses technology in a responsible manner by:*
   1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one’s interactions with students, colleagues, and the general public;
   2. Staying abreast of current trends and uses of school technology;
   3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;
   4. Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;
   5. Understanding and abiding by the district’s policy on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and

7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

B. The professional educator ensures students’ safety and well-being when using technology by:
   1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
   2. Respecting the privacy of students’ presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and
   3. Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

C. The professional educator maintains confidentiality in the use of technology by:
   1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;
   2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and
   3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

D. The professional educator promotes the appropriate use of technology in educational settings by:
   1. Advocating for equal access to technology for all students, especially those historically underserved;
   2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and
   3. Promoting technological applications (a) that are appropriate for students’ individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.
The following code of ethics for student teachers has been adopted by the department of Teacher Education and Certification at Missouri University of Science and Technology:

**A Code of Ethics for Student Teachers**

Included among the many objectives of the student teaching experience should be the development and enhancement of the student teacher’s instructional skills and professional integrity; therefore, it is necessary that he/she accept the following responsibilities:

**Ethical Considerations to the Student** - The first consideration of the student teacher is the welfare of his/her students. A student teacher should:

- Respect the judgment of the cooperating teacher in guiding the pupils toward mature responsibility in the school, the home, and the community.
- Recognize the need for understanding child growth and development.
- Develop a learning program oriented toward the individual capabilities of the students and a social climate which encourages personal integrity and societal responsibility.
- Respect the confidence of a student by understanding that information given in confidence is passed on only to authorized persons or agencies that are attempting to aid the student.
- Refrain from indoctrinating students with personal religious or political views.
- Model appropriate physical, mental, intellectual, and ethical behavior.
- Deal sympathetically with each student without prejudice or partiality.

**Ethical Considerations to Missouri University of Science and Technology and the Cooperating School**

The student teacher observes the professional and personal standards expected by the university and the cooperating school district and welcomes the guidance of their representatives. A student teacher should:

- Establish an affiliation as a student of the university and uphold the academic integrity of the institution.
- Approach all opportunities for academic and professional preparation with a constructive attitude.
- Become informed and supportive of the policies of the cooperating school by developing a rapport with the cooperating teacher and other school personnel.
- Assume the authority that has been delegated.
- Respect the rights and dignity of all members of the profession.
Ethical Considerations to the Profession
The student teacher strives to develop professional skills and attitudes while maintaining constructive and cooperative relationships. A student teacher should:

- Dress professionally and according to the cooperating school’s dress code.
- Show pride in being a member of the profession and conduct himself/herself according to professional ethics.
- Stay well-informed concerning academic, professional, and current affairs.
- Utilize professional support staff to solve problems relating to education.

Ethical Considerations to Society and to Oneself
The student teacher is aware of the attitudes and activities of the community. A student teacher should:

- Take an active interest in community life.
- Assume the responsibility of understanding how the school fits into the global society.
- Respect the cultural heritage of each student.
- Maintain physical and mental health to ensure preparedness for student teaching.
Student Teaching Application Process

Beginning with Spring 2020 student teachers, all materials will be submitted via Foliotek. Deadlines for submitting student teaching applications are August 1 for Spring semester and December 1 for Fall semester. 


- Professional Standing within the Department of Teacher Education and Certification
- Passing score on the Missouri Content Assessment
- Cumulative GPA of 2.75
- Content GPA of 3.0
- Education GPA of 3.0
- Completion of all content and education coursework for certification and degree requirements
- (beginning Spring 2020) Substitute teaching certificate received through the Missouri Department of Elementary and Secondary Education; see this website for information https://dese.mo.gov/educator-quality/certification/checklist-substitute-teachers
- FCSR background check clearance
- MSTA or other professional organization liability insurance

The Department highly recommends that teacher candidates earn Google Educator Level 1 or Apple Teacher technology badges prior to student teaching. Choose the badge that aligns with the technology being used in your student teaching district of choice.

Teacher candidates will apply for two school districts for the student teaching semester. While the Department makes every effort to accommodate these requests, acceptance of a teacher candidate is the choice of the school and district and depends on availability and credentials of cooperating teachers. A Memorandum of Understanding must be on file for placements.

