HARRIS-STOWE
STATE UNIVERSITY
COLLEGE OF EDUCATION

College of Education Handbook

"REFLECTIVE PRACTITIONER FOR A DIVERSE SOCIETY"

Updated 07/08/2019-Dr. Ellis

Dean's Welcome

The College of Education proudly boasts of its status as the oldest college at Harris-Stowe State University. Accredited by the Council for the Accreditation of Educator Preparation (CAEP), the College of Education is committed to preparing teachers and other school professionals who possess the knowledge, skills, and dispositions to become successful career educators.

The major purpose of the College of Education is to develop reflective practitioners in a diverse society who demonstrate competency in their respective areas of responsibility, utilize research and best practices, are informed decision-makers and advocates for children, and who hold themselves accountable for those whom they serve and to the profession.

Through collaboration with other departments at the university, our faculty and staff are committed to building relationships and creating an environment that is student-centered, provides excellent advising and close supervision to help ensure student success. Current trends, best practices in research, collaboration, reflection, technology use and professional development support and enhance students' experiences throughout their matriculation.

Our programs are designed for traditional, non-traditional, first generation college and transfer students; with courses offered in various face-to-face, hybrid and online formats.

I encourage you to explore our webpages to learn more about the exciting degree programs, student activities, faculty and staff, and research efforts occurring within the College. We invite you to visit our faculty and staff members at the William L. Clay, Sr. Education Center to learn more!

Please let me know if I can assist you in any way throughout your education journey.

With Hornet Pride,

Dr. Quincy A. Rose,
Dean, College of Education
Harris-Stowe State University

It is a great day to be a Hornet!

FOREWARD

Student teaching represents the capstone of the initial teacher certification program. Our student teachers reflect the philosophy, commitment and standard of Harris-Stowe State University and the College of Education. The approval of a teacher education candidate to student teach, is granted by the Dean of the College of Education at Harris-Stowe State University. Student teaching approval is an endorsement of the professional competency, content knowledge, and personal characteristics of the individual student.

During this semester, you will embark on a journey that will be the start of your career as an educator. As you go out into the clinical experience of student teaching, you will represent not only the institution but also your own professional reputation. The College of Education seeks to connect student teacher candidates to diverse multicultural experiences. You will encounter children and adults from various backgrounds. Professionalism and respect for everyone that you encounter will help you develop strong relationships that develop into career opportunities.

Student teaching is a cooperative effort between the public schools and Harris-Stowe State University. Instructors who are assigned student teachers by Harris-Stowe State University are carefully selected by the P-12 school administrators. Our goal is to ensure you have a positive experience guided by a master teacher that is knowledgeable in the content area for which you are assigned.

The purpose of this Harris-Stowe State University Candidate Handbook is to help you understand the goals, and expectations of the program. It is also meant to be a reference to answer some basic questions about the student teaching experience such as how you will be observed, graded, and a timeline for your completion. Congratulations on your progress thus far and best wishes for the remainder of your journey!

Kind Regards,
Latoshia Ellis Ed.D
Director of Clinical Experience, Assessment, and Certification

TABLE OF CONTENTS

        Student Organizations
        Student Inquiry and Problem Solving
        Resources and Reference
        MoGea and MoCA
        Academic Resource Center

CAEP/MOSPE

The Council for Accreditation of Educator Preparation (CAEP) is the accrediting organization for US schools, colleges/universities and departments of education.

Accreditation is "a process for assessing and enhancing academic and educational quality through voluntary peer review. CAEP accreditation informs the public that an institution has a professional education unit that has met state, professional, and institutional standards of educational quality." (Learn more at: **http://www.caepnet.org/**)

Harris-Stowe State University College of Education programs have been accredited by CAEP. In addition, these programs meet the state requirements under MoSPE (Missouri Standards for Teacher Education Programs) and are recognized by the state of Missouri as an approved education preparation program. (Learn more at **http://www.dese.mo.gov/**)

**CONCEPTUAL FRAMEWORK: REFLECTIVE
PRACTICIONER FOR A DIVERSE SOCIETY**
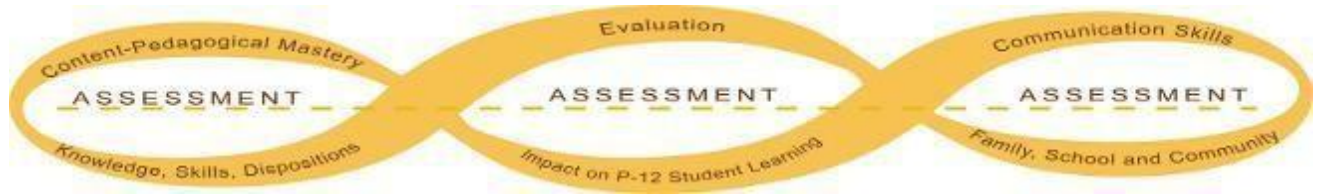
The Harris-Stowe State University College of Education conceptual framework has three major components: (1) Content-Pedagogical Mastery, (2) Evaluation, and (3) Communication Skills. As depicted in the conceptual framework "glyph," the statements underneath each of the three major components relate to the terminology at the top where it is displayed. For example:

In terms of *content-pedagogical mastery*, candidates must master the knowledge, skills and dispositions related to their specific areas of matriculation. As effective teachers, *evaluation* allows candidates to determine their impact on P-12 student learning. Finally, *communication skills* are important as candidates work with families, school personnel, and the community to provide educational experiences for P-12 students.

The dotted line running through the glyph indicates that there is *constant and ongoing assessment* occurring throughout each candidate's entire program of study.

The unit identifies **eleven teacher roles** and **four dispositions** of effective teachers, which represent the unit's vision of the professional characteristics its candidates will develop and strengthen as they progress through the teacher preparation program.

   The eleven roles are:
   Master of content
   Deliverer of content
   Skilled instructor
   User of technology
   Inclusionary strategist
   Organizer of learning
   Diagnostic prescriber
   Evaluator of student progress
   Manager of behavior
   Counselor
   Communicator with parents
   Social Justice

These eleven teacher roles are intertwined within and demonstrated in each of the three major component areas. The dispositions: (1) **competence, (2) diversity, (3) reflection, and (4) professionalism** are equally important to supporting these eleven roles as candidates become "Reflective Practitioner for a Diverse Society."

Candidates demonstrate each of the dispositions within each teacher role demonstrated. For example, as a "master of content," a candidate must be *competent* in the subject matter being taught. The candidates must address the *diversity* of learners within the classroom to ensure each student's learning style and development is being addressed. In addition, candidates must demonstrate *professionalism* in their delivery of content and interactions with all P-12 students. Finally, candidates *reflect* on their teaching and make the necessary modifications needed to ensure success for all students.

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College of Education
Organizational Chart
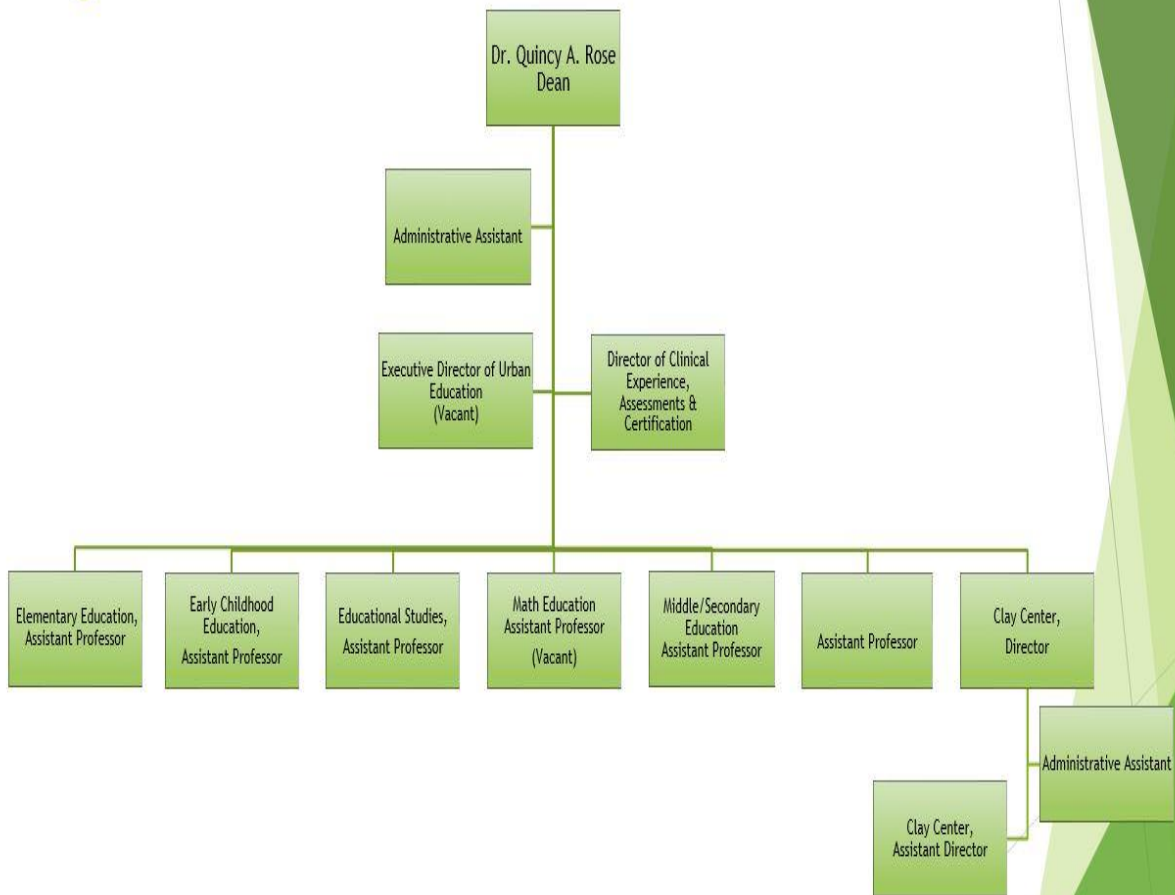
ADMISSION TO THE COLLEGE OF EDUCATION

Admission to the College of Education in

3-steps:

> Have you completed your General Education Courses?

> Do you have a 2.75 Cumulative Grade Point Average?

> Have you successfully passed the MoGEA Assessment or do you have a 20 on your ACT?*

(If your major is Educational Studies this does not apply to you.)

Click here to submit your electronic application for admission into the College of Education

Once your application is submitted, and your information is verified, within two (2) business days you will receive a letter confirming the status of your admission.

COLLEGE OF EDUCATION DEGREE PROGRAMS

The College of Education has the following degree programs:

- Early Childhood Education
- Elementary Education
- Educational Studies
- Middle School Education
    - Math
    - Science
    - Social Science
- Secondary Education
    - Biology
    - English
    - Math
    - Social Science

**College of Education
Undergraduate/ Initial Licensure
Teaching Degree Program Completion Checklist**

Candidates earning your teaching degree is a snap with this checklist:

_____ Must meet with their College of Education Advisor twice a semester

_____ Must attend Professional Development Activities twice a semester

_____ Must have completed General Education Courses = 44-46 semester hours

_____ Must have a minimum grade point average (GPA) of 2.75 (4.00 scale)

_____ Must have an ACT composite score of 20 or evidence of passing the MoGEA (Missouri General Education Assessment)

_____ Must have been admitted into the College of Education (electronic application)

_____ Must have purchased Watermark Assessment Code for digital portfolio

_____ Must have evidence of passing a criminal background check

_____ Must meet all of the Clinical Experience requirements

_____ Must have completed Content Area Coursework

_____ Must have evidence of passing the MoCA (Missouri Content Assessment) _prior_ to student teaching

_____ Must provide proof of membership in a Professional Teacher's Organization that offers liability insurance

_____ Must have completed Student Teaching

_____ Must have earned a minimum 120 credit hours

07/2019

The Teacher Education program is a licensure program that prepares students to be certified teachers in the P-12 school setting. Students will graduate with a Bachelor of Science in Education with a Missouri Teacher Certification in their area of concentration. Students enrolled in the Teacher Education Program can choose to enroll in any of the certification programs listed below:

- Early Childhood Education
- Elementary Education
- Educational Studies
- Middle School Education
  - Math
  - Science
  - Social Science
- Secondary Education
  - Biology
  - English
  - Math
  - Social Science

The Educational Studies program is a non- licensure program that prepares students for careers in education outside of the traditional classroom setting. Students that enter this program maybe interested in working with non-profit organizations, state or local agencies, or furthering their education in fields such as Social Work or Counseling.

EDUCATION MAJOR REQUIREMENTS

Clinical Experiences Prior to Student Teaching

Prior to the Student Teaching Experience, students must complete clinical hours that are assigned to various courses. Courses with clinical hours can range from 15-60 hours in a semester. The hours for these courses are mandated by the Missouri Department of Elementary and Secondary Education (DESE) and cannot be altered.

How Placements are Assigned

The College of Education strives to create close partnerships with pk-12 schools and districts to ensure our students have diverse experiences that prepare them for their careers in teacher education. Throughout a teacher candidate's experience at Harris-Stowe State University, they will experience schools and districts in various types of settings to include but not limited to urban schools, suburban schools, public, charter, and private schools. Teacher Education students will also encounter students from various cultural and socio-economic backgrounds. To ensure that students have diverse experiences, students are placed in our partner schools that have been prescreened to ensure quality experiences for our students. It is important for students to make the necessary preparations before enrolling in a course to ensure they will be able to schedule time to complete clinical hours.

Documents Required For Placement

For courses with a requirement of **20 clock hours** or **less** students must submit a Family Care Safety Registry Check clearance letter and a current TB test (TB tests expire 1 year after administered).

For courses with a requirement of **30 clock hours** or **more**, students must submit a substitute certificate issued through DESE, a copy of their resume, and a TB test (TB tests expire 1 year after administered). To obtain a substitute certificate.

Deadlines for Submitting Documents

For placements beginning in the Fall semester, the deadline for submitting placement documents is by July 1st of the same year. For placements beginning in the Spring semester, placement documents are due by November 15th (2months prior to Spring Semester). Failure to submit documents by the due date will result in you not being placed and being withdrawn from your courses requiring clinical hours.

Watermark Assessment System

Effective starting in the Fall 2019 semester, All College of Education Majors will be required to purchase a code for the Watermark Assessment System from the University Bookstore. Watermark will serve as a digital portfolio for Education Majors. This system is also where Clinical Experience hours will be tracked. Students will be able to utilize their book stipend to purchase this code.

Advising

All College of Education students are required to meet with their advisors at least two times per semester for advising sessions. Your advisors will share important information with you regarding your progress on your degree path, important assessment information, entrance requirements for the College of Education, and class options just to name a few. To ensure your advisor is available to assist you, ensure you make an appointment.

Course Cycles

Every student that is being advised should have a copy of the course cycle. The course cycle informs students of when Education courses are being offered each semester. The course cycle is an important tool to assist students with planning for degree completion. (**See Appendix D)**

Curriculum Sheets

The curriculum sheet is a tool that helps ensure you are taking only the courses that are needed for you to graduate. Each College of Education Degree program has a curriculum sheet. Each student as well as advisor should maintain a copy of the student's curriculum sheet. Students should bring a copy of their curriculum sheet to each advising session so that they are fully informed of the courses that they have taken as well as the remaining courses for their degree. (**See Appendix E)**

OVERVIEW OF THE STUDENT TEACHING CANDIDATE

Supervised student teaching is an essential aspect of a professional educational program. This program consists of direct experiences with children and youth in the classroom, under the supervision of a professionally certified teacher and supervisor from the Harris Stowe State University. Supervised student teaching constitutes 12 semester hours of credit and 16 weeks of student teaching.

The goals of the student teaching experiences are reflected through the activities in which a student teacher participates during the student teaching semester. These activities offer the student opportunities to bring together knowledge, theory and practice; to learn through actual experience how these components are involved in the teaching and learning of others; and to become gradually inducted into the teaching profession.

The placement setting schools provide a realistic setting for student teachers because they will be eventual employers of the majority of student teachers. Their responsibility for the education and development of our children and youth has become increasingly more important in our modern society. Present trends indicate that urban schools will need to participate more and more in the education of teachers. This will enable potential teacher candidates to actively function in an ever-changing and challenging environment.

The cooperating teacher is the key person in providing an effective teaching-learning situation and by accepting the responsibility of guiding and directing the student teacher, he or she makes a valuable contribution to the strengthening of the teaching profession. Additionally, the entire faculty in the cooperating school also assumes a very important professional responsibility for setting the stage for a successful student teaching experience.

Student teaching is a cooperative endeavor in which the personnel of both the University and school need to exchange ideas, plan cooperatively for providing the best student teaching experience possible and reach a realistic understanding concerning the functions of the experiences in terms of both potentials and limitations.

All teacher candidates will attend a mandatory all-day orientation session at the beginning of each semester. Teacher candidates should utilize course work knowledge, the expertise of the cooperating teacher and classroom experience to gain knowledge and skills need to teach.

GOALS OF THE STUDENT TEACHER CANDIDATE

The student teacher program at Harris-Stowe State University is designed to bring closure to the student's educational program. Through this experience, the teaching candidate engages in ongoing professional learning and uses assessment data to ensure learner growth. The teacher candidate will use reflective and adaptive practices to meet the needs of each learner.

The goals of the program are to:

- Provide student teaching candidates experiences that will develop excellence in the application of educational theories, principles, techniques and strategies in the classroom.

- Enable the student teacher to refine his or her educational philosophy based on actual classroom situations.

- Foster the student teacher's development and use of research skills for application to classroom problems.

- Facilitate the student teaching candidate's use of mentors and peers to broaden his or her repertoire of professional techniques, skills and procedures.

- Provide opportunities for the student teaching candidate to be a contributing member of an educational team environment.

- Enable the student teaching candidate to experience and respond well to diverse persons, environments and situation.

CREATING A DESE "EDUCATOR CERTIFICATION SYSTEM" PROFILE

Teacher Candidates should create a profile on the Department of Elementary and Secondary Education (DESE) website. The purpose of the profile is to register with DESE so that all certification information can be viewed/tracked throughout the teaching career. This profile is necessary to check your FBI fingerprinting clearance. You can also access this profile to apply for a substitute certificate or initial professional certificate (PC). There are sections in the profile that list all certifications and fingerprinting information. The code teacher candidate will use is **2301.** The prints are valid for one year and may need to be updated and re-sent to DESE in order to receive the initial professional cortication (initial teacher certification) at the end of the student teaching.

   a. To access the system you must first create and register a user ID and password at the following web page https://k12apps.dese.mo.gov/webLogin.aspx. Click "Register" in the lower portion of the page
   b. Complete the registration questions
   c. Click "Create User" (a confirmation message will appear)
   d. Click "Return to DESE Login page link
      Note: Do not create more than one username: Creating multiple usernames will cause the system to deny you access to your profile page and certification records. If you have forgotten your username or password you can click on "Forgot Username/Password?" in the lower section of the login page to request your username to reset your password.
2. Connect Username/Password to Web Application System
   https://k12apps.dese.mo.gov/webLogin/.aspx
   a. Enter your username and password and click "Login" to access the User Application page
   b. Click " Educator Certification System- Request Educator Access link
   c. Click "Submit"
   d. Click Close in the small confirmation window
   e. Click on "Educator Certification System link
   f. Enter your Social Security Number (SSN) and date of birth (DOB)
   g. Click Submit
   h. Enter or verify your Profile information proper/legal name – no nicknames) and click "Save Profile"
   i. Scroll down and complete or edit the Contact Information "section and click "Save"
      "An email address must be included in this section, as all correspondence from Educator

Certification will be sent to you by email.

Checking Your Fingerprint Results

1. Go to http://dese.mo.gov. click on Web Application and login

2. Scroll down the page to Fingerprint information to access results.

Checking Your Certification Status

1. Go to http://dese.mo.gov. Click Web Applications and log in.

2. Click on Certification Status (left menu)

A listing of all certification applied for and issued will appear with classification,

Substitute Certificate

Student teacher candidates will apply for the substitute certification through Mo DESE website. The certificate can be printed off from the user's profile page under "certificate status". Typical turn-around time for issuance of the certificate is one to two days upon receipt of fingerprints, official transcripts and submitting the application online. There is a processing fee for the substitute application.

Success Expectations:

Student teaching is a full-time entry to your teaching career and should be treated as a professional work experience. Student teacher candidates should avoided if possible working during the semester of student teaching.

- Communicate effectively with University Supervisor and Cooperating Teacher to strengthen your disposition toward reflective feedback.

- Demonstrate Organization and Time Management Skills

- Establish and Reinforce Classroom Rules

- Dress Professionally daily

- Develop a professional relationship with your cooperating teacher to support time to discuss performance expectations with your university supervisor and cooperating teacher for your growth as a professional.

- Attend staff meeting and professional development meeting with your cooperating teacher.

The Co-Teaching Model

Co-Teaching is defined as two teachers (cooperating teacher and teacher candidate) working together with groups of students - sharing the planning, organization, delivery and assessment of instruction as well as the physical space.

> *"Both teachers are actively involved and engaged in all aspects of instruction."*

Co-Teaching in Student Teaching

The Clinical and Field Experiences Program within Harris-Stowe State University's College of Education utilizes a co-teaching model in the college's curriculum frameworks for student teaching. This program is designed to provide teacher candidates with an understanding of professional practice that is disposition-driven, performance based centered and provides a knowledge base for clinical study that is relevant to student diversity. In essence, the goal at Harris-Stowe State University is to prepare candidates to establish a system of professional practice centered on the College of Education program's mission for the development of *"Reflective Practitioner for a Diverse Society"*

"While co-teaching is not a new phenomenon, its application in the student teaching experience is a new area of study. Co-teaching in student teaching enables two professionally prepared adults to collaborate in the classroom, actively engaging students for extended periods. The co- teaching model of student teaching allows students increased opportunities to get help when and how they need it. It affords teachers opportunities to incorporate co-teaching strategies, grouping and educating students in ways that are not possible with just one teacher. The co-teaching in student teaching model may be implemented with any content at any grade level."

Co-Teaching Strategies & Examples

Strategy	Definition/Example
One Teach, One Observe	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. **Example:** One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. *Example*: While one teacher has the instructional lead, the person assisting can be the "voice" for the students when they don't understand or are having difficulties.
Station Teaching	The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. *Example:* One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. *Example*: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while The other teacher works with those students who need the information and/or materials retaught, extended or remediated. *Example*: One teacher may work with students who need retouching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative (Differentiated)	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. *Example*: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.

Team Teaching	Well planned, team taught lessons, exhibit an invisible flow of instruction with no Prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. **_Example:_** Both instructors can share the reading of a story or text so that the students are hearing two voices.

The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.

STUDENT TEACHING POLICY STATEMENTS

B.   Orientations/Seminars Scheduled at the University

    1.   Student teachers are required to attend orientation sessions scheduled at the beginning of each semester. Specific times and dates will be announced prior to the beginning of each semester.

    2.   Student teachers are required to attend Friday Seminars at the University.

    3.   Student teachers will meet with their supervisors. Activities include student participation and input centered on classroom organization, management and multicultural education.

C.   Cooperating Teachers Observation/ Assessment of Teacher Candidates

- Student teachers are evaluated using the **Missouri Educator Evaluation System (MEES)**

- Observe and evaluate the Student Teacher's performance through formative and summative evaluations as scheduled by the University Supervisor throughout the placement.

- Complete online rubric ratings for each formative and summative observation.

- Provide the Director of Clinical Experience with feedback regarding the student teacher experience and the Educator Preparation Program at the end of each semester through the Student Teaching Evaluation survey.

D.   University Supervisor's Observation of an HSSU Student Teacher in His or Her Assigned Classroom

Prior to the first week of student teaching, the University Supervisor will schedule a visit to ensure that future visits will be at a time when the student will be teaching. During the first week of placement, the University Supervisor will visit the assigned school to meet with school officials and the cooperating teacher in order to ensure that the expectations, documents and procedures regarding the student teaching process are compatible with all parties

It is expected that the University Supervisor should visit with the student teacher at least every two weeks throughout the placement period. There should be no fewer than eight visits during the sixteen (16) weeks of student teaching. Scheduled visits will consist of the observation of at least five full lessons that will be scored using the **MEES** formative assessment rubric. Each observation will be immediately followed by a student University Supervisor conference. This conference generally will last about 15-20 minutes during which the supervisor will share their observations based on the scoring of the rubric according to MEES standards. Any standards that are not observable during the lesson will be supported by an artifact as determined by the College of Education (See Artifact List). For any standards, that the Student Teacher may be deficient in, the student will work to set goals for growth in those areas. The supervisor should also briefly discuss the student's progress with the cooperating teacher to ensure that the goals of student

teaching are being accomplished in a manner consistent with University policy. Conference with University Supervisor with any performance concerns during the Teacher Candidate experiences.

STUDENT TEACHER CANDIDATE

Prerequisite(s)

Prospective students will be allowed to student teach only after they have completed ALL methods courses applicable to their major or areas of certification, and have passed all Certification exams specific to their content area.

Course Description

This course provides practical experiences in which pre-service teachers plan and implement instructional activities and work with administrators, specialized personnel, parents and student in pluralistic school settings. It includes 5 days per week in site-based classrooms and bi-weekly campus-based instruction. Modules in behavior management, school/classroom organization and multicultural/human relations in teaching and learning form the basis of instruction in an integrative capstone. Pre-service teachers are assisted in applying theoretical principles and research to their classroom practice.

Knowledge Base

The knowledge base of the Harris-Stowe State University Teacher Education Program fosters: (1) the development of critical thinking skills; (2) humane concern for others; (3) knowledge of human and individual development; (4) understanding of the learning process within the contexts of the humanities, the sciences and the social science disciplines; (5) the assumption of professional responsibilities; (6) the acquisition of insights into curriculum organization; (7) the creation of learning environments, which facilitate group processes and support individual differences; and (8) the knowledge of subject matter content, as well as the recognition of the interaction among the cognitive, affective and psychomotor domains. Furthermore, this knowledge base incorporates cultural diversity, the social influences of parents, the community, and the social influences on the learner and implements their belief throughout the student teacher's course of study with its strong experiential component.

University personnel work with school district personnel to ensure that the student teacher's placement provides experiences with all content area disciplines appropriate to the early childhood, elementary school, middle school or secondary education curricula.

Course Goals

The course of study will enable student teachers to develop understanding and skills, which, result in their ability to:

Interpret major concepts, principles, theories and research to guide the design of learning experiences, which support the development, knowledge acquisition and motivation of diverse learners in a collaborative, interactive, supportive classroom environment;

Apply major concepts, procedures and reasoning processes that define the adopted, national content standards developed by the respective core subject area in order to foster students' abilities to think critically, solve problems and manage data;

Use formal and informal assessment strategies to plan, evaluate and strengthen instruction, which promotes continuous intellectual and social development of student learners;

> Exhibit the "habits of mind," which depict appropriate teaching behavior, style and reactions characteristic of developing career professionals.

Course Objectives

Student teaching is one of the most important elements in a prospective teacher's preparation. Probably no other course of experience will have a greater impact on the pre-service teacher's professional development. During this semester, the student has opportunities to translate educational theory into practice in the setting of real classrooms. This enables the student teacher to experience individual teaching style and to practice some teaching strategies.

Student activities and products will reflect their ability to:

1. Formulate instructional objectives in behavioral terms.

2. Plan and execute lessons, using the Danielson framework to include MOSPE Standards and the Harris-Stowe State University Teacher Roles.

3. Create and critique learning tasks, which may be used to assess the learning of students who differ in their development and approaches to learning.

4. Select materials appropriate to subject/grade level content, the maturity levels and learning styles of students.

5. Use multiple tools and representations of concepts, including but not limited to manipulative devices, models, charts, graphs, maps, diagrams, computers, calculators, laboratory equipment and other varied instructional tools.

6. Use a variety of alternative assessment tools and scoring guides adaptive to diverse students.

7. Use technology to enhance the learning experience while developing an awareness of sources for accessing teaching and learning resources.

8. Incorporate materials, which respect diverse student populations and which assist in alleviating real or imagined anxieties.

9. Relate to and communicate with parents.

10. Become acquainted with the operation of the school.

Additionally, the student teacher will participate in seminars, group discussions and other activities, which are designed to foster the mental integration of previously learned concepts, facts and techniques for appropriate professional applications.

CLINICAL PRACTICE REQUIREMENTS

The student teacher is required to:

1. Write and implement behavioral objectives appropriate to the learning levels and styles of the children.

2. Develop and use well-written, typed lesson plans to guide teaching.

3. Select and organize content and learning activities, which provide for the desired learning outcomes.

4. Select and organize materials and equipment for effective instruction.

5. Use the resources of the school and community to plan units of instruction, lessons and other instructional experiences.

6. Teach and work effectively with children of diverse learning styles and varied ethnic and cultural backgrounds.

7. Effectively plan the work for large groups, small groups and individual pupils.

8. Utilize appropriate techniques for class equipment, including the use of lesson enhancers and technology.

9. Evaluate children's performance and assign grades effectively.

10. Establish and maintain a classroom environment, which promotes constructive pupil participation.

11. Develop a learning climate in which each child feels valued and encouraged.

12. Work harmoniously and effectively with the school administration, faculty, staff and parents.

13. Complete class records, forms and reports such as attendance records, film requests, field trip permission forms, etc.

14. Develop and implement classroom management techniques, which foster nonviolent conflict resolution and responsible student behaviors.

15. Maintain a professional manner, including appropriate dress and use of customs for faculty, students, staff and parents.

ESTABLISHMENT OF ELIGIBILITY FOR STUDENT TEACHING

Harris-Stowe State University makes every effort to secure placements for student teachers, which will broaden their educational and pre-service experiences in positive ways. Toward those ends, it is necessary that the HSSU student and the University verify that student teaching will occur. This early start enables the student and the University to verify the student's progress and the completion of all requirements in a timely manner.

Acceptance into Student Teaching

In order for students begin student teaching; they must pass the content area exam that matches their coursework. Students **will not** be allowed to begin student teaching if they have not completed all of their coursework and passed the State content area exam.

Student Teacher Candidate Timeline

Date	Weekly Self-Reflect upon Observation and Teaching Experiences
WEEK 1-	• Observe all lessons and assist with activities with CT • Interact with students (Observe their learning styles) • Review materials available to you for planning • Reflect on the instructional strategies used by your CT • Co-Plan with CT(Develop Co-Planning Schedule) • Coordinate and participate in a short learning activity to begin planning a lesson for week 2**.** • Reflect on the week's interactions and conference with CT for feedback to apply to apply to next week's experiences • Record Reflections in reflection journal on Blackboard **-Example activities: Small group reading/math lesson, intervention activity, enrichment activity**
WEEK 2	• Continue with Co Planning with CT (In accordance with schedule you previously developed) • Schedule time to review your lesson with CT and supervisor prior to presenting learning activity. • Continue to become familiar with student's learning styles • Facilitate a portion of a co-taught lesson • Practice giving students intentional positive feedback throughout the lesson • After teaching your short lesson reflect on any informal feedback given by CT and University Supervisor to apply to next week's experiences • Record Reflections in reflection journal on Blackboard • Prepare for next week's facilitation of a small reading/writing group and • **Ensure Formative Evaluation 1 has been scheduled**
WEEK 3	• Familiarize yourself with professional language used at your site • Facilitate a small reading/writing group by leading an activity and reflect in your weekly journal • Make plans with CT to be the lead teacher at least one hour each day starting in week 4(try one content area per day) • Record Reflections in reflection journal on Blackboard **Formative Evaluation 1**
WEEK 4	• Co-teach with CT as the lead teacher for at least one content subject area 2-3 days per week • Meet with CT to outline lesson plan learning goals/objectives/ outcome for the additional content area you will lead next week • Reflect in your weekly journal on strategies, learning activities, student learning goals, and target student outcomes. • Ask your CT how they incorporate technology into their lessons
WEEK 5	• Co-teach for the week by leading for at least 2 content subject areas 3-4 days per week • Increase small group instruction in other content areas • Develop and administer an assessment

	- Self- reflect in journal. - Prepare lesson plan for CT and supervisor to review for next week's formative - Meet with CT to outline lesson plan learning goals/objectives/ outcome for the additional content area you will lead next week Ensure **Formative evaluation 2** has been scheduled
	-
WEEK 6	- Co-teach with CT leading 3 content areas 3-4 days per week - Develop and administer an assessment in a different content area from the previous assessments created - Self-reflect in journal about additional content area you lead this week - **Formative Evaluation 2**
WEEK 7	- Co-teach with CT leading 5 content areas 4-5 days per week - Develop and administer an assessment in a different content area from the previous assessments created - Prepare lesson plan for CT and supervisor to review for next week's formative - Next week you will begin taking the lead in each content area every day of the week, with the assistance of the CT as needed. Review CT expectations for this phase - Ensure **Formative evaluation 3** has been scheduled
WEEK 8	- Take the lead on planning, facilitating and implementing the full teaching load beginning this week. - Self-reflect in journal about your experience taking the lead for the full week - Make arrangements to collaborate with other teachers to plan a unit (media specialist, art, music, or another classroom teacher). - **Formative Evaluation 3**
WEEK 9	- This week meet with another teacher to collaborate on a lesson. You should have ideas about how you would like to work with this teacher. - Continue taking the instructional lead. Remember to make time to reflect with your CT about your teaching experiences during this time Reflect in your journal about your experience collaborating with another teacher
WEEK 10	- Continue taking the instructional lead. Remember to make time to reflect with your CT about your teaching experiences during this time

	32

WEEK 11	• Prepare lesson plan for CT and supervisor to review for next week's formative • Self- Reflect in your journal on your experience with collaboration. How did the collaboration work out with the lesson? Provide details • Continue taking the instructional lead. Remember to make time to reflect with your CT about your teaching experiences during this time • Ensure **Formative evaluation 4** has been scheduled
WEEK 12	• Continue to meet with CT about your experiences leading the classroom • Reflect in your journal about how you feel you have grown professionally since your first Formative evaluation. • Continue taking the instructional lead. Remember to make time to reflect with your CT about your teaching experiences during this time • **Formative Evaluation 4** • Prepare for next week's summative **(ensure it is scheduled)** • Submit your lesson plan for the upcoming summative for your CT and Supervisor to review
WEEK 13	• Coordinate with your CT to go and observe another classroom teacher for 2 hours this week • Write a reflection on your observations of another classroom, and the implications it had for your professional practice • **Summative Evaluation**
WEEK 14	• Prepare to turn the lead over next week to your CT for the first 2 content areas you started independently • Continue to co-teach/plan with your CT
WEEK 15	• This week begin to turn the lead back over to your CT for remaining content areas • Continue to co-teach/plan with your CT
Week 16	**Final week of Student Teaching!!** • Continue to Co-teach/plan with your CT • Complete Clinical Experience survey

STUDENT TEACHING POLICIES

In an effort to facilitate the placement of student teachers, the College of Education at Harris- Stowe State University has established the flowing guidelines and policies.

Student Teaching Meetings and Seminars

Students are required to attend orientation sessions at the beginning of the semester and any other seminar meetings as scheduled by the Director of Clinical Experience. Student teachers are required to return to the University campus on Fridays for seminar meetings with Clinical Field Coordinator and University Supervisor for discussion of issues related to the student teaching experience.

Adherence to these policies and guidelines will help to ensure that the student teacher candidate experience is beneficial to the College of Education student, the classroom cooperating teacher and the students. Student teachers should remember that the College of Education faculty is here to assist and guide them through the student teaching experience, but the individual student teacher is responsible for the ultimate quality of the student teaching experience.

Grading

Student Teachers must earn a grade of **"B** "or better to pass student teaching. Student teachers will not be recommended for certification if they do not pass the course with a **"B"** or better. The student teaching grade will be calculated as outlined below:

Criteria	Percentage of Grade
15 Weekly Reflections	Each Reflection is worth 5.26% of overall grade or 8 points each
Disposition Assessments (two from Cooperating Teacher and two from University Supervisor)	Disposition one from your University Supervisor and your Cooperating Teacher will be averaged together to determine your overall disposition score for evaluation one. Each disposition assessment is 11.84% of your grade or 18 points each. Disposition two's score will be calculated in the same manner.
Summative Assessment	The Summative Assessment is worth a total of points. Students must receive a minimum of a 42 on the Summative Assessment to be recommended for certification.

MEES Scoring Protocol
Teacher Candidates will be scored based on a 0-4 scale and assessed by both the Cooperating Teacher and Ed Prep Supervisor assigned to the Teacher Candidate by the educator preparation program. The scores of the Cooperating Teacher and Ed Prep Supervisor are equally weighted and reported during the certification recommendation process. Below are the scoring descriptors:

- **0-*Not Evident** The Teacher Candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.*
- **1-*Emerging Candidate** The Teacher Candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.*
- **2-*Developing Candidate** The Teacher Candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.*
- **3- Skilled Candidate** The Teacher Candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. This is the expected level of performance of the Teacher Candidate by the end of the student teaching semester.*
- **4- Exceeding Candidate** The Teacher Candidate adapts and develops the lesson according to the teaching environment/student response (all descriptors in the skilled candidate (3) column must be met and at least one descriptor in the exceeding (4) column must be present during the evaluation).*

Scoring Protocol
- Teacher Candidates must demonstrate a majority (more than half) of the descriptors within a given level to receive that score.
- If two descriptors fall in one level and two descriptors fall in a different level, the assigned score should be the lower score. For example, if two descriptors fall in a level two and two descriptors fall in a level three, a score of two would be given.

- To receive a score of four (Exceeding), the Teacher Candidate must demonstrate all of the skilled level plus at least one of the exceeding descriptors.
- Each EPP may require artifacts to support scoring.

Professional Dispositions

The teacher candidate will demonstrate the competence, diversity and personal professional attributes and beliefs to reflect decision makers in a variety of classroom setting including a commitment to their own lifelong learning and professional development. If a student teacher is removed from a placement because of a situation that he or she has created, he or she will receive a reduced grade or will be withdrawn from the program.

Student teachers will also be evaluated using the Educator Dispositions Assessment (EDA). The University Supervisor and the Cooperating Teacher will complete the disposition assessment. The student teacher's dispositions will be evaluated during the lessons observed for formative evaluations 1 and 3.

Grievance

If the student teacher feels that his or her placement situation is becoming unsatisfactory and that it could lead to a poor experience, he or she should first discuss his or her concerns with the cooperating teacher. If this is not successful, the student may ask the University Supervisor to intercede with the intention of finding possible solutions.

If a successful solution cannot be found through these procedures, the student may then appeal to the Director of Clinical Experience. If these efforts fail, the student may then arrange a conference with the Dean of the College of Education.

SPRING BREAK AND OTHER HOLIDAYS

Student teachers follow the calendar of the school district to which they are assigned. The student teacher is expected to attend all school district working and training sessions, which district cooperating teachers are, required to attend.

The teacher candidates are to observe only the holidays scheduled by the school system to which they are assigned. Harris-Stowe State University holidays, such as spring break, are not excused absences from the student teaching experience.

POLICY STATEMENT REGARDING ABSENCES

A student teacher's satisfactory completion of the student teaching semester rests on many factors, among which attendance is extremely important. The student teacher becomes an integral part of the school during the assigned period. Absence(s) and tardiness of the student teacher not only affect the quality of his or her performance, but also affect the school program. Student teachers are expected to report daily to their assigned schools in a timely manner.

It is recognized that emergencies may arise, but absence from the assignment may cause an unsuccessful student teaching experience. If the student teacher expects to be absent for any

reason, the student teacher must contact the cooperating teacher and the University Supervisor. Excessive absences and tardiness may result in a reduced grade or unsatisfactory completion of the student teacher experience. Any absences past 2 days will have to be made up.

Health Forms/Fbi –Finger Print Background /Criminal Record

It is a State and University requirement that student teachers have the following forms completed by the appropriate personnel prior to being placed at a k-12 school:

1. Tuberculin Health Examination (TB Skin Report)
2. FBI Finger Print Background Check
3. Professional Liability Insurance
4. Resume

The forms are submitted to the Director of Clinical Experience, whose office is located in the William L. Clay Early Childhood/Development Parenting Education Building, These forms are then sent to the district for their files. **No one is assigned until the forms are on file in the College of Education.**

Social Networking

If you participate in social networking, it is highly recommended that you review the contents carefully before you begin your student teaching and remove anything questionable. Anything deemed inappropriate can negatively affect being hired in some districts.

Teacher candidates should be reminded that popular social networking is accessible to the public, which includes your students, parents, administrators, and other teachers in the building. As college students it may be acceptable to share your information such as photos, pictures, and stories among your peers, but some of this information may be detrimental to your future career if

viewed by the public. It is inappropriate to share social media content with your students. The use of electronic devices by teacher candidates must adhere to the placement site policies.

Attendance and Absentee Reporting Policies and Procedures

A. *Daily attendance is required* of the student teacher at the assigned school. Attendance should be the same as the arrival and departure times for regular faculty or if different, indicated by the principal of the school. Be on time, enthusiastic, awake, alert and ready to work.

B. Student teachers are t h e follow t heir assigned cooperating school's calendar regarding vacations/holidays.

C. In the event of illness or emergency, which would prevent the student teacher from reporting to school, the following are to be notified: the school, the cooperating teacher, and the University Supervisor. The student teacher must also complete the Absentee Report Form with the appropriate signatures and turn it into their University Supervisor who will turn it in to the Coordinator of Student Teaching. Failure to do so constitutes a breach of professional responsibility.

D. The student teacher may be excused one day for the On-Campus Interview in the senior year. Notification will be given when to expect   this day.

E. The student teacher may be excused no more than two days for excused illness in order to complete the required hours of student teaching in the classroom.

- Failure to make up days missed will be reflected in the student's final grade.

- In the case of prolonged illness or extenuating circumstances, which result in extended absence, the student may possibly have his or her assignment extended. The supervisor and student teacher need to meet with the Director of Clinical Experience to determine the possibility of extending placements, withdrawals, etc.

Student teachers must complete 16 weeks of documented classroom experience to be eligible for a license.

Professionalism and Grooming Standards:

It is necessary for the student teacher to dress as an educator, not as a student, and maintain the standards of the assigned school. The student teacher is expected to exhibit employability skills during the student teaching experience. These include good grooming/cleanliness/physical-hygiene and personal/professional appearance/attire, good posture (i.e., length and style of hair, beard, mustache, style of dress, etc.)

- Professional Behavior/Attitude Standards: Employability skills also include professional behavior, attitude and respect of the building policies. Be prepared for the teaching assignment as if it was a job. Maintain a friendly, but professional role with students. **The use of cells phones during class time is not permitted.**
- Ethics of Profession: The student teacher is expected to observe the ethics of the profession and recognize that the cooperating teacher is the person responsible for all that happens in the classroom.
- Lesson Plans must be current, typed annd visible or the supervisor to review at each visitation.
- Objectives of student teaching (knowledge, skills and disposition) are to be followed.
- Reflection by the student teacher (journal, portfolio) shall be maintained.

Placements

The Director arranges placement for student teaching candidates. Students are placed with

Master teachers in individual schools. Placement by the Director is final. Should it become necessary for a student teacher to change placement (due to irresolvable difficulties), the Director will then assess the situation and make any changes that are deemed necessary.

Alternative Student Teaching

Students that are teaching on a Provisional Teaching Certificate and are enrolled in our Accelerated Certification program, can student teach as the teacher of record or as a long-term substitute for the district that has employed them under the **Provisional Certificate**. In order for a student to student teach under this program, the district must agree to provide a certified Cooperating Teacher to supervise and evaluate the placement. The student will also be assigned a University Supervisor to supervise and evaluate the student teaching placement. Students working as a teacher's assistant in a district **do not qualify** to student teach under this program.

Roles and Responsibilities

The responsibilities of the student teacher extend beyond classroom activities and is considered as an integral part of the student teaching experience. In all situations, the student teacher should conduct himself or herself in a professional manner. The student teacher is a representative of Harris-Stowe State University and its Teacher Education program. The student teacher should act in a responsible manner that reflects his or her role as a professional.

The teacher candidate will be required to perform many activities in the school situation. As a general guideline, the student teacher should review and be aware of the following responsibilities:

1. Contact the principal (or designated administrator) first when reporting to the assigned school.
2. Be directly responsible to the cooperating teacher.
3. Demonstrate knowledge of research-based models of critical thinking and problem solving, including various types of instructional strategies, to support student engagement
4. Do not divulge confidential information concerning the students or the school system.

5. Attend every class **on time**. Attend any extracurricular activities, parent-teacher conferences, faculty meetings or other functions as determined by the cooperating teacher.
6. Endeavor to maintain high standards of discipline. If difficulties arise, seek guidance from the cooperating teacher and the university supervisor.
7. Student teachers should know the subject matter before attempting to teach it and should understand how to use any necessary equipment and visual matter.
8. Plan detailed and typed lessons and get the cooperating teacher's approval in advance.
9. Be responsible for any assigned record keeping.
10. Understand the teacher's relationship to parents, and the importance of good relationships with the community and work to understand the community.
11. Know the professional responsibilities of the student teacher and be willing to accept them.
12. Demonstrate maturity, tact, kindness, sincerity and consideration for the rights and opinions of others in all relationships with students, coworkers and parents.
13. Exhibit poise and confidence in teaching and conferences.
14. Maintain proper student-teacher relationships with students.
15. Dress appropriately and neatly. Adhere to the same standards of dress that are common at the cooperating school.

COOPERATING TEACHER

COOPERATING TEACHER QUALIFICATIONS

Cooperating teachers are a central part of the field-based supervision team. Their contribution to the development of the student as a professional is immeasurable. The University utilizes the following guidelines in addition to on-site observations of exemplary practice and the recommendations of principals for the selection of cooperating teachers.

Video for Cooperating Teachers –
MEES Teacher Evaluation Training Video-

https://www.youtube.com/watch?v=2CmQiwNbkCs&feature=youtu.be

The cooperating teacher:

1. The cooperating teacher must be a full-time member in a cooperating school. The ideal cooperating teacher is interested in working with a student teacher candidate, and being actively involved in the process of developing the student teacher's instructional skills.

2. The cooperating teacher must be state-approved certification in the content and grade range in which they will have a teacher candidate.

3. Has a minimum of three years of teaching experience in the area he or she is supervising, and has obtained a Master's Degree.

4. Demonstrates that he or she is a student of teaching by employing an analytical approach to basic professional responsibility and can communicate the rationale for his or her own approach to teaching. Objectively examines and assesses his or her own teaching in order to refine personal skills.

5. Exhibits a diagnostic-decision-making approach to resolving problems encountered in teaching; provides an early alert to developing problems.

6. Evaluates the student teacher candidates as a student and not as an experienced teacher.

7. Displays the ability to accept and build upon the initial strengths and weaknesses of those assigned to work with him or her and is willing to work extra to accommodate the student teacher's needs.

THE ROLE AND RESPONSIBILITIES OF THE COOPERATING TEACHER

The cooperating teacher is one of the most important individuals in the student teaching program because he or she is the one who works most closely with the student teacher. It is the classroom teacher who gives direction to the activities, methods and techniques utilized by the student teacher. The cooperating teacher is to:

1. Create a supportive environment for the student teacher's development by introducing them to the faculty, administration, students and support staff.

2. Acquaint the student teacher with the school's schedule, policies, rules and expectations for student and teacher behavior in the district.

3. Plan a time to discuss specific classroom strategies used within the class, important student learning needs, and specific lesson planning structure. This is an opportunity for the student to learn from your experiences specific information that will help them be successful in your classroom environment.

4. Provide the student teacher with appropriate resource materials (teacher's guide and manuals, textbooks and teaching aids).

5. Involve the student teacher in planning lessons (whole and small group) and evaluating students' work so they can learn from your experiences and begin preparing for intensive teaching.

6. Support the student teacher in assuming responsibility for planning, implementing and evaluating instructional activities.

7. Provide the student teacher with continuous feedback concerning lesson plans, classroom management, teaching behaviors and interpersonal relations with students and faculty. Conferences should be scheduled at least **twice a week** to include written feedback from your observations.

8. Report any problem situations that might affect the successful completion of the student teacher to the University Supervisor and the Director of Clinical Experience, Assessment and Certification. The University Supervisor, in consultation with the student teacher and cooperating teacher, may develop a plan of assistance or may recommend termination of the student teacher's placement.

9. Develop a schedule for transition with the student teacher and the University Supervisor. The student teacher should assume full academic responsibility for planning, implementing and evaluating all classroom experiences, utilizing the co-teaching model.

10. Complete regular informal and formal assessment of the student teacher candidate and provide written feedback using Missouri Educator Evaluation System (MEES), Educator Dispositions. **Please submit formal observation scoring using the digital link provided within 7 days of the MEES evaluation scoring.**

11. Mid-semester, the cooperating teacher and university supervisor will complete the midterm using the MEES. At the completion of this evaluation, the cooperating teacher and university supervisor will meet with the student teacher to discuss their progress and set

two goals for improvement. Near the conclusion of the experience, complete a summative evaluation of the student's performance in collaboration with the university supervisor.

THE ROLE AND RESPONSIBILITIES OF THE SCHOOL ADMINISTRATOR

The chief administrator holds a strategic position in determining the quality of the student teaching program in his or her school. He or she can make significant contributions to the student teacher's development in many ways. The administrator's responsibilities in the student teaching program include:

1. Consulting with the University Supervisor on the specific assignment of the student teacher(s).
2. Arranging the specific assignment of a student teacher to a cooperating teacher after consultation with school administrations.

3. Orientating his or her faculty to the student teaching programs.

4. Locating and assigning conference space for use by the University Supervisor and the student teacher(s).

5. Conducting an orientation meeting with the student teacher(s) during an initial visit or the first week in the building.

6. Discussing with the student teacher(s) the roles of staff in the building, e.g., counselors, resource teachers, custodians, etc.

7. Working with the cooperating teacher, University Supervisor and student teacher(s) to resolve problems situations and make professional decisions in the best interest of all involved.

8. Assisting the cooperating teacher in providing a well-balanced learning situation for the student teacher(s).

9. Allowing the cooperating teacher to permit the student teacher(s) to experiment and explore new approaches in working with children.

UNIVERSITY SUPERVISOR

THE ROLES AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISORS

The University Supervisor is an official representative of the university who assumes responsibility for directly supervising teacher candidate's serves as the liaison between the University and the participating schools involved in the student teaching program. The major responsibilities of the University Supervisor are:

1. Meeting with prospective student teachers prior to the time of student teaching to get acquainted and to discuss assignments, school expectations and routine matters.
2. Meet with cooperating teacher to discuss student expectations, and address any questions the cooperating teacher may have about the student teaching experience.

3. Provide each student teacher with information about the expectations for student teaching including teaching dispositions, professionalism, attendance, professional dress, and the MEES evaluation criteria and expectations.

4. Informing students of how to access information about instructional programs and philosophies of the school to which they are assigned.

5. Conducting and participating in regularly scheduled seminars on topics relevant to the student teacher's experiences in the classroom.

6. Assisting with content-oriented problems and serving as a resource person for both the cooperating teacher and the student teacher.

7. Schedule time immediately after a student evaluation to provide effective feedback to the student. It is important to also speak with cooperating teacher briefly as time allows about the student's performance on the evaluation. **The University Supervisor should take notes during the observation and submit the MEES scoring digitally using the link provided by the Clinical Experience Director within 7 days of conducting the evaluation**.

8. Prompt planning and scheduling

9. Answer emails of students and cooperating teacher in a timely fashion **(within 2 days)**

10. Providing feedback on a regular basis to the student teacher on his or her teaching behavior and professional dispositions.

11. Maintaining positive public relations with the cooperating school district.

12. Completing and submitting all forms in a timely manner.

13. Notifying the Director of Clinical Experience, if there are problems with the

student, the cooperating teacher, or any problem, which may impede the successful completion of the student teaching experience.

Student Teaching Information Links

Looking for	Go to link below
Liability Insurance	Student MNEA http://www.nea.org/studentprogram Student MSTA http://www.msta.org/
Substitute Teacher Certification	http://dese.mo.gov/educator-quality/certification
MEES	https://dese.mo.gov/educator-quality/educator-preparation
Missouri Educator Gateway Assessments	https://www.mo.nesinc.com/
Grade Level Standards	https://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards
MoSPE Standards	https://dese.mo.gov/sites/default/files/MoSPEStandards.pdf
Assessments	https://dese.mo.gov/educator-quality/educator-preparation/assessments
Fingerprints & Background Information	https://www.machs.mshp.dps.mo.gov/MACHSFP/home.html

GUIDELINES FOR COOPERATING TEACHERS AND UNIVERSITY SUPERVISORS

Observation and Informal Evaluation

The greatest benefits for the teacher candidate and cooperating teacher comes when the cooperating teacher and university supervisor share with the teacher candidate practical instructional strategies and relate them to research and theory about circumstance under which greater learning takes place. Cooperating teachers and supervisors contribute greatly to the teacher candidate's education when they model how theory and current research can be applied in the classroom.

Formative Evaluations- The student teacher evaluation's purpose is to help prepare teachers to become competent professional educators that are reflective in their practices. The MEES evaluation will help document the student teacher's progress and growth as they progress through the evaluation process. Evaluations should be announced and scheduled to give candidate an opportunity to effectively prepare and present their best representation of their instructional talents.

- University Supervisor and Cooperating teacher completes at least 4 formative and 1 summative evaluation
- All evaluations should be entered using the digital link provided by the Clinical Director.

Summative Evaluation – Near the end of the experience, a summative grade will determined based on the collaborative scores of the fifth MEES evaluation (summative).

Recording of Scores
All MEES scores should be recorded digitally using the link provided by the Clinical Director. Scores should be recorded **within 7 days of the evaluation**. The student will be furnished a copy of their evaluation by the Director of Clinical Experience through an upload under "Coursework" in MYHSSU.

Pre-Conference – This should be scheduled to review the lesson plan. The desire is to build the confidence of the teacher candidate before he/she presents the first lesson.

Post Conference – Please allow time after the lesson to provide feedback on lesson performance also give suggestion for improvement. It is important the teacher candidate self-asses their performance with a reflective statement. All reflective statements by the student should be entered under the "Coursework" section in MYHSSU.

Roles And Responsibilities Of The Director Of Clinical Experience

The Director of Clinical Experience is the institution's faculty member ultimately responsible for the placements of the student teachers and so ensures that the needs of the student teacher and cooperating teacher and school are met by the quality of the placement.

The Director of Clinical Experience:

1. Coordinates the student teachers orientation meeting prior to the beginning of the student teaching experience.

2. Coordinates the Friday seminars.

3. Ensures University Policies and Evaluations are being adhered to.

4. Works with school administrators in the selection of cooperating teachers and the student teacher assignments.

5. Coordinates all University faculty involved in the student teaching program.

6. Notifies the k-12 school's principal (or designated administrator) of any cancellation of assignment in student teaching.

7. Resolves any conflicts in reference to Harris-Stowe State University policy.

ENDNOTE:

The list of responsibilities of the various members of the cooperating team is to be considered only as guidelines; the various member of the team should endeavor to work together to provide the best experience possible for the student teacher, cooperating teacher and especially the students

HARRIS-STOWE STATE UNIVERSITY

GRADING SYSTEM DEFINITIONS

<u>Mastery at the Beginning Teacher Entry Level</u>: Student Teacher is intellectually curious and highly intelligent in problem-solving activities; assumes responsibility for self and for the pupils, both individually and as a group; is enthusiastic, cooperative, loyal, creative, resourceful; draws upon a rich cultural background; is alert to ways for self-improvement, sensitive to the needs of pupils and quick to satisfy them; and gives strong evidence of outstanding success in teaching. (Grade of A)

<u>Proficient</u>: Student Teacher usually follows a pattern well above the described for average; sometimes reaches the superior level; responds well to constructive suggestion; gives evidence of success in teaching. (Grade of B)

<u>Adequate</u>: Student Teacher is a follower and does routine, clearly defined tasks rather well; endeavors to meet the day's program but loses enthusiasm midway; accepts responsibility but does not always follow through; finds teacher-pupil planning and other problem-solving activities difficult. (Grade of C)

<u>Not Acceptable</u>: Student Teacher is likely to neglect long-range planning; completes details carelessly and tardily; fails to meet the needs of individual pupils with success; has almost no ingenuity or resourcefulness in the problem-solving; accepts suggestions but seldom follows them through; is not likely to become more than mediocre even with the most able and creative of supervisors. (Grade of D/F)

GRADE POINT AVERAGE AND MEES SCORES REQUIRED FOR CERTIFICATION

Candidates for initial certification and for each additional area of endorsement must have cumulative grade point average (GPA) of 2.75 on a 4.0. The content area and professional education GPA must be a 3.00 or higher. Professional education courses must be completed with a grade no lower than a "B". Professional education courses are defined as courses listed in the certificate requirements as Foundations of Teaching, Teaching Methods and Techniques, and Clinical Experiences.

The Office of Teacher Certification uses the following procedures to determine the eligibility of a candidate:

1. The GPA is computed by dividing the total quality points by the total semester hours attempted. "Totals" include all course work attempted from all universities attended.

2. A higher grade earned in a course that was repeated at the same institution will replace the first grade in the computation.

3. Credits earned with a "Pass/Fail" grade are not counted.

4. If transcripts include quarter and semester hours, credits will be converted to semester hours: One-quarter hour = .67 semester hours.

Points Assigned To Grades

Grade	Percentile
A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73

Appendix A
Dispositions and Indicators adopted from University of Tampa Dispositions

Educator Disposition Assessment

Name:_____Date:_____
_____

Evaluator:
_____

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells. Scores for each of the nine dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

> *0-Needs Improvement: minimal evidence of understanding and commitment to the disposition*
> *1 Developing: some evidence of understanding and commitment to the disposition*
> *2-Meets Expectations: considerable evidence of understanding and commitment to the disposition*

Disposition   **Associated Indicators**

1. Demonstrates Effective Oral Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Does not consistently demonstrate professional oral communication skills as evidenced by making *major* errors in language, grammar, and word choice ☐ Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation	☐ Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors ☐ Strives to vary oral communication as evidenced of some students demonstrating a lack of participation	☐ Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment ☐ Varies oral communication as evidenced by encouraging participatory

			behaviors
	□ Choice of vocabulary is either too difficult or too simplistic	□ Occasionally uses vocabulary that is either too difficult or too simplistic	□ Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Disposition		Associated Indicators	
2. Demonstrates Effective Written Communication Skills	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	□ Communicates in tones that are harsh or negative as evidenced by fostering negative responses □ Demonstrates *major* spelling and grammar errors or demonstrates frequent common mistakes	□ Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses □ Demonstrates *common* errors in spelling and grammar	□ Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses □ Demonstrates precise spelling and grammar

Disposition		Associated Indicators	
3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	□ Does not respond to *communications* and does not submit all assignments □ Fails to exhibit punctuality and/or attendance	□ Delayed response to *communications* and late submission of assignments □ Not consistently punctual and/or has absences	□ Responds promptly to *communications* and submits all assignments □ Consistently exhibits punctuality and attendance

	□ Crosses *major* boundaries of ethical standards of practice □ Divulges inappropriate *personal* life issues at the classroom/workplace as evidenced by uncomfortable responses from others □ Functions as a group member with no participation	□ Crosses *minor* boundaries of ethical standards of practice □ Occasionally divulges *inappropriate* personal life issues into the classroom/workplace, but this is kept to a minimum □ Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation	□ Maintains professional boundaries of ethical standards of practice □ Keeps *inappropriate* personal life issues out of classroom/workplace □ Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

Disposition

Associated Indicators

4. Demonstrates a positive and enthusiastic attitude Marzano: 29	Needs Improvement 0	Developing 1	Meets Expectations 2
	□ Often complains when encountering problems and rarely offers solutions □ Resists change and appears offended when suggestions are made to try new ideas/activities □ Demonstrates a flattened affect as evidenced by lack	□ Seeks solutions to problems with prompting □ May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed □ Overlooks opportunities to	□ Actively seeks solutions to problems without prompting or complaining □ Tries new ideas/activities that are suggested □ Demonstrates an appropriately

	of expressive gestures and vocal expressions	demonstrate positive affect	positive affect with students as evidenced by verbal and non-verbal cues

Disposition   **Associated Indicators**

5. **Demonstrates preparedness in teaching and learning** Danielson: 1e, 3e, 4a; InTASC: 3(p)	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	□ Rejects constructive feedback as evidenced by no implementation of feedback □ Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve □ Comes to class unplanned and without needed materials □ Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed	□ Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions □ Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement □ Comes to class with some plans and most needed materials □ Aware that lesson is not working but does not know how to alter plans to adjust	□ Accepts constructive feedback as evidenced by implementation of feedback as needed □ Learns and adjusts from experience and reflection as evidenced by improvements in performance □ Comes to class planned and with all needed materials □ Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits

Disposition   **Associated Indicators**

6. Exhibits an appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	Needs Improvement 0	Developing 1	Meets Expectations 2
	□ Demonstrates inequitable embracement of all *diversities* □ Is challenged to create a *safe classroom* as evidenced by ignoring *negative* behaviors by students	□ Goes through the *expected and superficial motions* to embrace all *diversities* □ Strives to build a *safe classroom* with zero tolerance of *negative* behaviors towards others but needs further development in accomplishing this task	□ Embraces all *diversities* as evidenced by implementing *inclusive activities and behaviors* with goals of *transcendence* □ Creates a *safe classroom* with zero tolerance of negativity to others as evidenced by correcting *negative* student behaviors

Disposition		**Associated Indicators**	
7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
	□ Is inflexible, as evidenced by inability to work	□ Demonstrates some flexibility	□ Demonstrates flexibility as evidenced by

	well with others and does not accept majority consensus		providing considered responses and accepts majority consensus
	☐ Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others	☐ Maintains a respectful tone in most circumstances but is not consistent	☐ Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others
	☐ Rarely collaborates or shares strategies and ideas even when prompted	☐ Shares teaching strategies as evidenced by some effort towards collaboration	☐ Proactively shares teaching strategies as evidenced by productive collaboration

Disposition	Associated Indicators		
8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	☐ Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support	☐ Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth	☐ Recognizes own weaknesses as evidenced by seeking solutions before asking for support
	☐ Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work	☐ Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles	☐ Researches and implements most effective teaching styles as evidenced by citing works submitted

Disposition	Associated Indicators		
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	☐ Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues	☐ Demonstrates level of maturity to self–regulate after initial response is one of overreaction to sensitive issues	☐ Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues
	☐ Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily	☐ Demonstrates perseverance and resilience (grit) most of the time	☐ Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations
	☐ Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness	☐ Demonstrates sensitivity to feelings of others most of the time	☐ Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

AVERAGE COMPOSITE SCORE ACROSS NINE DISPOSITIONS:

COMMENTS:

Dispositions and Indicators adopted from University of Tampa Dispositions Study

Appendix B

Harris Stowe State University College of Education
MEES Evaluation Artifact List

For any lesson where a particular standard was not observed please submit one of the following as an artifact toward fulfillment of the particular standard.

Standard	Artifact
Standard 1: Content knowledge aligned with appropriate instruction.	Lesson/unit plan Student interest inventory Written Reflection
Standard 2: Student Learning, Growth and Development	Lesson/Unit Plan w// • Evidence of strategic student Grouping • Evidence of differentiation
Standard 3: Curriculum Implementation	• Assessments • Lesson/Unit Plan
Standard 4: Critical Thinking	• Student Work Samples submitted with lesson plan
Standard 5: Positive Classroom Environment	• Written explanation of behavior system • Student discipline data • Student Classroom Expectations
Standard 6: Effective Communication	• Written reflection about giving instructions through verbal and non verbal cues • Sample of a letter or flyer created by the student teacher for a classroom event ex. • Open house, curriculum night, etc.
Standard 7: Student Assessment and Data Analysis	• Progress Monitoring data • Formative/summative assessment data with an explanation of the data • Student conferencing notes • Student benchmark data with explanation for how you approached instruction in response
Standard 8: Professionalism	• Professional Development Log\ • Reflection on professional growth

	• Professional Growth Plan • Reflection on a professional development opportunity that you attended on your own
Standard 9: Professional Collaboration	• Reflections on professional collaboration experiences • Volunteer time on a school wide committee- with written reflection on experience

Created by, Dr. Latoshia Ellis 9/2018

Appendix C

MEES Teacher Candidate Assessment Rubric

Standard 1: Content knowledge aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.** *Expected level of performance by the end of the student teaching semester.*	**4-** Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
• Provides no opportunity for students to process content. • Makes mistakes and/or shares misinformation when teaching content. • Makes no attempt to address needed vocabulary or terminology necessary to understand content.	• Demonstrates an awareness of possible strategies to allow students to process content. • Provides students basic information about content, but unable to convey a deep understanding of the topic. • Plans to introduce	• Provides students with limited opportunities to process content through discussion with others. • Uses accurate content knowledge to support learning. • Uses limited strategies to teach	• Provides students opportunities to process the content through discussion with others. • Uses accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning.	• Identifies low engagement and responds with strategies to increase engagement. • Uses a variety of skillful questioning strategies to promote active participation and depth of student response.

• Students are not engaged in the content.	vocabulary and terminology, but fails to use strategies to enhance student engagement and responses. • Few students are engaged in the content.	academic content, vocabulary, and terminology. • Some students exhibit engagement in the content.	• Uses a variety of evidence-based instructional strategies to teach academic content, vocabulary, and terminology to enhance student engagement and responses. • The majority of students exhibit engagement in the content, e.g. raising hands, participating in activities, using vocabulary.	• Facilitates a lesson in which every student in the class appears engaged for the duration of the lesson.

Representative Indicators: 1.1 Content Knowledge and 1.2 Student Engagement in Subject Matter

Standard 2: Student Learning, Growth and Development. The teacher candidate understands how students learn, develop and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.** *Expected level of performance by the end of the student teaching semester.*	**4-** Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
• Makes no attempt to	• Describes the possible ways to	• Varies activities	• Designs and implements a	• Designs and utilizes a

differentiate content, process, product, or environment. • Is unaware of students' background knowledge and/or learning needs. • Makes no attempt to differentiate to meet student needs.	adjust instruction based on student differences. • Acknowledges student demographics, but does not consider during lesson implementation. • Describes possible differentiation strategies to meet student needs.	within a lesson but does not intentionally consider student differences. • Uses knowledge of the class overall to meet needs. • Incorporates instructional strategies to meet needs of some students.	lesson that intentionally varies one or more of the following with purpose: content, process, product and/or environment. • Uses knowledge of students to meet individual needs, including accommodations and modifications as needed. • Designs and utilizes a variety of evidence-based instructional strategies and/or adapted assessment tools to meet student needs.	blend of whole-class, group, and/or individual instruction. • Uses strategies linked to the different needs and attributes of students for differentiation in teacher presentation and student response. • Recognizes student needs in the moment and adjusts teacher presentation and/or student groupings to address variations in student learning.

Representative Indicator: 2.4 Differentiated Lesson Design

Standard 3: Curriculum Implementation. The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.** *Expected level of performance by the end of the student teaching semester.*	**4-** Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
• Makes no attempt to access standards. • Learning activities clearly do not align to standards. • Does not include standards in lesson plans. • Does not post or mention the learning objective during the lesson	• Designs lesson demonstrating knowledge of how to access district, state, and/or national standards. • Plans for learning activities somewhat aligned to district, state, and/or national standards. • Records the learning objectives on the lesson plan. • Posts the learning objective but does not mention the objective during the lesson.	• Implements lesson and assessments exhibiting limited understanding of appropriate curriculum. • Implements learning activities aligned to district, state, and/or national standards. • Posts the learning objective(s) in student-friendly language but only refers to it minimally during instruction. • States the learning	• Implements lessons and assessments exhibiting understanding of appropriate curriculum. • Implements and/or utilizes embedded formative assessment opportunities and learning activities closely aligned to chosen district, state, and/or national standards. • Connects learning objectives to real world references to aid in student comprehension.	• Delivers lessons and assessments that illustrate a high degree of understanding of the intended learning objectives. • Connects cross-curricular subjects and/or considers scope and sequence when implementing lessons. • Makes adjustments during the lesson while still following district curriculum.

		objectives so that some students are able to articulate the objective of the lesson.	• Clearly conveys objectives so that the majority of students are able to articulate the objective of the lesson in student friendly language.	

Representative Indicator: 3.1 Implementation of Curriculum Standards

Standard 4: Critical Thinking. The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.** *Expected level of performance by the end of the student teaching semester.*	**4-** Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
• Uses only one strategy that was largely ineffective. • Provides no opportunities for students to share ideas and generate possible solutions. • Facilitates no opportunities for student to analyze and discuss problems and possible solutions. • Students are not encouraged to respond to or ask questions. • Facilitates instruction	• Explains strategies to engage students to engage in self-monitoring, self-reflection, and/or self-directed learning. • Is knowledgeable about strategies to facilitate opportunities for students to share ideas and generate possible solutions. • Explains strategies for analyzing and discussing problems. • Includes questions that promote critical	• Facilitates limited opportunities for students to engage in self-monitoring, self-reflection, and/or self-directed learning. • Provides limited opportunities for students to share ideas and generate possible solutions. • Facilitates limited opportunities for students to analyze and discuss problems and possible solutions.	• Facilitates opportunities in which majority of students actively engage in self-monitoring, self-reflection, and/or self-directed learning. • Provides opportunities in which all students convey their ideas and/or solutions through product and/or process. • Facilitates opportunities in which students analyze and discuss	• Provides opportunities for student thinking to delve into real-world topics, which address differing viewpoints, and allows students to respectfully justify their own opinion and solution to a problem. • Facilitates a student-centered lesson in which students discover for themselves the desired knowledge and/or skills, rather than relying on teacher-

lacking in rigor and relevance.	thinking in lesson plans. • Explains strategies to incorporate rigor and relevance.	• Uses questioning techniques that prompt students to provide answers reflecting critical thinking. • Uses limited strategies to incorporate rigor and relevance.	problems and possible solutions. • Facilitates reciprocal higher-order questioning. • Uses various evidence-based instructional strategies to promote rigor and relevance.	provided information. • Provides opportunities for students to demonstrate creativity, engage in creative problem-solving, and develop curiosity through hands-on experiences. • Allows students to express their thoughts, feelings, insights, opinions, and attitudes (not just knowledge) through a variety of media.

Representative Indicator: 4.1 Student Engagement in Critical Thinking

Standard 5: Positive Classroom Environment. The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

| 0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance. | 1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance. | 2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success. | **3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.**

Expected level of performance by the end of the student teaching semester. | 4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one |

				descriptor below):
• Lacks strategies for monitoring student behavior. • Students are not able to learn because the classroom environment is not conducive. • Unequipped to appropriately respond to student misbehavior, resulting in frustration. • Demonstrates hostility toward some students. • Lacks knowledge of the school's system for behavior.	• Explains strategies for monitoring student behavior. • Describes strategies to minimize disruptions. • Plans to communicate expectations to maintain a safe learning environment. • Describes strategies for building relationships with students, but does not demonstrate in practice. • Accurately describes the behavior system implemented at the school.	• Inconsistently monitors and responds to behavior. • Uses strategies to minimize disruptions to the learning environment. Behavior occasionally distracts other students from learning. • Reacts to student behavior in the moment without clearly communicating expectations in advance. • Demonstrates a positive rapport with most students in the classroom. • Uses the vocabulary and structure of the school's system for behavior.	• Monitors student behavior and intervenes as needed. • Utilizes varied management and/or organizational strategies to minimize disruptions to the learning environment. • Plans, communicates, and implements developmentally appropriate expectations to maintain a safe learning environment. • Displays a strong relationship and rapport with individual students that promotes a positive learning environment. • Comfortably uses the vocabulary and structure of the school's system for behavior.	• Candidate proactively intercepts student misbehavior or distraction. • Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning. • Seeks feedback from students on his or her teaching, strategies, classroom, etc.

Representative Indicators: 5.1 Classroom Management Techniques and 5.2 Management of Time, Space, Transitions, and Activities

Standard 6: Effective Communication. The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.** *Expected level of performance by the end of the student teaching semester.*	4- Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
• Does not include instructions in lesson plan nor implements during lesson. • Does not plan for nor understand the need to model desired outcomes to enhance student comprehension. • Significant speech inadequacies, including volume, tone and/or inflection, convey candidate's lack of awareness. • Grammar usage in	• Provides clear instructions in the lesson plan, but fails to implement during lesson. • Plans to model desired outcomes to enhance student comprehension in the lesson plan, but fails to do so. • Speech qualities including volume, tone, and/or inflection are absent, negatively impacting lesson delivery. • Grammar usage in written and/or	• Provides clear instructions through verbal **OR** non-verbal cues. • Models desired outcomes to enhance student comprehension, but does so without clarity and/or effectiveness. • Inadequate speech qualities including volume, tone, and/or inflection minimally impact lesson delivery. • Grammar usage in written and/or verbal	• Provides clear instructions through verbal **AND** non-verbal cues. • Clearly and effectively models desired outcomes to enhance student comprehension. • Models effective speech qualities including volume, tone, and inflection which positively impact lesson delivery. • Models proper grammar consistently in written and verbal	• Adjust conversation skills to support individual student understanding. • Encourages students to develop effective speech qualities including volume, tone, and inflection. • Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard

		communicatio n includes errors that do not interfere with meaning.	communicatio n.	English or whose disability requires specific forms of communicatio n.
written and/or verbal communicatio n includes errors that demonstrate lack of candidate knowledge and significantly interfere with meaning.	verbal communicatio n includes errors that significantly interfere with meaning.			

Representative Indicator: 6.1 Verbal and Nonverbal Communication

Standard 7: Student Assessment and Data Analysis. The teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.** *Expected level of performance by the end of the student teaching semester.*	**4-** Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
• Collects no data from assessments to monitor the progress of students. • Provides no evidence that formative assessments are needed to	• Collects limited or incomplete assessment data and does not articulate how to use the data to monitor the progress of students.	• Uses multiple types of assessment data to monitor the progress of most students. • Uses some formative assessment strategies to partially gather data on student	• Uses multiple types of assessments to effectively monitor the progress of each student and the class as a whole. • Uses formative assessment strategies to	• Analyzes trend data to respond instructionally resulting in a positive impact on student learning. • Uses multiple assessments to accurately monitor, analyze, and triangulate the

guide future instruction. • Lacks an ethical understanding of maintaining student records.	• Articulates the need to use formative assessment strategies to gather data on student understanding to guide future instruction, but does not implement. • Articulates the importance of maintaining student records ethically, but does not always demonstrate this understanding in practice.	understanding and sporadically implements adjustments to plan future instruction. • Maintains student records inconsistently, but always in a confidential and ethical manner.	effectively gather data about student understanding and uses it to plan future instruction. • Maintains student records consistently and in a confidential and ethical manner.	progress of each student and the class as a whole. • Supports students in creating and articulating progress toward goals. • Uses formative assessment strategies to adjust mid-lesson instruction. • Provides evidence of how the lesson format, instructional techniques, etc. were designed using previously gathered assessment data.

Representative Indicators: 7.1 Effective Use of Assessments, 7.2 Assessment Data to Improve Learning, 7.5 Communication of Student Progress and Maintaining Records

Standard 8: Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.**	**4-** Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3)

			Expected level of performance by the end of the student teaching semester.	column must be met **as well as** at least one descriptor below):
• Demonstrates no reflection on the effectiveness of the lesson based on student learning and engagement even when prompted by the evaluator. • Rejects or ignores feedback provided through conferencing with mentors. • Does not recognize or acknowledge own weaknesses even when prompted. • *Resists or ignores* opportunities to grow professionally.	• Reflects on the lesson based on student learning and engagement when prompted by the evaluator, but on a superficial level. • Accepts feedback but does not utilize feedback to adjust and improve practice. • Acknowledges weaknesses when prompted, but does not improve professional conduct. • *Attends* school/and or district professional development.	• Reflects on the lesson but makes limited connections to student learning and engagement. • Accepts and utilizes feedback to adjust practices with limited success. • Monitors and adjusts professional conduct when prompted. • *Participates* in school and/or district professional development.	• Reflects on the effectiveness of a lesson based on student learning and engagement. • Accepts and utilizes feedback through conferencing with mentors to adjust and improve practice. • Monitors and adjusts professional conduct through self-assessment. • *Fully engages* in school and/or district professional development to grow professionally.	• Uses techniques or strategies introduced in district/school professional development in the classroom. • The candidate is committed to the learning of the entire school, not just his or her own growth. • Actively participates in a professional organization to improve practice. • Identifies areas of weakness and seeks out opportunities to strengthen, e.g. webinars, books, PD opportunities, professors, etc.

Representative Indicator: 8.1 Self-Assessment and Improvement

Standard 9: Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members.				
0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	**3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.** *Expected level of performance by the end of the student teaching semester.*	**4-** Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below):
• Resists participation in school-wide functions. • Resists collaboration. • Avoids communication with students, staff, and families. • Fails to build rapport with students, staff, and families; including the cooperating teacher.	• Recognizes the importance of participating in school-wide functions, but does not attend. • Recognizes the importance of collaboration, but does not fully participate. • Recognizes the importance of communication to support student success, but does not implement communication strategies.	• Recognizes the importance of participating in school-wide functions and attends sporadically. • Participates in collaborative meetings. • Communicates with students, staff, and families to support student success in alignment with expectations. • Maintains appropriate	• Participates in school-wide functions to enhance student learning. • Prepares for and fully engages in collaborative meetings to enhance student learning. • Purposefully engages in positive, effective, and ongoing communication with students, staff, and families to support student success.	• Volunteers to be a member of a school-wide committee. • Collaborates with parents, colleagues, and/or community members for the benefit of students. • Actively participates in school or district events to build a broad network of collaboration.

		relationships with students, staff, and families.	• Builds and seeks out positive, appropriate relationships with students, staff, and families.	
	• Maintains limited relationships with students, staff, and families.			

Representative Indicator: 9.3 Cooperative Partnerships in Support of Student

Appendix D

HARRIS-STOWE
STATE UNIVERSITY
COLLEGE OF EDUCATION

Student Name _____

Bachelor of Science in Early Childhood Education

Student ID Number _____

General Educatiion Requirements	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
HSSU0100 Seminar in Higher Education (Freshmen and New Students with fewer than 24 credit hours)	1			
OR				
HSSU0300 Topics in Higher Education (transfer students with 24 or more credit hours)	1			
AND				
LANG0100 Basic Conversational Foreign Language Students who have completed a documented foreign language course are exempt from this requirement. Foreign Language Course Completed _____	1			
Total Credits Required in This Category	**2**			

Oral and Written Communication (9 Credit Hours)	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
ENG0110I English Composition I	3			
ENG0110II English Composition II	3			
SPCH0109 Introduction to Public Speaking	3			
Total Credits Required in This Category	**9**			

Managing Information (3 Credit Hours)	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in the following area: CED0104 Introduction to Computing and Technology	3			
Total Credits Required in This Category	**3**			

Social and Behavioral Sciences (9 Credit Hours)	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in each of the following three areas: **History**, one course required from below: HIST0143 U.S. History I HIST0144 U.S. History II	3			
PSY0100 General Psychology SOC0100 Introduction to Sociology GEOG0200 Principles of Geography (REQUIRED) ECON0203 Microeconomics ECON0204	3			
hour course in political science (that includes the required examinations on the U.S. Constitution and the Missouri Constitution). (HSSU students enroll in POSC0200). POSC0200 American Government Survey POSC0201I United States Constitution POSC0201II Missouri Constitution Missouri Constitution Requirement met ___Yes ____No Comments	3			

Total Credits Required in This Category	9			

Valuing (3 Credit Hours)	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in the following area: PHIL0100 Introduction to Logical Thinking PHIL0101 Introduction to Philosophy PHIL0102 Introduction to Ethics *Philosophy Course Required	3			
Total Credits Required in This Category	3			

Mathematics	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in the following area: EDUC0120 Structures of Mathematical Systems MATH0135 College Algebra MATH0136 Finite Math MATH0150 Introduction to Statistics and Probability MATH0170 Calculus and Analytic Geometry I	3-5			
Total Credits Required in This Category	3-5			

Life and Physical Sciences	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete two courses and one lab in the following areas: Life Science BIO 0141 Principles of Biology	3			
Physical Science CHEM0151 Fundamentals of Chemistry CHEM0255 General Chemistry PHSC0151 Physical Science Survey PHY0251 General Physics: Mechanics <center>AND</center>	3			
Choose One of the Following Labs as a Requirment: BIO0152 Biology Survey Lab CHEM0152 Fundamentals of Chemistry Lab CHEM0256 General Chemistry Lab PHSC0152 Physical Science Survey Lab PHY0252 General Physics: Mechanics Lab	2			
Total Credits Required in This Category	8			

Humanities and Fine Arts	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in the following two areas: **Humanities,** one course required: ENG0203 Introduction to Literature (REQUIRED) SPAN0160I Introduction to Spanish Language and Culture SPAN0160II Essentials of Spanish Language and Culture HIST0213 World History I HIST0214 World History II	3			
Fine Arts, one course required: ART0150 Introduction to Art ART0200 Art History, Theory and Criticism	3			

MUS0206 Basic Music

MUS0223 Afro-American Music

Art or Music Required

Literature Course Required

	Total Credits Required in This Category	6			

Higher-Order Thinking	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
GEN0200 General Education Synthesis	1			
Total Credits Required in This Category	**1**			
Total Credits Required from General Education	**44-46**			

Early Childhood Program Requirements	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
EDUC0201 Foundations of Education **Program Admission Not Required**	3			
EDUC0210 Introduction to Field Experience	2			
EDUC0223 Computers & Instructional Technology **Program Admission Not Required**	3			
EDUC0305 Utilizing Family & Community Resources	3			
EDUC0307 Music, Art, Movement, Drama, Play	3			
EDUC0308 Health, Nutrition and Safety	3			
EDUC0309 Emergent Literacy & Language Acquisition	3			
EDUC0311 Early Childhood Principles & Professionalism	3			
EDUC0312 Infants & Toddlers: Curr, Tchg, & Learning	3			
EDUC0313 Developmental Learning PreK-Grade 3	3			
EDUC0314-01 Communications and Guidance Strat in Early /Ech Educ	3			
EDUC0318 Human Relations & Cultural Diversity	3			
EDUC0321 Teaching Reading & Writing	2			
EDUC0339 Teaching Children's Literature	2			
EDUC0342 Methods of Teaching Language Arts	2			
EDUC0413 Assessment of Young Children	3			
EDUC0414 Methods of Teaching Math in ECE	3			
EDUC0415 Science & Social Studies in ECE	2			
EDUC0416 Family Involvement/Parents as Teachers	3			
PSY 0310 Child Psychology **Program Admission Not Required**	3			
PSY 0312 Psychology/Education of the Exceptional Child **Program Admission Not Required**	3			
EDUC0402III Supervised Student Teaching	12			
Total Credits Required in This Category	**70**			
Total Early Childhood Education Degree Program Requirments	**142-161**			

Student Name_____   **Student Number**
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Harris-Stowe State University
College of Education
Bachelor of Science Degree in Education (Educational Studies)

Institutional Degree Requirements	Cr	Grade	Semester and Year	Transfer Institution
HSSU0100 Seminar in Higher Education (Freshmen and New Students with fewer than 24 credit hours)	1			
OR				
HSSU0300 Topics in Higher Education (transfer students with 24 or more credit hours)	1			
AND				
LANG0100 Basic Conversational Foreign Language Students who have completed a documented foreign language course are exempt from this requirement Foreign Language Course Completed _____	1			
Total Credits Required in This Category	**2**			

Oral and Written Communication (9 Credit Hours)	Cr	Grade	Semester and Year	Transfer Institution
ENG0110I English Composition I	3			
ENG0110II English Composition II	3			
SPCH0109 Introduction to Public Speaking	3			
Total Credits Required in This Category	**9**			

Managing Information (3 Credit Hours)	Cr	Grade	Semester and Year	Transfer Institution
Complete one course in the following area: CED0104 Introduction to Computing and Technology	3			
Total Credits Required in This Category	**3**			

Student Name_____   **Student Number**

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Harris-Stowe State University
College of Education
Bachelor of Science Degree in Education (Educational Studies)

Social and Behavioral Sciences (9 Credit Hours)	Cr	Grade	Semester and Year	Transfer Institution
Complete one course in each of the following three areas: **History** *One Course Required* HIST0143 U.S. History I HIST0144 U.S. History II **Human Behavior** *One Course Required* PSY0100 General Psychology SOC0100 Introduction to Sociology GEOG0200 Principles of Geography ECON0203 Microeconomics ECON0204 Macroeconomics EDUC0214 Principles of Economics **U.S. & Missouri Constitution** Any Freshman or Sophomore level, three (3) hour course in political science (that includes the required examinations on the U.S. Constitution and the Missouri Constitution). (HSSU students enroll in POSC0200). POSCO200 American Government Survey POSC0201I United States Constitution POSC0201II Missouri Constitution Missouri Constitution Requirement met ___Yes ____No Comments _____	3 3 3			
Total Credits Required in This Category	**9**			
Valuing (3 Credit Hours)	Cr	Grade	Semester and Year	Transfer Institution

Complete one course in the following area: PHIL0100 Introduction to Logical Thinking PHIL0101 Introduction to Philosophy PHIL0102 Introduction to Ethics	3			
Total Credits Required in This Category	**3**			
Higher-Order Thinking				
GEN0200 General Education Synthesis	1			
Total Credits Required in This Category	**1**			
	44-46			

Student Name_____		Student Number	

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Harris-Stowe State University
College of Education
Bachelor of Science Degree in Education (Educational Studies)

Educational Studies Program Requirements	Cr	Grade	Semester and Year	Transfer Institution
PED 0266 Health and Wellness	3			
RM 0300 Research Writing	3			
RM 0432 Grant Writing and Administration	3			
Total Educational Studies Program Requirements	**9**			

Educational Studies Core Requirements Grade of C or higher required in each course	Cr	Grade	Semester and Year	Transfer Institution
EDUC0201 Foundations of Education **Program Admission Not Required**	3			
EDUC0212 Introduction to Multicultural Education **Program Admission Not Required**	3			
EDUC0214 Principles of Economics	3			
EDUC0222 Exploring the Inner City	3			
EDUC0223 Computers & Instructional Technology **Program Admission Not Required**	3			
EDUC0301 Counseling for Exceptional Child and Family	3			
EDUC0305 Utilizing Family and Community Resources	3			
EDUC0318 Human Relations and Cultural Diversity *(Prerequisite EDUC0311 or concurrent enrollment waived for this degree program)*	3			
EDUC0491 Topics in Education	1			
PSY 0302 Abnormal Psychology	3			
PSY 0305 Educational Psychology **Program Admission Not Required**	3			
PSY 0307 Humanistic Psychology	3			
PSY 0310 Child Psychology **Program Admission Not Required**	3			
PSY 0311 Adolescent Psychology **Program Admission Not Required**	3			

PSY 0312 Psychology/Education of the Exceptional Child **Program Admission Not Required**	3			
PSY 0319 Behavior Management *(Co-requisite PSY 0321 waived for this degree program)*	3			
PSY 0320 Psychology of Personality	3			
URST0480 Urban Studies Internship *(Prerequisite RM 0301 and RM 0302 waived for this degree program. Program admission to the Department of Social And Behavioral Sciences waived for this degree program; admission to the College of Education Required)*	3			
EDUC or PSY02XX or 03XX or 04XX (not previously counted towards program)	15			

Mathematics				
Complete one course in the following areas: MATH0120 Structures of Mathematical Systems MATH0135 College Algebra MATH0136 Finite Math MATH0150 Introduction to Statistics and Probability MATH0170 Calculus and Analytic Geometry I				
Total Credits Required in This Category	**3-5**			

Student Name_____ Student Number _____				
Harris-Stowe State University **College of Education** **Bachelor of Science Degree in Education (Educational Studies)**				
Life and Physical Sciences	**Cr**	**Grade**	**Semester and Year**	**Transfer Institution**
Complete two courses and one lab in the following areas: ***Life Science*** BIO 0141 Principles of Biology	3			
Physical Science CHEM0151 Fundamentals of Chemistry CHEM0255 General Chemistry PHSC0151 Physical Science Survey PHY0251 General Physics: Mechanics GEOL0250I General Geology MET0250 Introduction to Meteorology	3			
AND				

One Lab Required in the following: BIO0152 Biology Survey Lab CHEM0152 Fundamentals of Chemistry Lab CHEM0256 General Chemistry Lab PHSC0152 Physical Science Survey Lab PHY0252 General Physics: Mechanics Lab	2			
Total Credits Required in This Category	**8**			

Humanities and Fine Arts	Cr	Grade	Semester and Year	Transfer Institution
Complete one course in each of the following two areas: **Humanities** *One Course Required* ENG0203 Introduction to Literature SPAN0160I Introduction to Spanish Language and Culture SPAN0160II Essentials of Spanish Language and Culture HIST0213 World History I HIST0214 World History II	3			
Fine Arts *One Course Required* ART0150 Introduction to Art ART0200 Art History, Theory and Criticism MUS0206 Basic Music MUS0223 Afro-American Music THR0100 Theatre Appreciation	3			
Total Credits Required in This Category	**6**			

Higher-Order Thinking				
GEN0200 General Education Synthesis	1			
Total Credits Required in This Category	**1**			
	44-46			

Harris-Stowe State University
College of Education
Bachelor of Science Degree in Education (Educational Studies)

Total Educational Studies Core Requirements	**67**			
Total Educational Studies Degree Requirements	**120**			

HARRIS-STOWE
STATE UNIVERSITY
COLLEGE OF EDUCATION

Bachelor of Science in Elementary Education

Student Name _____

Student ID Number _____

General Educatiion Requirements	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
HSSU0100 Seminar in Higher Education (Freshmen and New Students with fewer than 24 credit hours)	1			
OR				
HSSU0300 Topics in Higher Education (transfer students with 24 or more credit hours)	1			
AND				
LANG0100 Basic Conversational Foreign Language Students who have completed a documented foreign language course are exempt from this requirement. Foreign Language Course Completed_____	1			
Total Credits Required in This Category	**2**			

Oral and Written Communication (9 Credit Hours)	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
ENG0110I English Composition I	3			
ENG0110II English Composition II	3			
SPCH0109 Introduction to Public Speaking	3			
Total Credits Required in This Category	**9**			

Managing Information (3 Credit Hours)	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in the following area: CED0104 Introduction to Computing and Technology	3			
Total Credits Required in This Category	**3**			

Social and Behavioral Sciences (9 Credit Hours)	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in each of the following three areas: **History**, one course required from below: HIST0143 U.S. History I (REQUIRED for Education Program) HIST0144 U.S. History II	3			
Human Behavior, one course required from below: PSY0100 General Psychology SOC0100 Introduction to Sociology GEOG0200 Principles of Geography (REQUIRED for Education Program) ECON0203 Microeconomics ECON0204 Macroeconomics EDUC0214 Principles of Economics (REQUIRED for Education Program)	3			
U.S. & Missouri Constitution Any Freshman or Sophomore level, three (3) hour course in political science (that includes the required examinations on the U.S. Constitution and the Missouri Constitution). (HSSU students enroll in POSC0200). POSC0200 American Government Survey POSC0201I United States Constitution POSC0201II Missouri Constitution Missouri Constitution Requirement met ___Yes _____No Comments_____	3			
Total Credits Required in This Category	9			

Valuing (3 Credit Hours)	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in the following area: PHIL0100 Introduction to Logical Thinking PHIL0101 Introduction to Philosophy PHIL0102 Introduction to Ethics *Philosophy Course Required	3			
Total Credits Required in This Category	**3**			

Mathematics	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in the following area: EDUC0120 Structures of Mathematical Systems MATH0135 College Algebra MATH0136 Finite Math MATH0150 Introduction to Statistics and Probability MATH0170 Calculus and Analytic Geometry I	3-5			
Total Credits Required in This Category	**3-5**			

Life and Physical Sciences	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete two courses and one lab in the following areas: Life Science (REQUIRED for Education Program) BIO 0141 Principles of Biology	3			
Physical Science CHEM0151 Fundamentals of Chemistry CHEM0255 General Chemistry PHSC0151 Physical Science Survey PHY0251 General Physics: Mechanics **AND**	3			
Choose One of the Following Labs as a Requirment: BIO0152 Biology Survey Lab CHEM0152 Fundamentals of Chemistry Lab CHEM0256 General Chemistry Lab PHSC0152 Physical Science Survey Lab PHY0252 General Physics: Mechanics Lab	2			
Total Credits Required in This Category	**8**			

Humanities and Fine Arts	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in the following two areas: Humanities, one course required: ENG0203 Introduction to Literature (REQUIRED for Education Program) SPAN0160I Introduction to Spanish Language and Culture SPAN0160II Essentials of Spanish Language and Culture HIST0213 World History I HIST0214 World History II	3			
Fine Arts, one course required: ART0150 Introduction to Art ART0200 Art History, Theory and Criticism MUS0206 Basic Music MUS0223 Afro-American Music *Art or Music Required *Literature Course Required	3			
Total Credits Required in This Category	**6**			

	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Total Credits Required in This Category	**6**			
Higher-Order Thinking	**Credit Hour(s)**	**Grade**	**Semester and Year**	**Transfer Institution**
GEN0200 General Education Synthesis	1			
Total Credits Required in This Category	**1**			
Total Credits Required from General Education	**44-46**			
Elementary Education Program Requirements	**Credit Hour(s)**	**Grade**	**Semester and Year**	**Transfer Institution**
HIST 0143 U.S. History I or HIST0144 U.S. History II (MEETS General Education Requirement Also)	3			
ART 0150 Introduction to Art or (Circle Course) MUS 0206 Basic Mus	3			
PED 0266 Health and Wellness	3			
Life or Physical Science Lab (MEETS General Education Requirement Also)	2			
ENG 0203 Introduction to Literature (MEETS General Education Requirement Also)	3			
EDUC0214 Principles of Economics (MEETS General Education Requirement Also)	3			
GEOG0200 Principles of Geography (MEETS General Education Requirement Also)	3			
EDUC0120 Structures of Mathematical Systems (MEETS General Education Requirement Also)	3			
Total Elementary Education Program Requirements (or less depending on General Education	**6-23**			
cation Core RequirementsGrade of B- or higher required	**Credit Hour(s)**	**Grade**	**Semester and Year**	**Transfer Institution**
EDUC0201 Foundations of Education **Program Admission Not Required**	3			
EDUC0210 Introduction to Field Experience **Program Admission Not Required**	2			
EDUC0223 Computers & Instructional Technology **Program Admission Not Required**	3			
EDUC0266 PE Methods Health and Wellness	2			
EDUC0318 Cultural Diversity and Methods of Teaching English Language Learners	3			
EDUC0321 Teaching Reading and Writing	2			
EDUC0326 Reading Correction and Remediation	3			
EDUC0339 Teaching Children's Literature	2			
EDUC0342 Methods of Teaching Language Arts **Penmanship competency requirement must be met in this course**	2			
EDUC0347A Elementary Content Area Reading	3			
EDUC0349 Methods of Teaching Elementary and Middle School Science	2			
EDUC0368I Interdisciplinary Pre-Student Teaching Practicum	2			
EDUC0368II Literacy Area Pre-Student Teaching Practicum	2			
EDUC0376 Art Methods	3			
EDUC0377 Music Methods	2			
EDUC0378 Social Studies Methods	3			
EDUC0380 PE Methods	2			
EDUC 0411 Teaching Remedial Math to the Exceptional Child	3			
EDUC0401A Elementary Classroom Organization & Management **Program Admission Not Required**	3			
EDUC0402III Supervised Student Teaching	12			
EDUC0407 Classroom Assessment of Student Learning	3			
EDUC0410 Methods for Teaching Mathematics **Concurrent**	2			

PSY 0305 Educational Psychology **Program Admission Not Required**	3			
PSY0308 Human Growth and Development	3			
PSY 0312 Psychology/Education of the Exceptional Child **Program Admission Not Required**	3			
Total Elementary Education Core Requirements	**73**			
Total Elementary Education Degree Program Requirments	**120-139**			
Edited by Kerns, Ellis, and Cummings (9-7-18)				

Bachelor of Science in Education (Middle School-Natural Science)

Student Name _____

Student ID Number _____

General Education Requirements	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
HSSU0100 Seminar in Higher Education (Freshmen and New Students with fewer than 24 credit hours) OR	1			
HSSU0300 Topics in Higher Education (transfer students with 24 or more credit hours) AND	1			
LANG0100 Basic Conversational Foreign Language Students who have completed a documented foreign language course are exempt from this requirement. Foreign Language Course Completed _____	1			
Total Credits Required in This Category	**2**			

Oral and Written Communication (9 Credit Hours)	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
ENG0110I English Composition I	3			
ENG0110II English Composition II	3			
SPCH0109 Introduction to Public Speaking	3			
Total Credits Required in This Category	**9**			

Managing Information (3 Credit Hours)	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in the following area: CED0104 Introduction to Computing and Technology	3			
Total Credits Required in This Category	**3**			

Social and Behavioral Sciences (9 Credit Hours)	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in each of the following three areas: History, one course required from below: HIST0143 U.S. History I (REQUIRED for Education Program) HIST0144 U.S. History II	3			
Human Behavior, one course required from below: PSY0100 General Psychology SOC0100 Introduction to Sociology GEOG0200 Principles of Geography (REQUIRED for Education Program) ECON0203 Microeconomics ECON0204 Macroeconomics EDUC0214 Principles of Economics (REQUIRED for Education Program)	3			
U.S. & Missouri Constitution Any Freshman or Sophomore level, three (3) hour course in political science (that includes the required examinations on the U.S. Constitution and the Missouri Constitution). (HSSU students enroll in POSC0200). POSC0200 American Government Survey POSC0201I United States Constitution POSC0201II Missouri Constitution Missouri Constitution Requirement met ___Yes ____No Comments _____	3			
Total Credits Required in This Category	**9**			

Valuing (3 Credit Hours)	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in the following area: PHIL0100 Introduction to Logical Thinking PHIL0101 Introduction to Philosophy PHIL0102 Introduction to Ethics *Philosophy Course Required	3			
Credits Required in This Category	1-2			

Mathematics	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in the following area: EDUC0120 Structures of Mathematical Systems MATH0135 College Algebra MATH0136 Finite Math MATH0150 Introduction to Statistics and Probability MATH0170 Calculus and Analytic Geometry I	3-5			
Total Credits Required in This Category	**3-5**			

Life and Physical Sciences	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete two courses and one lab in the following areas: Life Science BIO 0141 Principles of Biology	3			
Physical Science CHEM0151 Fundamentals of Chemistry CHEM0255 General Chemistry PHSC0151 Physical Science Survey PHY0251 General Physics: Mechanics	3			
AND				
Choose One of the Following Labs as a Requirment: BIO0152 Biology Survey Lab CHEM0152 Fundamentals of Chemistry Lab CHEM0256 General Chemistry Lab PHSC0152 Physical Science Survey Lab PHY0252 General Physics: Mechanics Lab	2			
Total Credits Required in This Category	**8**			

Humanities and Fine Arts	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in the following two areas: Humanities, one course required: ENG0203 Introduction to Literature (REQUIRED for Education Program) SPAN0160I Introduction to Spanish Language and Culture SPAN0160II Essentials of Spanish Language and Culture HIST0213 World History I HIST0214 World History II	3			
Fine Arts, one course required: ART0150 Introduction to Art ART0200 Art History, Theory and Criticism MUS0206 Basic Music MUS0223 Afro-American Music *Art or Music Required *Literature Course Required	3			
Total Credits Required in This Category	**6**			

Higher-Order Thinking	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
GEN0200 General Education Synthesis	1			
Total Credits Required in This Category	**1**			
Total Credits Required from General Education	**44-46**			

Middle School Education Program Requirements	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
HIST 0143 U.S. History I or HIST0144 U.S. History II (MEETS General Education Requirement Also)	3			
ART 0150 Introduction to Art or (Circle Course) MUS 0206 Basic Music or MUS 0223 African American Music or MUS 0302I Music History & Literature I or MUS 0302II Music History & Literature II	3			
PED 0266 Health and Wellness	3			
Life or Physical Science Lab (MEETS General Education Requirement Also)	2			
ENG 0203 Introduction to Literature (MEETS General Education Requirement Also)	3			
EDUC0214 Principles of Economics (MEETS General Education Requirement Also)	3			
GEOG0200 Principles of Geography (MEETS General Education Requirement Also)	3			
EDUC0120 Structures of Mathematical Systems (MEETS General Education Requirement Also)	3			
Total Middle School Education Program Requirements (or less depending on General Education Requirements)	**6-23**			

Middle School Education Core Requirements Grade of "B-" or higher required in each course	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
EDUC0223 Computers & Instructional Technology Program Admission Not Required	3			
EDUC0230 Middle/Junior & Senior High School Philosophy, Organization and Curriculum Program Admission Not Required	4			
EDUC0318 Cultural Diversity and Methods of Teaching English Language Learners	3			
EDUC0345 Reading and Writing in the Middle and Secondary Content Area	3			
EDUC0347B Middle/Secondary Content Area Reading	3			

	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete two courses and one lab in the following areas: Life Science BIO 0141 Principles of Biology	3			
Physical Science CHEM0151 Fundamentals of Chemistry CHEM0255 General Chemistry PHSC0151 Physical Science Survey PHY0251 General Physics: Mechanics <center>AND</center>	3			
Choose One of the Following Labs as a Requirment: BIO0152 Biology Survey Lab CHEM0152 Fundamentals of Chemistry Lab CHEM0256 General Chemistry Lab PHSC0152 Physical Science Survey Lab PHY0252 General Physics: Mechanics Lab	2			
Total Credits Required in This Category	**8**			

Humanities and Fine Arts	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in the following two areas: Humanities, one course required: ENG0203 Introduction to Literature (REQUIRED for Education Program) SPAN0160I Introduction to Spanish Language and Culture SPAN0160II Essentials of Spanish Language and Culture HIST0213 World History I HIST0214 World History II	3			
Fine Arts, one course required: ART0150 Introduction to Art ART0200 Art History, Theory and Criticism MUS0206 Basic Music MUS0223 Afro-American Music *Art or Music Required *Literature Course Required	3			
Total Credits Required in This Category	**6**			

Higher-Order Thinking	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
GEN0200 General Education Synthesis	1			
Total Credits Required in This Category	**1**			
Total Credits Required from General Education	**44-46**			

Middle School Education Program Requirements	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
HIST 0143 U.S. History I or HIST0144 U.S. History II (MEETS General Education Requirement Also)	3			
ART 0150 Introduction to Art or (Circle Course) MUS 0206 Basic Music or MUS 0223 African American Music or MUS 0302I Music History & Literature I or MUS 0302II Music History & Literature II	3			
PED 0266 Health and Wellness	3			
Life or Physical Science Lab (MEETS General Education Requirement Also)	2			
ENG 0203 Introduction to Literature (MEETS General Education Requirement Also)	3			
EDUC0214 Principles of Economics (MEETS General Education Requirement Also)	3			
GEOG0200 Principles of Geography (MEETS General Education Requirement Also)	3			
EDUC0120 Structures of Mathematical Systems (MEETS General Education Requirement Also)	3			
Total Middle School Education Program Requirements (or less depending on General Education Requirements)	**6-23**			

Middle School Education Core Requirements Grade of "B-" or higher required in each course	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
EDUC0223 Computers & Instructional Technology Program Admission Not Required	3			
EDUC0230 Middle/Junior & Senior High School Philosophy, Organization and Curriculum Program Admission Not Required	4			
EDUC0318 Cultural Diversity and Methods of Teaching English Language Learners	3			
EDUC0345 Reading and Writing in the Middle and Secondary Content Area	3			
EDUC0347B Middle/Secondary Content Area Reading	3			
For Math area of concentration: EDUC0359I Methods of Teaching Middle School Mathematics: Content	2			
For Math area of concentration: EDUC0351 - Methods of Teaching Middle/Secondary School Mathematics: Applications	2			

Complete two courses and one lab in the following areas: Life Science BIO 0141 Principles of Biology	3			
Physical Science CHEM0151 Fundamentals of Chemistry CHEM0255 General Chemistry PHSC0151 Physical Science Survey PHY0251 General Physics: Mechanics	3			
AND				
Choose One of the Following Labs as a Requirment: BIO0152 Biology Survey Lab CHEM0152 Fundamentals of Chemistry Lab CHEM0256 General Chemistry Lab PHSC0152 Physical Science Survey Lab PHY0252 General Physics: Mechanics Lab	2			
Total Credits Required in This Category	**8**			

Humanities and Fine Arts	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in the following two areas: Humanities, one course required: ENG0203 Introduction to Literature (REQUIRED for Education Program) SPAN0160I Introduction to Spanish Language and Culture SPAN0160II Essentials of Spanish Language and Culture HIST0213 World History I HIST0214 World History II	3			
Fine Arts, one course required: ART0150 Introduction to Art ART0200 Art History, Theory and Criticism MUS0206 Basic Music MUS0223 Afro-American Music *Art or Music Required *Literature Course Required	3			
Total Credits Required in This Category	**6**			

Higher-Order Thinking	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
GEN0200 General Education Synthesis	1			
Total Credits Required in This Category	**1**			
Total Credits Required from General Education	**44-46**			

Middle School Education Core Requirements Grade of "B-" or higher required in each course	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
EDUC0230 Phil.//Org./Curr. in Middle/Secondary Education Program Admission Not Required	4			
EDUC0223 Computers & Instructional Technology Program Admission Not Required	3			
EDUC 407 Classroom Assessment of Student Learning	3			
EDUC0347B Content Area Reading	3			
EDUC0345 Reading and Writing in the Middle and Secondary Content Area	3			
EDUC 0401B Middle/Secondary Classroom Management	3			
EDUC0352 Methods of Teaching Middle and Secondary Social Science: Content	2			
EDUC0353 Methods of Teaching Middle and Secondary Social Science: Applications	2			
PSY 0308 Human Growth and Development	3			
EDUC0318 Human Relations & Cultural Diversity	3			
PSY 0312 Psychology/Education of the Exceptional Child	3			
PSY 0305 Educational Psychology	3			
EDUC 0402III Supervised Student Teaching	12			
Total Middle School Education Core Requirements	**47**			

Middle Grades Social Science Grades Content Knowledge Area	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
HIST 0143 US History I	3			
HIST 0144 US History II	3			
HIST 0382 or HIST 0381 or HIST 0307 History of Social Movements in the US or US Econ. Hist. or US Sociocultural Hist.	3			
HIST 0400 or HIST 0401 or HIST 0403 Ancient Hist. or Classical Hist. or History of Europe	3			
HIST 0213 World History I	3			
HIST 0214 or HIST 0402 World History II or Modern World History	3			

Bachelor of Science in Education (Mathematics - Grades 9-12)

Student Name

Student ID Number

General Education Requirements	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
HSSU0100 Seminar in Higher Education (Freshmen and New Students with fewer than 24 credit hours) OR	1			
HSSU0300 Topics in Higher Education (transfer students with 24 or more credit hours) AND	1			
LANG0100 Basic Conversational Foreign Language Students who have completed a documented foreign language course are exempt from this requirement. Foreign Language Course Completed _____	1			
Total Credits Required in This Category	2			

Oral and Written Communication (9 Credit Hours)	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
ENG0110I English Composition I	3			
ENG0110II English Composition II	3			
SPCH0109 Introduction to Public Speaking	3			
Total Credits Required in This Category	9			

Managing Information (3 Credit Hours)	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in the following area: CED0104 Introduction to Computing and Technology	3			
Total Credits Required in This Category	3			

Social and Behavioral Sciences (9 Credit Hours)	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in each of the following three areas: History, one course required from below: HIST0143 U.S. History I (REQUIRED for Education Program) HIST0144 U.S. History II	3			
Human Behavior, one course required from below: PSY0100 General Psychology SOC0100 Introduction to Sociology GEOG0200 Principles of Geography (REQUIRED for Education Program) ECON0203 Microeconomics ECON0204 Macroeconomics EDUC0214 Principles of Economics (REQUIRED for Education Program)	3			
U.S. & Missouri Constitution Any Freshman or Sophomore level, three (3) hour course in political science (that includes the required examinations on the U.S. Constitution and the Missouri Constitution). (HSSU students enroll in POSC0200). POSC0200 American Government Survey POSC0201I United States Constitution POSC0201II Missouri Constitution Missouri Constitution Requirement met ___Yes ___No Comments	3			
Total Credits Required in This Category	9			

Valuing (3 Credit Hours)	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in the following area: PHIL0100 Introduction to Logical Thinking PHIL0101 Introduction to Philosophy PHIL0102 Introduction to Ethics *Philosophy Course Required	3			
tal Credits Required in This Category	1-2			

Mathematics	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in the following area: EDUC0120 Structures of Mathematical Systems MATH0135 College Algebra MATH0136 Finite Math MATH0150 Introduction to Statistics and Probability MATH0170 Calculus and Analytic Geometry I	3-5			
Total Credits Required in This Category	3-5			

Life and Physical Sciences	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete two courses and one lab in the following areas: Life Science BIO 0141 Principles of Biology	3			

97

HARRIS-STOWE
STATE UNIVERSITY
COLLEGE OF EDUCATION

Student Name _____

Student ID Number _____

Bachelor of Science in Education (Biology - Grades 9-12)

General Education Requirements	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
HSSU0100 Seminar in Higher Education (Freshmen and New Students with fewer than 24 credit hours) OR	1			
HSSU0300 Topics in Higher Education (transfer students with 24 or more credit hours) AND	1			
LANG0100 Basic Conversational Foreign Language Students who have completed a documented foreign language course are exempt from this requirement. Foreign Language Course Completed	1			
Total Credits Required in This Category	**2**			

Oral and Written Communication (9 Credit Hours)	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
ENG0110I English Composition I	3			
ENG0110II English Composition II	3			
SPCH0109 Introduction to Public Speaking	3			
Total Credits Required in This Category	**9**			

Managing Information (3 Credit Hours)	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in the following area: CED0104 Introduction to Computing and Technology	3			
Total Credits Required in This Category	**3**			

Social and Behavioral Sciences (9 Credit Hours)	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in each of the following three areas: History, one course required from below: HIST0143 U.S. History I (REQUIRED for Education Program) HIST0144 U.S. History II	3			
Human Behavior, one course required from below: PSY0100 General Psychology SOC0100 Introduction to Sociology GEOG0200 Principles of Geography (REQUIRED for Education Program) ECON0203 Microeconomics ECON0204 Macroeconomics EDUC0214 Principles of Economics (REQUIRED for Education Program)	3			
U.S. & Missouri Constitution Any Freshman or Sophomore level, three (3) hour course in political science (that includes the required examinations on the U.S. Constitution and the Missouri Constitution). (HSSU students enroll in POSC0200). POSC0200 American Government Survey POSC0201I United States Constitution POSC0201II Missouri Constitution Missouri Constitution Requirement met ___Yes ___No Comments	3			
Total Credits Required in This Category	**9**			

Valuing (3 Credit Hours)	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in the following area: PHIL0100 Introduction to Logical Thinking PHIL0101 Introduction to Philosophy PHIL0102 Introduction to Ethics *Philosophy Course Required	3			
al Credits Required in This Category	**1-2**			

Mathematics	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in the following area: EDUC0120 Structures of Mathematical Systems MATH0135 College Algebra MATH0136 Finite Math MATH0150 Introduction to Statistics and Probability MATH0170 Calculus and Analytic Geometry I	3-5			
Total Credits Required in This Category	**3-5**			

Life and Physical Sciences	Credit Hour(s)	Grade	Semester and Year	Transfer Institution

Complete two courses and one lab in the following areas: Life Science BIO 0141 Principles of Biology	3			
Physical Science CHEM0151 Fundamentals of Chemistry CHEM0255 General Chemistry PHSC0151 Physical Science Survey PHY0251 General Physics: Mechanics	3			
AND				
Choose One of the Following Labs as a Requirment: BIO0152 Biology Survey Lab CHEM0152 Fundamentals of Chemistry Lab CHEM0256 General Chemistry Lab PHSC0152 Physical Science Survey Lab PHY0252 General Physics: Mechanics Lab	2			
Total Credits Required in This Category	**8**			

Humanities and Fine Arts	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in the following two areas: Humanities, one course required: ENG0203 Introduction to Literature (REQUIRED for Education Program) SPAN0160I Introduction to Spanish Language and Culture SPAN0160II Essentials of Spanish Language and Culture HIST0213 World History I HIST0214 World History II	3			
Fine Arts, one course required: ART0150 Introduction to Art ART0200 Art History, Theory and Criticism MUS0206 Basic Music MUS0223 Afro-American Music *Art or Music Required *Literature Course Required	3			
Total Credits Required in This Category	**6**			

Higher-Order Thinking	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
GEN0200 General Education Synthesis	1			
Total Credits Required in This Category	**1**			
Total Credits Required from General Education	**44-46**			

Secondary Biology Program Requirements	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
EDUC0230 Phil.//Org./Curr. In Middle/Secondary Education **Program Admission Not Required**	4			
EDUC0223 Computers & Instructional Technology **Program Admission Not Required**	3			
EDUC 407 Classroom Assessment of Student Learning	3			
EDUC0347B Content Area Reading	3			
EDUC0345 Reading and Writing in the Middle and Secondary Content Area	3			
EDUC 0401B Middle/Secondary Classroom Management	3			
EDUC0354 Methods of Teaching Secondary Biology: Content	2			
EDUC0355 Methods of Teaching Secondary Biology: Applications	2			
PSY 0308 Human Growth and Development	3			
EDUC0318 Human Relations & Cultural Diversity	3			
PSY 0312 Psychology/Education of the Exceptional Child	3			
PSY 0305 Educational Psychology	3			
EDUC 0402III Supervised Student Teaching	12			
Total Secondary Biology Program Requirements	**47**			

Secondary Biology Content Knowledge Area	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
BIO 0240 Science & Technology	3			
BIO 0151/0152 Biology Survey I (Lec) & Biology Survey I (Lab)	5			
BIO 0153/0154 Biology Survey II (Lect) & Biology Survey II (Lab)	5			
Chem 0255/0256 General Chemistry (Lectrue and General Chemistry (Lab)	5			
PHY 0251/0252 General Physics (Lec) and General Physics (Lab)	5			
GEOL 0250I General Geology	3			
BIO 0305 Evolution	3			
BIO 0313 Environmental Science	3			
BIO 0209 or BIO 0210 Vertebrate Zoology or Invertebrate Zoology	3			
BIO 0414 Genetics	3			
BIO 0200 or BIO 0337 Botany or Horticulture	3			
BIO 0202 Principles of Cell Biology	3			
BIO 0201 or BIO 0203 or BIO 0224 or BIO 0303 Plants and People or Nutrution or Ornithology or Ecology	3			
Total Credits Required in this Category	**47**			

HARRIS-STOWE
STATE UNIVERSITY
COLLEGE OF EDUCATION

Bachelor of Science in Education (Social Science - Grades 9-12)

Student Name _____

Student ID Number _____

General Education Requirements	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
HSSU0100 Seminar in Higher Education (Freshmen and New Students with fewer than 24 credit hours) OR	1			
HSSU0300 Topics in Higher Education (transfer students with 24 or more credit hours) AND	1			
LANG0100 Basic Conversational Foreign Language Students who have completed a documented foreign language course are exempt from this requirement. Foreign Language Course Completed _____	1			
Total Credits Required in This Category	2			

Oral and Written Communication (9 Credit Hours)	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
ENG0110I English Composition I	3			
ENG0110II English Composition II	3			
SPCH0109 Introduction to Public Speaking	3			
Total Credits Required in This Category	9			

Managing Information (3 Credit Hours)	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in the following area: CED0104 Introduction to Computing and Technology	3			
Total Credits Required in This Category	3			

Social and Behavioral Sciences (9 Credit Hours)	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in each of the following three areas: History, one course required from below: HIST0143 U.S. History I (REQUIRED for Education Program) HIST0144 U.S. History II	3			
Human Behavior, one course required from below: PSY0100 General Psychology SOC0100 Introduction to Sociology GEOG0200 Principles of Geography (REQUIRED for Education Program) ECON0203 Microeconomics ECON0204 Macroeconomics EDUC0214 Principles of Economics (REQUIRED for Education Program)	3			
U.S. & Missouri Constitution Any Freshman or Sophomore level, three (3) hour course in political science (that includes the required examinations on the U.S. Constitution and the Missouri Constitution). (HSSU students enroll in POSC0200). POSC0200 American Government Survey POSC0201I United States Constitution POSC0201II Missouri Constitution Missouri Constitution Requirement met ___Yes ___No Comments _____	3			
Total Credits Required in This Category	9			

Valuing (3 Credit Hours)	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in the following area: PHIL0100 Introduction to Logical Thinking PHIL0101 Introduction to Philosophy PHIL0102 Introduction to Ethics *Philosophy Course Required	3			
Credits Required in This Category	1-2			

Mathematics	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in the following area: EDUC0120 Structures of Mathematical Systems MATH0135 College Algebra MATH0136 Finite Math MATH0150 Introduction to Statistics and Probability MATH0170 Calculus and Analytic Geometry I	3-5			
Total Credits Required in This Category	3-5			

Life and Physical Sciences	Credit Hour(s)	Grade	Semester and Year	Transfer Institution

	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete two courses and one lab in the following areas: Life Science BIO 0141 Principles of Biology	3			
Physical Science CHEM0151 Fundamentals of Chemistry CHEM0255 General Chemistry PHSC0151 Physical Science Survey PHY0251 General Physics: Mechanics	3			
AND				
Choose One of the Following Labs as a Requirment: BIO0152 Biology Survey Lab CHEM0152 Fundamentals of Chemistry Lab CHEM0256 General Chemistry Lab PHSC0152 Physical Science Survey Lab PHY0252 General Physics: Mechanics Lab	2			
Total Credits Required in This Category	**8**			

Humanities and Fine Arts	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in the following two areas: Humanities, one course required: ENG0203 Introduction to Literature (REQUIRED for Education Program) SPAN0160I Introduction to Spanish Language and Culture SPAN0160II Essentials of Spanish Language and Culture HIST0213 World History I HIST0214 World History II	3			
Fine Arts, one course required: ART0150 Introduction to Art ART0200 Art History, Theory and Criticism MUS0206 Basic Music MUS0223 Afro-American Music *Art or Music Required *Literature Course Required	3			
Total Credits Required in This Category	**6**			

Higher-Order Thinking	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
GEN0200 General Education Synthesis	1			
Total Credits Required in This Category	**1**			
Total Credits Required from General Education	**44-46**			

Secondary Social Science Education Program Requirements	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
EDUC0230 Phil.//Org./Curr. In Middle/Secondary Education Program Admission Not Required	4			
EDUC0223 Computers & Instructional Technology Program Admission Not Required	3			
EDUC 407 Classroom Assessment of Student Learning	3			
EDUC0347B Content Area Reading	3			
EDUC0345 Reading and Writing in the Middle and Secondary Content Area	3			
EDUC 0401B Middle/Secondary Classroom Management	3			
EDUC0352 Methods of Teaching Middle and Secondary Social Science: Content	2			
EDUC0353 Methods of Teaching Middle and Secondary Social Science: Applications	2			
PSY 0308 Human Growth and Development	3			
EDUC0316 Human Relations & Cultural Diversity	3			
PSY 0312 Psychology/Education of the Exceptional Child	3			
PSY 0305 Educational Psychology	3			
EDUC 0402III Supervised Student Teaching	12			
Total Secondary Social Science Education Program Requirements	**47**			

Social Science Grades 9-12 Content Knowledge Area	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
HIST 0143 US History I	3			
HIST 0144 US History II	3			
HIST 0382 or HIST 0381 or HIST 0307 History of Social Movements in the US or US Econ. Hist. or US Sociocultural Hist.	3			
HIST 0301 or HIST 0302 or HIST 0306 Multicultural Hist. of the US or History of Wom. Mov. In the US or Afric.-Am. Hist.	3			
HIST 0213 World History I	3			
HIST 0214 or HIST 0402 World History II or Modern World History	3			
HIST 0400 or HIST 0401 or HIST 0403 Ancient Hist. or Classical Hist. or History of Europe	3			

POSC 0103 or POSC 0323 or POSC 0391 Intro to Pol. Sci. or The Am. Presidency or Urban Politics	3			
ECON 0203 or ECON 0204 or ECON 0214 Microeconomis or Macroeconomics or Principles of Econ.	3			
GEOG 0200 Principles of Geography	3			
SOC 0100 or PSY 0100 or PSY 0310 Intro to Sociology or General Psychology or Child Psychology	3			
PSY 0307 or PSY 0320 or PSY 0319 Humanistic Psychology or Psych. of Personality or Behavior Man.	3			
Total Credits Required in this Category	36			
Total Degree Program Requirements	120			
Edited by Kerns, Ellis, and Cummings (9-7-18)				

Physical Science CHEM0151 Fundamentals of Chemistry CHEM0255 General Chemistry PHSC0151 Physical Science Survey PHY0251 General Physics: Mechanics AND	3			
Choose One of the Following Labs as a Requirment: BIO0152 Biology Survey Lab CHEM0152 Fundamentals of Chemistry Lab CHEM0256 General Chemistry Lab PHSC0152 Physical Science Survey Lab PHY0252 General Physics: Mechanics Lab	2			
Total Credits Required in This Category	**8**			

Humanities and Fine Arts	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
Complete one course in the following two areas: Humanities, one course required: ENG0203 Introduction to Literature (REQUIRED for Education Program) SPAN0160I Introduction to Spanish Language and Culture SPAN0160II Essentials of Spanish Language and Culture HIST0213 World History I HIST0214 World History II	3			
Fine Arts, one course required: ART0150 Introduction to Art ART0200 Art History, Theory and Criticism MUS0206 Basic Music MUS0223 Afro-American Music *Art or Music Required *Literature Course Required	3			
Total Credits Required in This Category	**6**			

Higher-Order Thinking	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
GEN0200 General Education Synthesis	1			
Total Credits Required in This Category	**1**			
Total Credits Required from General Education	**44-46**			

Secondary English Education Program Requirements	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
EDUC0230 Phil.//Org./Curr. in Middle/Secondary Education Program Admission Not Required	4			
EDUC0223 Computers & Instructional Technology Program Admission Not Required	3			
EDUC 407 Classroom Assessment of Student Learning	3			
EDUC0347B Content Area Reading	3			
EDUC0345 Reading and Writing in the Middle and Secondary Content Area	3			
EDUC 0401B Middle/Secondary Classroom Management	3			
EDUC0356 Methods of Teaching Secondary English: Content	2			
EDUC0353 Methods of Teaching Secondary English: Applications	2			
PSY 0306 Human Growth and Development	3			
EDUC0318 Human Relations & Cultural Diversity	3			
PSY 0312 Psychology/Education of the Exceptional Child	3			
PSY 0305 Educational Psychology	3			
EDUC 0402III Supervised Student Teaching	12			
Total Secondary English Education Program Requirements	**47**			

Secondary English Content Knowledge Area	Credit Hour(s)	Grade	Semester and Year	Transfer Institution
ENG 0330 Advanced Composition	3			
ENG 0340/EDUC 0340 Writing Internship/Methods of Teaching Writing and Comp	3			
ENG 0336 Modern Grammar	3			
ENG 0337 History of the English Language	3			
ENG 0318 Literature for Adolescents	3			
ENG 0323 Themes and Topics in American Literature	3			
ENG 0325 Multicultural Survey of Lit. of the US	3			
ENG 0311 Themes and Topics of British Literature	3			
ENG 0203 Introduction to Literature	3			
ENG 0326I or ENG 0326II or ENG 0341 Major British Authors I or Major Brit. Authors II or World Lit.	3			
Total Credits Required in this Category	**30**			
Total Degree Program Requirements	**121-123**			

Edited by Kerns, Ellis, and Cummings (9-7-18)

Appendix E

Spring	Summer I	Summer II	Fall
	EDUC 0212	EDUC 0121	EDUC 0100
EDUC 0120	EDUC 0222	EDUC 0201	EDUC 0120
EDUC 0201	EDUC 0223	EDUC 0301*	EDUC 0201
EDUC 0210	EDUC 0230	EDUC 0308*	EDUC 0210
EDUC 0212	EDUC 0307*	EDUC 0318*	EDUC 0212
EDUC 0223	EDUC 0309*	EDUC 0323*	EDUC 0214
EDUC 0230	PSY 0100	EDUC 0343*	EDUC 0222
EDUC 0301*	EDUC 0120	EDUC 0498	EDUC 0223
EDUC 0304*	EDUC 0407*	PSY 0308	EDUC 0230
EDUC 0318*	EDUC 0498	PED 0266	EDUC 0305*
EDUC 0315*			PED 0266
EDUC 0323*			EDUC 0308*
EDUC 0345*			EDUC 0309*
EDUC 0347B*			EDUC 0311*
EDUC 0378*			EDUC 0312
EDUC 0385*			EDUC 0313*
EDUC 0402III*			EDUC 0314*
EDUC 0408*			EDUC 0318*
EDUC 0409*			EDUC 0321*
EDUC 0411*			EDUC 0326*
EDUC0413*			EDUC 0339*
EDUC 0414*			EDUC 0342*
EDUC 0415*			EDUC 0343*
EDUC 0416*			EDUC 0344*
EDUC 0419*			EDUC 0345*
EDUC 0430*			EDUC 0346*
EDUC 0491*			EDUC 0347A*
EDUC 0498			EDUC 0347B*
PSY 0100			EDUC 0349*
PSY 0302			EDUC 0351*
PSY 0305			EDUC 0352*
PSY 0308			EDUC 0353*
PSY 0310			EDUC 0354*
PSY 0311			EDUC 0355*
PSY 0312			EDUC 0356*
EDUC 0222			EDUC 0357*
EDUC 0307*			EDUC 0359I*
EDUC 0312*			EDUC 0365I*
EDUC 0313*			EDUC 0368I*
EDUC 0339*			EDUC 0368II*
EDUC 0410*			EDUC 0376*
EDUC 0407*			EDUC 0377*
EDUC 0326*			EDUC 0378*
EDUC 0347A*			EDUC 0380*
EDUC 0368II*			EDUC 0401A*
EDUC 0401A*			EDUC 0402II*
			EDUC 0491*
			EDUC 0498*
			PSY 0100
			PSY 0305
			PSY 0307

01/2019

APPENDIX F

Harris-Stowe
STATE UNIVERSITY
COLLEGE OF EDUCATION

COLLEGE OF EDUCATION
3026 Laclede Avenue | St. Louis, MO 63103
(314) 340-5078 Office | (314) 340-3690 Fax
www.hssu.edu

Course Number	Course Name	Number of Hours
EDUC 0210	Intro To Field Experience	18
EDUC 0307	Music, Arts, Movement, Drama and Play	15
EDUC 0312	Inf/Todd Curr Tch&Lr	15
EDUC 0347 B	Middle and Sec Read	20
EDUC 0351	Meth Mid Sch Math	60
EDUC0353	Meth Mid Sec Soc Sci	60
EDUC0355	Meth Tch Sec Bio	60
EDUC0357	MethTch Sec Eng	60
EDUC 0368I	Inter Disc Pre Stu Tch Prac	60
EDUC0368II	Lit Area Pre Stu Tch Prac	60
EDUC 0401A	Classroom Manage	20
EDUC 0401B	Class Manage Mid/Sec	30
EDUC 0402 II	Student Teaching	16 WEEKS
EDUC 402III	Student Teaching	16 WEEKS
EDUC 0408	Pract Diag Reading Pro	30
EDUC 0409	Prac Reme/Reading Diff	30
EDUC 0413	Assess Young Children	30
EDUC 0414	Pro MathSci ECEC	15
EDUC 0415	Sci and Soc in ECEc	15
**EDUC0120	Structures of Math Systems	5
**EDUC0201	Foundations of Education	10

** Early Exposure Courses

Scan QR Code to view Student Handbook

Frequently Asked Questions

What student organizations are there within the College of Education?
Kappa Delta Pi- International Honor Society in Education, was founded in 1911 and was one of the first discipline-specific honor societies. Its membership is limited to the top 20 percent of those entering the field of education.

SWARM- SWARM is the College of Education's Black male initiative aimed at addressing the lack of black male teachers in the field of Education. SWARM encourages students to become high academic achievers, active collegiate leaders on their campus, and change agents in their local community.

If I have an issue who should I speak with?
If you have an issue it is best to speak directly with the person whom the issue involves. If you problem is not solved when you speak directly with the person, please follow the organizational chart found on page 8 of this handbook; beginning with your faculty advisor.

Does the College of Education have a Social Media Page?
You can follow the College of Education on Instagram @ hssu_collegeofeducation

How do I go about getting a voucher for MoCA or MoGEA?
MOCA and MOGEA vouchers are given to students that are actively involved in a study course. Students are only allowed to have one voucher for MoCA or one voucher for MoGEA while enrolled at Harris-Stowe State University while supplies last.

How can the Academic Resource Center Assist me?
Programs and services are available to all currently enrolled HSSU students who endeavor to improve their academic performance. Included are:

- Developmental Courses
- HiSET Testing
- Hornet Summer Bridge
- Disability Accommodation
- ADA Information
- ACT Residual Test
- Retention for Math and Science
- Remote Accuplacer Process