Pre-Professional Teacher Practicum Manual

PUBLISHED JUNE 2011

Missouri Career Education
ESSENTIAL SKILLS FOR ALL STUDENTS

Pre-Professional Teacher Practicum Manual

June 2011

Project Managers:
Cynthia Arendt, Christine Hollingsworth
Michelle Conrad, Larae Watkins

Copy Editor/Graphic Designer:
Kathi Whitman, In Credible English®

Produced by:
Missouri Center for Career Education
at the University of Central Missouri
for the Missouri Department of
Elementary and Secondary Education

Missouri Center for Career Education
University of Central Missouri
T.R. Gaines 302
Warrensburg, MO 64093

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

Copyright 2011. All rights reserved by the Missouri Department of Elementary and Secondary Education. Use of this document is granted for educational purposes only, and this document or any of its components may not be copied or reproduced in any format for commercial purposes.

Contributors

Writers:

Mary Ann Lanoue
Kathy Nash
Kathi Whitman

Committee Members:

Carl Grigsby
Tracy Vestal
Janine Rauba
Debbie Pohl
Janet Barnes
Nancy Zeliff
Jane Wolff

Table of Contents

Section 1: The Practicum Experience 2

- Using the Practicum Manual 2
- Definitions 2
- Career Pathways for the Teaching Profession — Program Information 4

Section 2: Program Coordination 31

- Scheduling 32
- Marketing 32
- Utilizing an Advisory Committee 33
- Directing the Application Process 34
- Placing Participants in Assigned Schools 35
- Enforcing Discipline 37
- Administering the Technical Skills Assessment 37
- Observing Participants in Assigned Schools 38
- Implementing Student Organizations 38

Section 3: Practicum Instruction 43

- Pre-Professional Teacher Practicum Instructor Roles and Responsibilities 45
- Introducing the Participant Handbook 45
- Contracting with Participants 46
- Coordinating Activities with Supervising Teachers 46

Appendix: Crosswalk to MoSTEP and Common Core Standards 49

Linked Documents

Throughout this manual, you will find two types of links:

Embedded Text Links — These links appear as dark blue, underlined type within the narrative and link to .DOC versions of forms/templates you can customize to your own program. Black-type, underlined text links indicate links to external Web sites rather than samples.

Thumbnail Images — These link to .PDF versions of the samples/forms referred to in the narrative.

The Practicum Experience

Section 1: The Practicum Experience

The Pre-Professional Teaching Practicum is the third portion of a three-credit program designed to attract capable young people to the teaching profession through a challenging introduction to teaching. The Practicum is an advanced, curriculum-based, high school experience that allows the student to apply the skills learned in the two, previous courses offered as part of this program. Participants can be placed in elementary and middle school classrooms as well as in adult education training programs such as those sponsored by business and community organizations.

The mission of this year-long practicum is to provide high school students insight into the important skills, knowledge, and values necessary to be a successful teacher in the future. Students interested in the teaching profession need to see the multiple perspectives of education in society. The Pre-Professional Teacher Practicum provides the means for exploring a career in education prior to entering a teaching program at the university level.

Using the Practicum Manual

This document, the Pre-Professional Teacher Practicum Manual, was created for the use of those involved in approved pre-professional teaching programs — coordinators, instructors, and student participants.

This manual is a valuable resource for those programs that include a practicum. Each section describes the roles and responsibilities as well as process for managing this experience with high school students. Along with the narrative, you will find "thumbnail" images for sample documents and visuals that link to downloadable .PDF versions of each sample shown. In addition, embedded text links (dark blue) within the narrative (e.g., Sample Course Syllabus) link to .DOC versions of forms/templates you can customize to your own program. Black-type, underlined text links (such as **Lee's Summit School District** shown below) indicate links to external Web sites rather than samples.

The samples included in this manual have been provided by **Lee's Summit School District**, which offers one of 12 approved pre-professional programs in Missouri. Lee's Summit's program has been in existence the longest and is the only one currently offering dual credit for those who successfully complete the program. These samples are provided in Word format as they are meant to be modified and utilized by teachers to begin or strengthen their programs. Review, tailor, and use the samples that best suit YOUR school's program.

Definitions

Throughout the manual, the key terms are used as follows:

- **Program Coordination** — The administration of the Pre-Professional Teacher Practicum, including management of the application and placement processes for participants.
- **Practicum Instruction** — Directing the course and supervising teaching experiences in the classroom or in a business/community setting.
- **Supervising Teacher** — A classroom teacher who agrees to supervise the on-site practicum portion of the Pre-Professional Teacher Program.
- **Participant** — A secondary school student who has applied and been accepted into the Pre-Professional Teacher Program.

NOTE:

Despite being separate functions, program coordination and practicum instruction are typically jointly performed by one or perhaps two individuals.

Sample forms, documents, (as .DOC files) and other tools can be accessed via text links throughout the manual. "Thumbnail" images link to .PDF versions of these samples.

- **Practicum** — A type of internship experience where high school students participate in coursework as well as supervised activities within a classroom setting, either in an elementary, middle school, or junior high school or within a business/community setting.
- **Classroom** — The setting in which a participant acts as an intern with a supervising teacher/trainer.
- **Course** — The portion of the practicum in which participants complete relevant learning units related to the teaching experience; typically administered in one's own secondary school setting.
- **Program** — A description used to indicate the entire scope of the Pre-Professional Teacher experience:
  - Preliminary coursework (i.e., Human Development/Child Development and Career Pathways for the Teaching Profession)
  - Learning units related to the practicum experience
  - On-site teaching experience working with a supervising teacher
- **Blackboard™** — A type of electronic system used for coursework-related discussions, blogs, journals, etc. NOTE: If possible, use an online tool, such as Blackboard™, to manage practicum assignments.
- **Center** — A learning center or area within a classroom where students do subject/skill-based activities.
- **Project** — A graded activity performed by a participant as part of the practicum experience (e.g., to create a learning center).

The materials that follow, *Career Pathways for the Teaching Profession Program Information*, provide a teacher and student overview of career information as well as core competencies and a crosswalk to MoSTEP and Show-Me Standards. This information was developed by the **Missouri Department of Elementary and Secondary Education**.

Career Pathways for the Teaching Profession

Program Information

Introduction

Technological advances and global competition have transformed the nature of work. Tomorrow's jobs will require more knowledge, better skills and more flexibility than ever before. Tomorrow's workers must be prepared to change jobs and careers several times, while continually updating their knowledge and skills.

Career Clusters provide a common framework for career preparation by linking what students learn in school with the knowledge, skills, and experiences needed for success in postsecondary education and careers. When used to develop a student's Personal Plan of Study, the Career Clusters Framework provides students with a strong foundation for postsecondary education and future employment.

Missouri's Seven Core Concepts for Career Clusters

(Source: *Missouri Department of Elementary and Secondary Education)*

1. Learning should be student-centered.
2. Instruction should integrate academic education, career development and career education.
3. Connections should be enhanced among secondary education, postsecondary education, business and economic development.
4. Rigorous and relevant academics are needed by all students, whatever their educational and career plans.
5. Secondary schools' instruction should prioritize foundational knowledge and skills for career preparation above job preparation.
6. Industry-verified standards should serve as a benchmark for career education.
7. School reform is needed to prepare students for success in the 21st century workforce.

Career Pathways for the Teaching Profession, within the Education and Training career cluster, provides students opportunities to focus on future employment as educators, consultants, child care center directors, or child life specialists. This competency packet can be used to effectively plan a Career Pathways for the Teaching Profession program within a school district or to adapt or expand an existing program. Administrators, educators, students, and parents can use components of the packet to assist in career planning and to continue a focus on the Education and Training Career Cluster.

Career Pathways for the Teaching Profession Competency Packet Components*:

1. Introduction
2. Teacher Overview (Includes a purpose, need, essential components with teacher, program and assessment requirements, and student involvement opportunities)
3. Student Overview (Includes an overview, sample occupations, credentials, employment outlook, preparation steps and student involvement opportunities)
4. Core Competencies* (incorporating the national career cluster competencies)
5. Crosswalk to MoSTEP (Missouri Standards for Teacher Education Programs) and Missouri Show-Me Standards
6. Personal Plan of Study (Includes recommended courses at the secondary, postsecondary levels with career enhancement options)
7. Student Attainment of Core Competencies
8. Rubric for Attainment of Core Competencies

This Education and Training Competency Packet is to be used only with a Department of Elementary and Secondary Education approved Career Pathways for the Teaching Profession program. An approved program includes a sequence of three credits and in-service for the teacher.

For more information, contact:

Missouri Department of Elementary and Secondary Education

Family Consumer Sciences and Human Services Careers

573-751-7964

PO Box 480
Jefferson City, MO
65102-0480

http://dese.mo.gov/divcareered/facs

Development of this competency packet was funded by the Missouri Department of Elementary and Secondary Education (DESE) and facilitated by the Missouri Center for Career Education (MCCE). Core Competencies were identified by the advisory committee and approved by DESE.

Teacher Overview

Introduction

The Career Pathways for the Teaching Profession program focuses on the general theory and practice of learning and teaching; the basic principles of educational psychology; the art of teaching; the planning and administration of educational activities; school safety and health issues; and the social foundations of education. (CIP 13.0101) (096842 core data)

Purpose

This collaborative program helps prepare secondary students for future careers in education and training. It is designed to:

- Recruit quality secondary students for the profession
- Provide students with information about the challenges and opportunities offered by a career in education and training
- Provide students a seamless pathway to a career in education and training through academic coursework, study of the profession, and experiential learning activities with the potential for advanced knowledge and college credit

Need

Teaching is projected to be one of the fastest-growing occupations over the next ten years and beyond. The need for teachers is particularly great in math, science, special education, foreign languages, technology applications, and bilingual education. Teaching opportunities exist in a variety of settings including public, private, charter, and virtual schools, as well as in corporate training and educational consulting. This pathway also includes preparation for child life specialists, child care center directors, and coach/trainer/consultant positions.

Nationwide, one-third of today's teachers have more than 20 years of classroom teaching experience. It is estimated that more than 2.5 million new teachers will be needed to fill vacancies from retirements and from the estimated 12 percent increase in the number of teachers needed by 2016 (Bureau of Labor Statistics). According to the Missouri Economic Research and Information Center (MERIC), nearly 10,000 of new teachers will be needed in Missouri and over 50 percent of those will be to fill new positions.

Essential Components for Funded/Approved Programs

Teacher Requirements

Teacher Qualifications

- Hold a Professional Teaching License, grades 9-12, in any area or a K-12 certificate
- Have minimum of five years' teaching experience
- Meet-- if the program provides for concurrent enrollment in a post-secondary institution-- requirements set by the Missouri Department of Higher Education **www.dhe.mo.gov** or **www.dhe.mov.gov/dualcreditprinciples.shtml**

Professional Development

- Attend two, program-specific trainings (initially a minimum of 2.5 days)
- Annually attend state or nationally sponsored professional development
- Demonstrate commitment to collaborative efforts
- Participate in program-related professional organization(s) such as Missouri Educators for Family and Consumer Sciences (MoEFACS), Missouri Association for Career and Technical Education (MoACTE), Missouri State Teachers Association (MSTA), Missouri National Education Association (MNEA)

National Board Certification, Master's degree, or service as a mentor in a structured DESE-approved mentoring program is strongly suggested.

Program Requirements

Connect with partners and stakeholders

- Establish an advisory committee of key stakeholders (see **Setting up an Advisory Committee** for guidelines)
- Develop program outcomes and articulation agreements with post-secondary partners
- Develop partnerships with PreK-12 schools for field experiences
- Involve professional associations and community associations

Respond to the labor market

- Promote education and training areas with greatest shortages
- Promote geographic areas with greatest shortages (e.g., urban, rural)
- Promote under-represented populations in the education and training profession

Adhere to program design and course of study

- Meet Carl D. Perkins Career Education Act of 2006 requirements
- Offer 450 hours in 3 sequential courses (to include an introductory course, a technical course based on the core competencies, and an application course such as a practicum/internship)
- Align with Missouri Professional Education standards

Link to work-based experiences

- Offer multiple experiences: early childhood, elementary, middle level, high school, special education, career-technical education
- Provide a minimum of 120 clock hours or 15 days of work-based experiences with selected cooperating teachers/partners
- Allow students opportunities to observe "all aspects of the school" (e.g., counseling, administration, professional organizations)

Support of student organizations

- Integrate programs and activities of state/nationally recognized student organizations: Family, Career, and Community Leaders of America (FCCLA), Future Teachers of America (FTA), Future Educators Association (FEA)

Assessment Requirements

Student Assessment System

- Use portfolio assessment
- Include technical assessments that align with industry-recognized standards and meet Carl D. Perkins Career Education Act of 2006 requirements
- More information regarding technical skills assessment can be located on the DESE Web site:
  - **http://dese.mo.gov/divcareered/documents/MCE_PM2008-06.pdf** (Program Memorandum)
  - **http://dese.mo.gov/divcareered/documents/MCE_MCCTA-09_TSA-help.pdf** (FAQ Sheet)
  - **http://dese.mo.gov/divcareered/documents/MCE_MCCTA-09_TSA-presentation.pdf** (PowerPoint Presentation)

Program Assessment System

- Collect and report data for state and federal reports
- Use data to guide program improvement

DESE-approved assessments include:

- American Association for Family and Consumer Sciences (AAFCS) — **http://www.aafcs.org/prepac/index.html#Intro**
- National Occupational Competency Testing Institute (NOCTI) certification — **http://www.nocti.org/PDFs/JobReady/3016_Early_Childhood.pdf**

Student Involvement

Active participation in student organizations such as FCCLA, FEA and FTA allows students to experience the personal benefits of membership in pre-professional organizations that promote professions within the education and training pathway through local, state, and national activities.

Family, Career and Community Leaders of America (FCCLA)

FCCLA is the national career and technical student organization for family and consumer sciences. FCCLA members develop skills for life through character development, creative and critical thinking, communication skills and career preparation. Contact www.mofccla.org for more information. Students in the Education and Training Career Pathway will benefit from participation in the following FCCLA programs and activities:

- **State and national FCCLA scholarships**
- **Annual regional, state, and national leadership meetings and conferences**
- **Programs**
  - *Career Connection*
  - *Community Service*
  - *Power of One*
  - *STOP the Violence*
  - *Legislative Shadowing Project*
- **Competitive Events**
  - *Applied Technology*
  - *Career Investigation*
  - *Chapter Web site*
  - *Digital Stories for Change*
  - *Early Childhood*
  - *Entrepreneurship*
  - *Focus on Children*
  - *Illustrated Talk*
  - *Impromptu Speaking*
  - *Interpersonal Communications*
  - *Job Interview*
  - *Teach and Train*

Future Educators Association (FEA)

A national program sponsored by Phi Delta Kappa, the Future Educators Association assists middle and high school students in exploring careers in education. FEA allows members to assume leadership roles and provides age-appropriate professional development opportunities, including access to a state-of-the-art FEA social networking Web site. Members can participate in state and national FEA conferences. Missouri NEA serves as the state coordinator. Contact **www.pdkintl.org** or **www.mnea.org** for more information.

Future Teachers of America (FTA)

Future Teachers of America is open to high school students who have an interest in teaching as a career. FTA serves two main goals as an association. The first is to provide a means for secondary school students to participate in making their education increasingly relevant to their present and future needs. Second, FTA chapters offer involvement in realistic education activities that are of assistance in making valid decisions about education careers. The Missouri State Teachers Association (MSTA) helps charter local chapters. Contact **www.msta.org** for more information.

Student Overview

Teaching is the profession that makes all other professions possible. Individuals who work in Education and Training instill the knowledge and skills that everyone from preschoolers to adult learners need to succeed. Caring, capable, and committed teachers help prepare students for the many rewards and challenges that personal, professional, and civic life brings. Educators must communicate clearly, inspire trust and confidence, and motivate learners. Teachers must understand students' educational and emotional needs, recognize and respond to individual differences in diverse learners, and employ different teaching/training methods to impact learner achievement. If you enjoy working with people, sharing your skills and talents, or would like to work in a favorite subject area, then Education and Training could be the right career cluster for you.

Sample Occupations

- Early Childhood/Kindergarten Teacher
- Elementary Teacher
- Secondary Teacher
- Career Education Teacher
- Special Education Teacher
- PreK-12 Teacher Aide
- College/University Lecturer, Professor
- Coach/Trainer/Consultant
- Child Care Center Director
- Child Life Specialist

Credentials

The Teaching and Training pathway comprises some of the most highly educated workers in the labor force. Most of these occupations require licensing or certification. Credentials include:

- Certified or Licensed Teacher
- Certified Trainer
- Child Development Associate (CDA)
- National Board Certified Teacher

Employment Outlook

Job opportunities for teachers and trainers are expected to be excellent over the next ten years, due in large part to the high number of educators who are expected to retire. In addition the Bureau of Labor Statistics, a division of the U.S. Department of Labor, projects a 12% increase in the number of teachers needed by 2016. In Missouri, the Missouri Economic Research and Information Center (MERIC) is projecting that Missouri will need an additional 5,170 teachers – preschool, kindergarten, elementary, middle and secondary – by 2016. The average annual wage for a secondary teacher in Missouri is $42,810.