The Department of Teacher Education and Certification reserves the right to place teacher candidates in any setting deemed appropriate by university supervisors and a reasonable distance from the teacher candidate’s residence during their student teaching semester.
Teacher Certification Recommendation

Teacher candidates should apply for their initial teaching certificate through the Missouri Department of Elementary and Secondary Education as soon as possible after completion of student teaching. Candidates who wait to apply may have to complete any new requirements enacted since their degree completion. All transcripts must be provided to DESE, including community college, dual enrollment, and any other college credit earned. Missouri S&T will send an official transcript to DESE upon degree conferral. **Applying for certification is the responsibility of the student and does not happen automatically after conferral of the degree.**

To be eligible for certification, students must have a conferred degree, meet all state GPA requirements, and obtain a passing score on the Missouri Content Assessment (220) and the MEES/Teacher Candidate Assessment Rubric (42). These scores are determined by the Missouri State Board of Education and may be subject to change in future academic years.

Candidates may apply for an additional area of certification with the passage of the appropriate [Missouri Content Assessment](#). Candidates may apply for this additional certification through DESE after the initial teaching certificate has been granted. An additional fee to DESE may be incurred.
Responsibilities of the Student Teacher

Student teaching is a full-time job including the full responsibility of the class load and out-of-class activities. Working during student teaching is strongly discouraged. Attendance and preparation should reflect the seriousness of this responsibility and, as a result, the student teacher is expected to accomplish the following:

- Participate in Missouri Educator Evaluation System (MEES) training for the preservice teacher. This will be provided by the Missouri University of Science and Technology, Department of Education and Certification in conjunction with the South Central Regional Development Center (RPDC).
- Communicate with students’ guardians with an introductory letter, website, or through the LMS.
- Be a part of regularly scheduled evaluation conferences with the cooperating teacher and the university supervisor.
- Maintain a friendly but professional relationship with the students.
- Support school policies and personnel by knowing and following all school rules and regulations, including those on social media use and contact with students.
- Dress, speak, and act in a professional manner.
- Respect confidential information concerning the students and/or the school system.
- Participate in extracurricular activities such as professional development, faculty meetings, athletic contests, and special school events.
- Inform the cooperating teacher and university supervisor of any absence prior to missing a regularly scheduled day.
- Communicate with the university supervisor regarding questions/concerns, progress, and observations, provide lesson plans, journals, and other artifacts as requested.
- Display self-reliance, desire, enthusiasm, and initiative.
- Develop written lesson plans using the S&T Lesson Plan Template. [http://teachereducation.mst.edu/forms/](http://teachereducation.mst.edu/forms/)
- Seek approval of the cooperating teacher prior to instruction by providing written lesson plans or other materials as requested.
- Maintain open and clear communication with students and colleagues.
- Be involved in the self-evaluation process. Examine the goals and outcomes of each instructional activity, solicit feedback and suggestions for intervention, and maintain a written journal reflecting student teaching experiences.
- Plan, utilize, and critically analyze various teaching methods: lecture, discussion, individual instruction, group instruction, cooperative learning, power teaching, team teaching, independent study, and/or group strategies (games, role play, student presentations).

- Display cultural competence when teaching and interacting with students and staff.

- Develop a Professional Development Plan and submit in Foliotek.

- Submit the cumulative, weekly, and diverse experiences logs in Foliotek, found on the department website:
  
  https://teachereducation.mst.edu/forms/

**Responsibilities of the Cooperating Teacher (CT)**

One of the core values of Missouri S&T is partnerships. The Teacher Education and Certification Department would not exist without the partnerships with school personnel willing to allow teacher candidates into their buildings. Their service to the continuation of the profession is deeply appreciated.

The cooperating teacher is a certificated educator employed by the school district to which the student teacher has been assigned. Additionally, the CT is certified in the content area and has a minimum of three years’ teaching experience. The CT serves as a mentor for the student teacher and is a key to the success of the student teaching experience. He or she should be willing to share ideas and strategies with the student teacher and, in return, allow the student teacher to grow in his/her abilities by providing a guided, structured experience. As a result, the cooperating teacher is expected to:

- Participate in Missouri Educator Evaluation System (MEES) training for the preservice teacher. This will be provided by the Missouri University of Science and Technology, Department of Education and Certification in conjunction with the South Central Regional Development Center (RPDC). Substitute pay and mileage reimbursement will be provided by the Teacher Education and Certification Department if needed.

- Provide a workspace for the student teacher along with any materials such as the school’s handbook, diagram of the building, school calendar, course schedule, faculty handbook, tornado or fire drill information, etc.

- Prepare the students for the arrival of the student teacher and introduce the student teacher as a team member to faculty, staff, and class.

