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What We Believe About Teaching and Learning

The Division of Education, Health, and Human Services of Missouri Valley College believe that the teacher is a reflective practitioner. At all levels of preparation, the faculty is committed to preparing teachers who reflect in action as well as reflect upon action. In addition, the faculty believes our future teachers must construct their own meaning from both theory and knowledge of education as well as application and performance. We further believe that learning is a lifelong process, and we encourage our students to continue with professional development throughout their careers.

Anchored to current research, pedagogy, and best practices, our conceptual framework is embedded in the belief that pre-service teachers be nurtured, prepared, and challenged to be caring, reflective, and competent professionals. Within their preparation, we creatively incorporate technology, diversity issues, and the assessment of state/national proficiencies.

The major works of Jean Piaget influence our program. We believe that children advance through developmental stages through the vehicle of their schemata. A major element of our education program is teaching candidates to be reflective practitioners in both theory and action. John Dewey, in his distinction between professionals and practitioners, further influences us in that we believe professionals are set apart by their capacity to modify practice as a result of their reflection. Other elements of our education program are supported by Lev Vygotsky’s theories of scaffolding, enhancing candidate’s knowledge by building on their own knowledge/personal experience and engaging faculty with social discourse. Our coursework is guided by the constructivist theory that students learn from their own experiences and through interaction with their environment and each other. We further rely on the research of Howard Gardner and Benjamin Bloom, who emphasize that individuals learn through multiple intelligences, each with his/her own unique talent, yet each progressing through the six stages of cognitive development.

What We Believe About the Preparation of Teachers

Our beliefs about how our students learn form the basis of teacher preparation courses and activities at Missouri Valley College. Major elements of our teacher
preparation include field experiences within schools and classrooms, in-class discussions led by the instructor/facilitator, pre-professional presentations by groups/teams, individual unit/lesson planning and assessment development. Reflection upon their learning experiences begins with the introductory course, continues with the practicum experience, and flows through the pre-professional program, culminating with their professional portfolio presentation upon exiting the program.

Because students should have as much practice as possible in the actual classroom, we require a minimum of three separate laboratory experiences that include Practicum I (30 hours of observation), Clinical Experience (two half-days per week for secondary majors and two full days per week for elementary majors), and Student Teaching (a twelve-week intensive internship experience).

We hold our students to high standards and expect top quality work, not only in the major area but throughout their coursework at the College. Our students are expected to earn a C or above in such preliminary courses as English Composition, Public Speaking, and Introduction to Teaching. We require they maintain a minimal overall GPA of 2.5. Additionally, we require our students to exhibit knowledge of national and state proficiencies on the C-Base and ACT (with a minimal score of 20 unless overall GPA is 2.75 or higher) before being accepted into our teacher education program. Each pre-service teacher must have passed the Praxis II exam before being accepted as a candidate teacher into our program.

We Implement Our Knowledge and Beliefs

Based on our belief that candidates need frequent opportunities to practice and reflect upon their skills in the classroom, the Division has established strong relationships with many area schools, including the Marshall Public School District, the Slater Public Schools, the Sante Fe Public Schools, the Malta Bend R-V Schools; K-8 schools – Miami R-I, Hardeman R-X, Blackwater R-II, and Orearville R-IV Districts, as well as the St. Peters Catholic School in Marshall. The current relationship focuses not only upon the next generation of teachers but upon collaboration to improve the PK-8 and PK-12 schools as well.

All education faculty advise and supervise education majors. Most education faculty supervise at least one candidate teacher during the semester. In addition, they critically review two senior portfolios and supervise a number of Clinical candidates in the field. Seminar instructors supervise students enrolled in the Practicum courses. Throughout the supervision process, our faculty maintain contact with current educational theory as they witness it being applied in the local schools.
The present curricular structure is traditional in nature in that it begins in overview and narrows to level and discipline-specific practices. Candidates begin their preparation in theories of development and learning. Their early clinical experiences are similarly focused on observing PK-12 students and their teachers. As candidates narrow their teaching interests to specific levels and/or disciplines, their designed curricular and clinical experiences in the Block Semester also narrow in focus. These experiences are comprised of discipline-specific methods paired with extended clinical practice in the schools. The curriculum concludes with a full-semester (12-week) internship in which candidates increasingly assume responsibility of the classroom, supported by committed MVC supervisors and cooperating teachers.