Additional Information

Missouri Connections helps you open the door to career exploration and educational planning. Sponsored by the Department of Elementary and Secondary Education, Missouri students in public and private schools (grades 7-16), parents, guidance counselors, and educators can use the online system at no charge.

This site provides the opportunity to take free Kuder® assessments to determine career interests, work skills and values, and information on hot careers in Missouri.

MissouriConnections.org
Connect to Your Future

Go to **www.missouriconnections.org** for additional information to connect to your future.

How Can I Prepare for the Education and Training Cluster?

I Can Take at School:

- Child Development
- Drama
- Foreign Language
- Human Development
- Interpersonal Relationships
- Psychology

I Can Participate in Student Leadership Activities, such as:

- Family, Career, and Community Leaders of America (FCCLA)
- Future Teachers of America (FTA)
- Future Educators of America (FEA)
- Other organizations that provide an opportunity to gain leadership and management skills

I Can be Involved In the Community:

- Become and assistant leader of 4-H or other organization
- Get involved as a member of a scouting organization
- Provide child care or teach a new skill to someone
- Volunteer in agencies that have an educational emphasis
- Coach a sports team

Student Involvement

Active participation in student organizations, such as FCCLA, FEA and FTA, allows students to experience the personal benefits of membership in pre-professional organizations that promote professions within the education and training pathway through local, state, and national activities.

Family, Career and Community Leaders of America (FCCLA)

FCCLA is the national career and technical student organization for family and consumer sciences. FCCLA members develop skills for life through character development, creative and critical thinking, communication skills and career preparation. Contact www.mofcla.org for more information. Students in the Education and Training Career Pathway will benefit from participation in the following FCCLA programs and activities:

- **State and national FCCLA scholarships**
- **Annual regional, state, and national leadership meetings and conferences**
- **Programs**
  - *Career Connection*
  - *Community Service*
  - *Power of One*
  - *STOP the Violence*
  - *Legislative Shadowing Project*
- **Competitive Events**
  - *Applied Technology*
  - *Career Investigation*
  - *Chapter Website*
  - *Digital Stories for Change*
  - *Early Childhood*
  - *Entrepreneurship*
  - *Focus on Children*
  - *Illustrated Talk*
  - *Impromptu Speaking*
  - *Interpersonal Communications*
  - *Job Interview*
  - *Teach and Train*

Future Educators Association (FEA)

A national program sponsored by Phi Delta Kappa, the Future Educators Association assists middle and high school students in exploring careers in education. FEA allows members to assume leadership roles and provides age-appropriate professional development opportunities, including access to a state-of-the-art FEA social networking website. Members can participate in state and national FEA conferences. Missouri NEA serves as the state coordinator. Contact **www.pdkintl.org** or **www.mnea.org** for more information.

Future Teachers of America (FTA)

Future Teachers of America is open to high school students who have an interest in teaching as a career. FTA serves two main goals as an association. The first is to provide a means for secondary school students to participate in making their education increasingly relevant to their present and future needs. Second, FTA chapters offer involvement in realistic education activities that are of assistance in making valid decisions about education careers. The Missouri State Teachers Association (MSTA) helps charter local chapters. Contact **www.msta.org** for more information.

Core Competencies

ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.

- ❒ Describe the historic and current purposes of education for individuals, groups, and society.
- ❒ Describe the use of developmental theory to enhance learner achievement.
- ❒ Apply basic theories of educational psychology to enhance student learning.
- ❒ Explain and apply a variety of instructional models to enhance learning achievement.
- ❒ Describe sociological factors that impact learning.

COMMUNICATIONS: Use oral and written communication skills increating, expressing and interpreting information and ideas inlcuding technical terminaology and information.

- ❒ Write effectively (i.e., grammar, spelling, structure) for a variety of audiences, purposes and contexts.
- ❒ Deliver formal and informal presentations that demonstrate organization and delivery skill.
- ❒ Listen and speak effectively to contribute to group discussions and meetings.
- ❒ Practice the use of clear verbal directions.
- ❒ Utilize questioning skills to enhance instruction and learner achievement.
- ❒ Apply active listening skills to enhance communication with learners.
- ❒ Use knowledge of reading strategies in the content area to enhance learner achievement.
- ❒ Recognize cultural differences and other barriers in communication and learning.
- ❒ Demonstrate the use of motivational and engaging communication to provide information and discussion.

PROBLEM-SOLVING AND CRITICAL THINKING: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativy and innovation.

- ❒ Use critical analysis to evaluate and respond to educational perspectives, policies and procedures.
- ❒ Frame, analyze and synthesize information in order to solve problems independently or in teams.
- ❒ Apply research strategies to investigate issues, topics, and problems.
- ❒ Utilize conflict resolution strategies.

INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the career cluster to access, manage, integrate, and create information.

- ❒ Demonstrate use of multiple technologies to access, manage, and evaluate data to enhance instruction and learner achievement.
- ❒ Demonstrate use of multiple technologies for communication and collaboration with students, parents, administrators and community.
- ❒ Use existing and emerging technologies to enhance instruction and learner achievement.

See CrossWalks to MoSTEP and Show-Me Standards on:

- Page 14: Academic Foundations
- Pages 15-16: Communications
- Page 17: Problem-solving and Critical Thinking
- Page 18: Information Technology Applications

SYSTEMS: Understand roles within teams, work units, departments, organications, inter-organizational systems, and the larger environment. Identify how key oganizational systems afect organizational performance and the quality of products and services. Understand global context of industries and careers.

- ❒ Describe the organizational structures of education and training systems.
- ❒ Identify systems that deliver education and training (i.e., public, private, virtual, etc.)
- ❒ Describe the impact different educational system models have on student learning.

SAFETY, HEALTH AND ENVIRONMENTAL: Understand the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. Follow organizational policies and procedures and contribute to continuous improvement in performance and compliance.

- ❒ Apply safety standards in accordance with applicable regulations, health standards and organizational policies.
- ❒ Evaluate and control risks to safety, health, and the environment in learning settings.
- ❒ Describe how to create an emotionally and physically safe learning environment for all students.
- ❒ Identify school employees' responsibilities for the health, safety and welfare of students.
- ❒ Explain emergency response plans.

LEADERSHIP, TEAMWORK AND PROFESSIONALISM: Use leadership, teamwork, and collaboratve skills to enhance instruction, learner achievement, and professional practice.

- ❒ Construct a personal philosophy of education.
- ❒ Demonstrate knowledge of group processes and skills for working collaboratively to enhance professional practice.
- ❒ Illustrate project and strategic planning skills within an educational and training setting to enhance professional practice.
- ❒ Exhibit professionalism in an education and training setting.
- ❒ Demonstrate the skills needed to work within multicultural environments including respect for students' diverse cultures, language skills, experiences, and abilities.
- ❒ Participate in professional student organizations (e.g., FCCLA, FTA, or FEA) to improve knowledge and skills.

ETHICS AND LEGAL RESPONSIBILITIES: Know and understand the importance of professional ethics and legal responsibilities.

- ❒ Analyze and explain ethical and legal boundaries of professional practice in learning settings to enhance professionalism in education and training.
- ❒ Identify and demonstrate an understanding of professional codes of ethics and conduct.
- ❒ Recognize the legal definitions and characteristics of gifted students, students with disabilities and at-risk students.
- ❒ Describe the legal implications and processes (e.g., FERPA) for communicating student's progress with the student, parents and colleagues.
- ❒ Promote and model digital etiquette and responsible social interaction related to the use of technology and information.

See CrossWalks to MoSTEP and Show-Me Standards on:

- Page 19: Systems
- Pages 20: Safety, Health and Environmental
- Page 21: Leadership, Teamwork and Professionalism
- Page 22: Ethical and Legal Responsibilities

EMPLOYABILITY AND CAREER DEVELOPMENT: Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills.

- ❒ Identify career opportunities at the local, state, and national levels to plan for a career in education and training.
- ❒ Explore educational teaching pathways, (i.e., pre-school, elementary school, middle school, high school, special education, and career-technical education).
- ❒ Identify specific requirements to become a certified teacher or a paraprofessional in a chosen area and level of education.
- ❒ Identify and explain the benefits of participating in professional organizations.
- ❒ Generate a plan for personal and professional learning.
- ❒ Establish a professional work portfolio documenting technical knowledge, skills, and leadership activities.

TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for the teaching and training pathway.

Instruction and Assessment Strategies

- ❒ Employ and adapt instructional strategies within educational and training settings to enhance learner achievement.
- ❒ Analyze the relationship between instructional strategies, learning objectives, and learner involvement, and the impact these three on student behaviors.
- ❒ Align instructional goals with content standards and district priorities.
- ❒ Align student learning to clearly defined instructional goals and activities.
- ❒ Participate in local and global learning communities to enhance instruction and learner achievement.
- ❒ Differentiate instruction to support the learning needs of all students.
- ❒ Explain diagnostic, formative, and summative assessments, their purposes and the data they generate.
- ❒ Analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- ❒ Employ knowledge of assessment methods to enhance learner achievement.
- ❒ Describe how to involve learners in self-assessment and goal setting to address gaps between performance and potential.

Classroom Organization

- ❒ Employ classroom management skills to enhance professional practice within education and training settings.
- ❒ Employ organizational skills to manage instructional resources (i.e. tools, equipment, supplies, materials).

Learning Environment

- ❒ Explain the role of teacher expectations on student performance and its impact on teaching and learning.
- ❒ Develop technology-enriched learning environments that enable all students to become active participants in learning and assessment.
- ❒ Create an environment conducive to learning for all students

See CrossWalks to MoSTEP and Show-Me Standards on:

- Page 23: Employability and Career Development
- Pages 24-26: Technical Skills

CROSSWALK TO MoSTEP AND MISSOURI SHOW-ME STANDARDS

ACADEMIC FOUNDATIONS: *Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.* (EDC01)

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	MISSOURI SHOW-ME STANDARDS "Students will demonstrate within and integrate across all content areas the ability to…"
Describe the historic and current purposes of education for individuals, groups, and society. **EDC01.03**		
Describe the use of developmental theory to enhance learner achievement. **EDC01.01**	MoSTEP 1.2.1.3 – uses students' prior knowledge when identifying learning objectives and choosing instructional strategies. MoSTEP 1.2.1.4 – engages students in the methods of inquiry used in the discipline. MoSTEP 1.2.2.1 – knows and identifies child/adolescent development. MoSTEP 1.2.2.4 – knows theories of learning. MoSTEP 1.2.3.1 – identifies prior experience, learning styles, strengths, and needs.	
Apply basic theories of educational psychology to enhance student learning. **EDC01.01**	MoSTEP 1.2.2.4 – knows theories of learning. MoSTEP 1.2.3.2 – designs and implements individualized instruction for students based on their prior experience, learning styles, strengths, and needs. MoSTEP 1.2.6.1 – knows motivation theories and behavior management strategies and techniques.	
Explain and apply a variety of instructional models to enhance learning achievement. **EDC01.05**	MoSTEP 1.2.1.5 – creates interdisciplinary learning. MoSTEP 1.2.5.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) MoSTEP 1.2.6.1 – knows motivation theories and behavior management strategies and techniques.	
Describe sociological factors that impact learning. **EDC01.02**	MoSTEP 1.2.2.1 – knows and identifies child/adolescent development. MoSTEP 1.2.3.4. – connects instruction to students' prior experiences and family, culture, and community.	

COMMUNICATIONS: *Use oral and written communication skills increating, expressing and interpreting information and ideas inlcuding technical terminaology and information. (EDC02)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	MISSOURI SHOW-ME STANDARDS "Students will demonstrate within and integrate across all content areas the ability to…"
Write effectively (i.e., grammar, spelling, structure) for a variety of audiences, purposes and contexts. **EDC02.03**	MoSTEP 1.2.7.1. – models effective verbal/non-verbal communication skills.	In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization); and writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) Goal 2 – 1. plan and make written, oral and visual presentations for a variety of purposes and audiences.
Deliver formal and informal presentations that demonstrate organization and delivery skills. **EDC02.01**	MoSTEP 1.2.1.2 – presents the subject matter in multiple ways. MoSTEP 1.2.7.1. – models effective verbal/non-verbal communication skills. MoSTEP 1.2.7.4 – uses a variety of media communication tools.	In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in participating in formal and informal presentation and discussions of issues and ideas. Goal 2- 1. plan and make written, oral and visual presentations for a variety of purposes and audiences.
Listen and speak effectively to contribute to group discussions and meetings. **EDC02.02**	MoSTEP 1.2.7.1 – models effective verbal/non-verbal communication skills.	Goal 2-2. review and review communication to improve accuracy and clarity. Goal 2-3. exchange information, questions, and ideas while recognizing the perspectives of others.
Practice the use of clear verbal directions. **EDC02.01**	MoSTEP 1.2.7.1 – models effective verbal/non-verbal communication skills.	In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge or and proficiency in speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
Utilize questioning skills to enhance instruction and learner achievement. **EDC02.02**		

Continued on page 16…

...Continued from page 15

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher..."	MISSOURI SHOW-ME STANDARDS "Students will demonstrate within and integrate across all content areas the ability to..."
Apply active listening skills to enhance communication with learners. **EDC02.02**	MoSTEP 1.2.5.2 – engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities. MoSTEP 1.2.7.1 – models effective verbal/non-verbal communication skills.	Goal 2-2. review and revise communications to improve accuracy and clarity. Goal 2-3. exchange information, questions, and ideas while recognizing the perspectives of others.
Use knowledge of reading strategies in the content area to enhance learner achievement. **EDC02.04**	MoSTEP 1.2.5.1 – selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs.	Goal 3-7. evaluate the extent to which a strategy addresses the problem.
Recognize cultural differences and other barriers in communication and learning. **EDC02.01**	MoSTEP 1.2.1.2 – presents the subject matter in multiple ways. MoSTEP 1.2.1.3 – uses students' prior knowledge when identifying learning objectives and choosing instructional strategies. MoSTEP 1.2.3.2.-- designs and implements individualized instruction for students based on their prior experience, learning styles, strengths, and needs.	
Demonstrate the use of motivational and engaging communication to provide information and discussion. **EDC02.01**	MoSTEP 1.2.7.1 – models effective verbal/non-verbal communication skills. MoSTEP 1.2.7.4 – uses a variety of media communication tools.	Goal 2-2. review and revise communications to improve accuracy and clarity. Goal 2-3. exchange information, questions and ideas, while recognizing the perspectives of others.

PROBLEM-SOLVING AND CRITICAL THINKING: *Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativy and innovation. (EDC03)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	MISSOURI SHOW-ME STANDARDS "Students will demonstrate within and integrate across all content areas the ability to…"
Use critical analysis to evaluate and respond to educational perspectives, policies and procedures. EDC03.02		Goal 3-1. identify problems and define their scope and elements.
Frame, analyze and synthesize information in order to solve problems independently or in teams. EDC03.01		Goal 3-1. identify problems and define their scope and elements. Goal 3-6. examine problems and proposed solutions from multiple perspectives. Goal 3-7. evaluate the extent to which a strategy addresses the problem. Goal 4-6. identify tasks that require a coordinated effort and work with others to complete those tasks.
Apply research strategies to investigate issues, topics, and problems. EDC03.01		Goal 3-1. identify problems and define their scope and elements. Goal 3-6. examine problems and proposed solutions from multiple perspectives.
Utilize conflict resolution strategies. EDC03.01		Goal 2-3. exchange information, questions, and ideas while recognizing the perspectives of others.

INFORMATION TECHNOLOGY APPLICATIONS: *Use information technology tools specific to the career cluster to access, manage, integrate, and create information. (EDC04)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	MISSOURI SHOW-ME STANDARDS "Students will demonstrate within and integrate across all content areas the ability to…"
Demonstrate use of multiple technologies to access, manage, and evaluate data to enhance instruction and learner achievement.		Goal 1-4. use technological tools and other resources to locate, select and organize information. Goal 2-7. use technological tools to exchange information and ideas.
Demonstrate the use of multiple technologies for communication and collaboration with students, parents, administrators and community.		Goal 2-7. use technological tools to exchange information and ideas. Goal 4-6. identify tasks that require a coordinated effort and work with others to complete those tasks.
Use existing and emerging technologies to enhance instruction and learner achievement.		Goal 1-4. use technological tools and other resources to locate, select and organize information. Goal 2-7. use technological tools to exchange information and ideas.