- Keep communication open with the university supervisor and student teacher for problem awareness/solving situations.

- Arrange conference time each day for planning and reflection and encourage the student teacher to feel free to openly discuss concerns.

- Assist the student teacher in gathering information necessary for the experience.

- Explain the procedure for obtaining login information, textbooks, supplementary references, audiovisual materials and equipment, ordering supplies, and planning field trips.
• Provide the student teacher with opportunities to work with the students on an individual basis, in small
groups, and with the entire class.

• Present the student teacher with opportunities to experience non-classroom activities such as working
with school counselors, teacher committees, in-service sessions, parent conferences, and departmental
meetings.

• Assist the student teacher in looking at student behavior objectively by allowing the student teacher to
assume responsibility for classroom management, keeping in mind that all decisions regarding
disciplinary measure are ultimately the responsibility of the cooperating teacher.

• Encourage the student teacher to initiate his/her own ideas within school and classroom guidelines and
to feel that he/she is accepted and respected as a member of a team performing a professional role.

• Complete at least four formative written evaluations for the student teacher. In addition, complete two
summative evaluations (midterm and final). All assessments should be discussed with the student
teacher before being submitted to the university supervisor on Foliotek. The summative scores are
reported to DESE and contribute to the student’s qualifying score for certification.

**Responsibilities of the University Supervisor (US)**

The university supervisor is responsible for the well being of the student teacher during the student teaching
assignment. The university supervisor serves as an important liaison between the university and the cooperating
schools. In addition to this role, the supervisor is expected to:

• Work with the cooperating teacher and the student teacher in planning, executing, and evaluating the
student teaching experience.

• Maintain current Missouri Educator Evaluation System (MEES) training and attend triad training.

• Facilitate an orientation at the school during the first few days of the student teaching assignment.

• Observe the student teacher during a lesson on at least four separate occasions during the fourteen week
assignment. These observations should be recorded in Foliotek using the Missouri Student Teacher
Evaluation Rubric.

• Follow observations by conferencing with the cooperating teacher and the student teacher to evaluate
progress, make constructive suggestions, and provide guidance as requested.

• Collaborate with the cooperating teacher in developing strategies to address any problems which may
arise during the student teaching experience.

• Recommend a student teacher’s reassignment when all other options for resolution have proven
unsuccessful.

• Evaluate the student teacher’s electronic portfolio in Foliotek.

• Determine the student teacher’s final grade while considering the grade recommended by the
cooperating teacher. The summative scores on the Missouri Student Teacher Evaluation Rubric will be
used to determine the grade following the formula specified in this document. The summative scores are reported to DESE and contribute to the student’s qualifying score for certification.

- Upon the request of the student teacher, provide a letter of reference for the student teacher’s credential file.

**Legal Status of the Student Teacher**

The cooperating teacher is responsible for the health, safety, and general well being of the students. The exercise of good judgment at all times is essential. Therefore, when the cooperating teacher allows the student teacher to teach the class, the cooperating teacher is still responsible for the students. However, should harm come to any student through malice, negligence, or poor judgment on the part of the student teacher, it might be expected that both the student teacher and cooperating teacher could be held responsible because both are in the room. Student teachers are required to have current membership in S-MSTA which includes a liability insurance policy.

Legally, a student teacher cannot be a substitute teacher. The cooperating school is responsible for securing a substitute teacher on days when the cooperating teacher is absent from school. Student teaching is a supervised experience and requires that a certified teacher or substitute teacher is present at all times.

**Grading Policy**

A grade of “C” or better is required for certification and graduation.

<table>
<thead>
<tr>
<th>Grade</th>
<th>MEES cumulative score (US and CT)</th>
<th>CT recommended grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>50 and above, no scores below 2</td>
<td>25 or more, no scores below 2</td>
</tr>
<tr>
<td>B</td>
<td>46-49, no scores below 2.</td>
<td>23-24, no scores below 2</td>
</tr>
<tr>
<td>C</td>
<td>42-45, 2 or fewer scores below 2.</td>
<td>21-22, 2 or fewer scores below 2</td>
</tr>
<tr>
<td>F</td>
<td>41 or less</td>
<td>20 or less</td>
</tr>
</tbody>
</table>

**General Policies**

**Student Teaching Calendar and Attendance:** Student teaching is a sixteen week assignment consisting of fourteen weeks in a secondary classroom in the content area and two weeks observing and assisting in diverse classroom settings. Once student teaching has officially begun, the student teacher is to conform to the schedule and attendance standards of the assigned cooperating school. Missouri S&T scheduled holidays are no longer observed. It is the consensus of the Department of Teacher Education and Certification, administrators, and cooperating teachers that the student teacher is on task for a minimum of 640 hours during the sixteen weeks.