The faculty at MVC continue use of technology in the classroom and model the use of Smartboards, presentation software, digital cameras, CPS, and digital data projectors. Faculty not only incorporate presentation technology into their teaching, they also bring discipline-specific technology into the classroom and require their students to use technology as well. At MVC, three technology- enriched classrooms are available for our use.

We Evaluate the Effectiveness of Our Implementation

Faculty in the Division of Education, Health, and Human Services evaluate and assess the effectiveness of our program implementation through a number of methods. We closely scrutinize student scores on the C-Base and Praxis II exams. Additionally, we analyze scores from the student teaching assignments and evaluations from our student teachers and their cooperating teachers. Prior to graduation, each graduating senior undergoes an exit interview and portfolio review conducted by working professionals. This performance-based process gives us feedback on the overall effectiveness of our program. In addition, each program is regularly engaged in refining the alignment of its curriculum to state and/or national standards.

Individually, faculty use their end-of-semester teaching evaluations to improve their instruction. Each fulltime faculty member is required by the College administration to submit annual goals and construct a teaching improvement plan.

The aligned evaluation forms (programs, candidate, and employer) have provided a strong assessment tool to help determine the department’s success in reaching its goals.
Final Statements

The Education, Health, and Human Services Division represents the largest division on the Missouri Valley College campus and is considered a total institutional responsibility. We have over 100 majors, and our numbers continue to grow. We are guided by 18 fulltime faculty, supplemented by 10 adjunct professors. A majority of our staff enjoyed long, successful careers in the public school system at the PK-12 level before joining the MVC faculty. They bring with them a wealth of experience and knowledge to enrich the learning environment of our candidates.

The conceptual framework of the Division of Education, Health, and Human Services at Missouri Valley College has been developed to assist the department in preparing teachers to meet the MoSTEP standards established by the State of Missouri. Our primary goal is to graduate knowledgeable, competent, and caring beginning teachers who will make a difference in the lives of their students as they continue their life-long learning process.
The Teacher as a Reflective Practitioner and Believing in the Constructivist Approach to Learning

- General Education Strand
- Teacher Education Strand
- Content Area Strand
- General Methods Strand

Skill Development
Supportive Application
Knowledge/Skill Mastery
Independent Application
Our Mission
Teacher Education Mission and Goals

The Missouri Valley College Teacher Education Program is committed to providing educational and field experience opportunities designed to prepare students for successful careers in the teaching profession. The preparation of students will be accomplished through formal classroom instruction and a variety of clinical experiences in accordance with the standards set forth by the Missouri Department of Elementary and Secondary Education (MoDESE).

Program Goals:

1. To prepare students to become members of a responsible citizenry through liberal learning, critical thinking, and academic excellence.
2. To promote a holistic, liberal arts perspective toward education that develops students in relationship to other persons, to other disciplines, to other cultures, to their religious/ethical systems and to self.
3. To provide a baccalaureate education that prepares students for careers in education and teaching.
4. To instill the values of education as a lifelong process of discovery, enlightenment, and reflection.
5. To provide students with meaningful field experiences that will prepare them for careers in education and teaching.
6. To offer appropriate advising, counseling, and strategies that will assist students in meeting prerequisites for entry-level employment in the education field and/or entry into graduate or professional programs.
7. To prepare students to pass the PRAXIS examination and obtain state credentialing in the subject-specific areas offered by Missouri Valley College.
8. To promote professionalism through student membership in the SMSTA and attendance at symposiums or conferences.
CLASS PURPOSE AND OBJECTIVES

ED 190 Elementary Practicum I – 1 hour:
An observation in an elementary classroom. This is accomplished under the supervision of the college instructor. Class meets in weekly seminars and requires 30 hours of classroom observation.

