Forward

Dear Student Teacher Candidate,

This handbook purposefully accompanies exciting and culminating landmarks within your teaching endeavors! Importantly, the MBU Education Division faculty created the document to enhance your journey from pre-service observer through the intense challenges you encounter as pre-teaching practice (field experience) to the ardent achievement you accomplish with fulfillment of student teaching.

We sincerely congratulate your progress, and envision the minute-by-minute effort applied to each lesson’s ‘reflective’ closure. All ‘degree-seeking’ classes converge as you combine scholarship, integrity, caring, flexibility, and determination in order to switch from ‘learning the teacher’ (as you completed each course) to ‘teaching the learner’ as you instruct each child. Wow!

The success of your instruction also results from your practiced ‘professional enjoyment’ of every teaching opportunity. These numerous opportunities happen with the ‘teacher personality’ you continuously display. Enthusiastic greetings, genuine smiles, sincere praise, affective listening, a mature ‘posture’, credible expectations, and empathy with dignity begin to establish the exchange of trust and mutual respect needed for your classroom’s climate and each student’s daily progress.

At the first suitable circumstance, your initial- and continued- involvement in a component of each student’s learning experience and activity confirms your intention to discover how that individual eagerly grasps what you intend to teach. This involvement confirms your regard for uniqueness and diversity.

As each day concludes, remember (Yes! Each day concludes!) to dedicate renewed ‘exit enthusiasm’ to positive remarks that affirm knowledge learned, skill acquired, great ‘effort’ observed. Include comments that regard ‘student as learner’ and ‘teacher as learner’ (you!). Students then leave your classroom, go home, and inform a parent that they want to come to school.

Now, in reality, at this stage of your journey to become a certified teacher, you follow the lead of an experienced Cooperating Teacher. That wise professional shares strategies for success. Thus, a critical task of those important first days becomes the observation and written record of those pedagogical, subtle and overt techniques used to create a classroom climate of learning. Yes, write about them in a journal.

Summarily,

1. You truly display care because you learn each student’s interests, needs, and strengths.
2. You arrive prepared, even from the first day, to teach students.
3. You model the importance of continuous learning by sharing your interests with students (i.e. a book you read, an application you acquired, a game you enjoy).
4. As soon as possible, you create a respectful, trusting, and ‘safe haven’ for learning and welcome appropriate interaction and personal expression.

In Christ,

Missouri Baptist University Education Faculty

Revised December 2014 Missouri Baptist University Education Division
# TABLE OF CONTENTS

- Statement of Mission and Purpose................................................................. 5
- Commitment to Diversity .................................................................................. 7
- Central Purpose of Missouri Baptist University ............................................... 8
- Contact Information .......................................................................................... 9
- A Word on the Importance of Personal Reflection ............................................. 10
- Student Teaching Information Links .................................................................. 11
- Purpose of Handbook......................................................................................... 12
- Purposes of Student Teaching............................................................................. 12
- The Student Teaching Program ......................................................................... 13
- Placement ............................................................................................................ 13
- Notification of Placement .................................................................................. 13
- Supervision ......................................................................................................... 13
- Student Teacher Candidate Expectations ........................................................ 14
- Preparation and Planning .................................................................................. 14
- Openness and Acceptance ................................................................................ 14
- Discipline and Classroom Management .......................................................... 15
- Attendance ........................................................................................................ 15
- Professionalism ................................................................................................. 16
- Attire .................................................................................................................. 16
Inclement Weather .................................................................................................................. 16
Accident/Injury .......................................................................................................................... 16
Social Media ............................................................................................................................... 16
Substitute Teaching .................................................................................................................... 17
Termination of Placement ......................................................................................................... 17
Evaluation and Grading ............................................................................................................ 17
Role of the Cooperating Teacher ............................................................................................. 18
Role of the Principal .................................................................................................................. 20
Role of the University Supervisor ............................................................................................. 21
Instructional Planning ............................................................................................................... 23
MBU Lesson Plan ...................................................................................................................... 24
Self-Disposition .......................................................................................................................... 28
MBU Student Teaching Self Evaluation .................................................................................... 29
Emergency Information ............................................................................................................ 33
Statement of Mission and Purpose

The Education Division at Missouri Baptist University seeks to develop reflective, problem-solving, professional educators of excellence from a Christian perspective; to enhance the lives of students in the classroom intellectually, spiritually, physically, and socially; and to significantly influence students through the demonstrated integration of Christian faith and learning in the classroom, so that they may become positive change agents in a globally and culturally diverse society.

This means more than simply valuing human diversity; it includes an imperative to promote equity and social justice and to intentionally prepare candidates to develop the knowledge bases, interpersonal skills, and dispositions for serving diverse populations. Preparing candidates to become agents of social change is consistent with the Christian perspective and is reflected not only in the classroom, but also in field experiences in diverse settings. Based on its mission, the unit has undertaken the task of ensuring each candidate has experiences in schools with students from varied socioeconomic backgrounds, varied racial and ethnic groups, English language learners, and exceptional learners.

The following nine standards serve as the guiding principles by which MBU’s educator preparation programs are measured:

Missouri Baptist University prepares licensure candidates who:
1. Consistently demonstrate the content, pedagogical, and pedagogical content knowledge necessary to facilitate learning for all students, and to demonstrate the knowledge, skills, competencies, and dispositions defined as appropriate to their area of responsibility.
2. Analyze and reflect on their practice using a variety of assessment strategies, including action research and are committed to continued professional development.
3. Observe and practice solutions to problems of practice in diverse clinical settings and with diverse PK-Grade 12 student populations.
4. Use their self-awareness and knowledge of diversity to create learning environments that support their belief that through active hands-and-mind-on learning, all students can learn challenging curricula.
5. Demonstrate and promote the strategic use of technology to enhance learning and professional practice.
6. Support schools, students, and community through leadership, service, and personal involvement.
7. Develop effective and supportive relationships that enhance communication among students, parents, and colleagues to facilitate learning.
8. Exhibit empathy for and sensitivity to students and colleagues.
9. Actively practice the profession’s ethical standards.