**Excused Absences:** Excused Absences: If the student teacher finds it necessary to be absent due to illness or emergency, the student teacher must immediately contact the cooperating teacher (or principal), and the university supervisor. Absences for any other reason must be arranged in advance with the university supervisor. All absences must be made-up as per university supervisor’s discretion in conjunction with the Teacher Education and Certification Department and cooperating teacher.
Unexcused and/or unreported absences are grounds for terminating the experience for that semester, and the student teacher will be responsible for dropping the course from his/her registration resulting in rescheduling the next semester at different schools.

Missouri S&T’s spring break does not apply to student teachers. If the cooperating school observes a spring break, student teachers will observe it as well. If not, the student teacher will continue teaching. Student teachers follow the schedule of the cooperating school.

**Student Teaching Seminar:** All students accepted for the student teaching experience are required to register for EDU 4298 – Student Teaching Seminar, a one credit hour course designed to address contemporary education topics. Attendance is required. Dates for all seminars are published at the beginning of the semester in the EDUC 4298 syllabus.

**Selection of Cooperating Teachers:** The selection of a cooperating teacher is the mutual responsibility of the designated school administrator and the Department of Teacher Education and Certification at Missouri S&T. As a cooperating teacher, he/she will have a bachelor’s degree or above, be teaching in the area of certification, and have a minimum of three years of teaching experience. In addition, the cooperating teacher will be designated by the building administrator as capable of assuming the responsibilities of a cooperating teacher.

**Student Teaching Placement:** The student teaching assignment must be in the grade level and/or specialty area of certification. Missouri S&T’s Department of Teacher Education and Certification also requires a passing score on the Missouri Content Assessment prior to the student teaching semester.

**Placement Sites:** Preferences for teaching sites are solicited from students; however, the Department of Teacher Education and Certification, in collaboration with the cooperating schools, will assign final placements.

**Electronics:** Please abide by the cooperating school’s policies regarding the use of cell phones, social media, etc.

**Remediation:** Cooperating teachers or building administrators should notify the university supervisor or faculty of concerns at any point during the semester. If needed, a written plan will be developed in collaboration with the teacher candidate, listing areas for improvement; strategies for implementation; support offered by the RPDC, department, and district if necessary; a timeline; and consequences if the plan is not completed. The Department of Teacher Education and Certification reserves the right to remove a teacher candidate from student teaching if requested by the building administrator or if adequate progress is not being made.
Suggested Timeline for Student Teaching

The timeline below should be viewed as a general model. This model is based upon a sixteen week student teaching experience.

<table>
<thead>
<tr>
<th>Week</th>
<th>Activities</th>
<th>Portfolio Goals</th>
</tr>
</thead>
</table>
| One  | Supervising Teacher Orientation- wks. 1-2 | • Assist/observe CT  
• Collaborative teaching and planning  
• Interactive observation  
• EDUC 4298 (RPDC) | • Update Foliotek-  
• Reflective journal  
• Reflection- EDUC 4298  
• Intro Piece (letter, website, LMS)  
• Contextual Factors Chart |
| Two  | • Assist/collaborate w/ CT  
• Assist in small groups | • Reflective journal |
| Three- CT and US 1st Observation- wks.3-5, and Foliotek lesson reflection | • Assist/collaborate w/ CT  
• Assist in small groups; begin taking more teaching responsibilities | • Reflective journal  
• Lesson plans with lesson reflections |
| Four | • Assist/collaborate w/ CT  
• Assist in small groups; begin taking more teaching responsibilities  
• EDUC 4298 (RPDC) | • Reflective journal  
• Lesson plans with lesson reflections  
• Reflection-EDUC4298 |
| Five | • Co-teach or full responsibility in the classroom | • Reflective journal  
• Lesson plans with lesson reflections |
| Six- CT and US 2nd Observation- wks. 6-7 Foliotek lesson reflection | • Co-teacher or full responsibility in the classroom | • Reflective journal  
• Lesson plans with lesson reflections |
| Seven- CT and US Midterm Summative | • Co-teacher or full responsibility in the classroom | • Reflective journal  
• Lesson plans with lesson reflections |
| Eight- CT and US 3rd Observation- wks. 8-9 Foliotek lesson reflection | • Co-teacher or full responsibility in the classroom  
• EDUC 4298 (RPDC) | • Reflective journal  
• Lesson plans with lesson reflections  
• Reflection-EDUC4298 |
| Nine | • Full responsibility in the classroom | • Reflective journal  
• Lesson plans with lesson reflections |
| Ten- CT and US 4th Observation- wks.10-12 Foliotek lesson reflection | • Full responsibility in the classroom | • Reflective journal  
• Lesson plans with lesson reflections |
| Eleven | • Full responsibility in the classroom  
• EDUC 4298 (RPDC) | • Reflective journal  
• Lesson plans with lesson reflections  
• Reflection-EDUC 4298 |
| Twelve- CT and US Summative- wks. 12-14 | • Co-teaching or full responsibility | • Reflective journal  
• Lesson plans with lesson reflections |
| Thirteen | • Transition classes back to CT | • Reflective journal |
| Fourteen | • Transition classes back to CT | • Summative evaluations by US & CT  
• Reflective journal |
<table>
<thead>
<tr>
<th></th>
<th>Observe other classrooms</th>
<th>Reflective journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fifteen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sixteen</td>
<td>Observe other classrooms</td>
<td>Upload artifacts to Foliotek</td>
</tr>
<tr>
<td></td>
<td>EDUC 4298 (RPDC)</td>
<td>Professional Development Plan</td>
</tr>
</tbody>
</table>
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.**