ED 191 Secondary Practicum I – 1 hour:
An observation in a secondary classroom. This is accomplished under the supervision of the college instructor. Class meets in weekly seminars and requires 30 hours of classroom observation.

ED 192 Middle School Practicum – 1 hour:
An observation in a middle school classroom. This is accomplished under the supervision of the college instructor. Class meets in weekly seminars and requires 30 hours of classroom observation.

ED 350 Elementary Clinical Experience – 4 hours:
An internship in a professional development school designed to improve student learning and development by providing a basis for instructional growth through an extended time period in the classroom. Allows the student to develop a clear, constructive and personalized interaction between the student, mentor, and college supervisor. Provides a basis for reflection and decision-making.

ED 351 Secondary Clinical Experience – 2 hours:
An internship in a professional development school designed to improve student learning and development by providing a basis for instructional growth through an extended time period in the classroom. Allows the student to develop a clear, constructive and personalized interaction between the student, mentor, and college supervisor. Provides a basis for reflection and decision-making.

ED 354 Middle School Clinical Experience – 2 hours:
An internship in a professional development school designed to improve student learning and development by providing a basis for instructional growth through an extended time period in the classroom. Allows the student to develop a clear, constructive and personalized interaction between the student, mentor, and college supervisor. Provides a basis for reflection and decision-making.

ED 392 Early Childhood Clinical Experience – 3 hours:
An internship in a professional development school designed to improve student learning and development by providing a basis for instructional growth through an extended time period in the classroom. Allows the student to develop a clear, constructive and personalized interaction between the student, mentor, and college supervisor. Provides a basis for reflection and decision-making.

ED 495 Mild/Moderate Special Education Student Teaching Experience – 6 hours:
An internship in a professional development school designed to improve student learning and development by providing a basis for instructional growth through an extended time period in the classroom. Allows the student to develop a clear, constructive and personalized interaction between the student, mentor, and college supervisor. Provides a basis for reflection and decision-making.
Rationale

The purpose of this area of course work is three-fold:

First and foremost, it is designed to give the student the opportunity to actually have some experience in a classroom. Secondly, coursework is designed to help the student become more skilled in observation, particularly in observing classrooms as a social system. Information, concepts, and research findings shall be presented to help the future teacher improve classroom instruction. Emphasis will be given to teacher expectations, teacher modeling, classroom management, organization, and instruction. Third, the student will increase his/her personal awareness of topics related to normally developing, multi-cultural, and exceptional children by reviewing current literature.

Objectives

The student will:

1. Identify specific points and strategies for successful classroom observations.

2. Follow and demonstrate successful observation principles in classrooms.

3. Integrate educational theory with problematic situations in extended classroom experiences.

4. Reflect with cooperating teacher on teaching techniques and materials utilized in an actual classroom situations.

5. Maintain a written journal of the practicum/clinical experience.

6. Read, critique, and relate current publications concerning various topics related to education with specific emphasis in the course designation area.

Instructional Format

The on-campus portion of a Practicum course is designed to operate in a seminar format. Thus, students are expected to take an active part in the course and its direction. Interaction among students and with the instructor is vital. The students will determine portions of the assigned readings and course directions. Additionally, opportunities will be provided for students to pursue independent areas of interest.

Student Responsibilities

1. Complete the Student Information Form.

2. Maintain a daily student journal of observation and activities. A suggested format will
be provided to you.

3. Display professionalism in manner and dress at all times.

4. When presented with a new or unknown situation/set of circumstances, it is the responsibility of the student to seek clarifying information.