Drawing from a rich combination of broad-based experiences and academic preparation, the professional education faculty seeks to facilitate in each student:
1. The development of an educational posture which is child-centered, experientially and authentically based, and consistent with a Christian perspective;
2. The enhanced awareness of Christian moral and ethical responsibilities relative to education in a diverse and changing society;
3. The development of critical thinking and effective problem-solving skills through a variety of traditional technologically-based experiences;
4. The application of experiential and research-based theories into the pedagogical process.

This program fosters in students a reflective and problem-solving heuristic (model) so that Missouri Baptist University graduates are able to make informed decisions as professional educators. The program consists of a planned integrated system (pattern) of coursework and authentic learning (field) experiences designed to enable the student to acquire a strong knowledge base and core of subject competencies, as well as to develop constructive social and personal attitudes to serve as a reflective professional in the education field. To that end, all students seeking state certification within the Education Division at Missouri Baptist University are expected to know and to be able to demonstrate their competency.
Those seeking initial certification to teach must demonstrate their competency in nine (9) standards as adopted by the Missouri State Board of Education as a part of the Missouri Standards for the Preparation of Educators (MoSPE).

1. Content Knowledge Aligned with Appropriate Instruction
2. Student Learning, Growth and Development
3. Curriculum Implementation
4. Critical Thinking
5. Positive Classroom Environment
6. Effective Communication
7. Student Assessment and Data Analysis
8. Professionalism
9. Professional Collaboration

Those seeking initial certification as a Library Media Specialist must demonstrate their competency in seven (7) standards as adopted by the Missouri State Board of Education as a part of the Missouri Standards for the Preparation of Educators (MoSPE).

1. Teaching for Learning
2. Reading and Literacy
3. Information and Knowledge
4. Leadership and Advocacy
5. Program Management and Administration
6. Technology Integration
7. Professional Development
MISSOURI BAPTIST UNIVERSITY’S COMMITMENT TO DIVERSITY

Missouri Baptist University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person. Missouri Baptist University affirms that an important part of the integration of faith and learning is the recognition that all people are created in the image of God and worthy of respect and dignity. We seek to ensure that all students have full access to the educational, social, and spiritual growth opportunities that the University provides to ensure that students understand and appreciate one of the University’s core values which is “social change through service and leadership.”

Through its curricula and classroom experiences, the university seeks to develop and nurture diversity because it strengthens the organization, promotes creative problem solving, and enriches us all.

The goal is to present materials and activities that are respectful of diverse groups including, but not limited to, race, gender, color, national or ethnic origin, age, qualified disability, military service, learning differences, socioeconomic status, or genetic information.
Central Purpose of Missouri Baptist University

“Be diligent to present yourself approved to God, a worker who does not need to be ashamed, rightly dividing the word of truth.” II Timothy 2:15

Central to Missouri Baptist University is its commitment to Christian (Biblical) principles to the glory of God and service to the community. Missouri Baptist University is an institution that acknowledges that the pursuit of excellence in its teaching, research, and quest for understanding God’s creation builds a foundation for academic success and life-long learning.

Missouri Baptist University is an evangelical Christian, liberal arts institution of higher learning whose purpose is to offer programs of study leading to professional certificates, undergraduate degrees, and graduate degrees in an environment of academic excellence from a Biblically-based Christian perspective. The University is committed to enriching students’ lives spiritually, intellectually, and professionally, and to preparing students to serve in a global and culturally diverse society.

The University seeks to prepare students who are motivated by ideals of service for effective performance in careers which are appropriate to the Christian commitment of the University. The University is open to all qualified students, regardless of race, gender, national origin, religion, age, or qualified disability.

Faculty and students work together toward the following purposes:

1. To develop a personal philosophy of life and an ethical and spiritual commitment which is based upon an awareness of alternatives and which is examined in the light of Biblical revelation.

2. To grow in an understanding of themselves, as well as others, and to cultivate an ability to employ this knowledge for self-development, for mental and physical health, and for social and family relationships.

3. To prepare for living in harmony with the physical environment by becoming aware of its basic principles, and of the means for intelligent use and conservation of its resources.

4. To develop effectiveness in the use and understanding of communication, both spoken and written, employing analytical and logical thinking in the process.

5. To become contributors to society in a manner consistent with Christian principles, participating responsibly in church, school, community, and world affairs, employing insights derived from a broad range of studies.

6. To grow in understanding, appreciation, and enjoyment of literature and the arts, and to become participants in creative and aesthetic activities in the community.

7. To prepare for continuing study by becoming acquainted with electronic technology resources and methods of scholarly research.
Contact Information

One College Park Drive
St. Louis, MO 63141
Phone: 314. 434.1115
Fax: 314.744.7656

Dr. Erica L. Bumpers
Director of Field Experience and Associate Professor of Education
Education Division
314.744.5339
bumperse@mobap.edu

Mrs. Angela McGowan
Teacher Certification Coordinator
Education Division
314.744.5323
mcgowan@mobap.edu

Ms. Kathleen Wendt
Director of Teacher Certification Advising
314.392.2324
wendt@mobap.edu

Mrs. Ricki Roth
Undergraduate Education Advisor
314.744.7625
rothri@mobap.edu

Mrs. Rosanne McCoy
Graduate Advisor
314.392.2322
mccoyr@mobap.edu

Ms. Grace White
Graduate Advisor
314.744.5381
whiteg@mobap.edu
A Word on the Importance of Personal Reflection

As you are discovering, there are many facets to the education program. You have your regular Missouri Baptist University course work (including reading assignments, class projects, case studies and other assignments), field experiences, MoGEA and other tests, and finally, student teaching. Too often, in the busyness of it all, the time to think and reflect is lost. The art of reflection is one to cultivate because without this skill the depth of understanding into teaching can be superficial.

