Missouri Western State University
Department of Education

PREPARING REFLECTIVE TEACHER-LEADERS

Undergraduate Teacher Education Handbook
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Welcome to an APPLIED Teacher Education program. We believe that you learn best by moving developmentally through phases in which you gain theoretical knowledge and teaching skills but are able to frequently put these into application in school settings.

On Campus - You’ll be taught by full-time faculty who has been where you’re going. We only hire professors who have experience teaching in P-12 schools. Our faculty cares about your progress and interacts with you in class, is available outside of class, and serve as academic advisors for our majors.

In Schools – The faculty supervise, so we are with you on campus and out in the schools. In addition, part-time faculty who are recently retired master teachers and principals help us with supervision. We have a relational model of placement that helps us work with schools to find the best possible placement and to work through any obstacles that may pop up.

Welcome to the program!

ABOUT OUR PROGRAM

The Missouri Western Teacher Education Program is an applied program that is unique in its structure and values:

- You learn to take responsibility for student learning by meeting and exceeding the Missouri Western Teacher Education Standards, the Six Domains of Leadership Dispositions, and special attention to Diversity and Technology.

- Your learning is distributed developmentally across four phases that focus respectively upon (1) exploring, (2) developing knowledge, (3) investigating, and (4) applying knowledge.

- You will be in schools a lot over your time in our program. This is an applied teacher education program. We believe that teachers learn to teach by teaching. All four phases have field experiences that give you an extended opportunity to work under the mentorship of master classroom teachers and experienced university supervisors.

- All field experiences are connected to on-campus courses so assignments are carried out in the schools and discussed and reviewed in courses.

- Our entire faculty is made up of experienced P-12 certified teachers.

- Our faculty supervises out there in the schools, not just in the courses. In addition to continuing our relationship with you in school settings, we can see what is and isn’t working in order to adjust our curriculum to maximize your success in schools.
Our Faculty and Staff are committed to helping you succeed as a Teacher Leader

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QUICK START: Curriculum (K-12)

Phase I
“Exploring”

- Introduction to Education
  EDU 202

- Phase I Field Experience
  EDU 203

Pre-Service:
EDU 225
EDU 308
EDU 315
ENG 403
PSY 140

Phase II
“Developing Knowledge”

- Methods Courses: Elementary
  EDU 310
  EDU 320
  EDU 330
  EDU 332
  EDU 340
  EDU 360
  EDU 351
  EDU 370
  EDU 430
  MAT 352
  PHS 230
  ---OR---
  Secondary Methods

- Various experiences in classrooms

- Apply for EDU 303 or any practicum a semester in advance.

Phase III
“Investigating”

- Junior Experience:
  Elementary
  EDU 375
  Elementary and Secondary
  EDU 304

- EDU 303 "Junior Experience" Phase III
  Mid-level teaching experience.

- Apply for Student Teaching a semester in advance.

Phase IV
“Applying Knowledge”

- Student Teaching Seminar:
  Elementary
  EDU 403
  ---OR---
  Secondary
  EDU 404

- Phase IV Student Teaching:
  Elementary
  EDU 408
  ---OR---
  Secondary
  EDU 409

See the University Catalog or the Department Web Page for Admission Requirements, application deadlines and the remaining courses required to complete your degree and certification.

Elementary Education majors must also complete an area of concentration.

Secondary and K-12 Education candidates are majors in the departments of their discipline and are advised there.
QUICK START: Curriculum (Birth-3rd grade)

Phase I
“Exploring”
Introduction to Education
EDU 202 &
EDU 300
Phase I Field Experience
EDU 203

Phase II
“Developing Knowledge”
Methods Courses:
Early Childhood
EDU 310
EDU 316
EDU 332
EDU 333
EDU 334
EDU 344
EDU 348
EDU 351
EDU 360
EDU 370

Various Forays into the Field

Phase III
“Investigating”
Junior Experience:
Early Childhood
EDU 391
EDU 374

EDU 392 “Junior Experience” Phase III
Mid-level Experience in Early Childhood

Phase IV
“Applying Knowledge”
Student Teaching Seminar
Early Childhood
EDU 400

Phase IV Student Teaching:
Early Childhood
EDU 462

See the University Catalog or the Department Web Page for Admission Requirements, application deadlines, and the remaining courses required to complete your degree and certification

Department of Elementary and Secondary Education
Certification for Early Childhood
QUICK START: Assessments

**Phase I**

“Exploring”

**Phase II**

“Developing Knowledge”

**Phase III**

“Investigating”

**Phase IV**

“Applying Knowledge”

**OUR TEACHER LEADERS TAKE RESPONSIBILITY FOR STUDENT LEARNING** by meeting or exceeding five assessments distributed developmentally over four phases. The five assessments cover content knowledge, dispositions, reflective practices, and pedagogy. The four phases have themes of Exploring, Developing Knowledge, Investigating, and Applying Knowledge.