SYSTEMS: *Understand roles within teams, work units, departments, organications, inter-organizational systems, and the larger environment. Identify how key oganizational systems afect organizational performance and the quality of products and services. Understand global context of industries and careers. (EDC05)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	MISSOURI SHOW-ME STANDARDS "Students will demonstrate within and integrate across all content areas the ability to…"
Describe the organizational structures of education and training systems. EDC05.01		
Identify systems that deliver education and training (i.e. public, private, virtual, etc.) EDC05.01		
Describe the impact different educational system models have on student learning. EDC05.02		

SAFETY, HEALTH AND ENVIRONMENTAL: *Understand the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. Follow organizational policies and procedures and contribute to continuous improvement in performance and compliance. (EDC06)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	MISSOURI SHOW-ME STANDARDS "Students will demonstrate within and integrate across all content areas the ability to…"
Apply safety standards in accordance with applicable regulations, health standards and organizational policies. EDC06.01		Goal 4-7. identify and apply practices that preserve and enhance the safety and health of self and others.
Evaluate and control risks to safety, health, and the environment in learning settings. EDC.06.01		Goal 4-7. identify and apply practices that preserve and enhance the safety and health of self and others.
Describe how to create an emotionally and physically safe learning environment for all students. EDC10.04		Goal 4-7. identify and apply practices that preserve and enhance the safety and health of self and others.
Identify school employees' responsibilities for the health, safety and welfare of students. EDC06.01		Goal 4-7. identify and apply practices that preserve and enhance the safety and health of self and others.
Explain emergency response plans. EDC06.01		Goal 4-7. identify and apply practices that preserve and enhance the safety and health of self and others.

LEADERSHIP, TEAMWORK AND PROFESSIONALISM: *USE LEADERSHIP, TEAMWORK, AND COLLABORATVE SKILLS TO ENHANCE INSTRUCTION, LEARNER ACHIEVEMENT, AND PROFESSIONAL PRACTICE. (EDC07)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	MISSOURI SHOW-ME STANDARDS "Students will demonstrate within and integrate across all content areas the ability to…"
Construct a personal philosophy of education.		
Demonstrate knowledge of group processes and skills for working collaboratively to enhance professional practice. EDC07.02	MoSTEP 1.2.9.2 uses resources available for professional development.	Goal 2-3. exchange information, questions and ideas while recognizing the perspectives of others. Goal 4-6. identify tasks that require a coordinated effort and work with others to complete those tasks.
Illustrate project and strategic planning skills within an educational and training setting to enhance professional practice. EDC07.01		Goal 4-6. identify tasks that require a coordinated effort and work with others to complete those tasks.
Exhibit professionalism in an education and training setting. EDC07.01; EDC08.01	MoSTEP 1.2.9.2 uses resources available for professional development. MoSTEP 1.2.9.3. practices professional ethics.	
Demonstrate the skills needed to work within multicultural environments including respect for students' diverse cultures, language skills, experiences and abilities. EDC07.02; EDC08.02	MoSTEP 1.2.10.2 talks and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems. MoSTEP 1.2.10.3. identifies and uses the appropriate school personnel and community resources to help students reach their full potential.	Goal 2-3. exchange information, questions and ideas while recognizing the perspectives of others. Goal 4-6. identify tasks that require a coordinated effort and work with others to complete those tasks.
Participate in professional student organizations. (e.g., FCCLA, FTA, or FEA) to improve knowledge and skills.	MoSTEP 1.2.9.2 uses resources available for professional development.	

ETHICS AND LEGAL RESPONSIBILITIES: *KNOW AND UNDERSTAND THE IMPORTANCE OF PROFESSIONAL ETHICS AND LEGAL RESPONSIBILITIES. (EDC08)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	MISSOURI SHOW-ME STANDARDS "Students will demonstrate within and integrate across all content areas the ability to…"
Analyze and explain ethical and legal boundaries of professional practice in learning settings to enhance professionalism in education and training. EDC08.01	MoSTEP 1.2.9.3 – practices professional ethics.	Goal 4-4. recognize and practice honesty and integrity in academic work and in the workplace.
Identify and demonstrate an understanding of professional codes of ethics and conduct. EDC08.01	MoSTEP 1.2.9.3 – practices professional ethics.	Goal 4-4. recognize and practice honesty and integrity in academic work and in the workplace.
Recognize the legal definitions and characteristics of gifted students, students with disabilities and at-risk students. EDC08.01; EDC08.02	MoSTEP 1.2.1.2 – presents the subject matter in multiple ways. MoSTEP 1.2.3.3 – knows when and how to access specialized services to meet student's needs. MoSTEP 1.2.4.3 -- creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance.	
Describe the legal implications and processes (E.g. FERPA) for communicating student's progress with the student, parents, and colleagues. EDC08.03	MoSTEP 1.2.9.3.-- practices professional ethics.	Goal 2-3. exchange information, questions and ideas while recognizing the perspectives of others. Goal 4-4. recognize and practice honesty and integrity in academic work and in the workplace. Goal 4-6. identify tasks that require a coordinated effort and work with others to complete those tasks.
Promote and model digital etiquette and responsible social interaction related to the use of technology and information. EDC08.03	MoSTEP 1.2.9.3.-- practices professional ethics.	Goal 2-7. use technological tools to exchange information and ideas. Goal 4-4. recognize and practice honesty and integrity in academic work and in the workplace

EMPLOYABILITY AND CAREER DEVELOPMENT: *KNOW AND UNDERSTAND THE IMPORTANCE OF EMPLOYABILITY SKILLS. EXPLORE, PLAN, AND EFFECTIVELY MANAGE CAREERS. KNOW AND UNDERSTAND THE IMPORTANCE OF ENTREPRENEURSHIP SKILLS. (EDC09)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	MISSOURI SHOW-ME STANDARDS "Students will demonstrate within and integrate across all content areas the ability to…"
Identify career opportunities at the local, state, and national levels to plan for a career in education and training. **EDC09.01**		Goal 4-8. explore, prepare for and seek educational and job opportunities.
Explore educational teaching pathways (i.e., pre-school, elementary school, middle school, high school, special education, and career-technical education). **EDC09.01**		Goal 4-8. explore, prepare for and seek educational and job opportunities.
Identify specific requirements to become a certified teacher or a paraprofessional in a chosen area and level of education. **EDC09.01**		Goal 4-8. explore, prepare for and seek educational and job opportunities.
Identify and explain the benefits of participating in professional organizations. **EDC09.01**	MoSTEP 1.2.9.2 -- uses resources available for professional development.	Goal 2-3. exchange information, questions and ideas while recognizing the perspectives of others.
Generate a plan for personal and professional learning. **EDC09.01**	MoSTEP 1.2.9.2 -- uses resources available for professional development.	
Establish a professional work portfolio documenting technical knowledge, skills, and leadership activities. **EDC09.01**	MoSTEP 1.2.9.2 -- uses resources available for professional development.	Goal 2-1. plan and make written, oral and visual presentations for a variety of purposes and audiences.

TECHNICAL SKILLS: *Use the technical knowledge and skills required to pursue the targeted careers for the teaching and training pathway. (EDC10)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	MISSOURI SHOW-ME STANDARDS "Students will demonstrate within and integrate across all content areas the ability to…"
Employ and adapt instructional strategies within educational and training settings to enhance learner achievement. EDC10.01	MoSTEP 1.2.4.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) MoSTEP 1.2.11.2 – plans and designs effective learning environments and experiences supported by informational and instructional technology.	
Analyze the relationships between instructional strategies, learning objectives, and learner involvement, and the impact of these three on student behaviors. EDC10.01	MoSTEP 1.2.4.2.-- creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance. MoSTEP 1.2.4.3. – evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning.	
Align instructional goals with content standards and district priorities. EDC10.01	MoSTEP 1.2.4.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired)	
Align student learning to clearly defined instructional goals and activities. EDC10.01	MoSTEP 1.2.4.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) MoSTEP 1.2.4.2 – creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance.	
Participate in local and global learning communities to enhance instruction and learner achievement. EDC10.03		Goal 2-6. identify tasks that require a coordinated effort and work with others to complete those tasks.

Continued on page 25...

...Continued from page 24

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	MISSOURI SHOW-ME STANDARDS "Students will demonstrate within and integrate across all content areas the ability to…"
Employ and adapt instructional strategies within educational and training settings to enhance learner achievement. EDC10.01	MoSTEP 1.2.4.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) MoSTEP 1.2.11.2 – plans and designs effective learning environments and experiences supported by informational and instructional technology.	
Analyze the relationships between instructional strategies, learning objectives, and learner involvement, and the impact of these three on student behaviors. EDC10.01	MoSTEP 1.2.4.2.-- creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance. MoSTEP 1.2.4.3. – evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning.	
Align instructional goals with content standards and district priorities. EDC10.01	MoSTEP 1.2.4.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired)	
Align student learning to clearly defined instructional goals and activities. EDC10.01	MoSTEP 1.2.4.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) MoSTEP 1.2.4.2 – creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance.	
Participate in local and global learning communities to enhance instruction and learner achievement. EDC10.03		Goal 2-6. identify tasks that require a coordinated effort and work with others to complete those tasks.

Continued on page 26...

...Continued from page 25

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	MISSOURI SHOW-ME STANDARDS "Students will demonstrate within and integrate across all content areas the ability to…"
Develop technology-enriched learning environments that enable all students to become active participants in learning and assessments. EDC10.04	MoSTEP 1.2.1.2. -- presents the subject matter in multiple ways. MoSTEP 1.2.4.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) MoSTEP 1.2.4.2 – creates lesson and activities that recognize individual needs of diverse learners and variations in learning styles and performance.	Goal 2-7. use technological tools to exchange information and ideas.
Create an environment conducive to learning for all students. EDC10.04	MoSTEP 1.2.1.2. -- presents the subject matter in multiple ways. MoSTEP 1.2.3.1.-- identifies prior experience, learning styles, strengths, and needs. MoSTEP 1.2.4.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) MoSTEP 1.2.4.2 – creates lesson and activities that recognize individual needs of diverse learners and variations in learning styles and performance. MoSTEP 1.2.5.1.-- selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs. MoSTEP 1.2.5.2.-- engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.	Goal 4-7. identify and apply practices that preserve and enhance the safety and health of self and others.

CAREER PATH: HUMAN SERVICES
CAREER CLUSTER: EDUCATION AND TRAINING
CAREER FIELD: CAREER PATHWAYS FOR THE TEACHING PROFESSION

This career pathway program of study model can serve as a guide for students in developing a personal plan of study. Courses listed are only recommended as a sample and should be individualized to meet each learner's educational and career goals. The program of study would need to also be customized with the institutions course titles and appropriate high school graduation requirements as well as college entrance requirements. The model does include Missouri graduation requirements for the college preparatory studies certificate and reflects the 12 hours of the statewide association of arts in teaching (AAT) degree, approved by CBHE December 14, 2006.

Subject High School Graduation Requirements 24 Credits	9th Grade	10th Grade	11th Grade	12th Grade	Post-Secondary Articulated or Dual Credit Available
Communication Arts 4 Credits	English I or Honors I (Must Include Composition)	English II or Honors II (Must Include Composition)	AP English: Literature And Composition	Speech	AP English III, College Comp I, AP English IV, American Prose or Comp II American Literature
Mathematics 4 Credits Including Geometry And Algebra II - Recommend 1 Math Senior Year	Algebra I	Geometry or Honors Geometry	Algebra II or Honors Algebra II	College Algebra, Trigonometry, AP Calculus or AP Statistics	Advanced Algebra, College Algebra, AP Statistics, College Statistics, AP Calculus or Calculus I
Science 3 Credits Including 1 Biology, 1 Chemistry, And Physics	Principles of Technology	Biology or AP Biology	Chemistry, AP Chemistry or Honors Chemistry	Elective Physics, Botany or Human Anatomy	AP Biology or Principles of Biology AP Chemistry or Principles of Chemistry AP Physics or General Physics I
Social Studies 3 Credits Including 1 U.S. History, 1 World History, And 1 American Government	American History or U.S. History Honors	World History, World History Honors or AP World History	American Government Or AP Government 0.5 Credit	Elective AP Psychology, Child Psychology, Sociology Or Principles of Economics	AP American Government or College American Government AP U.S. History or College U.S. History AP Psychology or Intro to Psychology
Additional Requirements/Electives Fine/ Practical Arts – 2 Credits Physical Education – 1 Credit Health – 0.5 Credit Personal Finance – 0.5 Credit Electives – 7 Credits	Physical Education 1 credit	Art, AP Art, Or AP Art History, Music or AP Music Theory 0.5 credit	Foreign Language 1 credit	AP Foreign Language 1 credit	AP Music Theory AP Foreign Language Electives for the AAT Degree 8 credits
Career Education Core	Career And Family Leadership 0.5 – 1 credit Family Individual Health Nutrition and Wellness 0.5 Credit	Human Development 0.5 credit Child Development 0.5 credit	Personal Finance 0.5 credit Career Pathways for the Teaching Profession 1 credit	Teaching Professions Internship 1 credit	Foundations of Education 3 credits Technology for Teachers 3 credits Teaching Professions with Field Experience 3 credits Educational Psychology 3 credits
Experienced Based Learning	FCCLA FEA FTA	Student Council Student organization related to area of content interest Example: Science Club	Yearbook		

STUDENT ATTAINMENT OF CORE COMPETENCIES

(Sample Page)

To change a student's name, tab to cell C-5 and type the student's name. (Cell should be formatted top/center)

Student Name: _____
ID #: _____
School Name: _____
Graduation Year: _____

		Level I Course Name: / Teacher Name:					Level II Course Name: / Teacher Name:					Level III Course Name: / Teacher Name:				
		COMPETENCIES COVERED	DATE of ATTAINMENT (Semester or SY/Yr)	METHOD of ATTAINMENT 1 Written Test 2 Oral Presentation 3 Project 4 Portfolio 5 Classrm. Observ. 6 Workplace Observ.	LEVEL of ATTAINMENT 0 Unattained / Approaching Attainment 1 Attained 2 Exceeded 3 Mastered	ADDITIONAL DOCUMENTATION	COMPETENCIES COVERED	DATE of ATTAINMENT (Semester or SY/Yr)	METHOD of ATTAINMENT 1 Written Test 2 Oral Presentation 3 Project 4 Portfolio 5 Classrm. Observ. 6 Workplace Observ.	LEVEL of ATTAINMENT 0 Unattained / Approaching Attainment 1 Attained 2 Exceeded 3 Mastered	ADDITIONAL DOCUMENTATION	COMPETENCIES COVERED	DATE of ATTAINMENT (Semester or SY/Yr)	METHOD of ATTAINMENT 1 Written Test 2 Oral Presentation 3 Project 4 Portfolio 5 Classrm. Observ. 6 Workplace Observ.	LEVEL of ATTAINMENT 0 Unattained / Approaching Attainment 1 Attained 2 Exceeded 3 Mastered	ADDITIONAL DOCUMENTATION
1.0	ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.															
2.0	Describe the historic and current purposes of education for individuals, groups, and society.															
3.0	Describe the use of developmental theory to enhance learner achievement.															
4.0	Apply basic theories of educational psychology to enhance student learning.															
5.0	Explain and apply a variety of instructional models to enhance learning achievement.															
6.0	Describe sociological factors that impact learning.															
7.0	COMMUNICATIONS: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.															
8.0	Write effectively (i.e., grammar, spelling, structure) for a variety of audiences, purposes and contexts.															
9.0	Deliver formal and informal presentations that demonstrate organization and delivery skill.															
10.0	List and speak effectively to contribute to group discussions and meetings.															
11.0	Practice the use of clear verbal directions.															
12.0	Utilize questioning skills to enhance instruction and learner achievement.															
13.0	Apply active listening skills to enhance communication with learners.															
14.0	Use knowledge of reading strategies in the content area to enhance learner achievement.															
15.0	Recognize cultural differences and other barriers in communication and learning.															
16.0	Demonstrate the use of motivational and engaging communication to provide information and discussion.															
17.0	PROBLEM-SOLVING AND CRITICAL THINKING: Solve problems using critical															
18.0																
19.0																

Refer to the competency indicators listed on the "CHECKLIST" (third tab/worksheet below) to make sure you are fully assessing the competencies. See the Drafting Technology "ATTAINMENT SAMPLE" (4th tab/worksheet) for an example. This column will print using legal size paper. Under File/Page Setup, select "legal size" paper.

AdTP

*NOTE: This Attainment Record page is a "SAMPLE" that has been designed to be printed on one page in landscape format. Because not all printers have the same "print area," your printer may not print this sheet on one page. The margins have already been preset at 0.1 to enable as much printable area as possible with as large print as possible. Therefore, if you need to "scrunch" the sheet (particularly from side to side) you will have to do it by methods other than reducing margins. If you encounter problems you may try one or more of these:

1. Select the File menu and click "Page Setup" and adjust Page Scaling to less than 100%. You may have to experiment with several settings to get the one that's "just right".
2. Reduce the width of the "TEACHER" column until it comes within the print area (the dotted vertical line). If the dotted line does not show, select "Print Preview" in the File menu or the "Print Preview" icon in the File tool bar. Close the preview mode and the line will magically appear. Mac users may be able to drastically reduce the width of columns, especially the competencies column.
3. Delete one or more of the "Courses" columns. You can do this if your "Coherent Sequence of Courses" is less than the number of columns (7) provided.
4. Reduce the font size in the competency column or other wide columns and reduce the width of that column.