<table>
<thead>
<tr>
<th>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</th>
<th>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</th>
<th>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</th>
<th>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. Expected level of performance by the end of the student teaching semester.</th>
<th>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):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provides no opportunity for students to process content.</td>
<td>• Demonstrates an awareness of strategies to allow students to process content.</td>
<td>• Provides students limited opportunities to process content.</td>
<td>• Provides students with multiple opportunities to process the content.</td>
<td>• Identifies low engagement and responds with strategies to increase engagement.</td>
</tr>
<tr>
<td>• Shares incorrect information.</td>
<td>• Demonstrates an understanding of basic content.</td>
<td>• Conveys accurate information when teaching content.</td>
<td>• Conveys accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning.</td>
<td>• Uses a variety of skillful questioning strategies to promote active participation and depth of student response.</td>
</tr>
<tr>
<td>• Provides no evidence of addressing needed vocabulary and/or terminology for student understanding of content.</td>
<td>• Plans to introduce vocabulary and terminology, but does not use strategies to enhance student engagement and responses.</td>
<td>• Introduces vocabulary and terminology necessary to understand content, but uses limited strategies to engage students</td>
<td>• Conveys vocabulary and terminology necessary to understand content and uses evidence-based instructional strategies to engage students.</td>
<td>• Facilitates a lesson in which every student in the class appears engaged for the duration of the lesson.</td>
</tr>
<tr>
<td>• Provides no evidence of planning for student engagement.</td>
<td>• Plans for student engagement but no evidence of implementation.</td>
<td>• Inconsistently engages students in the content.</td>
<td>• Consistently engages the majority of students in the content.</td>
<td>• Promotes students authentically using vocabulary and terminology relevant to the content.</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</th>
<th>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</th>
<th>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</th>
<th>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. Expected level of performance by the end of the student teaching semester.</th>
<th>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):</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Provides no evidence of differentiating content, process, product, or environment or shows no awareness of student differences.</td>
<td>● Describes strategies to differentiate and adjusts instruction based on student differences.</td>
<td>● Varies activities and strategies within a lesson but does not intentionally consider individual student differences represented in the classroom.</td>
<td>● Implements lessons that intentionally vary one or more of the following in order to address student differences: content, process, product, or environment.</td>
<td>● Adjusts strategies in the moment based on individual student needs.</td>
</tr>
<tr>
<td>● Provides no evidence of understanding students’ background knowledge and learning needs.</td>
<td>● Demonstrates understanding that some students may require differentiation based on cognitive, social, emotional, and physical needs.</td>
<td>● Uses evidence-based strategies for differentiation, though choices in strategies are not matched to some students’ needs and interests.</td>
<td>● Applies knowledge of individual students’ needs and interests by selecting a variety of evidence-based strategies, including any necessary accommodations or modifications.</td>
<td>● Uses individual student data or assessments to inform the selection and modification of strategies.</td>
</tr>
<tr>
<td>● Provides no evidence of understanding students’ languages, family, culture, and community needs.</td>
<td>● Demonstrates understanding of students’ languages, family, culture, and community in planning.</td>
<td>● Affirms students’ languages, family, culture, and community during learning opportunities.</td>
<td>● Integrates understanding of students’ languages, family, culture, and community when selecting, creating, and facilitating learning opportunities.</td>
<td>● Goes beyond food, holidays, and customs to acknowledge and explore deeper cultural expectations (sociolinguistics) and communication strategies (pragmatics) in classroom instruction and interactions.</td>
</tr>
</tbody>
</table>
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 - Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.