1. Knowledge and Pedagogical Skills are evaluated by the Western Teacher Education Standards. (INTASC and MoSPE)

2. Dispositions are evaluated by the Six Domains of the Western Education Leadership Dispositions.

3. Leadership Behaviors are evaluated within clinical placements and field experiences.

4. Diversity is evaluated within the methods courses and field experiences.

5. Technology is evaluated within the methods courses and field experiences.
QUICK START: Admission

Phase I
“Exploring”

Phase II
“Developing Knowledge”

Phase III
“Investigating”

Phase IV
“Applying Knowledge”

STEPS TO BE FORMALLY ADMITTED TO THE PROGRAM

SUCCESSFUL COMPLETION OF EDU 202 AND EDU 203 (C or better)

Overall GPA ≥ 2.75
Content and Education GPA ≥ 3.0
ACT or SAT Composite Score on File

Completed MEP during EDU 202 (Transfer students take it and turn into EDU office)

MOGEA passing scores in the following subtests:
Reading, Writing, Math, and Science/Social Studies.

Elementary and Early Childhood meet with your advisor to complete and submit the application.
Secondary K-12 and 9-12 meet with the Placement Coordinator to complete and submit the application.

All of the steps above apply equally to Early Childhood, Elementary, Secondary 9-12 and K-12 candidates.

It is your responsibility to meet the Admission requirements and request the necessary documentation.
The Content Area Exit Exam

The Content Area Exit Exam is required by the state of Missouri for teacher certification. This Content Area Assessment will be administered by Pearson Testing.

Content Area Assessment: Subject Assessment tests measure knowledge of specific subjects that K-12 educators will teach, as well as general and subject-specific teaching skills and knowledge.”

IMPORTANT LINKS

Missouri List of Specific Tests for Certification
Content Tests with links for registration

THINGS YOU NEED TO KNOW

- Successful passing of the Content Area Assessment is a prerequisite for Student Teaching—No Exceptions! Plan ahead.
- Your best strategy is to take the exam toward the end of content and methods courses. You should work with your content department if you fail to earn a passing score on the first attempt.
- For early childhood the assessment will draw heavily upon your methods courses. For elementary the exam will focus on content knowledge from 1st to 6th grade in language arts, math, science, and social studies. For secondary, the exam will address your discipline’s content and skills.
- Study guides are available for general test taking skills in the MWSU Library and in the Education Department.
- An application is available in the Education Department for students needing financial assistance to pay for the assessment.
CERTIFICATION

So . . . you want to be a teacher?

Choose from among the certification areas below.

Although the Education Department only has two majors—Early Childhood Education and Elementary Education—we provide the pedagogy and certification for all other majors with a teaching component.

For example, if you wanted to be a high school English teacher, your major would be English and your primary advisor would be out of that department. However, you would need to be admitted into Teacher Education through our department and we would provide the 33 hours of coursework leading to grades 9 - 12 certification. Likewise, if you wanted to teach music, your major would be B.S.E. in Music with an education minor, and you would take coursework with us for certification that would allow you to teach music anywhere from Kindergarten through the 12th grade in Missouri.

You may also wish to visit the Department of Elementary and Secondary Education (DESE) web site and review certification options and requirements.

You can choose to teach from the following certification options:

- ART (K-12 grade levels)
- BIOLOGY (9-12)
- CHEMISTRY (9-12)
- ENGLISH (9-12)
- ELEMENTARY (1-6)
- EARLY CHILDHOOD (Birth-3 grade)
- MODERN LANGUAGE – FRENCH (K-12)
- MODERN LANGUAGE – SPANISH (K-12)
- MATHEMATICS (9-12)
- MUSIC – INSTRUMENTAL (K-12)
- MUSIC – VOCAL (K-12)
- PHYSICAL EDUCATION (K-12)
- SPEECH/THEATRE (9-12)
- SOCIAL SCIENCE (9-12)
- UNIFIED SCIENCE – BIOLOGY (9-12)
- UNIFIED SCIENCE – CHEMISTRY (9-12)