This text box (and all other yellow boxes) will not print unless you first click on the box BORDER, then go to "Format" select "Text Box", then "Properties" then check "Print object."

RUBRIC FOR ATTAINMENT OF CORE COMPETENCIES

Level of Attainment

LEVEL 1 - 90% MASTERED

- Student presents a clear, specific understanding of the competency.
- All notes, assignments, test, workplace records and labs required are completed on time, are extremely well organized and questions are answered accurately.
- High interest and excitement have led the student to reach far beyond the requirements.
- Student has read related materials and has used many sources of information for reports and/or experiments.
- The student has used his/her new knowledge when participating in all oral discussion, assignments and written work.
- Student makes connections between classroom and workplace.
- The students' notes, tests, labs, workplace records, debates, CTSO participation, and assignments are of the highest level of achievement above 90%.

LEVEL 2 – 80% EXCEEDED

- Student presents a clear, specific understanding of the competency.
- High interest and excitement leads the student to an investigation that reaches beyond requirements.
- All notes, assignments, tests, workplace records and labs required are completed on time, are very well organized and questions are answered accurately.
- The student has used more resources than required and demonstrates new knowledge both orally and in written work and uses this knowledge in his/her assignments and oral participation. New knowledge is evident when student shows connections between classroom and workplace relationships.
- Student notes, tests, labs, workplace records, CTSO participation, debates and assignments are clearly organized, carefully done, and often go beyond teacher expectations. All tests are beyond the standard level of achievement between 80% and 89%.

LEVEL 3 – 70% ATTAINED

- Student meets assignment expectations.
- The student demonstrates new knowledge learned in oral participation and/or written tasks. The work is well organized and complete.
- The student understood the assignments. He/she used the resources required and organized information in all notes, assignments, tests, workplace records, debates and labs. All notes, assignments and labs are complete, carefully done and the student meets just above the minimum requirements and expectations.
- All tests, workplace records, CTOS participation, assignments and labs meet the standard level of achievement between 70% and 79%.

LEVEL 4 - 60% APPROACHING ATTAINMENT

- Student knowledge of the topic is understood, but at minimum level of competency.
- The assignments, notes and labs are occasionally incomplete and could be organized better. Some resources have been used, but it is not clear what the student understood. Some of the information included by the student was not important to the topic.
- Student does most of what is required, but nothing more. Some of the work may not be finished.
- Tasks are not carefully done and the information from the resources is not used. Tests, labs, notes, CTSO participation, and work based learning results are at a level of achievement between 60% & 69%.

LEVEL 5 – LESS THAN 60% - UNATTAINED

- Student knowledge of the subject is not shown. Steps through the process were not followed.
- Notes, tests, assignments, work based learning and labs lack neatness, organization, detail and evidence of new knowledge. Work does not meet requirements. Parts are missing.

Program Coordination

Section 2: Program Coordination

The information listed in the following pages helps those involved with coordinating the Pre-Professional Teacher Practicum by providing guidance on key tasks involved as well as sample documents and suggestions for use.

NOTE: Despite being separate functions, program coordination and practicum instruction are typically jointly performed by one or two individuals.

Coordinators work to set up and manage the Pre-Professional Teacher Practicum. Key responsibilities include:

- **Scheduling** — Coordinating program components will require working closely with the district's requirements as well as allowing for student conflicts and supervising teacher needs.
- **Marketing** — Communicating program goals and objectives to your target audience requires developing key marketing messages and using effective marketing tactics to ensure program success.
- **Utilizing an Advisory Committee** — Once established, the volunteer advisory committee can provides effective insight, guidance, and assistance for making the Pre-Professional Teacher Practicum an ongoing success.
- **Directing the Application Process** — The application process involves reviewing the student's completed application form and essay, conducting an interview, and providing followup response on program acceptance and placement.

- **Placing Participants in Assigned Schools** — Placement is an important aspect for a successful program both from the perspective of the participants and the supervising teachers. It is important to work within the culture of the district and ensure appropriate communication and that district-required documentation has been completed.
- **Administering the Technical Skills Assessment** — A required Technical Skills Assessment (e.g., NOCTI or AAFCS) will need to be administered to those considered a "program completer" in this practicum experience.
- **Enforcing Discipline** — Occasionally, a participant may fail to meet the standards set forth for classroom expectations. It is important to have a discipline process in place appropriate to the infraction.
- **Observing Participants in Assigned Schools** — Observations simulate the teacher evaluation process every district is required to complete for teachers. Moreover, observing participants in the assigned school setting ensures they are obtaining experience working with students and interacting with both the supervising teachers and students in the classroom.
- **Implementing Student Organization Programs** — The opportunity to participate in a Career and Technical Student Organization (CTSO) and develop leadership and career skills not only sets the stage for participants' success, but also is an effective marketing tool for the program.

Scheduling

Scheduling will be determined based on the school district's policies; coordinators will need to adapt their program management to the district's scheduling requirements. For example, if your district requires a block schedule, you might meet one day a week in the classroom and have participants spend the other days in their assigned classroom setting. If, however, your district requires a daily schedule, conflicts might arise for some students in Advanced Placement classes. The amount of time a participant spends each week or semester in each setting will vary; ask your district advisory committee to help determine the best option for your program. The Pre-Professional Teacher Practicum course typically includes:

- **Regular Instruction** — Students meet with the practicum teacher/coordinator for classroom instruction and reflection (usually at least two hours/week)
- **"In-Service" Training** — Students meet with the practicum teacher/coordinator to learn course expectations, dress code requirements, transportation requirements, technology usage, and professional classroom expectations (can vary between 4-10 hours/week for the first two weeks of each semester)
- **On-site Internship** — Participants work with a certified teacher in the classroom (usually 8-12 hours/week)

Schedules may be modified to facilitate the most useful content delivery. When scheduling the course time, it is best to avoid conflicts associated with Advanced Placement courses, single-section offerings, school lunch schedules, specials, and teacher plan time. Plan to administer the Technical Skills Assessment as late in the second semester as possible to offer students the full benefit of their classroom experience (see page 37).

Marketing

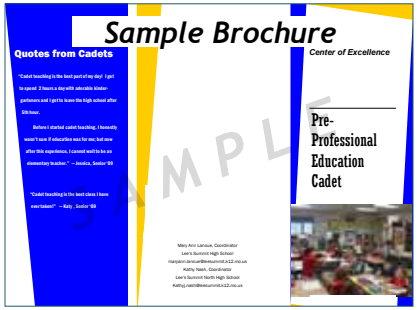
To effectively market the Pre-Professional Teacher Practicum, you will first need to develop a clear set of objectives for the program that can be communicated to a variety of audiences: school administrators and staff, students, parents, training organziations, and advisory committee members. A good way to do this is to create a "key message" for each program objective. For example, one goal of the program is to allow students to explore oppportunities in education before entering a teaching program at the university level. The "key messages" associated with this goal might be:

- "Experience what it's really like to be a teacher in today's classroom."
- "Start college ahead of the rest: Know what it means to teach in today's classroom."

Marketing the program can be accomplished in several ways. The enrollment process at each district is different, so a practicum coordinator will need to work within the limitations of the district enrollment process. It is important that school principals at all levels and the district board of education understand the objectives and goals of the program.

Next, you will need to develop specific marketing tactics for the program that communicate the key messages you initially developed and provide detailed information about how the program operates via brochures, slide presentations, and other materials (see **Sample Brochure** and **Sample PowerPoint™ Presentation** for ideas). These tactics could include:

- Meeting with principals at their district level meeting to promote and address questions about the program



- Being the featured program at a board of education meeting to share accomplishments and educate board members
- Addressing counselors, students, and teachers about program requirements and application processes through school career advisor/advisee programs and career fairs. Some high schools offer career fairs as part of the enrollment process.
- Sending individual letters with applications to high school students interested in the education field. You can contact advisors and counselors for a list of interested students (see **Sample Program Promotion Letter**).

Utilizing an Advisory Committee

An advisory committee consists of volunteers who agree to provide advice on skills, knowledge, and attitudes required for the Pre-Professional Teaching Practicum. Members may include former practicum teachers, guidance counselors, K-12 teachers and administrators, and post-secondary instructors and administrators. Committee members should have a genuine interest in the program and students involved.

When meeting with your advisory committee, keep in mind that their recommendations are advisory only, but can carry weight in ongoing program development. To ensure that your advisory committee meetings are as effective as possible, be sure to:

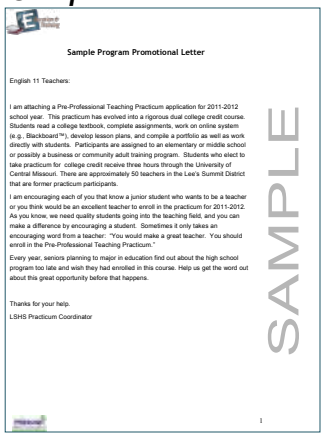
- Plan meetings well and only hold them if there is work to be accomplished (typically at least twice per year)
- Require committee members to invest minimal time
- Schedule and announce upcoming meetings one month prior; busy professionals need advance notice to coordinate diverse time commitments
- Include each advisory committee member in the discussion and allow for an open, free discussion on strong and weak areas of the program
- Take meeting minutes that clearly identify action items for the next meeting as well as follow-up activities determined at yearly meetings (minutes should be distributed to each member within a reasonable time after each meeting)

For more information on advisory committees, review the document entitled, **Setting Up an Advisory Committee**.

Advisory committees assist practicum coordinators by providing imput on:

- How learning objectives are met by course content
- Ways to infuse rigor and relevance into course content
- How to enhance coordination and promotion with other school districts

Sample Promo Letter


Sample Program Promotional Letter

English 11 Teachers:

I am attaching a Pre-Professional Teaching Practicum application for 2011-2012 school year. This practicum has evolved into a rigorous dual college credit course. Students read a college textbook, complete assignments, work on online system (e.g., Blackboard™), develop lesson plans, and compile a portfolio as well as work directly with students. Participants are assigned to an elementary or middle school or possibly a business or community adult training program. Students who elect to take practicum for college credit receive three hours through the University of Central Missouri. There are approximately 50 teachers in the Lee's Summit District that are former practicum participants.

I am encouraging each of you that know a junior student who wants to be a teacher or you think would be an excellent teacher to enroll in the practicum for 2011-2012. As you know, we need quality students going into the teaching field, and you can make a difference by encouraging a student. Sometimes it only takes an encouraging word from a teacher: "You would make a great teacher. You should enroll in the Pre-Professional Teaching Practicum."

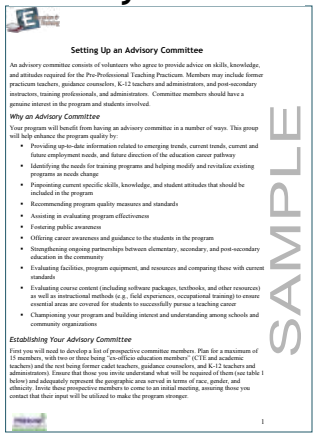
Every year, seniors planning to major in education find out about the high school program too late and wish they had enrolled in this course. Help us get the word out about this great opportunity before that happens.

Thanks for your help.

LSHS Practicum Coordinator

SAMPLE

Sample Setting Up an Advisory Committee


Setting Up an Advisory Committee

An advisory committee consists of volunteers who agree to provide advice on skills, knowledge, and attitudes required for the Pre-Professional Teaching Practicum. Members may include former practicum teachers, guidance counselors, K-12 teachers and administrators, and post-secondary instructors, training professionals, and administrators. Committee members should have a genuine interest in the program and students involved.

Why an Advisory Committee

Your program will benefit from having an advisory committee in a number of ways. This group will help enhance the program quality by:

- Providing up-to-date information related to emerging trends, current trends, current and future employment needs, and future direction of the education career pathway
- Identifying the needs for training programs and helping modify and revitalize existing programs as needs change
- Pinpointing current specific skills, knowledge, and student attitudes that should be included in the program
- Recommending program quality measures and standards
- Assisting in evaluating program effectiveness
- Fostering public awareness
- Offering career awareness and guidance to the students in the program
- Strengthening ongoing partnerships between elementary, secondary, and post-secondary education in the community
- Evaluating facilities, program equipment, and resources and comparing these with current standards
- Evaluating course content (including software packages, textbooks, and other resources) as well as instructional methods (e.g., field experiences, occupational training) to ensure essential areas are covered for students to successfully pursue a teaching career
- Championing your program and building interest and understanding among schools and community organizations

Establishing Your Advisory Committee

First you will need to develop a list of prospective committee members. Plan for a maximum of 15 members, with two or three being "ex-officio education members" (CTE and academic teachers) and the rest being former cadet teachers, guidance counselors, and K-12 teachers and administrators). Ensure that those you invite understand what will be required of them (see table 1 below) and adequately represent the geographic area served in terms of race, gender, and ethnicity. Invite these prospective members to come to an initial meeting, assuring those you contact that their input will be utilized to make the program stronger.

SAMPLE

Directing the Application Process

To begin the application process, interested students would need to complete the application packet, which includes:

- **Student Application Letter** — This letter serves as the directions for the application process to the Pre-Professional Teacher Practicum. It should be included with the application packet and used in the enrollment process for the next school year.

- **Pre-Professional Teacher Practicum Application** — This application is a four-part document:

  — **Part 1:** This section covers basic information about criteria used for admittance to the program (e.g., information about completed course prerequisites, attendance, grade point average, and test scores). Practicum prerequisites are Child Development/Human Development and Career Pathways for the Teaching Profession; however, a district might also require coursework in Child and Adolescent Psychology, and/or Algebra I with a C. District programs might want to require a cumulative GPA of 2.5 or better, since many colleges require a specific GPA before being admitted to a teacher education program.

  — **Part 2:** This section asks for information the practicum coordinator will need in order to place the participant, including personal information if contact needs to be made with the student. The application form should allow a student to list a grade-level preference, school preference, and perhaps even list a teacher preference. Although students are not guaranteed their preferences, this information can be used in conjunction with teacher availability and schedule to optimize placement (see next section for information on participant placement).

  — **Part 3:** This section provides a recommendation form; teacher recommendations help determine how a student will handle responsibility and self motivation. Applicants should seek recommendaitons from three teachers, asking them to complete the form and them return it to the practicum coordinator. This is done prior to acceptance in the program.

  — **Part 4:** This section typically offers directions for an applicant to complete an essay about their qualifications for and interest in the program. Writing is an important skill for any teacher, so an essay or other type of writing sample helps analyze writing skills, thought processes, ability to communicate succinctly, and attention to detail. The writing sample provides the coordinator with valuable information.

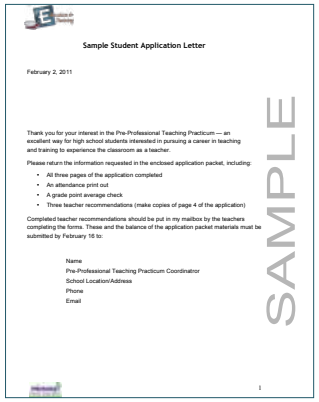
Give application forms to students any time prior to the start of the school year, preferably as a packet during spring enrollment.

Once a coordinator has had an opportunity to review the completed applications, participant interviews can be conducted. During the interview, be sure to ask students their reasons for applying to the program and clarify expectations.

Following the interviews, send letters congratulating those students who are accepted and reiterating information about the placement process. Participants are typically anxious to know whether or not they have been accepted prior to receiving their schedule for the next year.

Attendance of 95 percent or better is a good indicator of a student's level of responsibility and dedication, important especially because supervising teachers come to rely on the participants when working with students.

Sample Application Letter


Sample Student Application Letter

February 2, 2011

Thank you for your interest in the Pre-Professional Teaching Practicum — an excellent way for high school students interested in pursuing a career in teaching and training to experience the classroom as a teacher.

Please return the information requested in the enclosed application packet, including:

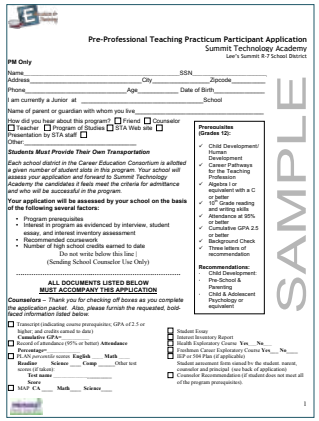
- All three pages of the application completed
- An attendance print out
- A grade point average check
- Three teacher recommendations (make copies of page 4 of the application)

Completed teacher recommendations should be put in my mailbox by the teachers completing the forms. These and the balance of the application packet materials must be submitted by February 16 to:

Name
Pre-Professional Teaching Practicum Coordinator
School Location/Address
Phone
Email

SAMPLE

Sample Application Packet


Pre-Professional Teaching Practicum Participant Application
Summit Technology Academy
Lee's Summit R-7 School District

PM Only

Name_____SSN_____
Address_____City_____Zipcode_____
Phone_____Age_____Date of Birth_____
I am currently a Junior at _____School
Name of parent or guardian with whom you live_____
How did you hear about this program? ☐ Friend ☐ Counselor ☐ Teacher ☐ Program of Studies ☐ STA Web site ☐ Presentation by STA staff ☐
Other_____

Students Must Provide Their Own Transportation

Each school district in the Career Education Consortium is allotted a given number of student slots in this program. Your school will assess your application and forward to Summit Technology Academy the candidates it feels meet the criteria for admittance and who will be successful in the program.