2 - Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.

3 - Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. Expected level of performance by the end of the student teaching semester.

4 - Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below):

- Provides no evidence of learning activities with alignment to standards.
- Plans for learning activities that are appropriately aligned to standards.
- Implements learning activities aligned to standards.
- Implements learning activities aligned to chosen standards and incorporates embedded formative assessment.
- Delivers lessons and assessments that illustrate a high degree of understanding of the intended standards.
- Connects cross-curricular subjects and/or considers scope and sequence when implementing lessons.
- Connects learning objectives to real world references to aid in student comprehension.
- 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.
## 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.

<table>
<thead>
<tr>
<th><strong>0</strong></th>
<th>The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>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):</td>
</tr>
</tbody>
</table>

| **●** | Demonstrates no awareness of the importance of students sharing ideas and generating possible solutions. |
| **●** | Plans strategies to facilitate opportunities for students to share ideas and generate possible solutions. |
| **●** | Uses strategies for some students to share ideas and generate possible solutions. |
| **●** | Implements strategies in which most students convey their ideas or solutions through product or process. |
| **●** | Facilitates student-centered lessons in which students discover for themselves the desired knowledge or skills, rather than relying on teacher-provided information. |
| **●** | Provides opportunities for students to demonstrate creativity, engage in creative problem-solving, and develop curiosity through hands-on experiences. |
| **●** | Allows students to express their thoughts, feelings, insights, opinions, and attitudes (not just knowledge) through a variety of media. |
| **●** | Provides opportunities for student thinking to delve into real-world topics, which address differing viewpoints, and allows students to respectfully justify their own opinion and solution to a problem. |

**Expected level of performance by the end of the student teaching semester.**
### 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.

<table>
<thead>
<tr>
<th>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</th>
<th>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</th>
<th>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</th>
<th>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. Expected level of performance by the end of the student teaching semester.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provides no evidence of classroom expectations that would contribute to a safe learning environment.</td>
<td>• Plans to communicate expectations to maintain a safe learning environment.</td>
<td>• Communicates expectations to students in advance, though may not consistently maintain these expectations throughout the lesson.</td>
<td>• Implements developmentally appropriate expectations to maintain a respectful and safe learning environment.</td>
</tr>
<tr>
<td>• Displays a lack of awareness of how to build appropriate relationships with students.</td>
<td>• Describes strategies for building appropriate relationships with students.</td>
<td>• Fosters positive social interactions in the classroom.</td>
<td>• Maintains positivity in formal and informal interactions, which encourages students to actively engage in learning.</td>
</tr>
<tr>
<td>• Provides no evidence of strategies for monitoring student behavior and addressing disruptions.</td>
<td>• Explains strategies for monitoring student behavior and minimizing disruptions.</td>
<td>• Responds appropriately to classroom disruptions.</td>
<td>• Proactively uses varied classroom management strategies to minimize disruptions to the learning environment.</td>
</tr>
</tbody>
</table>

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):

- Involves all students in creating a safe learning environment that respects differences and individual preferences.
- Seeks feedback from students on his or her teaching, strategies, classroom, etc.
- Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning.
- Effectively uses varied management or organizational strategies to motivate students and minimize interference with classroom instruction.
**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.