Additional Certifications:

- Elementary Education majors are required to have an additional Area of Concentration, some of which add an additional certification [Special Reading (K-12) and English for Speakers of Other Languages (K-12)]
- Education candidates may add a certification area by passing additional Missouri Content Area Assessments.
Description of Our Model

Preparing Reflective Teacher-Leaders

The model shows learning is circular. We are focused on preparing teacher candidates with content knowledge, teacher dispositions, reflective practices, and education pedagogy at the center of their learning. This is surrounded by clinical placements and field experiences focused on exploring, developing knowledge, investigating, and then applying knowledge as teacher candidates.

Each phase is a reminder that reflection is not a vague recounting of “what happened,” but is instead a process that requires certain critical components: (1) a specific tool of reflection, (2) an object on which to focus the reflection, and (3) a habit of mind that encourages a maturing of the reflective process and applications to teaching and learning.

The tools of reflection are specific assignments and course requirements such as the Key Assessments attached to methods courses.

The focus of reflective teaching is student learning: By focusing teacher candidates’ attention on the learning of the students in the host schools, reflective assignments ensure that the reflection will be performance-based.

For example, in EDU 360, Assessing and Individualizing Reading, candidates work with an elementary reader who is struggling. They assess the reading difficulty and adjust their tutoring to maximize the student’s progress in learning.

Finally, reflective teachings encourage a habit of reflection that addresses the following three critical questions: (1) Which aspect of student learning do I wish to affect? (2) What evidence can I produce that the positive performance took place? (3) What is the link between the evidence and my claim that I positively influenced student learning?

Although much of the knowledge is learned through on-campus coursework, a good deal of knowledge is obtained during the application in the students’ field experiences. Likewise the four phases have degrees of overlap.
Beginning the Program:

Most candidates join our program during the sophomore year. They begin with EDU 202 Introduction to Education and EDU 203 Participation in Teaching. These courses serve as the first courses for the entire program for those who will stay with us until graduation and certification. For others, these will serve as survey courses to help them decide if teaching is the best career for them.

Students must complete entrance requirements, including passing the MOGEA, before being officially admitted to the program.

Many other candidates enter directly into Phase II courses having transferred to Missouri Western from a community college or other institution of higher learning. Most of these students will have completed the Introduction to Education course along with an observation field experience. Some will transfer in other education courses that are accepted into our Phase II course requirements. (Refer to the Transfer Guidelines on the MWSU website.)

Transfer students may enroll in education courses for one semester without being formally admitted into the program but must pass entrance requirements before advancing further.

Leaving the Program:

At the end of Phase I, Phase II, and Phase III there are possible points of departure from the teacher education program.

Students who exit out at the end of Phase I will pursue another degree.

Those who exit out at Phase II or Phase III from elementary or early childhood education can use their education coursework in a Bachelor of Interdisciplinary Science degree (BIS) or a Bachelor of General Studies (BGS). These degrees allow a student to apply a significant number of accumulated hours in the education major toward the completion of a bachelor’s degree. Secondary education students can pursue another degree in their area of study.

Consult the current University Catalog for details regarding the BIS or BGS degrees.
The Four Phases:

The Four Phases organize our program so that candidate learning and application of that learning is developmental across discrete phases that are guided by the following purposes:

| PHASE I: “Exploring” |
| PHASE II: “Developing Knowledge” |
| PHASE III: “Investigating” |
| PHASE IV: “Applying Knowledge” |

**Phase I** (Exploring) corresponds to the semester in which you enroll in the connected Introduction to Education course and the field-based school observation (EDU 202 and 203). In these courses you will explore the professional responsibilities of teachers, how schools are organized, the challenges of teaching a diverse student population, and the rewards of becoming a part of one of the largest service to community professions in the world.

**Phase II** (Developing Knowledge) consists of the methods courses in which you develop knowledge in order to take responsibility for student learning. Each course will have one or more applied assignments with many of them affording the opportunity for limited experiences out into the schools or working with PreK-12 student work samples. The lesson plans developed in each course can lead to student learning in later field experiences. This phase is started after formal acceptance into the Education Department. Secondary education majors will also use this time for learning content that will be used in their teaching.
Overview of the Four Phases (continued)

**Phase III** (Investigating) is what we often call Junior Experience. This is a pre-student teaching experience that is connected to the methods and management courses. This is the first teaching experience of our program as you will actually “be the teacher” for the equivalent of one hour per day. You will be investigating the knowledge you’ve developed in methods classes. You will apply strategies of teaching a diverse student population, use technology tools, and grow in classroom management skills. You will focus on student learning, analyze student work, and gain skills in applying Leadership Dispositions and Professional Behaviors so that when you begin student teaching you will bring background and experience to the classroom.