Your application will be assessed by your school on the basis of the following several factors:

- Program prerequisites
- Interest and interest as evidenced by interview, student essay, and interest inventory assessment
- Recommendations from teachers
- Number of high school credits earned to date

Do not write below this line [
(Sending School Counselor Use Only)

Prerequisites (Grades 12):

- ✓ Child Development/ Human Development
- ✓ Career Pathways for the Teaching Profession I
- ✓ Algebra I or equivalent with a C or better
- ✓ 10th Grade reading and writing skills
- ✓ Attendance at 95% or better
- ✓ Cumulative GPA 2.5 or better
- ✓ Background Check
- ✓ Three letters of recommendation

Recommendations:

- ☐ Child Development Pre-School & Preschool
- ☐ Child & Adolescent Psychology or equivalent

ALL DOCUMENTS LISTED BELOW MUST ACCOMPANY THIS APPLICATION

Counselors – *Thank you for checking off boxes as you complete the application packet. Also, please furnish the requested, bold-faced information listed below.*

☐ Transcript (indicating course prerequisites; GPA of 2.5 or higher and credits earned to date)
Cumulative GPA=_____
☐ Record of attendance (95% or better) **Attendance Percentage=**_____
☐ PLAN percentile scores: **English**_____ **Math**_____ **Reading**_____ **Science**_____ **Comp**_____Other test scores (if taken)
Test name_____
Score_____
☐ MAP CA_____ **Math**_____ **Science**_____

☐ Student Essay
☐ Interest Inventory Report
☐ Health Exploratory Course Yes___ No___
☐ Freshman Career Exploratory Course Yes___ No___
☐ IEP or 504 Plan (if applicable)
Student assessment form signed by the student, parent, counselor and principal (see back of application)
☐ Counselor Recommendation (if student does not meet all of the program prerequisites)

SAMPLE

A letter could also be sent to the participant's parents with the same information concerning placement and teacher contact. Be sure to caution parents not to contact the supervising teacher or placement school principal; the practicum coordinator should always be the first contact regarding placement questions or other parental concerns.

Placing Participants in Assigned Schools

Participant placement can be done as:

- **Grade-level Placement** — This format involves placing students in the preferred grade level for the year, offering observations in other grade-level classrooms. Grade-level placement allows participants the opportunity to see the grade level/subject area they are most interested in teaching. Participants may be placed at pre-K, elementary level, or secondary level in all subject areas. There are some issues in placing students interested in high-school level subject areas that must be considered. Confidentiality is a major obstacle at the high-school level when placing pariticipants. Participants interested in high school are often better placed in the subject area in the middle school/junior high. Participants are often provided more experiences working with small groups of students at the middle-school level as opposed to the high-school level.
- **Semester-based Placement** — Another format would be to allow participants to change at nine weeks or at the end of each semester. This format seems to work best when participants can stay in a classroom for at least a semester, thus allowing time to form relationships with students and the supervising teacher. Journal reflections are deeper and the participant can observe long-term change.
- **Adult Training Placement** — In businesses and communities offering adult training opportunities, the supervising teacher role may be filled by a training director or other member of a training/human resources staff. This type of experience will help the participant differentiate between child and adult learning styles and explore career opportunities in training organizations.

Available placement locations will vary depending on the size of the district/community. In larger districts with more than one high school, it is best to stay within the feeder schools for the participant's high school. Regardless of district/organization size, essential communication with host school principals or business/community leaders must:

- Communicate a basic understanding of the program.
- Ensure that host principals/business people are comfortable having students working with students in their facilities.
- Establish that host principals/assistant principals (or training personnel) are the first contacts, followed by the supervising teachers/trainers, when placing participants.
- Stress that the practicum coordinator will be the first contact regarding placement questions or other parental concerns; parents should never contact principals, host businesses. or supervising teachers directly.
- Provide guidelines for making the experience better for supervising teachers/trainers as well as the practicum coordinator, such as refraining from placing students in a building with relatives (which creates issues if problems occur with placement) or with a student teacher (which may limit the participant's level of classroom experience compared to working directly with a supervising teacher).

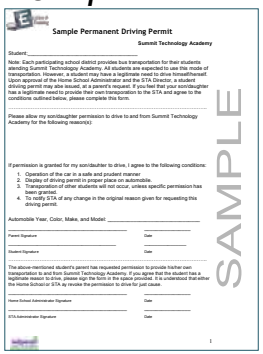
As part of the placement process, the practicum coordinator needs to collec district-required documentation from each participant. This documentation typically covers transportation, field trip permissions, technology use, photo release, and student medical information.

Table 2.1, at right, provides recommendations for each area; check for district-specific requirements and adapt the samples included to meet your situation.

TABLE 2.1. Sample Coordination Forms

Form Name	Description/Purpose	When to Distribute/ Collect
Permanent Driving Permit	Each district has their own policy about students driving and a release form that reflects that policy must be signed before a student can leave campus to drive to an assigned location.	First week of practicum
Field Trip Permission Slip	Once or twice a year, the participant is typically allowed to attend a field trip sponsored by the assigned school. This allows the participant to see students at a different time of the day as well as to observe the different schedules for the various age groups and why they are scheduled in a particular manner.	Send out two weeks prior to trip; must be returned by day of trip
Technology Acceptable Use Policy	Due to the use of computers for the class, districts may require students to sign a district-specific Acceptable Use Policy.	At enrollment or first day of school semester
Photo Release Form	Parents must sign a photo release form allowing pictures of their child to be displayed in the classroom, halls, newspaper, or Internet.	At enrollment or first-day of school semester
Student Medical Information Form	The medical information form is important since the student is offsite for part of the school day. Providing information to the supervising teachers is especially important if a student has a medical issue. The coordinator should make a copy and send to the supervising teacher.	First week of practicum

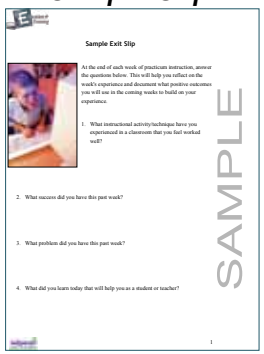
Sample Permit


Sample Permanent Driving Permit

Summit Technology Academy

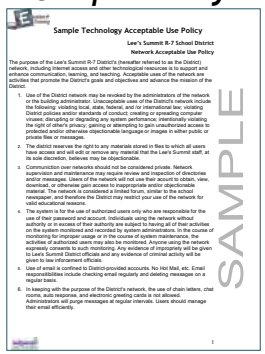
SAMPLE

Sample Slip


Sample Exit Slip

SAMPLE

Sample Policy

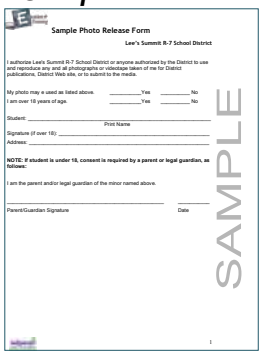

Sample Technology Acceptable Use Policy

Lee's Summit R-7 School District

Network Acceptable Use Policy

SAMPLE

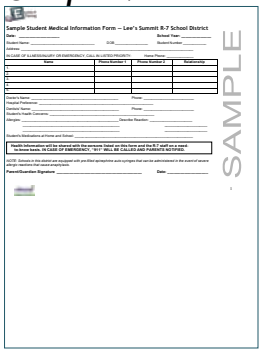
Sample Release


Sample Photo Release Form

Lee's Summit R-7 School District

SAMPLE

Sample Med Form


Sample Student Medical Information Form – Lee's Summit R-7 School District

- SAMPLE

Enforcing Discipline

A practicum coordinator will need to have a process in place to address unacceptable behavior should a participant fail to meet expectations. Communication among the supervising teacher, practicum coordinator, and participant is vital. The following discipline processes can be utilized depending on the infraction:

- ***Standard procedure format***, where there are specific guidelines for first, second, and third offenses with final outcome left to the coordinator's discretion. An example of this would be:

  First Offense:

  1. Supervising teacher contacts coordinator with discipline issues (attendance, dress, inappropriate speech and interaction with students)
  2. Practicum coordinator meets with participant
  3. Call to parent

  Second Offense: Meeting with high school principal, coordinator, parent, and participant

  Third Offense: Program discretion (based on district policies; consult with appropriate administration)

- ***Teacher evaluation and growth plan format***, where a practicum coordinator, following communication from the supervising teacher and talking with the participant, would complete a follow-up observation in the classroom. This could be scheduled with the supervising teacher and may or may not be communicated with the participant. The Coordinator would complete an evaluation (see **Sample Participant Evaluations**) and discuss the results the participant. A plan would be developed by the coordinator and the participant to address issues from the observation, and the student would be given a set time frame to improve the behavior with the understanding the coordinator will complete an unscheduled follow-up observation for verification. At the time of that unscheduled follow up, a failure to improve the target behavior would result in the coordinator needing to determine either to assign the participant to a new placement or to enforce dismissal from the program (based on conversations with the supervising teacher and the appropriate administrator).

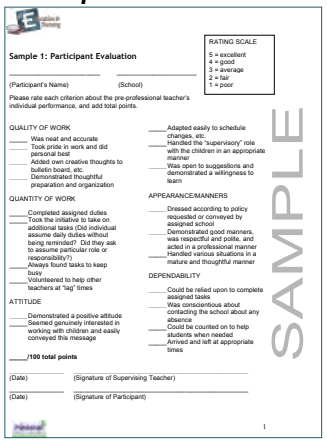
  A meeting with the coordinator, participant, parents, and principal should follow with the recommendation and explanation for dismissal from the program.

Administering the Technical Skills Assessment

Pre-Professional Teacher Practicum is the class in which a required Technical Skills Assessment will need to be administered to those completing three (3) credit hours and who are considered program completers. NOCTI and AAFCS both offer Technical Skills Assessments; the coordinator or district personnel in charge of testing will need to determine which is most applicable to the district.

To offer students the full benefit of their experience in the classroom, schedule the Technical Skills Assessment as late in the second semester as possible.

Sample Evaluations



Sample 1: Participant Evaluation

(Participant's Name) (School)

RATING SCALE
5 = excellent
4 = good
3 = average
2 = fair
1 = poor

Please rate each criterion about the pre-professional teacher's individual performance, and add total points.

QUALITY OF WORK
____ Was neat and accurate
____ Took pride in work and did personal best
____ Added own creative thoughts to bulletin board, etc.
____ Demonstrated thoughtful preparation and organization

QUANTITY OF WORK
____Completed assigned duties
____Took the initiative to take on additional tasks (Did individual assume daily duties without being reminded? Did they ask to assume particular role or responsibility?)
____Always found tasks to keep busy
____ Volunteered to help other teachers at "lag" times

ATTITUDE
____Demonstrated a positive attitude
____Seemed genuinely interested in working with children and easily conveyed this message

____/100 total points

____Adapted easily to schedule changes, etc.
____Handled the "supervisory" role with the children in an appropriate manner
____Was open to suggestions and demonstrated a willingness to learn

APPEARANCE/MANNERS
____Dressed according to policy requested or conveyed by assigned school
____Demonstrated good manners, was respectful and polite, and acted in a professional manner
____Handled various situations in a mature and thoughtful manner

DEPENDABILITY
____Could be relied upon to complete assigned tasks
____Was conscientious about contacting the school about any absence
____Could be counted on to help students when needed
____Arrived and left at appropriate times

(Date) (Signature of Supervising Teacher)

(Date) (Signature of Participant)

SAMPLE

Observing Participants in Assigned Schools

Observations by coordinators should be scheduled three to four times in a year-long course. Because observations can be disruptive to the assigned classroom (depending on the age group), the coordinator may need to:

- Limit the number of visits and rely on supervising teacher evaluations
- Schedule observations to ensure that the supervising teacher will be in the classroom rather than a substitute
- Debrief and discuss what was observed in the classroom with the practicum participant

Coordinators and instructors in the Pre-Professional Teaching Practicum can use the **Sample Participant Evaluations** during each of the three observations described below. Use these forms and the recommendations below as a guide, adapting the process to the specific practicum environment in your district. For example, forms may need to be significantly adapted for participants working in a business/community training environment.

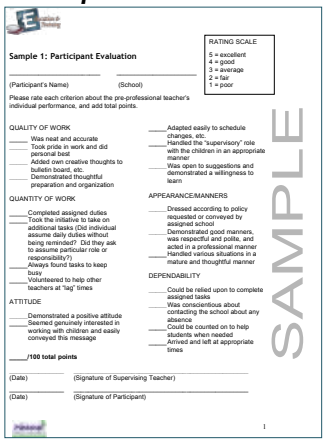
- **Observation 1:** The first observation should be scheduled with the participant and supervising teacher and should be a non-threatening observation, such as observation of the bulletin board the participant completes during the first semester. By scheduling the observation and grading of the bulletin board, the student knows specifically what is being observed. With the first observation, the coordinator can also identify the classroom set up, rules, procedures, and teacher style that can enrich classroom discussions with students.
- **Observation 2:** The second observation can involve specific work the participant is doing in the classroom, such as working with a small group of students, directing calendar time, or performing other routine daily classroom activities. This allows the participant an opportunity to be observed and debriefed before the observation of the actual lesson they will deliver.
- **Observation 3:** The third observation should involve observation and evaluation of the required lesson plan the participant delivers in the supervising teacher's classroom. This observation should be completed near the end of the course to provide the student with a number of opportunities to be in front of a small group or the entire class.

Implementing Student Organizations

No matter the size of your program, an integrated, co-curricular Career and Technical Student Organization (CTSO) will enhance your program and help put learning into action for your students. Having an integrated CTSO chapter means that FCCLA, FEA, or FTA activities are part of the written curriculum for your students, and the activities associated with those chapters are part of classroom instruction and activities. CTSO advisors act as classroom instructors in the Education and Training program.

Students who are enrolled in your Education and Training program are eligible for membership in your CTSO. While membership eligibility may vary between FCCLA, FEA ,and FTA, for purposes of this manual, the assumption is that members are currently enrolled and participating in the Education and Training program. The advisor/classroom teacher is responsible for setting the stage for success with CTSOs in any education and training program.

Sample Evaluations


Sample 1: Participant Evaluation

RATING SCALE
5 = excellent
4 = good
3 = average
2 = fair
1 = poor

(Participant's Name) (School)

Please rate each criterion about the pre-professional teacher's individual performance, and add total points.

QUALITY OF WORK
____ Was neat and accurate
____ Took pride in work and did personal best
____ Added own creative thoughts to bulletin board, etc.
____ Demonstrated thoughtful preparation and organization

QUANTITY OF WORK
____Completed assigned duties
____Took the initiative to take on additional tasks (Did individual assume daily duties without being reminded? Did they ask to assume particular role or responsibility?)
____Always found tasks to keep busy
____ Volunteered to help other teachers at "lag" times

ATTITUDE
____Demonstrated a positive attitude
____Seemed genuinely interested in working with children and easily conveyed this message

____Adapted easily to schedule changes, etc.
____Handled the "supervisory" role with the children in an appropriate manner
____Was open to suggestions and demonstrated a willingness to learn

APPEARANCE/MANNERS
____Dressed according to policy requested or conveyed by assigned school
____Demonstrated good manners, was respectful and polite, and acted in a professional manner
____Handled various situations in a mature and thoughtful manner

DEPENDABILITY
____Could be relied upon to complete assigned tasks
____Was conscientious about contacting the school about any absence
____Could be counted on to help students when needed
____Arrived and left at appropriate times

____/100 total points

(Date) (Signature of Supervising Teacher)

(Date) (Signature of Participant)

SAMPLE

Having a successful CTSO chapter requires these five, basic components:

1. **Membership:** Students in the program meet eligibility requirements for established FCCLA chapters, and must be affiliated with all levels of the organization – local, regional/district, state, and national — to hold leadership positions, attend meetings and conferences, receive state and national recognition, and participate in competitive events.

2. **Advisor:** Program teacher(s) are the CTSO advisors. They may serve as co-advisors with other family and consumer sciences teachers in FCCLA chapters. Since CTSOs are integrated into the classroom, each teacher is an advisor, and should be integrating CTSO leadership opportunities and content within the curriculum.

3. **Leadership:** While leadership development can take place throughout CTSO programs and activities, it is important that the CTSO have a set of student leaders willing to work with the advisor to develop programs and activities that benefit the members, chapter, school, and community.