<table>
<thead>
<tr>
<th>0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</th>
<th>1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</th>
<th>2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</th>
<th>3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Provides no evidence of instructions in lesson plan.</td>
<td>● Plans to provide instructions.</td>
<td>● Conveys instructions to students through verbal OR non-verbal cues.</td>
<td>● Conveys clear instructions through verbal AND non-verbal cues or other communication strategies; follows up with students not understanding instructions.</td>
</tr>
<tr>
<td>● Provides no evidence of understanding the need to articulate expectations for student communication and interaction.</td>
<td>● Plans to articulate expectations for respectful student communication and interaction.</td>
<td>● Articulates vague expectations to students about respectful communication and interaction.</td>
<td>● Articulates or models expectations for student communication and interaction with respect for diverse backgrounds or differing opinions.</td>
</tr>
<tr>
<td>● Uses volume, tone, inflection, or sight lines that negatively impact lesson delivery.</td>
<td>● Displays self-awareness of the impact of volume, tone, inflection, or sight lines on lesson delivery.</td>
<td>● Uses volume, tone, inflection, or sight lines that periodically impact lesson delivery.</td>
<td>● Ensures volume, tone, inflection, and sight lines positively impact lesson delivery that is sensitive to the diverse needs of students, using resources as necessary.</td>
</tr>
<tr>
<td>● Consistently includes distracting communication errors that interfere with meaning.</td>
<td>● Includes communication errors that interfere with meaning.</td>
<td>● Uses communication that includes errors that do not interfere with meaning.</td>
<td>● Models proper spelling and grammar consistently in written and verbal communication.</td>
</tr>
<tr>
<td>● Provides no evidence of culturally and linguistically appropriate communication, resources, or examples.</td>
<td>● Plans for culturally and linguistically appropriate communication, resources, or examples.</td>
<td>● Uses culturally and linguistically appropriate communication, resources, or examples.</td>
<td>● Intentionally integrates and responds to culturally and linguistically appropriate communication, resources, or examples based on audience and context.</td>
</tr>
</tbody>
</table>

Expected level of performance by the end of the student teaching semester.
**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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</td>
</tr>
<tr>
<td>1</td>
<td>Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</td>
</tr>
<tr>
<td>2</td>
<td>Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</td>
</tr>
<tr>
<td>3</td>
<td>Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. Expected level of performance by the end of the student teaching semester.</td>
</tr>
<tr>
<td>4</td>
<td>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):</td>
</tr>
</tbody>
</table>

- Provides no evidence of data from assessments to monitor the progress of students.
- Articulates the importance of collecting assessment data.
- Uses formative and/or summative assessment data to monitor the progress of the class as a whole.
- Uses formative and/or summative assessment data to effectively monitor the progress of individual students and the class as a whole.
- Analyzes trend data to respond instructionally, resulting in a positive impact on student learning.
- Uses multiple assessments to accurately monitor, analyze, and triangulate the progress of each student and the class as a whole.
- Supports students in creating and articulating progress toward goals.
- Uses formative assessment strategies to adjust mid-lesson instruction.
- Provides no awareness that formative assessments are needed to guide future instruction.
- Articulates the need to use formative assessment strategies to gather data on student understanding to guide future instruction.
- Uses some formative assessment strategies to partially gather data on student understanding and sporadically implements adjustments to plan future instruction.
- Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction.
- Supports students in creating and articulating progress toward goals.
- Uses formative assessment strategies to adjust mid-lesson instruction.
- Provides no evidence of an understanding of maintaining student assessment records.
- Articulates a process for maintaining student assessment records.
- Confidently maintains student assessment records, though processes are inconsistent.
- Maintains student assessment records consistently and confidentially.
- Confidently maintains student assessment records, though processes are inconsistent.
- Maintains student assessment records consistently and confidentially.
## 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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</td>
</tr>
<tr>
<td>1</td>
<td>Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</td>
</tr>
<tr>
<td>2</td>
<td>Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</td>
</tr>
<tr>
<td>3</td>
<td>Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</td>
</tr>
<tr>
<td>4</td>
<td>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):</td>
</tr>
</tbody>
</table>