Your University Supervisor will observe and evaluate your performance approximately every three weeks.

**Phase IV** (Applying Knowledge) is traditional student teaching. Between Phase III Junior Experience and Phase IV Student Teaching, you will be given the opportunity to work in diverse settings and at different grade levels. For example, if you are a K-12 Art, Music, or PE candidate and you wish to student teach at the secondary level, your Phase III experience will be in an elementary school. If you are an elementary major and wish to student teach at the primary grade levels, you may request placement at the intermediate elementary level for the Phase III Junior Experience. Those students in the early childhood program will participate in hands-on teaching experiences with infants, toddlers, and learners in preschool or kindergarten as well as first through third grade.

Your University Supervisor will observe and evaluate your performance approximately every two weeks.
Our Professional Dispositions are literature and researched based.

The Leadership Dispositions are organized into six domains, four of which are focused inward and have to do with self-improvement while the remaining two domains give attention to how we relate with those around us and with school structure and expectations.

Dispositions are deeply-established ways in which you are oriented toward yourself and others. They are different from outward behaviors, but inform those behaviors.

For example, a disposition under the domain of Self-Adjustment is Self-Control. Self-control is described by the following:

1. **Self-control**: Teacher leaders with self-control keep emotions in check even in very difficult situations.

In other words, a teacher possessing this professional disposition is taking responsibility for student learning to the degree that he/she is able to put personal issues aside for the good of the students and does not use personal or professional problems as an excuse for poor performance.

*For the teacher leader, these dispositions support the practice of fairness and the underlying belief that ALL students can learn.*

### Self-Adjustment Domain

- Self-Control
- Stress Tolerance
- Adaptability/Flexibility

### Achievement Domain

- Achievement/Effort
- Persistence
- Initiative
Teacher Leadership Dispositions

**Conscientiousness Domain**
- Dependability
- Attention to Detail
- Rule Following

**Practical Intelligence Domain**
- Independence
- Innovation
- Analytical Thinking

**Social Influence Domain**
- Leadership Orientation
- Social Orientation

**Interpersonal Domain**
- Cooperation
- Concern for Others
KNOWLEDGE, SKILLS, DISPOSITIONS, BEHAVIORS, DIVERSITY, and TECHNOLOGY

Your success as a Teacher Leader will certainly depend upon your ability to be an intellectual leader, because you will need to know your content. In addition, you must possess superior teaching skills and the accompanying Leadership Dispositions and Professional Behaviors with which to have a positive effect upon student learning. It will be critical that you understand and appreciate diversity in all of its manifestations, so you can create curriculum that adapts to students and helps them learn. Of course, you will need to be current with your use of technology to add to your repertoire of teaching tools.

RELATIONSHIPS

But foundational to your being able to do all the above, will be your ability to build relationships with your students and to connect with their worlds and each of them individually. Equally important will be your ability to build collegial, supportive relationships with your professional colleagues and school administration.

You can be an expert in your discipline and have incredible teaching skills, but if you don’t build these relationships you will not succeed in the classroom!

OUR COMMITMENT TO YOU

Missouri Western Teacher Education faculty is committed to working with you to build the kind of supportive relationships you must have to become a Teacher Leader who will Take Responsibility for Student Learning.

A Teacher Leader . . .

- can be you
- can tell stories in order to share you and be understood
- can be heard and can listen to understand others
- can tell the truth and get the help you need, even if it is painful
- can trust and be trusted
- can take advantage of wisdom earned by those who have gone before you
In 1969, education faculty members of St. Joseph Junior College were offered the unique opportunity to design and implement a new teacher education program that was to be part of the program offerings of the emerging four-year institution, Missouri Western State College. Current faculty members and students alike owe a debt of gratitude to the founders of this program for their far-reaching vision. They set into place foundation stones that are as relevant and effectual today as in 1969. These include:

1. Professional advisory input from “school personnel in the St. Joseph area, representing private, parochial, and public institutions” (Haynes, Gettys, & Coyne, 1969)

2. Early exposure to the classroom for the teacher candidate

3. The concept of a continuum of courses and field experiences so that “the competency of a student in a future course depends upon the successful completion of and information acquired from a prior one” (Haynes, Gettys, & Coyne, 1969)

4. Field experiences connected with specific courses so that theory informs practice, while practice further enlightens the theory

5. A commitment to close collaboration between the cooperating teacher and the College Supervisor as they work together to support and challenge pre-service teachers to standards of excellence

Over the span of more than fifty years since the inception of our program, demands on teachers and teacher education programs have intensified. Even as the college became a university, the original design of our program withstood the test of time and provided a foundation for innovative features that we feel will guarantee our graduates will be well prepared to face current challenges in education.
Phase I - Exploring

EDU 202 Introduction to Education
- 3 credit hour on-campus course
- Historical, Philosophical, Social Foundations of Education
- How schools are organized
- Ethical and legal considerations
- Missouri Educator Profile assessment
- Must be completed with a "C" or higher grade.

EDU 203 Participation in Teaching
- 1 credit hour in school experience which will require you to provide transportation to a school
- Pass/Fail grade
- 8 weeks of the semester
- Background check required before going to the placement
- Focused Observation
- Hands on helping as allowed
- 4 hours per week
- Follow Missouri Western calendar
- Decision if teaching is what you choose to do
- Evaluation done by cooperating teacher

EDU 202 AND 203 HELP YOU DECIDE IF YOU WISH TO MEET ADMISSION REQUIREMENTS AND PURSUE TEACHER CERTIFICATION OR CHOOSE ANOTHER MAJOR

Go to Education webpage for Education Department updates!
Phase II – Developing Knowledge

GATEWAY

Admission to Teacher Education:

- EDU 202 and 203 with “C” or higher
- GPA: 2.75 overall 3.0 Content & Education
- ACT Scores on file
- MOGEA: passing scores

Secondary K-12 or 9-12 Methods Courses
(See the University Catalog for your discipline)

Elementary Methods Courses

- PHS 230 Physical Science for Teachers
- EDU 310 Introduction to Reading
- EDU 320 Language Arts Methods
- EDU 330 Science Methods
- EDU 332 Teaching in the Integrated Areas
- EDU 340 Social Studies Methods
- EDU 351 Mathematics Methods
- MAT 352 Math for ELE and MS I
- EDU 360 Assessing & Individualizing Reading
- EDU 370 Behavior Management
- EDU 430 Teaching Reading Deficits

Early Childhood Courses

- EDU 310 Introduction to Reading
- EDU 332 Teaching in the Integrated Areas
- EDU 333 Science & Social Studies Methods for EC
- EDU 348 Language Development
- EDU 344 Assessing & Evaluating in EC
- EDU 351 Mathematics Methods
- EDU 360 Assessing & Individualizing Reading
- EDU 370 Behavior Management

Phase II courses are methods courses that focus your attention upon gaining theoretical knowledge and skills, equipping you to be successful in the critical Phase III and Phase IV field experiences of Junior Experience and Student Teaching.

If you are a Secondary or K-12 teacher candidate, you will take the methods courses proscribed in that section of the catalog and on your Major/Minor form. You should take your methods courses prior to enrolling in Phase III Experience in Teaching II (EDU 303 and EDU 304).

If you are an Elementary teacher candidate, you will take the methods courses listed above prior to enrolling in Phase III Experience in Teaching II (EDU 303, 304, and 375).

If you are an Early Childhood teacher candidate, you will take the methods courses listed above prior to enrolling in Phase III Experience in Teaching Early Childhood (EDU 374, 391, and 392).
Phase III – Investigating

**GATEWAY**

Admission to Junior Experience:
- GPA: 2.75 overall 3.0 Content & Education
- Course Grades “C” or higher
- Methods Courses
- Application Process *(semester prior to the experience)*
- Background Check

**EDU 303 Experience in Teaching II**
**EDU 392 Experience in Teaching Early Childhood**

**EDU 304 Applied Methods and Management**
**EDU 391 Curriculum Methods and Materials for Early Childhood**

**EDU 375 Teaching Reading in the Elementary School**
**EDU 374 Literacy Development in Early Childhood**

**Phase III** is the engine of our program. We know from years of experience in supervising teacher candidates and from feedback from host school principals that the connected courses of Junior Experience give you the opportunity to mature into a teacher leader who is able to take responsibility for student learning.

In Junior Experience, you will **do everything you would do as a student teacher** but only for one hour per day (a little longer for secondary blocks). You will be mentored by a host school Cooperating Teacher and a University Supervisor as you get to know the students, create a long-term curriculum unit, teach for an extended time, and take responsibility for all aspects of classroom teaching.

You will be out in the host schools about 12 weeks of the semester and attending the connected course(s) so that what you learn on campus can be applied in an authentic teaching setting and so that the experiences you gain in the host school can be brought back to class and inform your understanding of strategies and theory. You will follow Western’s schedule for holidays or closings.
Because of the hands-on approach of Junior Experience, your student teaching will be a time of discovering your unique teacher voice and honing your teacher insights and skills to the degree that host school principals consistently report to us that our student teachers look more like first year teachers.

Your student teaching experience will include a 3 hour seminar for Elementary and Secondary majors. It will be a blended class with online requirements and visits back to campus. Early Childhood majors do not have a seminar class.

You will also complete the Missouri Pre-service Teacher Assessment during your student teaching experience. This assessment includes 4 performance tasks that will focus on the MoSPE Standards and Quality Indicators.

For approximately one-third of the student teaching experience, you will assume nearly all, if not all, the classroom duties of the Cooperating Teacher. This includes planning, teaching, paper grading, and classroom management. You may be placed in a co-teaching environment, where you share duties and teaching with the cooperating teacher for the entire experience. You will still be expected to take the lead on planning, teaching, paper grading, and classroom management during that time. You will follow your host school’s holiday and days off schedule.

During the student teaching experience, your Cooperating Teacher will act as your mentor in your teaching content while your University Supervisor will focus primarily upon pedagogy.
Although the teacher education program is individualized when possible, these general policies guide the assignment of the students in Phases I and III for field experiences and Phase IV for clinical placement:

1. You must apply for all field experiences and clinical placements except EDU 203 a semester in advance. (Information will be posted in all departments with Education Students and dispersed through advisors.)

2. In so far as is possible, you should be in a different school for each of your three field experiences.

3. The goal of the department is to place candidates in three host schools to facilitate a broad range of diverse ethnic, economic, and cultural experiences.

4. You may list first and second preferences for placement in Student Teaching for consideration by the Placement Coordinator. We’ll do our best to honor your requests, but many factors enter into our final decision for your placement. Sometimes you must trust us to make the best possible placement for you.

5. Student Teaching is the only placement where you may request a placement site. If you request a site that is beyond a 60 mile radius of either the main or Northland campus, you will be required to pay a fee for supervision. Practicum, Junior, and Sophomore experiences are placed in St. Joseph for main campus students and North Kansas City for Northland campus students.

6. We try to avoid assigning you to a host school where close relatives (children, parents, siblings, husband/wife, etc.) are in attendance or employment.

7. Reassignments may be made when circumstances warrant. These would be made early in the experience and may be made by request of the University Supervisor, faculty of the cooperating school, or the student. Requests should be submitted to the Placement Coordinator and will be reviewed by the Teacher Education Admissions and Retention Committee (TEARC). You will only be allowed one change of placement with TEARC’s recommendation.
Personal Conduct:

- Personal behavior during a clinical experience must reflect the ethics of a professional person. You will find that you have access to information such as test scores, IQ scores, financial background, family status, classroom discipline incidents, personal habits and additional information which MUST NOT leave the school. This information must be handled with the greatest discretion and in utmost confidence. A violation of confidentiality will be dealt with seriously and can result with the removal from a field experience/clinical placement or the MWSU teacher education program.

- You must identify yourself with the professional members of the school. You are not part of the student body. Don't allow yourself to engage in social activities with students. Work instead upon developing the Leadership Dispositions that will make you successful as a professional.

- On the first day in the school request information concerning the manner of dress and general conduct for your particular school. Usually this is found in the "Faculty Handbook." Discretion and good taste are expected. Any question concerning dress, conduct or school procedures should be directed to the cooperating teacher. Use common sense: observe and fit into the school culture during this time of professional training and development.

- While you are in the process of becoming a professional educator, you are at the same time in a subordinate role. It is expected that you will not use your guest status in the classroom for the purpose of collecting information that will be used in a non-professional manner. Teaching style and teaching philosophy of two teachers can be very different. You may observe what you view to be "bad teaching." Your task is to observe and possibly reflect, but not to carry stories out of the classroom. This includes sharing information on social media sites. If you observe situations that do not appear to be "right" talk to the university supervisor. Eventually with additional teaching experience, maturity and wisdom you may better understand the cooperating teacher's motives and pedagogy. At this moment of your professional development, suspend judgment and have an open mind.
The Teacher Education Admission and Retention Committee (TEARC) is a departmental committee that makes decisions concerning exceptions and violations of policy.

PURPOSE: The committee’s purpose is to support the unit mission of preparing teacher candidates to become Teacher Leaders who take responsibility for student learning by drawing upon the broad experience and council of its members to resolve issues of:

- **Due process** that is passed on to TEARC by the chairperson
- **Requests for exceptions** that are passed on to TEARC by a faculty member
- **Issues of candidate performance** deemed serious by an education faculty member, a University Supervisor, the Placement Coordinator, or a host school

In addition, TEARC is charged with the overall task of looking at issues of quality and bringing recommendations to the appropriate level of faculty involvement (i.e., Education Department, Chairperson, Dean, Education Leadership Team (ELT), etc.).

MAKEUP OF THE COMMITTEE: The committee will consist of the following standing representatives:

- **TEARC Chairperson**: typically a senior faculty member within the Education Department
- **Education Department Chairperson**
- **Placement Coordinator**
- **A Special Education Faculty Member**
- **A Senior Faculty Member** appointed by the Education Department chairperson
- **A Junior Faculty Member** appointed by the Education Department chairperson

Other members may be invited to participate as full members on a one-time or temporary basis dependent upon the issue being decided (e.g., a faculty member of another department in the Education Unit or a University Supervisor)

MEETING TIMES: TEARC will meet on at least one time each semester, prior to the general registration of the next regular semester. In this way, TEARC rulings will become final in time for a teacher candidate to adjust their class schedule for the upcoming semester if necessary. Additional meetings will be held when needed.

The TEARC committee will analyze each serious issue that comes before them in order to use the data to improve the program. An attempt should be made to analyze each candidate performance problem in light of the unit’s Conceptual Framework with special attention given to the five assessments* of the unit and to make connections when possible. Longitudinal data from TEARC issues and their connectedness to the five assessments will be used for program improvement.

All appeals to TEARC will be ruled upon prior to general registration of the following semester.
LOW PERFORMANCE IN MAJOR COURSES

A student will be removed from the Elementary Education Program or Early Childhood Program or denied admission if he/she earns a total of three Ds or Fs in major courses. Even if a course is repeated, all grades are counted toward this total. The student can appeal removal from or denial of admission to the program through the Teacher Education Admission and Retention Committee (TEARC) in a written format, but must present evidence of unforeseen circumstances and/or unexpected emergencies. If the appeal to TEARC fails, the student will be removed from the program. After a five year academic holiday and a positive recommendation from TEARC, the student can submit an appeal and request to be readmitted to the teacher education program.

The student is responsible for monitoring his or her own performance related to this rule. Grades and grade point averages are checked by your advisor, but it is ultimately your responsibility to earn a GPA that keeps you in good standing.

At any point which the Education Department becomes aware that the rule has been violated, the student will be removed from the program as stated above and may follow the due process as outlined above.

REMOVAL FROM CLINICAL PLACEMENT

Removal from a clinical placement will require a student to meet with the Placement Coordinator and/or TEARC in order to request a second placement. Any student removed from a second placement will be advised to withdraw from student teaching and graduate without certification.

REMOVAL FROM FIELD EXPERIENCE

Removal from a field experience will require a student to meet with the Placement Coordinator and TEARC in order to request a second placement. Removal from or failure to pass a second placement will result in removal from the Education Program.
Department of Education
Grade Appeal Committee Procedure

Grounds for Appeal

The MWSU Student Handbook allows for grade appeal only under the following circumstances and the Department adheres to these grounds:

1. clerical error
2. capricious grading, defined as
   a) The assignment of a grade to a particular student on some basis other than the performance in the course;
   b) The assignment of a grade to a particular student by resort to more exacting or demanding standards than were applied to other students in the course;
   c) The assignment of a grade by a substantial departure from the instructor’s previously announced standards.

Student Responsibility

1. It is the responsibility of the student to initiate the grade appeal procedure.
2. The student must first discuss the course grade fully with the instructor of the course. This must be done no later than thirty (30) calendar days into the succeeding semester beginning with the first day of classes.

Departmental Responsibility and Procedure:

1. a) If an agreement cannot be reached, the student would appeal to the chairperson in writing. The appeal must be no later than ten (10) calendar days after the aforementioned thirty (30) day deadline.
   b) In the event that the Department Chairperson is the recipient of the original grievance or directly involved, the Dean of Professional Studies will assume the position normally associated with the Department Chairperson.
2. The chairperson would consult with the faculty member concerning the grade appeal.
3. The Department Chairperson would notify the student, in writing, of the department’s decision within thirty (30) calendar days of receipt of the written appeal.
4. If the appeal is not resolved at the departmental level, the student may appeal to the Academic Regulations and Standards Committee in accordance with their rules and regulations. This step shall be in writing no later than the ten (10) calendar days after receipt of the departmental decision. The committee will notify, in writing, the student, instructor, and department of its decision within thirty (30) calendar days of the receipt of written appeal.
<table>
<thead>
<tr>
<th><strong>Teacher Education</strong></th>
<th>The teacher education program is larger than just the Education Department and consists of faculty and curriculum of all departments on campus that have teacher education components. (e.g., Music, English, etc.)</th>
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<tbody>
<tr>
<td><strong>On-campus Courses:</strong></td>
<td>Courses taught by instructors on the campus of Missouri Western State University</td>
</tr>
<tr>
<td><strong>On-line Courses:</strong></td>
<td>Courses for which 80% to 100% of scheduled classroom time is replaced by required activities completed at a distance and managed through the internet.</td>
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<tr>
<td><strong>Blended Courses:</strong></td>
<td>Courses that have 40% to 80% of the instructional experience delivered by distant learning technology.</td>
</tr>
<tr>
<td><strong>Distance Courses:</strong></td>
<td>Online and other courses in which 80% or more of instructional experience is delivered by distance learning technologies (streamed video, video conferencing, DVD.)</td>
</tr>
<tr>
<td><strong>In-school Courses:</strong></td>
<td>Courses where students are assigned clinical experiences in authentic elementary or secondary school settings; MWSU faculty and adjunct faculty act as Supervisors.</td>
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</tbody>
</table>
Teacher Candidate: A MWSU student taking courses leading to beginning certification as an early childhood, elementary, secondary, or K-12 public school teacher. (This term is used to avoid confusion with the term student, since the term student can mean anyone enrolled in college or P-12 schools.)

Cooperating Schools: The schools that provide the setting in which the in-school courses take place.

(Host Schools)

Cooperating Teacher: The certified school teacher or other staff member who works directly with our teacher candidate.

School Coordinator: The faculty member in a cooperating school who assists the university in the placement, supervision, and counseling of teacher candidates assigned to an in-school experience at that school. Often, this is the building principal, or district office personnel.

University Supervisor: A university professor or part-time faculty member who represents the education program by monitoring and supporting the progress and performance of teacher candidates as they teach in a cooperating school. Normally, this is a different individual for each field experience.
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<tr>
<th><strong>University Advisor:</strong></th>
<th>A member of Education Department who serves as the student's academic advisor throughout the college experience.</th>
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<tr>
<td><strong>Placement Coordinator:</strong></td>
<td>The staff member in the Education Department responsible for the placement of teacher candidates in host schools during Phases I, III, and IV of the teacher education program.</td>
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<tr>
<td><strong>Education Leadership Team</strong></td>
<td>The Education Leadership Team (ELT) brings together representatives from all departments on campus with teacher education components to disseminate information, coordinate program curriculum and standards, and ensure compliance with accreditation and program approval guidelines. In addition, the University President, the Provost and academic deans from Professional Studies and Liberal Arts and Sciences are a part of the ELT. The Education Department chair acts as the chair of the ELT.</td>
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**Glossary of Terms (continued)**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>Off-Campus</strong></td>
<td>The off-campus advisory team consists of School Advisory Team Coordinators, Cooperating Teachers, and principals who give feedback and suggestions to the teacher education program by way of yearly meetings on campus.</td>
</tr>
<tr>
<td><strong>TEARC:</strong></td>
<td>Teacher Education Admissions and Retention Committee. This committee is responsible for making decisions relative to admission and retention in the teacher education program. The TEARC committee is a part of the due process procedures of the education program rules on exceptions and disciplinary actions. Typically, the committee is made up of the committee chairperson, the Education Department chairperson, the Placement Director, a special education emphasis faculty member, and additional senior faculty members as needed.</td>
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