Instead, as you learn to take in the data right in front of you, your observations of your Cooperating Teacher (even your university professors) and the students in your classroom, and the everyday routines of the school day, you will automatically tie them into theories of learning as you analyze what has happened. This is where growth takes place, as you think through the day and make adjustments for improvement and note what was powerful in your teaching.

- Are the relationships I have with my students helping or hindering their ability to learn?
- Was my demeanor and attitude towards my class today effective for student teaching?
- Are my students excited about coming to my class today?
- Do my assessments really reflect learning, or merely task completion or memorization skills?
- What new strategies have I tried lately that might benefit a student I am struggling with?
- What do I do when students are not learning in my classroom?
- What happens when I finish up my lesson so early, I still have a lot of time left?
- What do I do with a disruptive student?

Well, the questions just go on and on and the answers are found through the actual teaching act. From the time you meet the first student until the end of the first day, you will have already mentally reflected on what went well and what did not. In essence, this is reflection. The valuable part is to write down your thoughts on what happened. Then analyze what went well and why. Likewise, analyze what did not go as well as you would have liked it to go and make plans for improvement (utilize the expertise of your Cooperating Teacher and others in the field). These active thinking acts are reflections.
## Student Teaching Information Links

<table>
<thead>
<tr>
<th>Looking for</th>
<th>Go to link below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements for Student Teachers, Cooperating Teachers, and University Supervisors</td>
<td><a href="https://www.mobap.edu/wp-content/uploads/2013/01/Requirements-for-Student-Teachers-Cooperating-Teachers-University-Supervisors.pdf">https://www.mobap.edu/wp-content/uploads/2013/01/Requirements-for-Student-Teachers-Cooperating-Teachers-University-Supervisors.pdf</a></td>
</tr>
<tr>
<td>Fingerprints &amp; Background Information</td>
<td><a href="http://dese.mo.gov/educator-quality/certification/fingerprintingbackground-check">http://dese.mo.gov/educator-quality/certification/fingerprintingbackground-check</a></td>
</tr>
<tr>
<td>Substitute Teacher Certification</td>
<td><a href="http://dese.mo.gov/educator-quality/certification">http://dese.mo.gov/educator-quality/certification</a></td>
</tr>
<tr>
<td></td>
<td>• <a href="http://dese.mo.gov/show-me-standards">http://dese.mo.gov/show-me-standards</a></td>
</tr>
</tbody>
</table>
Purpose of Handbook

Student teaching is the culmination of college preparation for a career in teaching. It is, for most prospective teachers, the single most important step in the climb toward membership in this crucial, rewarding, and highly respected profession. Student teaching offers the opportunities to make the connection from previously learned academic theories into actual teaching practices in the lives of students. Likewise, this process of application allows the student teacher a time of reflection in making and implementing all of those decisions which teachers make on a daily basis. This time of personal reflection contributes to the self-assessment process of the student teacher’s professional growth.

Thus, the purpose of this handbook is to provide practical guidelines to all of those who are responsible for the success of the student teaching program. Each member of the Student Teaching Team should familiarize himself/herself with the roles of the other members of the team. Student teaching is, above all, a cooperative endeavor leading to the growth and success of Missouri Baptist University student teachers.

The Missouri Baptist University Teacher Education Program is administered by the Director of Field Experience. The Director is responsible for the placement and supervision of student teachers and University Supervisors.

Purposes of Student Teaching

1. To provide an opportunity to implement all of the decisions intrinsic to the teaching art.
2. To provide an opportunity to experience a successful teaching climate.
3. To facilitate an effective transition from that of college student to professional teacher.
4. To enable each student teacher with the greatest possible assistance and encouragement.
5. To increase acceptance and understanding of teaching responsibilities.
6. To facilitate effective self-evaluation, self-improvement, and develop potential professionalism within each individual.
The Student Teaching Program

The following criteria are used in making student teaching assignments:

1. For elementary education majors the grade level at which the student desires to work.
2. For secondary education majors the subject matter area in which the student desires certification.
3. School district or geographic area in which the student desires to do his/her assignment.
4. Provide each student teacher with the greatest possible assistance and encouragement.
5. Facilitate effective self-evaluation, self-improvement, and development of potential professionalism within each individual.

Placement

The following policies regarding placement should be noted:

1. Secondary school assignments are made according to general definitions of majors. For example, social science majors are given social studies assignments ranging from American History to political science or geography. Specific course assignments within the major area cannot be assured. However, students will not be expected to teach subjects outside their area of preparation.
2. Students are expected to accept assignments, once arranged, and to be responsible for their transportation and housing.
3. The term of placement shall coincide with the schedule of the school where placement is arranged for a total of sixteen weeks.

Notification of Placement

The Department of Field Experience, working with school district superintendents or personnel officers, arranges the placement of student teachers in schools. The Department of Field Experiences will notify the student teacher candidate of the assignment as soon as possible.

Supervision

All Missouri Baptist University student teachers are assigned to faculty members designated as student teaching supervisors. Supervisors are administratively responsible to the Director of Field Experience. Each supervisor is assigned a specific number of student teachers during each semester. Supervision will usually involve orientation of the student teacher to his/her assignment, classroom visitation on several occasions during the semester, guidance and evaluative conferences with the student teacher, periodic seminars, and final evaluation of student teachers.
Student Teacher Candidate Expectations

“Be diligent to present yourself approved to God, a worker who does not need to be ashamed, rightly dividing the word of truth.” II Timothy 2:15

Classroom instruction is the major responsibility of the student teacher under the supervision of his/her Cooperating Teacher; however, as a guest in a school he/she must assume responsibility for being professional in every way. Listed below are some of the key areas of responsibility of the student teacher.

1. Preparation and Planning

One key to a successful day of activities, lessons, and interactions with your students is preparation. Knowing what you are going to do from the routine everyday procedures such as taking attendance, lunch count, and schedules to designing your lessons around the individual needs of your students will result in a successful day for all. You cannot over plan; however, you can easily under plan, which may result in a host of problems such as lack of attention, control, and students not meeting lesson objectives.