**Expected level of performance by the end of the student teaching semester.**

<table>
<thead>
<tr>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Provides no evidence of reflection on the lesson.</td>
</tr>
<tr>
<td>● Reflects on the lesson when prompted by the evaluator.</td>
</tr>
<tr>
<td>● Independently reflects on aspects of the lesson.</td>
</tr>
<tr>
<td>● Reflects on the effectiveness of a lesson based on student learning and engagement.</td>
</tr>
<tr>
<td>● Demonstrates commitment to the learning of the entire school, grade level, or data team, such as providing resources or activities, collaborating with colleagues on curriculum, etc.</td>
</tr>
<tr>
<td>● Actively participates in a professional organization to improve practice.</td>
</tr>
<tr>
<td>● Identifies areas of growth and seeks out opportunities to strengthen professional knowledge, e.g., webinars, books, professional development opportunities, professors, etc.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Provides no evidence of recognition of own weaknesses even when prompted.</td>
</tr>
<tr>
<td>● Acknowledges weaknesses when prompted, but does not improve professional conduct.</td>
</tr>
<tr>
<td>● Monitors and adjusts professional conduct when prompted.</td>
</tr>
<tr>
<td>● Monitors and adjusts professional conduct through self-assessment.</td>
</tr>
<tr>
<td>● Demonstrates commitment to the learning of the entire school, grade level, or data team, such as providing resources or activities, collaborating with colleagues on curriculum, etc.</td>
</tr>
<tr>
<td>● Actively participates in a professional organization to improve practice.</td>
</tr>
<tr>
<td>● Identifies areas of growth and seeks out opportunities to strengthen professional knowledge, e.g., webinars, books, professional development opportunities, professors, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Provides no acknowledgement of the importance of professional development.</td>
</tr>
<tr>
<td>● Acknowledges the importance of professional development, but does not attend.</td>
</tr>
<tr>
<td>● Attends approved professional development.</td>
</tr>
<tr>
<td>● Uses techniques or strategies introduced in approved professional development to improve student learning.</td>
</tr>
<tr>
<td>● Demonstrates commitment to the learning of the entire school, grade level, or data team, such as providing resources or activities, collaborating with colleagues on curriculum, etc.</td>
</tr>
<tr>
<td>● Actively participates in a professional organization to improve practice.</td>
</tr>
<tr>
<td>● Identifies areas of growth and seeks out opportunities to strengthen professional knowledge, e.g., webinars, books, professional development opportunities, professors, etc.</td>
</tr>
</tbody>
</table>
## Standard 9

**Standard 9: Professional Collaboration.** The teacher candidate has effective working relationships with students, families, school colleagues, and community members.

<table>
<thead>
<tr>
<th>0 - The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</th>
<th>1 - Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</th>
<th>2 - Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</th>
<th>3 - Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. Expected level of performance by the end of the student teaching semester.</th>
<th>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):</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Provides no evidence of understanding the importance of professional collaboration with colleagues.</td>
<td>● Recognizes the importance of professional collaboration with colleagues.</td>
<td>● Participates in professional collaboration with colleagues.</td>
<td>● Prepares for and fully engages in professional collaboration with colleagues to enhance student learning.</td>
<td>● Volunteers to be a member of a school-wide committee.</td>
</tr>
<tr>
<td>● Provides no evidence of understanding the importance of building relationships.</td>
<td>● Recognizes the importance of building relationships with students, colleagues, and families.</td>
<td>● Builds and maintains appropriate relationships with a limited number of students, colleagues, and families.</td>
<td>● Builds, maintains, and seeks out positive, appropriate relationships with students, colleagues, and families to support student success.</td>
<td>● Collaborates with outside community members for the benefit of students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Actively participates in school or district events to build a broader network of collaboration.</td>
</tr>
</tbody>
</table>
MEES Teacher Candidate Rubric Scoring Protocol 2019-2020

☐ For levels 0 – 3, a score earned on a majority of the strands will be the score assigned to that standard.
☐ For standards with an even number of strands, if the scores are split evenly between two adjacent levels, the lower score will be given.
☐ If neither of the first two rules applies, the mean of all strand scores should be calculated and used as the standard score. This score should be rounded down if the mean is *.5 or lower and rounded up if it is greater than *.5.
☐ Teacher candidates must demonstrate all of the skilled level (3) plus at least one of the exceeding descriptors to earn a 4.
☐ If a particular strand within a standard is not observable, score the standard based on the evidence available.
☐ All standards must be scored on the Summative Evaluation.
☐ If a Teacher Candidate has two cooperating teachers with time equally split between them, the scores for the standard will be averaged by the EPP. For other lengths of placements, please consult your EPP.
☐ Scores are reported as whole numbers only.
☐ Each EPP may require artifacts to support scoring.

Please refer to the tables on pages 8-11 on the MEES Scoring Protocol for Scoring Scenarios.
The following forms may be found at https://teachereducation.mst.edu/forms:

- Student Teaching Handbook F2019
- Weekly Feedback Form
- Lesson Plan Format
- MEES Teacher Candidate Assessment Tool (Formative and Summative)
- MEES Teacher Candidate Assessment Rubric
- Building Administrator Evaluation (optional)
- Student Teaching Attendance Policy
- Student Teaching Weekly Log
- Student Teaching Cumulative Log
- Student Teaching Diverse Log

Full MEES protocol from DESE: