

## Missouri Baptist University

Master Syllabus: ECCL 4703/4709/4712 or 5703/5709/5712 Student Teaching: Early Childhood  
ECSP 4703/4709/4712 or 5703/5709/5712 STUDENT TEACHING: Early Childhood Special  
Education EDSP 4709 + 4703 or 5709 + 5703 Student Teaching: Cross-Categorical Disabilities  
ELCL 4703/4709/4712 or 5703/5709/5712 Student Teaching: Elementary  
EMCL 4703/4709/4712 or 5703/5709/5712 Student Teaching: Middle School  
ESCL 4703/4709/4712 or 5703/5709/5712 Student Teaching: Secondary  
LBCL 5709/5703 Student Teaching: Library Media Specialist

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Term: Fall 2019  
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### **Course Description:**

Student teaching consists of sixteen (16) weeks of teaching experiences in an appropriate classroom setting in a state or nationally accredited public or private school under the supervision of an experienced and highly qualified cooperating teacher. Students seeking certification in a single content area will complete one sixteen-week teaching experience. Students seeking certification at more than one level (K-12) or in more than one content area must student teach for twelve weeks at one level or content area and four weeks at the other level or content area as approved by the Dean of Education or Director of Field Experiences. This culminating field experience enables students to practice and develop the pedagogical skills necessary to meet the Missouri performance standards for teacher certification. Candidates actively participate and complete required assignments, work with students as requested and under the supervision of the classroom teacher, and have the opportunity and responsibility to lead the class over an extended period of time. After being formally admitted to the Teacher Education program, certification candidates must apply to student teach. Application for Student Teaching must be made to the Education Office by the end of the second week of the Fall semester for Spring Student Teaching and by the end of the second week of the Spring semester for Fall Student Teaching. The final decision regarding placement will be left to the discretion of the Director of Field Experiences in order to insure the quality of student teaching experiences in diverse settings. Candidates are required to complete their student teaching experience in the grade level(s) and subject area(s) for which they are seeking recommendation for certification.

### **Prerequisites:**

1. Current Family Care Safety Registry background check (see catalog section on Background Checks for Field Experience and Student Teaching for additional information). Some districts may also require a valid Missouri substitute certificate and/or current tuberculosis (TB) test results for placement. ***CPT form required for F-1 international students.***
2. No undergraduate degree-seeking candidate will be allowed to student teach without having passed all sections of the general education assessment (MoGEA).
3. Both undergraduate and graduate students must be formally admitted into the Teacher Education Program, must have satisfactorily completed all education courses, and must be approved by the School of Education prior to student teaching.

### **Required Assessments:**

1. Passing score on the Missouri Educator Evaluation System (MEES) summative evaluations;
2. Passing score on the content area exit assessment(s) in the certification area(s) for which the student is being recommended; and

3. Satisfactory formative evaluations and a satisfactory summative evaluation for the student teaching experience.

**Co-requisite:** EDUC 471 Student Teaching Seminar.

**Recommended Text:**

American Psychological Association (2010). Publication manual of the American psychological association (6<sup>th</sup> ed). Washington, DC: Author

**Web Resource: APA Exposed** <http://gseacademic.harvard.edu/~instruct/articulate/APA/player.html>  
<http://dese.mo.gov/educator-quality/educator-preparation/missouri-pre-service-teacher-assessment>

**University Policies:**

All students are responsible for the knowledge of and compliance with all university policies as stated in the university catalog, graduate bulletin, and student handbook including but not limited to grade appeal, computer use, copyright laws, and academic honesty and integrity.

**Attendance:** Attendance is mandatory for every exercise of a course in which a student is enrolled. For students eligible for financial assistance, documented attendance is necessary before the initial disbursement of funds to their student accounts. Documented attendance in online classes will be determined by the completion of weekly class assignments. Students failing to complete any required assignments in an online class during a given week may be counted as absent for that week. Absence from class prevents a student from receiving the full benefit of the course, and often detracts from the learning process for other students in the class. Unless an absence is unavoidable, an absence may result in lower grades due to missed examinations, assignments, exercises, and the failure to enter into the classroom learning process. Unavoidable absences that qualify as excused absences, such as debilitating illness/injury, university-sanctioned events, and personal emergencies, are defined in the university catalog.

In the case of an unavoidable (excused) absence, a student may make up missed examinations and assignments. It is the student's responsibility to make arrangements with the instructor to complete missed work in a timely fashion. Students are responsible for turning work in on time, even if the student has an excused absence. Assignments turned in after two class periods may not receive credit. In all other cases of absence, instructors are not required to allow students to make up the missed work. Instructors may establish additional guidelines for their courses as long as they are in accordance with division and official university attendance policies. After two weeks of absences, students who incur any unexcused absences may have their final grades lowered commensurately, which may include failure of the course. If students believe they have received a course grade that is not reflective of the quality of their work, or their class attendance, they should refer to the MBU Grade Appeal Policy in the MBU Undergraduate Catalog or the MBU Graduate Bulletin.

**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, or socioeconomic status.**

**Special Needs Access:** Missouri Baptist University, in accordance with the Americans with Disabilities Act of 1990, will provide reasonable accommodations for eligible students with disabilities (e.g. attention, health, hearing, learning, mobility, physical, psychiatric, or vision). If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please inform me immediately so that your learning needs may be appropriately met. Students with a disability must register with the Special Needs Access Office for disability verification and for determination of reasonable academic accommodations. You are responsible for initiating arrangements for accommodations for tests and other assignments in collaboration with the Special Needs Access Office and the faculty.

The Special Needs Access Office is located on the main campus in Field Academic Hall – Room 117. Special Needs Access Coordinator can be reached at 314-392-2364.

**Student Use of Email:** In accordance with Missouri Baptist University (MBU) policy, every student is required to have and to maintain an official MBU e-mail address. Some students may elect to forward their e-mail to an address different from their official MBU email account. Any student who elects to forward MBU e-mail to a different e-mail address assumes full responsibility for reading e-mail at the forwarded location. Students are expected to check their University e-mail account, or the account to which their University e-mail is forwarded, at least twice a week.

#### **Credit Hour Policy:**

Missouri Baptist University requires this policy to be practiced by all faculty, full-time and part-time. All definitions and standards apply equally to courses offered both on and off campus. The federally-approved regulation for a credit hour has been defined in two ways:

§ 600.2(1): The credit hour value of a standard or more traditional course must be calculated as follows: A clock hour of instructional time is the equivalent of (a) 50 minutes of class time or (b) 60 minutes of independent-study work or some measures of clinical time; and (2) a minimum of two hours of out-of- class work is expected for every hour (50 minutes) of instructional time.

§ 600.2(2): If the credit hour value for an academic activity (including but not limited to “laboratory work, internships, practica, and studio work”) cannot be calculated using the information cited in § 600.2(1) (above), that academic activity can be found to have met the federal definition by documenting that it involves “at least an equivalent amount of work” as the criteria cited in § 600.2(1).

For example, 1 credit hour equals 45 clock hours, 2 credit hours equal 90 clock hours, 3 credit hours equal 135 clock hours, 4 credit hours equals 180 clock hours.

#### **MBU Policy Concerning Clery Act and Title IX**

Missouri Baptist University (“Missouri Baptist” or “the University”) does not discriminate on the basis of sex in its educational programs and sexual harassment and sexual violence are types of sex discrimination. Other acts can also be forms of sex-based discrimination and are also prohibited whether sexually based or not and include dating violence, domestic violence, and stalking. As a result, the University issues this statement of policy to inform the community of our comprehensive plan addressing sexual misconduct, educational programs, and procedures that address sexual assault, domestic violence, dating violence, and stalking, whether

the incident occurs on or off campus and when it is reported to a University official. In this context, the University prohibits the offenses of domestic violence, dating violence, sexual assault and stalking and reaffirms its commitment to maintain a campus environment emphasizing the dignity and worth of all members of the university community. Details of this policy can be found at [www.mobap.edu/ASFSSR](http://www.mobap.edu/ASFSSR).

### **Academic Success Center - Writing Lab**

In the Writing Lab, we believe you are a writer, and we treat your work as meaningful scholarship. Meet one-on-one with a writing coach to have a conversation about your writing at any part of your writing process and from any discipline.

Improve as a scholar, learner, and writer by receiving feedback on brainstorming, organization, critical thinking, grammar and formatting choices, or anything related to your writing assignment! We have a writing-as-thinking approach and will give you different perspectives on your writing to apply to your writing process.

#### **How to Make a Writing Lab Appointment (Main Campus Students)**

The Writing Lab now accepts walk-ins, but we encourage you to make an appointment to guarantee a time slot. Appointments can be scheduled for 30 minutes or 1 hour. Visit <http://mobap.mywconline.com/> to schedule an appointment online. You can also call 314-392-2364, email [writing@mobap.edu](mailto:writing@mobap.edu), or stop by the ASC in FLD 117/119.

#### **MBU Online Writing Lab (Regional Learning Center and Distance Learning Students)**

If you are a distance learning or extension site student, you are welcome to schedule a face-to-face appointment, but you also have the opportunity to submit your paper online to receive feedback from a writing coach.

Your essay does not have to be complete to send to the Writing Lab. We will respond to paper ideas, paragraphs, half of a draft, or a full draft.

Visit <https://www.mobap.edu/student-life/support-services/success/writing-lab/> and submit your paper by using the online submission form. Depending on your paper's length and the availability of our writing coaches, your paper may take up to 72 hours (or 3 business days) to return to you with feedback. You will receive an email with your paper attached as a Word document. Additional questions should be directed to [writing@mobap.edu](mailto:writing@mobap.edu) or (314) 392-2364.

Additional Writing Lab services include workshops, The Portable Writing Lab in the Perk on Fridays from 1 - 3 p.m., and The Writing Space at <http://thembuwritingspace.wordpress.com/>.

Please contact the Writing Lab for additional information on our resources and hours.

### **Instructor Specific Policies:**

#### **Attendance Policy:**

The student teaching practicum is a full-time obligation designed to meet the requirements of state and national accreditation agencies. 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 not 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.

**Academic Honesty and Integrity:**

In keeping with school policy and our Christian heritage, academic honesty is strictly enforced. All assignments are to be the student's own work. In this course, academic dishonesty includes (but is not limited to) plagiarism or other use of published materials without complete citations, or fabrication of referenced information. Academic dishonesty of any nature will result in disciplinary action, which may include receiving a failing grade on the work in question, failure of the course, or dismissal from the University. Additional information is available in the Missouri Baptist University Student Handbook.

**Technology and Cell Phones:**

Student teachers will honor the technology and cell phone policy of the school where they are placed for student teaching.

**Canvas:**

Students are required to utilize Canvas throughout the semester for this course and for the co-requisite Student Teaching Seminar class.

**Classroom Decorum:**

Appropriate behavior is expected in the classroom at all times. Sleeping, excessive talking, working on other course homework assignments and excessive absences are not acceptable behaviors.

**Testing:**

The Missouri Content Assessments and the Missouri Educator Evaluation System Performance Evaluation are the required assessments in order to be recommended for certification. See the School of Education website for more information regarding these assessments.

**Changes in Syllabus:**

The Director of Field Experiences reserves the right to modify this syllabus at any time.

**Make-Up Policy:**

Please see the absence policy.

**Course Communication:**

Student teachers need to share their home and cell phone number and email address with the cooperating teacher and university supervisor. It is the responsibility of the student teacher to communicate with the cooperating teacher and university supervisor if an issue arises.

**Course Policies:**

**Course Learning Objectives:**

The sixteen weeks of field experience will give students the opportunity to expand their knowledge and demonstrate their skill level of competencies required in the professional act of teaching. The course objectives will align to the Missouri Teacher Standards and the Missouri Standards for School Librarians.

## **Missouri Teacher Standards:**

1. **Content Knowledge and Perspectives Aligned with Appropriate Instruction:** The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
2. **Understanding and Encouraging Student Learning, Growth and Development:** The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.
3. **Implementing the Curriculum:** The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.
4. **Teaching for Critical Thinking:** The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including instructional resources.
5. **Creating a Positive Classroom Learning Environment:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.
6. **Utilizing Effective Communication:** The teacher models effective verbal, nonverbal, and media communication techniques with students and parents to foster active inquiry, collaboration, and supportive interaction in the classroom. Makes effective use of technology and media communication tools.
7. **Use of Student Assessment Data to Analyze and Modify Instruction:** The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable students to grow and develop.
8. **Professional Practice:** The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
9. **Professional Collaboration:** The teacher has effective working relationships with students, parents, school colleagues, and community members.

## **Missouri Standards for School Librarians:**

1. **Teaching for Learning:** Applies knowledge of the academic, personal, social, and cultural characteristics of students and relates them to learning through effective instructional strategies and assessments. Documents and communicates the impact of instruction on student achievement.
2. **Reading and Literacy:** Promotes and encourages reading for enjoyment, personal growth, and learning. Provides fiction and nonfiction literature appropriate to the students and grade levels served. Selects reading materials in multiple formats to facilitate maximum access for all members of the school community. Models a variety of research-based literacy strategies. Advocates for students' intellectual freedom.
3. **Information and Knowledge:** Provides access to information for students, teachers, staff, and administrators to satisfy all learning needs. Teaches information literacy skills to build proficiency for student-driven research and individual creation of knowledge through critical thinking. Promotes equitable access to resources in a variety of formats and services for a variety of needs.
4. **Leadership and Advocacy:** Provides leadership by articulating ways in which school libraries contribute to student achievement. Advocates for dynamic school library programs and positive learning environments by collaborating and connecting with the school community.
5. **Program Management and Administration:** Administers the school library media program using research-based data to analyze and improve services in alignment with the school's mission to support student achievement. Selects, acquires catalogs, retrieves, integrates, circulates, preserves, and deselects information resources. Manages

fiscal, physical, and personnel resources. Practices professional ethics with regard to intellectual property and information privacy. Develops policies and procedures in support of the library program.

6. **Technology Integration:** Provides equitable access to technology for the school community. Continually upgrades technological skills to enhance student and teacher learning. Integrates technology tools to communicate and facilitate learning. Promotes digital citizenship instruction to support the appropriate academic use of information.

7. **Professional Development:** Seeks opportunities to grow professionally by taking advantage of information, events and services provided by local, state, and national organizations. Seeks opportunities for service through professional associations.

**ASSIGNMENTS:**

1. **Lesson Preparation & Implementation** - The pre-service teacher must demonstrate a high skill level in planning and teaching to maximize student learning. The pre-service teacher will teach lessons prepared in collaboration with the cooperating teacher and university supervisor. During the university supervisor’s evaluations, the pre-service teacher must use the MBU Lesson Plan format.
2. **Self-Reflection Journal** - The pre-service teacher will articulate in a journal various events observed and experienced in the classroom. The pre-service teacher will include information in the journal which is pertinent to discussion in Student Teaching Seminar.
3. **Professional Development Plan** – The pre-service teacher will complete the Professional Development Plan with the assistance of the cooperating teacher and the university supervisor. Reflections based on formative and summative feedback will be noted and discussed.
4. **Missouri Educator Evaluation System (MEES)** – The student’s performance will be assessed by the university supervisor and the cooperating teacher using the MEES evaluation tool.

*Alignment of Assessments to Objectives:*

*Teacher Candidate:*

<i>Objectives Assignment</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<b>Lesson Preparation &amp; Implementation</b>	X	X	X	X	X	X	X	X	X
<b>Self-Reflection Journal, Discussions, Professional Development Plan</b>	X	X	X	X	X	X	X	X	X
<b>MEES</b>	X	X	X	X	X	X	X	X	X

***Library Media Specialist Candidate:***

<b><i>Objectives Assignment</i></b>	<b><i>1</i></b>	<b><i>2</i></b>	<b><i>3</i></b>	<b><i>4</i></b>	<b><i>5</i></b>	<b><i>6</i></b>	<b><i>7</i></b>
<b>Lesson Preparation &amp; Implementation</b>	X	X	X	X	X	X	X
<b>Self-Reflection Journal, Discussions, Professional Development Plan</b>	X	X	X	X	X	X	X
<b>MEES</b>	X	X	X	X	X	X	X

**Learning Outcome Assessment Criteria**

**Student Teaching Grading Rubric**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
Demonstrates high quality of knowledge, skills, and dispositions for teaching, is ready for full-time teaching, and is expected to succeed independently.	Demonstrates adequate knowledge, skills, and dispositions for teaching and has potential to succeed in teaching with continued growth.	Demonstrates marginal knowledge, skills, and dispositions for teaching.	Demonstrates marginal knowledge, skills, and dispositions for teaching.	Does not demonstrate the knowledge, skills, and dispositions for teaching.
Has achieved on the summative evaluations an Emerging – 1, Developing – 2, Skilled – 3 or Exceeding – 4 rating on all rating areas.	Has one rating area that was deemed a 0 on the MEES summative evaluation form.	Has two rating areas that were deemed a 0 on the MEES summative evaluation form.	Has three rating areas that were deemed a 0 on the MEES summative evaluation form.	Has at least four or more rating areas for undergraduate students or three or more rating areas for graduate students that were deemed a 0 on the MEES summative evaluation form.

A	B	C	D	F
Is able to teach effectively in all content/grade levels observed.	Demonstrates evidence of independent teaching ability in some content/grade levels, but not all.	Is able to provide quality teaching but not on a regular basis, or in some but not all content/grade levels.	Is questionable in the ability to perform in the classroom independently, even with continued growth, and is expected to need additional support.	Does not demonstrate a consistent level of quality teaching at the conclusion of student teaching.
Interacts with both students and colleagues in an effective and professional manner to support student success.	Interacts with students and colleagues on a regular basis.	Interacts with students and colleagues on an intermittent basis.	Avoids interactions with students and colleagues.	Does not interact with students and colleagues in a professional manner. Demonstrates unethical behavior.
Is recommended for any teaching vacancy in his/her field without reservation.	Should be considered among a group of other candidates for any teaching vacancy in his/her teaching field.	Would only be recommended for a teaching vacancy with substantial reservations.	Would not be recommended for a teaching vacancy.	Would not be recommended for a teaching vacancy. MBU cannot recommend licensure unless Student Teaching is repeated.

Incomplete – assigned (per University policy) only if student is making satisfactory progress and cannot complete the assignment for other reasons. A final grade of “D” can only be given to undergraduate students. A grade of “D” is not available for graduate students. A grade of C or better is required for program completion.

# Missouri Baptist University School of Education

## Lesson Plan Format

Designer(s): \_\_\_\_\_

Title: \_\_\_\_\_ Subject/Course: \_\_\_\_\_

Topic: \_\_\_\_\_ Grade / Level(s): \_\_\_\_\_

### Applicable Standards

[Write out the Missouri Learning Standards OR Missouri Early Learning Standards (for early childhood) being addressed by this lesson. Write the reference number followed by the text of the standard. For example,

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

MELS.Math.III.1.b: Recognizes relationships in the environment: Orders things according to relative differences]

### Lesson Purpose and Essential Question(s)

[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 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) students will understand as a result of the lesson.]

The students will need to *understand that*:

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**Related vocabulary:**

[Essential questions (EQs) are the all-encompassing guiding questions for the lesson (usually 1-2 questions) and are directly related to the lesson purpose. The EQ(s) should be written in “child-friendly language” to allow the question(s) to be discussed and revisited by the students. The EQ(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 EQ(s) should probe for deeper meaning and may be a springboard for further inquiry. EQ(s) should be open ended, without a single “correct” answer. For example: “How can literature serve as a vehicle for social change?”]

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### Learning Objective(s)/Goals

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

Students will be able to:

1. 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(s):** Assessments created *for* teaching, used to measure student learning in order to guide further instruction. These are varied in format and 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.

For **each** assessment listed, **put the learning objective number(s) being addressed by that assessment** in parentheses following the assessment description.]

### Lesson Structure and Procedures

[Outline the logistics of the lesson, focusing on environment setup and activity management, including how you will keep students actively engaged. How will students utilize resources? How will you break up the lesson into segments? 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? Include **estimated timings** for each segment of the lesson, and describe **how you will manage each transition** between tasks. Account for how you will **set up your classroom environment** at each phase of the lesson to facilitate and support the lesson activities, including how students will be physically arranged for activities.]

### Learning Activities/Significant Tasks

[Learning activities/significant tasks are “best instructional practices”, detailed step by step, outlining the specific activities 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. For each phase of the lesson, specify how you will be using **one or more teaching models** (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 (including URLs) that will be used by both the teacher and the students, as well as the number needed for each material (e.g., 1 per student, 1 per small group, 1 for teacher.)

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**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 DURING the lesson? 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? This takes place **AFTER** the lesson is done. 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. How would you improve the lesson if you were to teach it again? When planning your lesson, phrase these as **questions to ask yourself** after the lesson.]

**Additional Information**

[Include any additional information/component you feel is important to the lesson that was not covered in another area of the lesson plan format.]

**Lesson Plan Rubric**  
**Missouri Baptist University**

<b>CATEGORY</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>
<b>Heading</b>	The required Missouri Baptist University (MBU) School of Education's Lesson Plan Design has been used and heading includes all required information. Subject/Course and topic addresses the proper content area.	The required Missouri Baptist University (MBU) School of Education's Lesson Plan Design has been used and heading includes most of the required information. Subject/Course and topic addresses the proper content area.	The required Missouri Baptist University (MBU) School of Education's Lesson Plan design was not used, OR the heading does not include all required information. Subject/Course and/or topic do not address the proper content area.
<b>Applicable Standards</b>	Standards include the proper Missouri Learning or Missouri Early Learning Standard(s). Both standard reference number and complete standard text are included.	The appropriate standards are included but may not include the proper reference number and/or the standards are not written out in their entirety.	Not all of the appropriate standards and / or inappropriate standards are included in the lesson plan.
<b>Lesson Purpose, Essential Question(s) (EQs), and Related Vocabulary</b>	<p>The lesson purpose is included and indicates the overarching importance of the lesson. It begins with the phrase: "Students will need to understand that ...", followed by a complete sentence.</p> <p>One or two essential questions directly related to the lesson purpose are written in student language and are designed to motivate and provoke meaningful discussion.</p> <p>Vocabulary specific to the lesson is listed.</p>	<p>The lesson purpose is provided but does not address the overarching importance of the lesson. The purpose is not written in the proper form.</p> <p>The essential questions are not related to the lesson purpose or are not thought provoking questions designed to create meaningful discussion.</p> <p>Vocabulary is listed.</p>	<p>Candidate reveals below average understanding of the lesson purpose.</p> <p>The essential questions are not included OR are not related to lesson purpose <b>and</b> will not provoke meaningful discussion.</p> <p>Vocabulary for the lesson is not listed or is incomplete.</p>
<b>Learning Objectives</b>	Objectives start with "Students will be able to..." followed by an action verb and description. Objectives are measurable. The expected degree of mastery is stated.	Objectives are listed but are not written in MBU Lesson Plan required format and/or are not measurable.	Objectives are not included or not appropriate for the lesson.
<b>Assessments / Criteria for Success</b>	A brief overview of both the formative and summative assessment(s) for this lesson is provided. Each assessment is mapped to one or more lesson learning objectives.	An overview of the formative and summative assessments is provided, but assessments are not appropriate for the lesson and / or are not mapped to specific lesson learning objectives.	Appropriate formative / summative assessments are not included.
<b>Lesson Structure and Procedures</b>	Plan clearly states how students will share resources and how the lesson will be broken down in segments, including approximate time for each segment, the transition points in the lesson, and what is expected from students during transition points. Plan also indicates how the classroom environment will be set up to facilitate and support the activities, including how students will be arranged for the activities.	Plan includes some information about how resources will be shared, how the lesson will be broken into segments, and how the classroom will be arranged to support the activities. However, more detail is needed.	Not included or plan has provided very limited information.
<b>Learning Activities / Significant Tasks</b>	Plan describes in step-by-step detail the significant tasks and activities in which students will engage to gain a clear and deep understanding of the topic. The description includes both standard objectives (the what) and the instructional process (the how).	Plan describes tasks and activities in which students will engage to gain an understanding of the topic. The description includes both standard objectives (the what) and the instructional process (the how).	The plan doesn't accurately and clearly describe the significant tasks and learning activities to be completed in order to provide students a clear understanding of the topic.

CATEGORY	Exceeds Expectations	Meets Expectations	Below Expectations
	<p>The plan provides a detailed description of the instructional models being used at each lesson phase to facilitate students' learning. It specifies whether direct instruction, cooperative learning, presentation, problem-based instruction and discussion, inquiry based instruction, or a combination of methods will be used. Key elements and strategies that will be used are described.</p> <p>This is a specific detailed outline of how the content of the lesson will be delivered to the students.</p>	<p>A description of how the lesson will facilitate students' learning is not fully explained. It is not specified whether direct instruction, cooperative learning, presentation, problem-based instruction and discussion, inquiry based instruction or a combination of methods will be used. Key elements and strategies that will be used may not be described.</p>	
<b>Resources and Materials, Including Technology</b>	<p>Bullet points are used to list resources such as websites, books, manipulatives, and other materials (concrete and online) that will be utilized in the lesson, including quantities needed. The technology tools used by both teacher and students are included.</p>	<p>The list of resources needed for the lesson, including the technology needed for both students and teacher, are listed. However, the list is not complete and / or quantities of materials are not listed.</p>	<p>Not included or significantly lacking in detail.</p>
<b>Differentiation / Modification / Accommodation</b>	<p>Diverse learner needs are addressed in selecting resources, grouping students, and planning the lesson. Special considerations such as assistive technologies or second-language learning are taken in to account. The plan is <b>specific</b> in how diverse learner needs will be addressed <b>during</b> the lesson.</p>	<p>Diverse learner needs are considered in selecting resources, grouping students and planning the lesson. However, the plan is not specific in indicating the differentiation, modifications, or accommodations that will occur.</p>	<p>It is not clearly stated how diverse learner needs are to be considered in selecting resources, grouping students and planning the lesson. Special considerations such as assistive technologies or second-language learning may not be taken in to account.</p>
<b>Extensions / Remediation / Follow up</b>	<p>Plan clearly outlines the activities that will be available to extend students' understanding <b>after the lesson</b> (enrichment and extension). The plan also clearly explains how students will be assisted if assessments indicate they are not learning. The lesson provides follow-up activities that will help students be ready to apply what they have learned.</p>	<p>Plan includes some possible activities for extension of the lesson, remediation of the lesson, and lesson follow-up. However, the suggestions lack detail or the activities are not realistic.</p>	<p>Plan doesn't include an extension activity, a remediation activity, or a lesson follow-up activity appropriate for students who need more support and for students who have mastered lesson content.</p>
<b>Reflection</b>	<p>The lesson reflection questions are thoughtful and clearly and coherently stated. Section includes an evaluation of strengths and weaknesses of the lesson and consideration of how the lesson might be improved in the future.</p>	<p>A reflection guide is provided, but is limited in its reflective nature. Very brief and broad.</p>	<p>No reflection guide included.</p>



### **Information for Cooperating Teacher**

#### **Tentative Schedule for Pre-service Teacher (16 weeks):**

- Week 1: The pre-service teacher should observe the cooperating teacher's classes, be oriented to classroom and school rules/procedures and expectations, learn students' names, and begin planning for the lessons he/she will be expected to teach.
- Week 2: Begin integrating pre-service teacher into the instructional program with a partial load of classes/core subjects.
- Weeks 3-6: Pre-service teacher should be given more classes/subjects to teach, adding 1-2 classes/subjects weekly (a gradual integrating into the instructional program).
- Weeks 7-16: Pre-service teacher should assume all of the classes/duties of the cooperating teacher's schedule.

#### **Tentative Schedule for Pre-service Teacher (12 weeks):**

- Week 1: The pre-service teacher should observe the cooperating teacher's classes, be oriented to classroom and school rules/procedures and expectations, learn students' names, and begin planning for the lessons he/she will be expected to teach.
- Week 2: Begin integrating pre-service teacher into the instructional program with a partial load of classes/core subjects.
- Weeks 3-4: Pre-service teacher should be given more classes/subjects to teach, adding 1-2 classes/subjects weekly (a gradual integrating into the instructional program).
- Weeks 5-12: Pre-service teacher should assume all of the classes/duties of the cooperating teacher's schedule.

#### **Tentative Schedule for Pre-service Teacher (4 weeks):**

- Week 1: The pre-service teacher should observe the cooperating teacher's classes, be oriented to classroom and school rules/procedures and expectations, learn students' names, and begin planning for the lessons he/she will be expected to teach.
- Week 2: Begin integrating pre-service teacher into the instructional program with a partial load of classes/core subjects.
- Weeks 3-4: Student teacher should assume all of the classes/duties of the cooperating teacher's schedule.

**Expectations of the University Supervisor:**

Weekly communication (either by email or phone) with the pre-service teacher regarding progress and/or areas of concern.

Conduct an initial visit with the pre-service teacher and the cooperating teacher.

Provide information for the cooperating teacher regarding MEES training.

Completion of the electronic Formative Evaluations (4 for 16 weeks; 3 for 12 weeks; 1 for 4 weeks).

Completion of the electronic Summative Evaluation.

Collaboration with the cooperating teacher regarding the student's final grade.

Collect the evaluation forms from the Cooperating Teacher.

Return all evaluation forms to Angela McGowan, FLD 313.

**Expectations of Cooperating Teacher:**

Daily communication with the pre-service teacher about the teaching/learning process in the classroom.

Weekly communication (either by email or by phone) with the University Supervisor regarding the pre-service teacher's progress and/or areas of concern.

Completion of the Formative Evaluations (3 for 16 weeks; 2 for 12 weeks; 1 for 4 weeks)

Completion of the Summative Evaluation.

Completion of the Evaluation of Educator Preparation Program – To be completed by the final week.

Please note that all pre-service teachers are required to attend a Student Teaching Seminar. Pre-service teachers are expected to inform the Cooperating Teacher of meeting dates and times in the event that the pre-service teacher must leave student teaching early in order to attend class.

Pre-service teachers may also be "excused" from student teaching in order to attend the following events:

MBU Job Fair (held in February)

Senior Day (held at the end of April)

Pre-service teachers are expected to inform the Cooperating Teacher of specific dates in advance for these events.

Pre-service teachers are expected to arrive according to the district/school's scheduled arrival time for teachers, and are expected to stay until the scheduled departure time for teachers. Pre-service teachers are expected to follow the calendar of the district, rather than the university calendar. Pre-service teachers are not required to make up snow days, legal holidays, or other days when the district/school is closed. Pre-service teachers ARE required to make up sick days, and are expected to inform the cooperating teacher and their university supervisor as soon as possible in the event of illness or another emergency. Please be sure to let your student teacher know your district's policies for reporting absences and the best way to reach you in such an event. Excessive tardiness or absences by the pre-service teacher should be documented and reported to the university supervisor, and may be grounds for dismissal from the placement, by either the district or the university.

Pre-service teachers are informed to dress professionally and to be engaged with students at all times. They should refrain from using cell phones or completing homework during classroom hours. Any concerns with the pre-service teacher's professional conduct should be documented and reported to the University Supervisor.

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