Teaching to your audience’s needs means you have to take time in advance to get to know them by observing them while the Cooperating Teacher instructs them, going out on the playground and observing them, listening to your Cooperating Teacher’s observations about each of her/his student’s needs and strengths. The knowledge gained about each student should become a part of your daily and weekly written plans. These plans should be shared in advance with your Cooperating Teacher so that she/he can make any constructive suggestions before the lesson is taught. Either at the end of the lesson or at the end of the day, a self-analysis with the input from your Cooperating Teacher will prove to be valuable. Likewise, on the day of an observation by your University Supervisor, he/she can, in advance, view the lesson more fruitfully; thus, giving you pertinent feedback at the end of the lesson.

2. Openness and Acceptance

Another key to success is an open attitude towards all persons you come in contact with during the school day. The willingness to accept suggestions on ways to improve yourself will go a long way in creating a positive working relationship with your Cooperating Teacher, school personnel, and your students. As difficult as it may seem, learn to laugh at your mistakes and remember there is always a next time.
3. Discipline and Classroom Management

The Cooperating Teacher is ultimately responsible for his/her students in every way. Observe closely the techniques and procedures that are used throughout the initial days of observing. How do they relate to some of the theories of classroom management discussed in your college classes? How do they relate to your own ideas on working with students? Following the procedures already set forth by the Cooperating Teacher will make for a smooth transition into your assuming the teaching responsibilities in the time to follow. Again, preparing for the day means thinking ahead about meeting the needs of your students. Thus, you will keep them actively engaged in the learning process and minimize the need for any external intervention on your part. Remember, as you assume teaching, you are the adult and you are in charge.

4. Attendance

The student teaching practicum is a full-time obligation designed to meet the requirements of state and national accreditation agencies. Your prompt attendance at all functions of the school day related to your classroom will speak volumes about you to the students, the school, and the community. As a student teacher, you are an apprentice and are learning to become a professional teacher and by arriving early you have time to make any last minute adjustments, gather necessary materials, or discuss any special needs with your Cooperating Teacher. In addition, you should meet regularly with your Cooperating Teacher to review daily and weekly lesson plans and a unit that you may be teaching. Also, this means attending regularly scheduled teacher/faculty meetings before or after school, morning or evening programs pertinent to your class, and other activities involving your class such as field trips. Regular attendance and punctuality are critical to the success of student teaching.

- Student teachers will follow the calendar of the school district in which they are placed and not the schedule of Missouri Baptist University.
- There are no “sick days” or “personal days” in student teaching; however, absences from the school placement may be excused for personal illness and/or death(s) in your immediate family, in which documentation may be required. If a student teacher is absent more than three consecutive days due to illness, he/she must present a physician’s statement to the Cooperating Teacher and University Supervisor.
- Excessive absences are unacceptable. The student teacher will be expected to make up missed days or may be withdrawn from student teaching. The decision to make up excessive absences is a cooperative one between the University Supervisor and Cooperating Teacher.
- Student teachers must notify the Cooperating Teacher and the University Supervisor of any absence or anticipated absence.
- Any questions about absences should be referred to the Director of Field Experience.
5. **Professionalism**

The teaching profession carries with it high ethical standards. The school in which you are assigned, its personnel, parents, students, and teachers should not be discussed negatively either in or out of the school. Confidentiality is of prime importance as to what occurs during the school day. All schools and their respective attendance areas (neighborhoods) have an informal and effective community network; so, what you say in public will be public.

6. **Attire**

Dress professionally and be a model for students, parents, and school community. Attire should be modest and reflective of a professional setting and appropriate for the activities occurring at that time. Your appearance will go a long way toward establishing you as the person in charge in the classroom.

7. **Inclement Weather**

In the event that the assigned school district classes are canceled, delayed, or dismissed early the student teacher candidate is expected to follow the directions provided to faculty and staff for the district. In the event that travel poses too high of a risk for the student teacher candidate, the student teacher is required to report the absence immediately to the Cooperating Teacher, and the University Supervisor and the administrative office.

8. **Accident/Injury**

Student teachers injured while in the school setting are required to report the injury to the school, University Supervisor and the Director of Field Experiences immediately.

9. **Social Media**

Student teachers are advised to be particularly cautious of allowing students to access their social media accounts during or after the student teaching practicum. Student teachers who allow public access to their accounts are expected to assure that all information on the account is appropriate for underage minors and maintain the highest standards.
10. Substitute Teaching

Teacher Candidates may be paid as a substitute for the Cooperating Teacher in his/her absence. The teacher candidate must have a valid substitute certificate and have completed all other requirements of the District to be paid as a substitute. Teacher candidates who will be completing a portion or all of their student teaching in conjunction with a maternity or other extended leave of absence of the regular classroom teacher must be assigned another qualified mentor teacher in the building who will serve as the Cooperating Teacher during the regular classroom teacher’s absence.

11. Termination of Placement

The university and school district reserve the right to terminate a student’s placement for just cause. Termination may or may not result in reassignment during the current semester and may include, but is not limited to failure to demonstrate the state mandated teaching competencies, illegal activity on the part of the student teacher, and inappropriate language or behavior. A conference involving the student teacher, the University Supervisor, and the Director of Field Experience will be held to address the necessary alternatives for the students’ best interests.

12. Evaluation and Grading

Student teachers will be evaluated using the Missouri Educator Evaluation System. University Supervisors and Cooperating Teachers will complete formal observations of Teacher Candidates using the appropriate Formative and Summative Evaluation Forms which will be provided to the Cooperating Teacher by the University Supervisor. The building administrator is also encouraged to complete an evaluation of the Teacher Candidate using the Building Administrator Evaluation Form.
Role of the Cooperating Teacher

The role of the Cooperating Teacher is central to the successful completion of the student teaching program. The Cooperating Teacher, first and foremost, is responsible for the success of his/her students; therefore, all teaching activities and experiences of the student teacher in his/her classroom are under his/her direct supervision. This dual role of responsibility for both the instructional program of his/her classroom students and the mentoring of the student teacher is valued and understood by Missouri Baptist University and its educational faculty. Described below are some processes conducted by the Cooperating Teacher to foster growth for a student teacher in his/her classroom.

1. Serve as a mentor/model teacher for the student teacher thus facilitating his/her growth in acquiring the necessary teaching competencies:
   a. Taking time to get acquainted with the student teacher indicating that together you are a partnership in working with your students.
   b. Set up a permanent place in the classroom for the student teacher’s professional and personal effects.

2. Orient the student teacher to:
   a. The community, the school building and system, the faculty, and students.
   b. The curriculum and planned courses of study.
   c. The students: their names, backgrounds, interests, and special needs.
   d. Classroom routines: attendance, lunch count, daily language, etc.
   e. Classroom management procedures and teaching techniques that help students to focus and engage in learning.
   f. Emergency procedures for your classroom and school.
   g. Other items you deem necessary to a successful day with children.

3. Transition from student teacher as observer to active teacher:
   a. As your student teacher becomes familiar with your classroom routines and environment, assign him/her duties to perform that get her actively involved with the students.
   b. Active classroom teaching occurs as soon as the student teacher demonstrates the ability to assume this responsibility. Missouri Baptist University requires a sixteen-week experience with at least four weeks of full time assumption of the teaching duties by the student teacher. Of course, this varies with each student teaching candidate and his/her readiness for these responsibilities. Communicate closely with the Missouri Baptist University Supervisor in this regard.
   c. Require thorough planning and lessons submitted to you in advance. As a professional you have learned over the years those shortcuts necessary to plan an effective school day. By all means, share these with your student teacher; but recognize that he/she is a beginner who needs to provide detailed documentation of his/her lessons. Providing a weekly plan format would be helpful.
i. Daily plans should be presented to you in advance (minimum of 24 hours) so you can make any suggestions before the lesson is implemented by the student teacher. At the elementary level, of course, there may be up to seven different subjects to prepare for and discretion should be used as to extent of detailed written plans for each and every subject.

ii. Any unit that the student teacher is planning to teach should be ready for your review in advance.

4. Catalogue tips, ideas, and techniques that work to help students find success that you have acquired in your teaching experiences:
Role of the Principal

The school principal sets the tone and climate of the school. One of his/her key roles is in the selection of an experienced professional who not only represents the best in teaching students, but who is also willing to take on the additional responsibility of working with a student teacher. He/she recognizes the importance of giving a prospective teacher the opportunity to exhibit “best practices” in teaching. Missouri Baptist University recognizes the importance of the principal’s role in the success of education of his/her school’s students and of the classroom placement of a student teacher.

Likewise, Missouri Baptist University appreciates any time that the building principal can give to the student teacher directly (as time would allow); such as

1. Orientation to the school’s and/or district’s expectations and policies.
2. Specific encouragement and feedback to the student teacher through a formal observation and evaluation.
3. Informing the student teacher of the school culture and the community characteristics.
4. Availing any appropriate professional development or in-service activities to the student teacher.
5. Any tips or suggestions for success in promoting the growth of the student teacher would be helpful and appreciated. (Of course, it is understood that the direct needs of the students, teachers, staff, and community are of first priority.)

Too often, all principals get caught up in the normal routines of the school day. Unless one has walked in his/her shoes, it is difficult to appreciate the multitude of roles played by the school principal. At the same time, the insights into the profession and the overall direction (the big picture) that the school and district are going could prove to be invaluable in helping the student teacher see beyond the “busyness” of the school day. Too often the bulletin board, the record keeping, and other routines (though important) can keep the student teacher from seeing that teaching is a team effort that ranges from kindergarten through high school. The school principal’s vision in this regard helps all personnel in the building to focus on the overall growth of each student and not just a moment in time such as one grade level. Again, Missouri Baptist University recognizes this immense responsibility and thanks the school principal for his/her efforts in creating an effective learning climate for all.
Role of University Supervisor

As an integral part of the Student Teacher Team, the University Supervisor serves as liaison between the school and Missouri Baptist University. He/she reflects the vision of the university to promote the image of a Christian institution that has as its central purpose to glorify God.

The University Supervisor needs to make an initial visit to the student teacher’s assigned school (placement made by the Field Experience Department) to introduce himself/herself to the principal and Cooperating Teacher to discuss mutual expectations in working with the student teacher in that building. Following this first visit, the first observation of a lesson by the student teacher can be scheduled with both the Cooperating Teacher and student teacher. The University Supervisor will make a minimum of five to six visits contingent if it is a sixteen-week or twelve/four week during the student teaching session using the Student Teacher Formative and Summative Evaluation Form. The University Supervisor will be provided with necessary forms from Missouri Baptist University for evaluation of the student teacher and remuneration from the university.

Before each visit, the University Supervisor should notify the school, signing in at the office, and following procedures of safety noted by the school. During each visit and classroom observation of the student teacher, the Supervisor should:

1. Arrive early and review the up-coming lesson’s plans, noting any special circumstances or classroom student’s needs as per discussion with the Cooperating Teacher and/or student teacher.

2. Observe the lesson making notations on the student teacher’s presentation and student engagement and interactions. Using the points of the Missouri Department of Elementary and Secondary Education (DESE) evaluation, the Supervisor may note particular strengths in areas observed and note an area for improvement (as a general guideline, no more than two or three major suggestions should be made to the student teacher).

3. Conduct a follow-up observation conference shortly after the lesson (a time may be needed for review and analysis of the lesson before this conference by the University Supervisor).
   a. Opportunity provided for self-evaluation by student teacher of completed lesson, special needs of students and other thoughts or comments that she/he needs to share with the University Supervisor.
   b. Specific feedback by the Supervisor as to the strengths of the lesson and suggestions for improvement which may or may not include:
      i. Planning and organizing
      ii. Motivation and discipline
      iii. Instructional technology
      iv. Curriculum materials
      v. New ideas and approaches to instruction
vi. Analysis of the lesson (reflections)
 vii. Learning styles
 viii. Models of teaching
 ix. Professional literature
 x. Research findings

4. Review weekly and daily written lesson plans (lessons observed by University Supervisor should be typed), daily journals (logs), observations, and teacher evaluation.

5. Work closely with the Cooperating Teacher in planning an effective and varied student teaching experience for the student. Thus, the University Supervisor needs to meet regularly with the Cooperating Teacher checking to see how she/he thinks the student teacher is progressing. Providing each other with telephone numbers could expedite this process of communication.

   a. Communicate with each other when a student needs to be absent.
   b. Communicate with each other and the Director of Field Experience any change of placement, permanent or temporary.
      
      **Evaluation:** The final evaluation is a cooperative effort with the Cooperating Teacher and the University Supervisor. However, the ultimate responsibility resides with the University Supervisor after consulting with the Cooperating Teacher.
   c. Meeting at least twice with the student teacher, the University Supervisor should discuss the progress of his/her teaching.
   d. The first conference should be completed by mid-term or halfway through the period of student teaching.
   e. Remember, meeting twice in this endeavor is a *minimum* number. You may choose to meet more often as the situations dictate.
   f. Forms to be used:
      
      i. The mid-term and the final evaluation should be made on a copy of the Missouri Baptist University Evaluation form.
      
      ii. The original of the final evaluation form should be turned in to the Field Experience office and the final grade marked on the campus portal.
Instructional Planning

Missouri Baptist University course work has afforded prospective teachers the opportunity to explore several theories of learning. These theories support best practices in teaching and should help the student teacher understand the underlying premises of classroom instruction. The best plans grow out of the preceding lesson or for those “teachable moments” that spring up tying into the overall direction of the lesson theme or unit. Planning, as discussed previously, is not busy work; quite the opposite, for without a road map, the student teacher will wander about with no aim, purpose, or objective to accomplish.

Again, planning should be done in advance to give the Cooperating Teacher the opportunity to approve and suggest possible changes. There are different formats and designs for lesson plans. In general they tend to answer these questions:

1. Why am I teaching this lesson?
2. What materials will I need?
3. How do I proceed?
4. How will I know if I succeeded?

In short, the student teacher should:

1. Have realistic objectives.
2. Collect helpful materials.
3. Select appropriate procedures.
4. Check for student understanding
5. Evaluate himself/herself.
Missouri Baptist University Education Division
Lesson Plan Format

Designer(s):__________________________________________________

Title:_____________________________ Subject/Course:__________________________________________________

Topic:_____________________________ Grade/Level(s):__________________________________________________

<table>
<thead>
<tr>
<th>Applicable Standards (Missouri and National) / Quality Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Write out the Show-Me Standards AND Common Core State Standards (math or language arts), grade / course level expectations (GLEs/CLEs), or Missouri Early Learning Standards (for early childhood) being addressed by this lesson. Write the central concept followed by the standard. For example,</td>
</tr>
</tbody>
</table>

**Show-Me Standards, ELA:**
- *In English Language Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in*
  1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)

**CCSS.Math.Content.8.EE.A.1:** Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, \(3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27\).

**GLE: Elements of Geographical Study Analysis:**
- 5. Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationships to changes in society and the environment.

**Missouri Early Learning, Mathematics, Patterns and Relationships (Algebra):**
- III.1.b Recognizes relationships in the environment: Orders things according to relative differences.]

<table>
<thead>
<tr>
<th>Lesson Purpose and Discussion Question(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[What concept (“big idea”) do you want students to understand after completing this lesson? The lesson purpose is a statement (complete sentence) that indicates the overarching importance of the knowledge and/or skills that students learn in the lesson. This statement is written for the teacher and should begin with the words, “The student will need to understand that …”, followed by bullet points sharing the core idea(s) that students will understand as a result of the lesson. ]</td>
</tr>
</tbody>
</table>

The students will need to understand that:

- 
- 

**Related vocabulary:**
Discussion questions (DQs) are the all-encompassing guiding questions for the lesson (usually 1-2 questions) and are directly related to the lesson purpose. The DQ(s) should be written in “kid language” to allow the question(s) to be discussed and revisited by the students. The DQ(s) should be intriguing and motivating and should be presented to the students in order to keep the lesson focused on the lesson purpose. The DQ(s) should probe for deeper meaning and may be a springboard for further inquiry.

- 

- 

Learning Objective(s) / Goals

Objectives should be specific, observable, and measurable and should state the expected degree of mastery. Objectives begin with the phrase “Students will be able to" followed by an action verb. For example,

Students will be able to:
- Subtract two-digit numbers with regrouping with 80% accuracy.

Assessments / Criteria for Success

How will you know students have gained the knowledge and skills related to the concepts of the lesson? Provide an overview of the formative AND summative performance assessment(s) for this lesson.

Formative assessment: Assessments created for teaching, used to measure student learning in order to guide further instruction. These are conducted throughout the lesson(s) / unit in an effort to identify what the students have successfully learned and what concepts need to be revisited.

Summative assessment: A final assessment is completed at the end of the unit as an assessment of teaching. This is an evaluation of what students have holistically mastered.

Lesson Structure and Procedures

Outline the logistics of the lesson, focusing on activity management, including how you will keep students actively engaged. How will students utilize resources? How will you break up the lesson into segments—the number of hours / minutes allocated? Where are the transition points in the lesson? What do you expect from students during transition times? How will you manage the before, during, and after of the lesson?
Account for how you will set up your environment to facilitate and support the activities of the lesson, including how students will be arranged for activities.]

**Learning Activities / Significant Tasks**

[Learning activities / significant tasks are “best instructional practices”, detailed step by step, outlining the specific activities that students engage in during the lesson in order to develop a clear understanding of the topic. These address both standard objectives (the what) and the instructional process (the how). Significant tasks make up the bulk of the instructional time allotted for the lesson.

Describe specifically the instructional strategies you will use to facilitate your students’ learning. Specify how you will be using direct instruction, cooperative learning, presentation, concept teaching problem-based instruction and discussion, inquiry based instruction, or a combination of methods. Be specific in outlining how you will deliver the material of this lesson to your students.]

**Resources and Materials, Including Technology**

[What resources will be needed for the lesson? Using bullet points to list all books, manipulatives, and other materials (concrete and online) that will be utilized in this lesson. Be sure to include the specific technology tools that will be used by both the teacher and the students.]

- 

- 

**Differentiation / Modification / Accommodation**

[What diverse learner needs will be considered when selecting resources, grouping students, or planning the lesson, and how will the needs be addressed? Are there any special considerations such as assistive technologies or second-language learning to take into account? BE SPECIFIC.]
**Extensions / Remediation / Follow up**

[What follow up activities are available to extend students’ understanding of the objectives once they master the essential lesson content or if they require additional support to master the content? How will you respond when students do learn, or assist if they are not learning? (Timely enrichment / extension). How can we review what we learned today in order to be ready to apply it tomorrow?]

**Reflection**

[How will you know if your efforts at planning and teaching the lesson were effective, powerful and meaningful to your students? As you teach the lesson, evaluate strengths and weaknesses of your instruction. Consider how you would improve the lesson if you were to teach it again, and share it in your reflection.]

**Additional Information**
## Self Disposition

Circle the Location You Attend: Main T/W FC Arnold JC Mineral Area

Name_________________________________ Student ID ___________ Date___________

(Please Print Complete Name)

<table>
<thead>
<tr>
<th>Circle Only One:</th>
<th>Early Childhood</th>
<th>Elementary</th>
<th>Middle School</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cross-Categorical</td>
<td>Music</td>
<td>Physical Education</td>
<td>Library</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Circle Only One:</th>
<th>EDCL 211</th>
<th>EDCL 411</th>
<th>EDCL 511</th>
<th>STUDENT TEACHING</th>
</tr>
</thead>
</table>

### DISPOSITIONS:

<table>
<thead>
<tr>
<th>1. Are you enthusiastic about the discipline(s) you teach? Do you appreciate the complex and ever evolving nature of knowledge, and are you committed to continuous learning about the discipline(s) you teach and how individuals learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Do you appreciate multiple perspectives? Do you convey to learners how knowledge is developed, and see connections of the discipline(s) you teach to everyday life?</td>
</tr>
<tr>
<td>3. Do you use learners’ strengths as a basis for growth and their errors as an opportunity for learning?</td>
</tr>
<tr>
<td>4. Do you believe that everyone can learn challenging concepts at high levels and persist in helping them achieve success?</td>
</tr>
<tr>
<td>5. Do you appreciate the role of technology in improving learning and professional productivity?</td>
</tr>
<tr>
<td>6. Do you appreciate and value human diversity, showing respect for students’ varied talents and perspectives, and use the multiple intelligences theory and individualized instruction to successfully provide for diverse learning styles?</td>
</tr>
<tr>
<td>7. Do you respect students as individuals with differing personal and family backgrounds and various skills, talents, and interests?</td>
</tr>
<tr>
<td>8. Do you value flexibility and adaptability in the teaching and learning process as necessary for learners’ thinking, problem-solving, and decision-making skills?</td>
</tr>
<tr>
<td>9. Do you take responsibility for establishing a safe, positive, participatory, and collaborative learning environment?</td>
</tr>
<tr>
<td>10. Do you listen thoughtfully and responsibly, valuing the many ways in which people seek to communicate, and are you sensitive to the cultural dimensions of communication?</td>
</tr>
<tr>
<td>11. Do you value long- and short-term planning but are willing to adjust those plans based on learner needs and changing circumstances?</td>
</tr>
<tr>
<td>12. Do you use a variety of assessment strategies to identify learners’ strengths and to promote growth?</td>
</tr>
<tr>
<td>13. Are you committed to reflection, assessment, and learning as an ongoing process?</td>
</tr>
<tr>
<td>14. Are you committed to seeking out, developing, and continually refining practices that address learners’ individual needs?</td>
</tr>
<tr>
<td>15. Are you concerned about learners’ cognitive, emotional, social, and physical well-being, and are you willing to consult others in the school, the home, and the community regarding their education and well-being?</td>
</tr>
<tr>
<td>16. Do you respect learners’ privacy and the confidentiality of information?</td>
</tr>
</tbody>
</table>

---

Revised December 2014 Missouri Baptist University Education Division
Missouri Baptist University
Student Teaching Self Evaluation
(to be completed by the MBU student teacher)

Student Name____________________  Student ID __________  Student Teaching Semester _________

The purpose of the Missouri Baptist University’s Student Teaching Program is to enable the student to implement all of his/her knowledge of the science and art of teaching. The experience should facilitate an effective transition from college student to professional teacher.

Quality of Performance:  6 or 5 = Exceeds Expectations  4 or 3 = Meets Expectations  2 or 1 = Below Expectations
(Please circle one for each)

THE UNIVERSITY TAUGHT ME HOW TO:

Standard #1: Content Knowledge and Perspectives Aligned with Appropriate Instruction

<table>
<thead>
<tr>
<th>Score</th>
<th>Demonstrates content knowledge and use of academic language</th>
<th>Engages students in subject matter</th>
<th>Utilizes inquiry methodologies</th>
<th>Incorporates interdisciplinary instruction</th>
<th>Incorporates knowledge of diverse social and cultural perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:______________________________________________________________________________________________
______________________________________________________________________________________________

Standard #2: Understanding and Encouraging Student Learning, Growth and Development

<table>
<thead>
<tr>
<th>Score</th>
<th>Understands cognitive, social, emotional and physical development</th>
<th>Sets challenging but achievable student goals</th>
<th>Knows and uses theories of learning</th>
<th>Meets the needs of every student</th>
<th>Identifies prior experiences, learning styles, multiple intelligences, strengths and needs</th>
<th>Incorporates language, culture, family and knowledge of community</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:__________________________________________________________________________________________

Standard #3: Implementing the Curriculum

<table>
<thead>
<tr>
<th>Score</th>
<th>Implements the curriculum standards</th>
<th>Develops lessons for diverse learners</th>
<th>Analyzes instructional goals and determines differentiated instructional strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments:__________________________________________________________________________________________

Standard #4: Teaching for Critical Thinking

<table>
<thead>
<tr>
<th>Score</th>
<th>Incorporates instructional strategies leading to student engagement in problem-solving and critical thinking</th>
<th>Uses appropriate instructional resources to enhance student learning</th>
<th>Utilizes cooperative, small group, and independent learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments:__________________________________________________________________________________________

Revised December 2014
### Standard #5: Creating a Positive Classroom Learning Environment

<table>
<thead>
<tr>
<th>Score</th>
<th>Employing effective classroom management, motivation and engagement</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>Managing time, space, transitions and activities</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Score</td>
<td>Creating a positive classroom, school and community culture</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments:___________________________________________________________

### Standard #6: Utilizing Effective Communication

<table>
<thead>
<tr>
<th>Score</th>
<th>Demonstrating effective verbal and nonverbal communication</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>Exhibiting sensitivity to culture, gender, intellectual and physical differences</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Score</td>
<td>Encouraging learner expression in speaking, writing and other media</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Score</td>
<td>Incorporating technology and media communication tools</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments:_____________________________________________________________________________________________

### Standard #7: Use of Student Assessment Data to Analyze and Modify Instruction

<table>
<thead>
<tr>
<th>Score</th>
<th>Using assessments effectively</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>Analyzing assessment data to improve learning</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Score</td>
<td>Encouraging student-led assessment strategies</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Score</td>
<td>Analyzing the effect of instruction on individual/class learning</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Score</td>
<td>Communicating student progress and maintaining records</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Score</td>
<td>Collaborating for effective data analysis</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments:_______________________________________________________________________________________

### Standard #8: Professional Practice

<table>
<thead>
<tr>
<th>Score</th>
<th>Using self-assessment to improve performance</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>Participating in professional learning</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Score</td>
<td>Understanding professional rights and responsibilities, and practices</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments:_____________________________________________________________________________________

### Standard #9: Professional Collaboration

<table>
<thead>
<tr>
<th>Score</th>
<th>Participating in collegial activities</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>Collaborating to meet the needs of students</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Score</td>
<td>Participating in cooperative partnerships in support of student learning</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments:_____________________________________________________________________________________

Revised December 2014
Missouri Baptist University Education Division
DISPOSITIONS

Code for Scoring:
The scale below should be used to evaluate the student’s performance relative to each of the dispositions identified.

<table>
<thead>
<tr>
<th>2</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not Acceptable</td>
</tr>
<tr>
<td>N/O</td>
<td>Not Applicable or No Opportunity to Observe</td>
</tr>
</tbody>
</table>

Indicates the student demonstrates acceptable performance relative to this disposition.

Indicates the student does not demonstrate acceptable performance relative to this disposition and that immediate action should be undertaken to improve.

Indicates the student’s performance relative to this disposition is not applicable to the current situation or that there has not been an opportunity to observe student’s performance relative to this disposition.

<table>
<thead>
<tr>
<th>DISPOSITIONS:</th>
<th>2</th>
<th>1</th>
<th>N/O</th>
<th>COMMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is enthusiastic about the discipline(s) he/she teaches, appreciates the complex and ever evolving nature of knowledge, and is committed to continuous learning about the discipline(s) he/she teaches and how individuals learn.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Appreciates multiple perspectives, conveys to learners how knowledge is developed, and sees connections of the discipline(s) he/she teaches to everyday life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Uses learners’ strengths as a basis for growth and their errors as an opportunity for learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Believes that everyone can learn challenging concepts at high levels and persists in helping them achieve success.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Appreciates the role of technology in improving learning and professional productivity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Appreciates and values human diversity, shows respect for students’ varied talents and perspectives, and uses the multiple intelligences theory and individualized instruction to successfully provide for diverse learning styles.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Values flexibility and adaptability in the teaching and learning process as necessary for learners’ thinking, problem-solving, and decision-making skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Takes responsibility for establishing a safe, positive, participatory, and collaborative learning environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Listens thoughtfully and responsively, values the many ways in which people seek to communicate, and is sensitive to the cultural dimensions of communication.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Values long- and short-term planning but is willing to adjust those plans based on learner needs and changing circumstances.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Uses a variety of assessment strategies to identify learners’ strengths and to promote growth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Is committed to reflection, assessment, and learning as an ongoing process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Is committed to seeking out, developing, and continually refining practices that address learners’ individual needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Is concerned about learners’ cognitive, emotional, social, and physical well-being, and is willing to consult others in the school, the home, and the community regarding their education and well-being.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Respects learners’ privacy and the confidentiality of information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Overall Missouri Baptist University experience: Competent _____ Satisfactory _____ Needs Improvement _____

Primary Campus you attended at MBU: (Please Check One)
Main _____ Jefferson College _____ Troy/Wentzville _____ Franklin County _____ Mineral Area _____ Arnold _____

Student Status: Undergraduate _____ Graduate _____

In which areas of classroom teaching did you feel best prepared?

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

Please comment on any characteristic(s) of our teacher education program that could be revised for greater effectiveness.

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

Student Teacher’s Signature ___________________________ Date __________
Emergency Contact Information

Student Information:  (please print legibly)

Name________________________________________________________

Address________________________________________________________________

Phone Number____________________________________________________

Cell Number_______________________________________________________

E-mail___________________________________________________________

Emergency Contact #1
Name________________________________________________________
Address________________________________________________________________
Phone Number____________________________________________________
Cell Number_______________________________________________________
E-mail___________________________________________________________
Relationship to Student___________________________________________

Emergency Contact #2
Name________________________________________________________
Address________________________________________________________________
Phone Number____________________________________________________
Cell Number_______________________________________________________
E-mail___________________________________________________________
Relationship to Student___________________________________________

Please provide one copy for your Cooperating Teacher and one copy for your University Supervisor