4. **Meetings:** Chapter meetings are important for planning the chapter's program of work and keeping members involved. Chapter leaders should work with the advisor to plan for productive and interesting meetings. Opportunities are available for members to attend regional/district, state, and national meetings and conferences.

5. **Projects:** Chapter projects should be closely related to the Education and Training curriculum and coursework and include a variety of projects and activities that meet the needs of the chapter members as well as benefiting the school and community. Projects allow for additional leadership opportunities (in the form of committees), but can also be individual or team projects, such as competitive events. Project work may take place during designated class activities or may be completed outside of the class or school day.

While some chapters may focus on certain projects or events more than others, none of these five components can be ignored.

FCCLA Programs

FCCLA provides a number of program ideas that can be integrated into the Education and Training program with intentional planning. **Sample integration ideas for programs and practicums include those shown in table 2.2 on the following page (for a full list, visit state and national FCCLA Web sites via www.fcclainc.org)**.

Grade these practicum assignments using established rubrics or work with the students to develop appropriate rubrics. These assignments can now be used as part of the chapter competitive events. For information on these events as well as more ideas and resources, including lesson plans, visit www.fcclainc.org. Each of these programs incorporate the use of the FCCLA planning process, a five-step tool for decision making and project planning. Be sure to familiarize your students with the FCCLA Planning Process prior to beginning any of these programs or projects.

For more information on implementing the five basic components of chapters, obtain "The Handbook to Ultimate Leadership" from FCCLA, Inc. (www.fcclainc.org), which also provides meeting templates, suggested activities, and other helpful resources for FCCLA chapters.

Table 2.2. Ideas for CTSO Intercurricular Activities

Core Competency Teaching and Training Pathway Alignment	FCCLA Program	Associated Practicum Assignment
Identify career opportunities at the local, state, and national levels to plan for a career in education and training. ***EDC09.01*** Explore educational teaching pathways (i.e., pre-school, elementary school, middle school, high school, special education, and career-technical education).***EDC09.01*** Identify specific requirements to become a certified teacher or a paraprofessional in a chosen area and level of education. ***EDC09.01*** Identify and explain the benefits of participating in professional organizations. ***EDC09.01*** Generate a plan for personal and professional learning. ***EDC09.01*** Establish a professional work portfolio documenting technical knowledge, skills, and leadership activities. ***EDC09.01***	**Career Connection** — A six-unit program that helps members develop, plan, carry out, and evaluate projects focusing on different aspects of career development.	Within an assigned career cluster, participants research, create, and teach lessons about the cluster and possible careers, relating these to their placement. Assignments are graded according to established program rubrics and standards.
	Community Service – Students can use this program to give back to their communities, helping them further refine their career goals as well as develop and utilize leadership skills necessary for scholarship and college eligibility. One of the best ways to implement community service projects is through service learning opportunities targeted to any topic area relevant to curriculum and learning activities (from book drives to health fairs). Service learning differs from community service in that service learning has a direct connection to the curriculum and learning activities. Community service can be done on an individual basis or by the class as a whole.	Using the FCCLA planning process, students brainstorm community needs or concerns relation to education and training. As a group, they choose a project and determine individual responsibilities. For example, if the chapter chose to create activity kits for children staying in a shelter, students would need to research needs, choose age-appropriate activities to meet grade-level expectations, create or collect needed supplies, and write instructions (lesson plans) for parents to follow when using the kits.
	Power of One – This FCCLA program empowers leadership and personal growth through individualized projects that target improving personal traits and family relationships; exploring work options, preparing for a career, or sharpening business skills; developing leadership qualities; and telling others about the opportunities through FCCLA. Power of One's five units are easily integrated into any curriculum; students can apply skills learned as well as work on personal traits they will need to become successful as teachers or trainers, completing any number units. State and national recognition is given to students who complete all five units.	Using the list of core competencies for the Education and Training program, students assess their communication skills and follow the five-step FCCLA planning process to set a goal related to one of the Communications core competencies. For example, if students identified a need to strengthen presentation delivery skills, they could develop a plan for practicing and refining these skills.
	STOP the Violence (Students Taking on Prevention) – This FCCLA program is a peer-to-peer outreach initiative that encourages members to recognize, report, and reduce the potential for youth violence. Using peer education, members can increase youth awareness of violence prevention issues (e.g., bullying, cyber-safety, and stress management), include the school, family, and community in violence prevention efforts, and help promote conflict-resolution strategies. Participants can develop competencies for utilizing conflict resolution strategies and exhibiting professionalism in the education and training setting that can be important in maintaining harmony in the classroom.	Based on a presentation by an administrator, guidance counselor, school social worker, or school safety officer on school safety issues, students use the five-step FCCLA planning process to identify a violence prevention topic or concern in an elementary or secondary classroom. In groups, students develop a motivational poster, display, game, or other resource for use in a violence-prevention lesson.

FCCLA Competitive Events

FCCLA has a large number of state and national competitive events that can provide opportunities for students to exhibit mastery of the skills learned through the Education and Training program. These events, called STAR Events (Students Taking Action with Recognition), are competitive events in which students are recognized for proficiency and achievement in chapter and individual projects, leadership skills, and career preparation. Each event has its own rules and guidelines, and it is very important that advisors stay abreast of any changes in event rules and policies.

Some of the best events for Education and Training students include (but are not limited to):

- Advocacy
- Applied Technology
- Career Investigation
- Chapter Web site*
- Digital Stories for Change*
- Early Childhood
- Entrepreneurship
- Focus on Children
- Illustrated Talk
- Impromptu Speaking*
- Interpersonal Communications
- Job Interview
- Leadership
- Plan and Teach*
- STEM Integration*
- Subject to Debate*
- Teach and Train

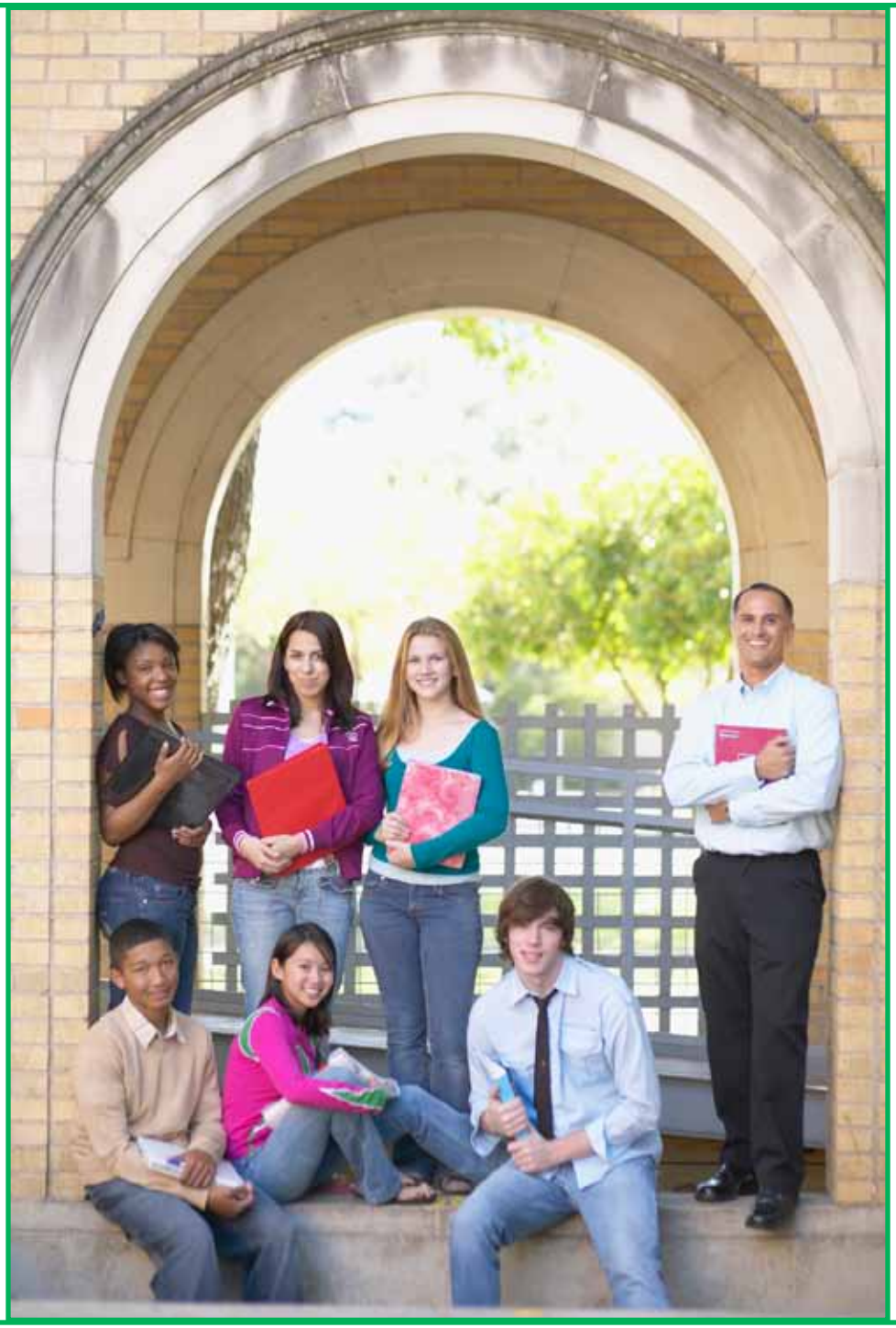
** Missouri State Level Event ONLY; these do not offer opportunities to advance to national competition.*

For individual program information, visit www.fcclainc.org.

Follow these steps to ensure success with STAR Events as part of your Education and Training program:

1. Ensure that your chapter membership dues are paid to the state/national organization by the designated deadline. Double check your membership roster so that no students are inadvertently left off the list.
2. Read and follow the guidelines as listed in the National STAR Events Manual and the Missouri Guide to State and National STAR Events.
3. Verify student eligibility for their chosen competitive event.
4. Obtain student participation approval from the school and parents.
5. Review the event rules and requirements with the student. You may need to contact the state or national organization for clarification. Ask questions!
6. Follow rules for dimensions, page numbers, or supplies. Don't make substitutions.
7. With the students, set goals and benchmark dates for project progress.
8. Encourage students to present their projects locally before advancing to regional or state competition. Invite advisory committee members, faculty, or parents to serve as judges.
9. Fix problems when you find them.
10. Follow the deadlines set by the regional, state, or national association. Missed deadlines may mean a student cannot compete.
11. Follow the dress code for competition.
12. Provide recognition for students whether they win or just participate. Make sure the school knows of their hard work and success!

Practicum Instruction



Section 3: Practicum Instruction

Pre-professional practicum teaching provides the means for exploring opportunities in education before entering a teaching program at the university level. Students who successfully complete the Pre-Professional Teaching Practicum requirements will receive a minimum of one credit. The course may be taken for dual college credit, if offered. Professional development/collaboration will be provided throughout the year.

In general, participants enrolled in the Pre-Professional Teaching Practicum are expected to:

- Be in the classroom or training site as assigned.
- Assist the teacher and classroom students, with the majority of time spent working directly with the classroom students (individually, small groups, or in other ways determined by the supervising teacher); however, cadets will also assist the supervising teacher with other teaching-related tasks (e.g., bulletin boards, grading, etc.).
- Provide their own transportation and not share rides with other students.
- Conduct themselves as professionals in the classroom.
- Dress professionally.
- When absent, notify the receiving school by e-mail or phone according to established policies (e.g., calling attendance secretary by a certain time, calling as soon as possible when leaving school for an illness, bringing a medical appointment card when absent for an appointment, etc.) NOTE: Participants may be counted absent for two hours if the course is a daily block class.
- Not take food or drink into the receiving school buildings.
- Turn in assignments during class meetings, via an online tool or as instructed.
- Turn in badges from receiving schools at the second semester final.

For the practicum portion of the course, the participant is to work under the direct supervision of a certified teacher or a training professional while gaining knowledge and experience related to the field of teaching.

Participants should allot their time to both teaching and non-teaching activities as indicated in table 3.1. on the next page.

Table 3.1. Allocation of Classroom Teaching Time

Teaching Activities (2/3 Time)	Non-Teaching Support Activities (1/3 Time)
■ Working with individual or small groups of students on drill and practice activities	■ Researching topics for the teacher
■ Reading aloud to the class, an individual child or a group of students	■ Organizing materials for the class
■ Co-supervising the playground and hallways with the teacher	■ Creating bulletin boards and room displays
■ Helping with the lesson under teacher direction (e.g., running technology, demonstrating and modeling, helping with guided practice, giving individual help and assistance)	■ Checking attendance
■ Presenting a lesson that has been cooperatively prepared and practiced with the teacher	■ Attending faculty or other meetings, etc. when approved by the building administrator
■ Preparing training aides/instructional materials based on industry standards	■ Collating student papers
	■ Grading objective-type assignments
	■ Making copies, laminating, creating materials as directed by the teachers/trainer

Participants ARE NOT allowed to:

- View, evaluate, and file materials in school or organization permanent records, standardized test scores, special education records, etc. (as directed by the Family Privacy Act, some information cannot be discussed or viewed by the participant)
- Supervise a student or groups of students without the supervising teacher or other authorized school/training staff member present
- Make verbal or written parental contacts
- Assign grades
- Discipline students
- Be involved in student-related staffing issues
- Leave the building prior to high school dismissal time.

The information listed in the following pages provides the instructor for the Pre-Professional Teacher Practicum with guidance on key tasks involved as well as links to sample documents and suggestions for use.

Embedded text links (e.g., Sample Course Syllabus) allow you to download a .DOC file; thumbnail images of the samples link to PDF versions.

Pre-Professional Teacher Practicum Instructor Roles and Responsibilities

Instructors develop and implement a plan for an integrated teaching/training experience combining instructor-led lessons and discussions, readings, onsite teaching activities, and post-activity evaluations for typically a two-semester practicum course. Key responsibilities for a practicum instructor include developing the course syllabus and delivering relevant instruction, introducing the participant handbook, contracting with participants, coordinating activities with supervising teachers, and initiating and monitoring the practicum experience.

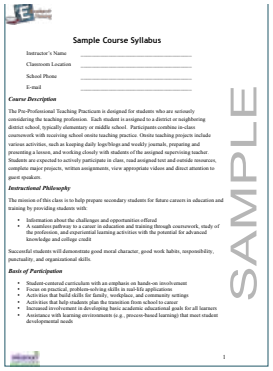
Developing the Course Syllabus/Delivering Relevant Instruction

The instructor will be required to develop a course syllabus given to participants at the beginning of the year as well as a curriculum map that is utilized throughout the semester to direct course instruction and its integration with the on-site experiences that participants have with supervising teachers in their classrooms (see Sample Course Syllabus and Sample Curriculum Map). Use the core competencies from practicum prerequisites — Child Development/Human Development and Career Pathways for the Teaching Profession — to develop the syllabus and curriculum map (see Crosswalk to MoSTEP and Common Core Standards on pages 14 through 26). Course meeting or online components are developed based on the curriculum. At the beginning of the semester, participants also receive a calendar (see Sample Calendar) to be used as a map of course meeting times, topics for discussion, reading assignments, and assignments due on the listed class dates.

Introducing the Participant Handbook

The instructor (typically in conjunction with the coordinator, if different, and with the assistance of the advisory committee) will need to develop a participant handbook to give out to students taking the practicum the first day of school. The handbook should include information on expectation of the participant and supervising teachers, technology information, the course syllabus and calendar, course assignments, and forms related to the practicum (e.g., contract, sign in/sign out sheets, logs, blog templates, etc.). For examples, access the Sample Participant Handbook included with this manual.

Sample Syllabus


Sample Course Syllabus

Instructor's Name _____
Classroom Location _____
School Phone _____
E-mail _____

Course Description

The Pre-Professional Teaching Practicum is designed for students who are seriously considering the teaching profession. Each student is assigned to a district or neighboring district school, typically elementary or middle school. Participants combine in-class coursework with receiving school onsite teaching practice. Onsite teaching projects include various activities, such as keeping daily logs/blogs and weekly journals, preparing and presenting a lesson, and working closely with students of the assigned supervising teacher. Students are expected to actively participate in class, read assigned text and outside resources, complete major projects, written assignments, view appropriate videos and direct attention to guest speakers.

Instructional Philosophy

The mission of this class is to help prepare secondary students for future careers in education and training by providing students with

- Information about the challenges and opportunities offered
- A seamless pathway to a career in education and training through coursework, study of the profession, and experiential learning activities with the potential for advanced knowledge and college credit

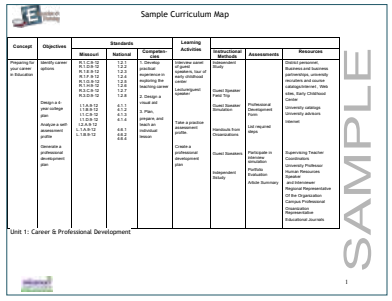
Successful students will demonstrate good moral character, good work habits, responsibility, punctuality, and organizational skills.

Basis of Participation

- Student-centered curriculum with an emphasis on hands-on involvement
- Focus on practical, problem-solving skills in real-life applications
- Activities that build skills for family, workplace, and community settings
- Career Plan of Study to create plan the transitions from school to career
- Increased involvement in developing basic academic educational goals for all learners
- Assistance with learning environments (e.g., process-based learning) that meet student developmental needs

SAMPLE

Sample Curriculum Map

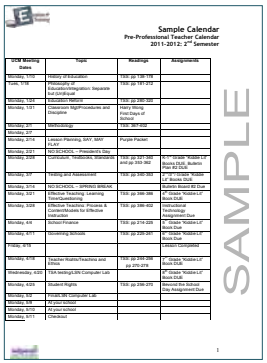

Sample Curriculum Map

Concept	Objectives	Standards: Missouri	Standards: National	Standards: Competencies	Learning Activities	Instructional Methods	Assessments	Resources
Preparing for your career in Education	Identify career options Design a 4-year college plan Analyze a self-assessment profile Generate a professional development plan	R.1.C.9-12 R.1.D.9-12 R.1.E.9-12 R.1.F.9-12 R.1.G.9-12 R.1.C.9-12 R.1.D.9-12 R.1.E.9-12 1.1.A.9-12 1.1.B.9-12 1.1.C.9-12 1.1.D.9-12 1.2.A.9-12 1.1.A.9-12 1.1.B.9-12	1.2.1 1.2.2 1.2.3 1.2.4 1.2.5 1.2.6 1.2.7 1.2.8 4.1.1 4.1.2 4.1.3 4.1.4 4.6.1 4.6.2 4.6.3	1. Develop practice experience in exploring the teaching career 2. Design a visual aid 3. Plan, prepare, and teach an individual lesson Take a practice assessment profile Create a professional development plan	Observe varied student populations, "day" of observation school visits Lecture/guest speaker	Independent Study Guest Speaker: Teen Trip Guest Speaker: Simulation Handouts from Presentations Guest Speakers Independent Study	Professional Development Plans Test required Maps Participate in interview simulation Portfolio Evaluation Article Summary	District personnel, Business and business partnerships, university recruiters and course catalogs/internet , Web sites, Early Childhood Center University catalogs University advisors Internet Supervising Teacher Coordinators University Professor Human Resources Director Staff Interviewer Regional Representative Of the Organization Campus Professional Organizations Representative Educational Journals

Unit 1: Career & Professional Development

SAMPLE

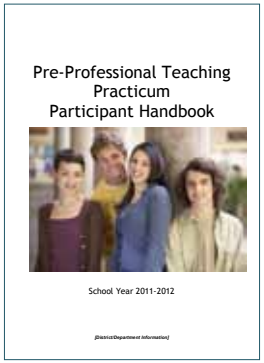
Sample Calendar


Sample Calendar
Pre-Professional Teacher Calendar
2011-2012, 2nd Semester

DDM Meeting Dates	Topic	Readings	Assignments
Monday, 8/08	History of Education	TXB: pp 138-179	
Tues, 8/16	Philosophy of Education/Integration: Separate but Equal	TXB: pp 181-210	
Monday, 8/22	Education Reform	TXB: pp 280-320	
Monday, 8/31	Classroom Mgt/Procedures and Discipline	Harry Wong: First Days of School	
Monday, 9/5	Methodology	TXB: 367-408	
Monday, 9/7			
Monday, 9/14	Lesson Planning, DAY, WAY	Purple Packet	
Monday, 9/21	NO SCHOOL – President's Day		
Monday, 9/28	Effective Teaching: Textbooks, Websites	TXB: pp 321-366 and pp 392-362	40 – Grade Rubric's of Books DUE, Bulletin Board Set Due
Monday, 10/	Testing and Assessment	TXB: pp 230-262	40 Books DUE Bulletin Board Set Due
Monday, 10/5	NO SCHOOL – SPRING BREAK		
Monday, 10/1	Effective Teaching: Learning Time/Questioning	TXB: pp 388-396	4th Grade Rubric's of Book DUE
Monday, 10/8	Effective Teaching: Process & Product Models for Effective Instruction	TXB: pp 396-402	Instructional Strategies Assignment Due
Monday, 10/	School Finance	TXB: pp 214-228	4th Grade Rubric's of Book Due
Monday, 10/1	Governing Schools	TXB: pp 229-241	4th Grade Rubric's of Book DUE Lesson completed
Friday, 10/1			
Monday, 10/	Teacher Rights/Teaching and Crisis	TXB: pp 242-258 pp 270-278	4th Grade Rubric's of Book DUE
Wednesday, 10/	TBA Meting/4th Computer Lab		4th Grade Rubric's of Book DUE
Monday, 10/2	Student Rights	TXB: pp 258-270	Revised the School Day Assignment Due
Monday, 10/	Finals-4th Computer Lab		
Monday, 10/	At your school		
Monday, 10/2	At your school		
Monday, 10/1	Checkout		

SAMPLE

Sample Handbook


Pre-Professional Teaching Practicum
Participant Handbook

School Year 2011-2012

[District/Department Information]

Ensure that your Course Syllabus covers these key areas:

- A brief course description
- Instructional philosophy
- Basis of participation
- Major course goals
- Materials needed
- Major assignments/projects
- Assignment format
- Assessment plan
- Attendance requirements
- Late work/make-up work requirements
- Tutoring/extra help available
- Technology use
- Other applicable credit (e.g., A+ Program, dual credit, etc.)

Contracting with Participants

The instructor will give participants a contract (see Sample Pre-Professional Teaching Practicum Contract) the first day of the course that states the responsibilities and behaviors the student agrees to accept as a member of the program. The instructor collects these forms and keeps them as reference if there are behavior problems or poor decisions made at the sending school.

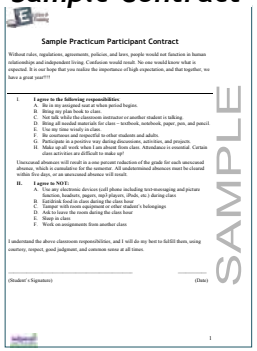
Coordinating Activities with Supervising Teachers

Because of the close integration of coursework and classroom experience characteristic of this type of practicum-based program, the instructor will work closely with supervising teachers/trainers throughout the semester. Initially, the instructor will invite the supervising teachers/trainers to an orientation at the beginning of the year to become acquainted with participant expectations. The orientation provides the supervising teacher an opportunity to ask questions about what support they will be given (see Sample Orientation Invitation).

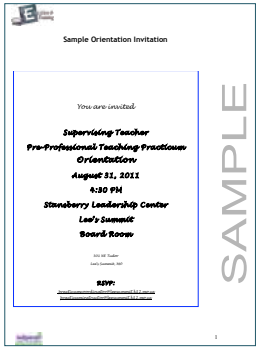
The instructor sends a copy of the participant handbook that students taking the practicum receive along with a cover letter to every supervising teacher involved in the practicum (see Sample Supervising Teacher Cover Letter). This packet outlines assignments required of the participant for the supervising teacher and serves as a reminder that participants are to work with students in the classroom rather than to spend their practicum time doing clerical support tasks.

Once the semester begins, instructors will send another letter to the supervising teachers with information about when participants will begin attendance and when the coordinator will begin making visits, information that is especially important for first-time supervising teachers (see Sample Supervising Teacher Scheduling Letter). A key component of the program is the lesson-planning unit, where the participant works closely with the supervising teacher to plan and deliver a lesson to the class. This lesson plan will be developed over the course of the semester. Effectively communicating expectations for this activity, such as the timetable of the participant's various interim project due dates for this unit, is a vital part of having a successful experience for the participant. (See Sample Lesson Planning Letter to Supervising Teacher)

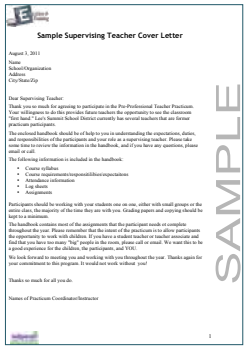
Sample Contract



Sample Invitation

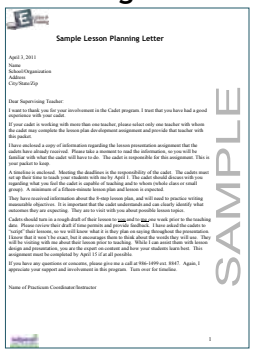


Sample Cover Letter



Sample Schedule Letter

Sample Lesson Planning Letter



Instructors will work closely with supervising teachers to evaluate participant performance. Supervising teachers should evaluate the participant at each grading period and at the end of the semester. There are two, typical performance-based evaluations that can be used (see Sample Participant Evaluations):

1. An evaluation by the supervising teacher at the end of each grading period (send this form electronically or through the mail near the end of each grading period)
2. An evaluation done by the coordinator/instructor for specific assignments (e.g., lesson plan, bulletin board, center project/assignment, etc.)

Evaluations of core competency mastery are done via practicum assignments and associated assessments.

When participants are not performing well in the classroom, both supervising teachers and coordinators/instructors may want to use a separate evaluation form to document discussions held on areas of needed improvement (see Sample Participant Evaluations).

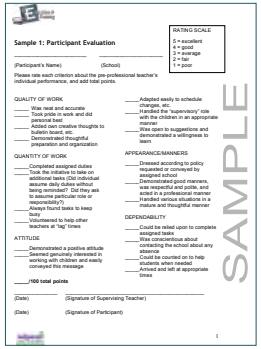
Directing the Practicum Learning Experience

Instructors typically meet with participants for two weeks at the beginning of the semester prior to students being placed with supervising teachers in the classroom. During these two weeks, instructors use a variety of focus activities or "bell work" (see Sample Focus Activities).

Throughout the ongoing assignments/practicum experience, instructors can use a variety of journal activities (see Sample Participant Handbook) to have participants reflect on their experiences and connect what they know with what they experience in the classroom. Any format that allows participants to analyze various topics will be effective. For example, students could read and respond to pertinent education issues presented in a published article or scholarly paper.

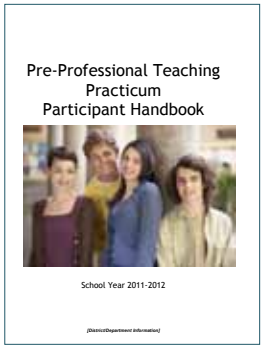
To facilitate weekly reflection, instructors can use "exit slips" (see Sample Exit Slips) at the end of each course week to help participants document and analyze what they may have encountered as problems in the classroom. These serve as quick assessments of how student perspectives are evolving toward teacher perspectives.

Sample Evaluations

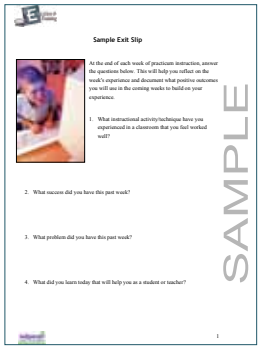


Sample Focus Activities

Sample Handbook



Sample Exit Slips



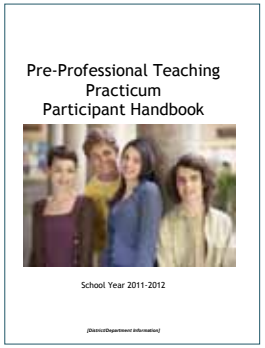
Other assignments directed by the instructor involve classroom activities performed in association with the supervising teacher, such as:

- Observing and analyzing different classroom settings
- Developing a substitute teacher plan
- Creating classroom bulletin boards
- Reporting on a "Beyond-the-School-Day" activity
- Interviewing district personnel
- Developing a child literature activity
- Creating a center or project activity
- Evaluating technology use for a learning activity
- Developing and delivering a lesson plan

Samples for these types of activities have been included in this packet as part of the Sample Participant Handbook,

For your convenience, Microsoft®Word™ versions (.DOC files) of customizable sample documents can be accessed via embedded text links throughout the manual (e.g., Sample Participant Handbook); "thumbnail" images link to .PDF versions (as do text links for graphic files).

Sample Handbook



Appendix: Crosswalk to MoSTEP and Common Core Standards

ACADEMIC FOUNDATIONS: *ACHIEVE ADDITIONAL ACADEMIC KNOWLEDGE AND SKILLS REQUIRED TO PURSUE THE FULL RANGE OF CAREER AND POSTSECONDARY EDUCATION OPPORTUNITIES WITHIN A CAREER CLUSTER. (EDC01)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	Common Core Standards	Activities
Describe the historic and current purposes of education for individuals, groups, and society. **EDC01.03**		**SL 11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Wax Museum- A group of 3-4 students research, role play, and present on a particular educational decade as if they were talking wax figures.
Describe the use of developmental theory to enhance learner achievement. **EDC01.01**	MoSTEP 1.2.1.3 – uses students' prior knowledge when identifying learning objectives and choosing instructional strategies. MoSTEP 1.2.1.4 – engages students in the methods of inquiry used in the discipline. MoSTEP 1.2.2.1 – knows and identifies child/adolescent development. MoSTEP 1.2.2.4 – knows theories of learning. MoSTEP 1.2.3.1 – identifies prior experience, learning styles, strengths, and needs.	**RI 11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Multiple Intelligence Inventory Read and Discuss *The Hurried Child* Conduct practicum observations 1, 2, & 3.
Apply basic theories of educational psychology to enhance student learning. **EDC01.01**	MoSTEP 1.2.2.4 – knows theories of learning. MoSTEP 1.2.3.2 – designs and implements individualized instruction for students based on their prior experience, learning styles, strengths, and needs. MoSTEP 1.2.6.1 – knows motivation theories and behavior management strategies and techniques.	**RH 11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	Assign group of 3-4 students a theory of learning to research and teach to the class.
Explain and apply a variety of instructional models to enhance learning achievement. **EDC01.05**	MoSTEP 1.2.1.5 – creates interdisciplinary learning. MoSTEP 1.2.5.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) MoSTEP 1.2.6.1 – knows motivation theories and behavior management strategies and techniques.	**RH 11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole	Article Reviews from Professional Journals - Students compare various instructional models and develop a small group lesson appropriate for an assigned grade level.
Describe sociological factors that impact learning. **EDC01.02**	MoSTEP 1.2.2.1 – knows and identifies child/adolescent development. MoSTEP 1.2.3.4. – connects instruction to students' prior experiences and family, culture, and community.	**RH 11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole	Early Childhood Center Tour- Students will chart developmental characteristics of ages 3-5. Then tour an early childhood center to compare their observations during the tour. Classroom observations and critique of developmental characteristics of ages 5-12. Video: *Teens What Makes Them Tick*-List factors affecting teens and brain development.

COMMUNICATIONS: *USE ORAL AND WRITTEN COMMUNICATION SKILLS IN CREATING, EXPRESSING AND INTERPRETING INFORMATION AND IDEAS INCLUDING TECHNICAL TERMINOLOGY AND INFORMATION. (EDC02)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	Common Core Standards	Activities
Write effectively (i.e., grammar, spelling, structure) for a variety of audiences, purposes and contexts. **EDC02.03**	MoSTEP 1.2.7.1. – models effective verbal/non-verbal communication skills.	**L 11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **W 11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Write a letter for a substitute teacher. Write a letter of introduction. Weekly Blogs Article Reviews
Deliver formal and informal presentations that demonstrate organization and delivery skills. **EDC02.01**	MoSTEP 1.2.1.2 – presents the subject matter in multiple ways. MoSTEP 1.2.7.1. – models effective verbal/non-verbal communication skills. MoSTEP 1.2.7.4 – uses a variety of media communication tools.	**SL11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **SL 11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Student small group lesson includes a written scripted plan, present as practice to a group of peers. Then present in assigned school. Prepare an illustrated talk for Family Career and Community Leaders of America (FCCLA) Star Event.
Listen and speak effectively to contribute to group discussions and meetings. **EDC02.02**	MoSTEP 1.2.7.1 – models effective verbal/non-verbal communication skills.	**SL 11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Student led small group lesson. Class discussion on various topics.
Practice the use of clear verbal directions. **EDC02.01**	MoSTEP 1.2.7.1 – models effective verbal/non-verbal communication skills.	**SL 11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	Wicket's Wad- students are given a jumbled word paragraph to read and answer questions. After discussion of what was hard and why they had problems, show students the corrected version. Discuss the necessity for clear, concise directions.
Utilize questioning skills to enhance instruction and learner achievement. **EDC02.02**		**SL 11-12.1.C** Propel conversations by posing and responding to questions that probe reasoning and evidence: ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	Develop and write 5 Higher Order Questions that are grade appropriate.

Continued on page 52...

...Continued from page 51

Apply active listening skills to enhance communication with learners. **EDC02.02**	MoSTEP 1.2.5.2 – engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities. MoSTEP 1.2.7.1 – models effective verbal/non-verbal communication skills.	**SL 11-12.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Fish Bowl Labels- Labels are placed on student's backs and other students respond based on the label. The labeled person must listen to what is being said to figure out the label on their back.
Use knowledge of reading strategies in the content area to enhance learner achievement. **EDC02.04**	MoSTEP 1.2.5.1 – selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs.	**L 11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.	Kiddie Literature assignment- Read literature K-12 and determine how the book could be used in a lesson plan. (This activity could be one of the STAR Events Teach and Train and/or Plan to Teach.)
Recognize cultural differences and other barriers in communication and learning. **EDC02.01**	MoSTEP 1.2.1.2 – presents the subject matter in multiple ways. MoSTEP 1.2.1.3 – uses students' prior knowledge when identifying learning objectives and choosing instructional strategies. MoSTEP 1.2.3.2.-- designs and implements individualized instruction for students based on their prior experience, learning styles, strengths, and needs.	**SL 11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **SL 11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow th line of reasoning, alternative or opposing perspectives are addressed; and the organization, development, substance , and style are appropriate to purpose, audience, and a range of formal and informal tasks.	Barrier Books - Write and illustrate a creative story about a diverse student learning barrier (e.g. glasses, hearing, cerebral palsy, etc.). (This activity could be one of the STAR Events Teach and Train and/or Plan to Teach.)
Demonstrate the use of motivational and engaging communication to provide information and discussion. **EDC02.01**	MoSTEP 1.2.7.1 – models effective verbal/non-verbal communication skills. MoSTEP 1.2.7.4 – uses a variety of media communication tools.	**SL 11-12.5** Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.	

PROBLEM-SOLVING AND CRITICAL THINKING: *SOLVE PROBLEMS USING CRITICAL THINKING SKILLS (ANALYZE, SYNTHESIZE, AND EVALUATE) INDEPENDENTLY AND IN TEAMS. SOLVE PROBLEMS USING CREATIVITY AND INNOVATION. (EDC03)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	Common Core Standards	Activities
Use critical analysis to evaluate and respond to educational perspectives, policies and procedures. **EDC03.02**		**RI 11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn form the txt, including determining where the text leaves matters uncertain.	Debate educational perspectives, policies, and procedures.
Frame, analyze and synthesize information in order to solve problems independently or in teams. **EDC03.01**		**W 11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation	Develop classroom management strategies.
Apply research strategies to investigate issues, topics, and problems. **EDC03.01**		**W 11-12..7** Conduct short as well as more sustained research projects to answer a question(including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Article reviews from professional journals on current educational topics.
Utilize conflict resolution strategies. **EDC03.01**		**SL 11-12.1.d** Respond thoughtfully to diverse perspective: synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	Behavior Intervention Support Team (BIST) strategies- This is a classroom management technique which addresses conflict in the classroom.

INFORMATION TECHNOLOGY APPLICATIONS: *USE INFORMATION TECHNOLOGY TOOLS SPECIFIC TO THE CAREER CLUSTER TO ACCESS, MANAGE, INTEGRATE, AND CREATE INFORMATION. (EDC04)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	Common Core Standards	Activities
Demonstrate use of multiple technologies to access, manage, and evaluate data to enhance instruction and learner achievement.		**SL 11-12.5** Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.	Instructional Technology Project- Students will develop an interactive technology lesson (e.g., Prezi, Powerpoint, Photostory, Smartboard or CPS).
Demonstrate the use of multiple technologies for communication and collaboration with students, parents, administrators and community.		**SL 11-12.5** Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.	Instructional Technology Guest Speaker will be asked to demonstrate various uses of technology for student learning and show interactive web sites.
Use existing and emerging technologies to enhance instruction and learner achievement.		**SL 11-12.5** Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.	Instructional Technology Project- Students will develop an interactive technology lesson (e.g., Prezi, Powerpoint, Photostory, Smartboard or CPS).

SYSTEMS: *UNDERSTAND ROLES WITHIN TEAMS, WORK UNITS, DEPARTMENTS, ORGANIZATIONS, INTER-ORGANIZATIONAL SYSTEMS, AND THE LARGER ENVIRONMENT. IDENTIFY HOW KEY ORGANIZATIONAL SYSTEMS AFFECT ORGANIZATIONAL PERFORMANCE AND THE QUALITY OF PRODUCTS AND SERVICES. UNDERSTAND GLOBAL CONTEXT OF INDUSTRIES AND CAREERS. (EDC05)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	Common Core Standards	Activities
Describe the organizational structures of education and training systems. **EDC05.01**		**RH 11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	
Identify systems that deliver education and training (i.e. public, private, virtual, etc.) **EDC05.01**		**SL11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data	Panel of administrators from public, private, corporations, rural, urban, and suburban schools. The panel will compare and contrast the various resources, challenges, diversity, etc. among different educational settings.
Describe the impact different educational system models have on student learning. **EDC05.02**		**SL 11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow th line of reasoning, alternative or opposing perspectives are addressed; and the organization, development, substance , and style are appropriate to purpose, audience, and a range of formal and informal tasks.	Small groups will read a given chapter of the book *Freedom Writers*. Groups will lead discussions about unique approaches to student expectations and learning.

SAFETY, HEALTH AND ENVIRONMENTAL: *UNDERSTAND THE IMPORTANCE OF HEALTH, SAFETY, AND ENVIRONMENTAL MANAGEMENT SYSTEMS IN ORGANIZATIONS AND THEIR IMPORTANCE TO ORGANIZATIONAL PERFORMANCE AND REGULATORY COMPLIANCE. FOLLOW ORGANIZATIONAL POLICIES AND PROCEDURES AND CONTRIBUTE TO CONTINUOUS IMPROVEMENT IN PERFORMANCE AND COMPLIANCE. (EDC06)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	Common Core Standards	Activities
Apply safety standards in accordance with applicable regulations, health standards and organizational policies. **EDC06.01**		**RST 11-12.3** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. Analyze the specific results based on explanations in the text.	First Aid- School Nurse Guest Speaker CPR Training
Evaluate and control risks to safety, health, and the environment in learning settings. **EDC.06.01**		**RST 11-12.2** Determine the central ideas or conclusions of a text; summarize complex concepts, processes or information presented in a text by paraphrasing them in simpler but still accurate terms.	Using a checklist, students will assess the safety and environmental controls, issues and risks of the assigned classroom or a place in the building. Students should make suggestions to correct the issues and give a reason why it is an issue and how their suggestion will address the problem.
Describe how to create an emotionally and physically safe learning environment for all students. EDC10.04		**W 11-12.1** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	
Identify school employees' responsibilities for the health, safety and welfare of students. **EDC06.01**		**W 11-12.4** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	Personnel interview with a school staff member.
Explain emergency response plans. **EDC06.01**		**SL 11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow th line of reasoning, alternative or opposing perspectives are addressed; and the organization, development, substance , and style are appropriate to purpose, audience, and a range of formal and informal tasks	Obtain school emergency plans- Students will explain the purpose and development of emergency plans.

LEADERSHIP, TEAMWORK AND PROFESSIONALISM: *USE LEADERSHIP, TEAMWORK, AND COLLABORATIVE SKILLS TO ENHANCE INSTRUCTION, LEARNER ACHIEVEMENT, AND PROFESSIONAL PRACTICE. (EDC07)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	Common Core Standards	Activities
Construct a personal philosophy of education.		**W 11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and accurately through the effective selection, organization and analysis of content	Written Philosophy of Education paper - Students should write a philosophy of education at the beginning and the end of the course to compare the changes or similarities.
Demonstrate knowledge of group processes and skills for working collaboratively to enhance professional practice. EDC07.02	MoSTEP 1.2.9.2 uses resources available for professional development.	**SL 11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
Illustrate project and strategic planning skills within an educational and training setting to enhance professional practice. EDC07.01		**SL 11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
Exhibit professionalism in an education and training setting. EDC07.01; EDC08.01	MoSTEP 1.2.9.2 uses resources available for professional development. MoSTEP 1.2.9.3. practices professional ethics.	**SL 11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Confidentiality- District Administration Speaker
Demonstrate the skills needed to work within multicultural environments including respect for students' diverse cultures, language skills, experiences and abilities. EDC07.02; EDC08.02	MoSTEP 1.2.10.2 talks and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems. MoSTEP 1.2.10.3. identifies and uses the appropriate school personnel and community resources to help students reach their full potential.	**SL 11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Barrier Books - Write and illustrate a creative story about a diverse student learning barriers (e.g. glasses, hearing, cerebral palsy, etc.). Read or show clips of *Freedom Writer's, Stand & Deliver, Dead Poet Society* and *Beyond the Blackboard*. Compare the students, diversity, behavior, culture, economics, etc. through discussion and illustrations. Identify resources that could help students or families in each situation.
Participate in professional student organizations. (e.g., FCCLA, FTA, or FEA) to improve knowledge and skills.	MoSTEP 1.2.9.2 uses resources available for professional development.	**SL 11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	FCCLA Teach & Train Star Event Future Educators of America (FEA) Participation

ETHICS AND LEGAL RESPONSIBILITIES: *KNOW AND UNDERSTAND THE IMPORTANCE OF PROFESSIONAL ETHICS AND LEGAL RESPONSIBILITIES. (EDC08))*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	Common Core Standards	ActivitiesRH
Analyze and explain ethical and legal boundaries of professional practice in learning settings to enhance professionalism in education and training. **EDC08.01**	MoSTEP 1.2.9.3 – practices professional ethics.	**RH 11-12.3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	Human Resources Speaker Policy Handbook evaluations
Identify and demonstrate an understanding of professional codes of ethics and conduct. **EDC08.01**	MoSTEP 1.2.9.3 – practices professional ethics.		Research Teacher Policy Handbooks Students will outline and compare code ethics and conduct expectations from various district policy handbooks.
Recognize the legal definitions and characteristics of gifted students, students with disabilities and at-risk students. EDC08.01; EDC08.02	MoSTEP 1.2.1.2 – presents the subject matter in multiple ways. MoSTEP 1.2.3.3 – knows when and how to access specialized services to meet student's needs. MoSTEP 1.2.4.3 -- creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance.	**SL 11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow th line of reasoning, alternative or opposing perspectives are addressed; and the organization, development, substance , and style are appropriate to purpose, audience, and a range of formal and informal tasks	Special Education Director Guest Speaker Special Education Terms Quiz
Describe the legal implications and processes (E.g. FERPA) for communicating student's progress with the student, parents, and colleagues. EDC08.03	MoSTEP 1.2.9.3.-- practices professional ethics.	**SL 11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow th line of reasoning, alternative or opposing perspectives are addressed; and the organization, development, substance , and style are appropriate to purpose, audience, and a range of formal and informal tasks	Special Education or Administrative Guest Speaker
Promote and model digital etiquette and responsible social interaction related to the use of technology and information. EDC08.03	MoSTEP 1.2.9.3.-- practices professional ethics.	**SL 11-12.5** Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence and to add interest.	Instructional Technology Director Guest Speaker

EMPLOYABILITY AND CAREER DEVELOPMENT: *KNOW AND UNDERSTAND THE IMPORTANCE OF EMPLOYABILITY SKILLS. EXPLORE, PLAN, AND EFFECTIVELY MANAGE CAREERS. KNOW AND UNDERSTAND THE IMPORTANCE OF ENTREPRENEURSHIP SKILLS. (EDC09)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	Common Core Standards	Activities
Identify career opportunities at the local, state, and national levels to plan for a career in education and training. **EDC09.01**		**SL 11-12.1.C** Propel conversations by posing and responding to questions that probe reasoning and evidence: ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions, and promote divergent and creative perspectives.	Personnel interview with a school staff member.
Explore educational teaching pathways (i.e., pre-school, elementary school, middle school, high school, special education, and career-technical education). **EDC09.01**		**W 11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation	Personnel interview with a school staff member.
Identify specific requirements to become a certified teacher or a paraprofessional in a chosen area and level of education. **EDC09.01**		**W 11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation	Seniors develop a four to six year college plan of study.
Identify and explain the benefits of participating in professional organizations. **EDC09.01**	MoSTEP 1.2.9.2 -- uses resources available for professional development.	**SL 11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	National Education Association (NEA) Representative Guest Speaker Missouri State Teacher Association (MSTA) Representative Guest Speaker Association of Teacher Educators (ATE) Representative Guest Speaker
Generate a plan for personal and professional learning. **EDC09.01**	MoSTEP 1.2.9.2 -- uses resources available for professional development.	**W 11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Seniors develop a four to six year college plan of study.
Establish a professional work portfolio documenting technical knowledge, skills, and leadership activities. **EDC09.01**	MoSTEP 1.2.9.2 -- uses resources available for professional development.	**W 11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Portfolio Assessment

TECHNICAL SKILLS: *USE THE TECHNICAL KNOWLEDGE AND SKILLS REQUIRED TO PURSUE THE TARGETED CAREERS FOR THE TEACHING AND TRAINING PATHWAY. (EDC10)*

CORE COMPETENCIES Teaching and Training Pathway Alignment	MoSTEP STANDARDS "The preservice teacher…"	Common Core Standards	Activities
Employ and adapt instructional strategies within educational and training settings to enhance learner achievement. **EDC10.01**	MoSTEP 1.2.4.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) MoSTEP 1.2.11.2 – plans and designs effective learning environments and experiences supported by informational and instructional technology.	**W 11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Advantages/Disadvantages of Methodologies - Develop an elementary, middle, or high school learning center or training project.
Analyze the relationships between instructional strategies, learning objectives, and learner involvement, and the impact of these three on student behaviors. EDC10.01	MoSTEP 1.2.4.2.-- creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance. MoSTEP 1.2.4.3. – evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning.	**W 11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Students develop a handbook with definitions & examples of instructional strategies using outside resources and textbook.
Align instructional goals with content standards and district priorities. EDC10.01	MoSTEP 1.2.4.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired)	**RL 11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Lesson plan which includes the standards and follows the district guidelines for lesson planning.
Align student learning to clearly defined instructional goals and activities. EDC10.01	MoSTEP 1.2.4.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) MoSTEP 1.2.4.2 – creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance.	**RL 11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Lesson plan which includes the standards and follows the district guidelines for lesson planning.

Continued on page 61…

...Continued from page 60

Participate in local and global learning communities to enhance instruction and learner achievement. EDC10.03		**SL 11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	FEA Connect
Differentiate instruction to support the learning needs of all students. EDC10.01	MoSTEP 1.2.1.2 – presents the subject matter in multiple ways.		Adapt a given lesson plan for various learners.
Explain diagnostic, formative, and summative assessments, their purposes and the data they generate. EDC10.03		**Math SID.9** Distinguish between correlation and causation.	Counselor Guest Speaker Assessment Coordinator Guest Speaker Scenarios on Grading
Analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction. EDC10.05	MoSTEP 1.2.11.4 – uses technological applications to facilitate a variety of effective assessment and evaluation strategies.	**Math SIC.1** Understand statistics as a process for making inferences about population parameters based on a random sample form that population	Counselor Guest Speaker Assessment Coordinator Guest Speaker Discuss scenarios on Grading.
Employ knowledge of assessment methods to enhance learner achievement. EDC10.05	MoSTEP 1.2.11.4 – uses technological applications to facilitate a variety of effective assessment and evaluation strategies.	**RH 11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media(e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem	Counselor Guest Speaker Assessment Coordinator Guest Speaker Discuss scenarios on Grading.
Describe how to involve learners in self-assessment and goal setting to address gaps between performance and potential. EDC10.05		**RH 11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media(e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem	Counselor Guest Speaker Assessment Coordinator Guest Speaker Discuss scenarios on Grading.
Employ classroom management skills to enhance professional practice within education and training settings. EDC10.04		**SL 11-12.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Utilize scenarios or case studies to discuss appropriate classroom management strategies. Develop rules and procedures for a classroom.

Continued on page 62...

...Continued from page 61

Employ organizational skills to manage instructional resources (i.e. tools, equipment, supplies, materials). EDC10.02		**RI 11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	
Explain the role of teacher expectations on student performance and its impact on teaching and learning. EDC10.01		**RI 11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Effective Teaching Article Review- Students will analyze professional journal articles about effective teaching strategies verses student performance.
Develop technology-enriched learning environments that enable all students to become active participants in learning and assessments. EDC10.04	MoSTEP 1.2.1.2. -- presents the subject matter in multiple ways. MoSTEP 1.2.4.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) MoSTEP 1.2.4.2 – creates lesson and activities that recognize individual needs of diverse learners and variations in learning styles and performance.	**SL11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data	Instructional Technology Project- Students will develop an interactive technology lesson (e.g., Prezi, Powerpoint, Photostory, Smartboard or CPS).
Create an environment conducive to learning for all students. EDC10.04	MoSTEP 1.2.1.2. -- presents the subject matter in multiple ways. MoSTEP 1.2.3.1.-- identifies prior experience, learning styles, strengths, and needs. MoSTEP 1.2.4.1 – selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) MoSTEP 1.2.4.2 – creates lesson and activities that recognize individual needs of diverse learners and variations in learning styles and performance. MoSTEP 1.2.5.1.-- selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs. MoSTEP 1.2.5.2.-- engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.		Design and/or set up a classroom. Create a lesson plan.