5. Provide cooperating teacher and supervising teacher with a schedule of planned observation times.

6. Initiate an introductory conference with the cooperating teacher prior to the beginning of the practicum experience to outline expectations, duties, and schedule.

7. Call cooperating teacher and supervising teacher when it is necessary to be absent.

8. Maintain a practicum time sheet which reflects daily attendance and activities.

9. Schedule and participate in an exit conference to discuss the experience, completion of duties, and student evaluation.

10. Attend weekly seminars.

This course is comprised of both field-based and classroom-based activities. The school districts in which you will be carrying out the field component have agreed to work with you; as a result, you should always remember that you are a visitor in the classrooms and that the classroom teachers have the final responsibility for what you do. These teachers have volunteered their time to work with you, so please remember to conduct yourself in a professional manner, including dress and speech, at all times, and take their directions seriously.

Role of the College Supervisor

The college supervisor will make periodic visits and/or calls to the practicum site. It is not the supervisor's purpose to evaluate the classroom site, but to keep the lines of communication open, to become familiar with the physical and social structure of the practicum site, and to gain a base of information for discussion during the regular practicum seminars.

Role of the Cooperating Teacher

It is helpful for the cooperating teacher to establish a positive attitude in the classroom for student receptivity of the practicum student. It is also helpful for the cooperating teacher to share information
about the policies of the school, the schedule, and to share materials with the practicum student. The cooperating teacher is expected to complete all forms and journals required by the practicum experience.

Honorarium
Students enrolled in ED 350/352/354/392 will be billed for the $100 honorarium paid to the cooperating teacher.

If there are concerns that develop at times other than the visits of the college supervisors the cooperating teacher should call the Education Division at Missouri Valley College. The phone numbers are on the last page of this handbook.

Activities For Practicum/Clinical Students

To assist the classroom teacher in determining appropriate activities, the following list is suggested. This list is only a suggestion of appropriate activities and should not be considered all-inclusive. The * signifies those activities which are reserved for advanced practicum students only.

- Observe general classroom activity.
- Observe and collect baseline data on specific students or behaviors.
- Supervise small group activities.
- Monitor students in part of the classroom.
- Assist with large group activities.
- Take attendance, lunch count, etc.
- Help check seatwork of students.
- Direct drill activities at the blackboard.
- Listen to students read orally.
- Drill students in math, vocabulary, spelling, etc.
- Supervise transitions.
- Listen to students' reports, book reports, etc.
- Read exams and other material for non-readers or low reading students.
- Read to students.
- Make work sheets, bulletin boards, etc.
- Organize materials for special projects.
- Help set up learning stations/activities.
- Put up material on display.
- Proctor tests.
- Duplicate classroom work sheets/materials.
- Be that extra pair of hands a teacher often needs.
- Observe other classrooms.
- Observe conferences, I.E.P. conferences, in-service, etc.
- Become familiar with textbooks and curriculum guides.

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Any additional educational activity approved by the cooperating teacher and college supervisor.

Additional Activities for Clinical Students:

* Develop and present lesson plans under the supervision of the cooperating teacher and college supervisors.
* Develop performance tasks with scoring guides.
* Develop traditional and non-traditional assessments.
* Reflect on learning activities during clinical experience.
* Prepare a self-analysis at the completion of clinical.

Practicum I Check List

Student Responsibility:

_____ 1. Complete Student Information Sheet
_____ 2. Provide Cooperating Teacher and College Supervisor with Anticipated Schedule of Observation Times
_____ 3. Complete Daily Student Journal
_____ 4. Complete Time Sheet and Required Number of Hours
_____ 5. Participate in Exit Activities
_____ 6. Complete Evaluation Forms

Evaluation

The preservice teacher’s evaluation shall be based on: input and completion of the evaluation form, observation of the college supervisor, and participation and preparation of the student as displayed in the regular class sessions. The college supervisor retains the right to require extra written work as may be deemed necessary. Although the evaluation and comments of the cooperating teacher are a vital part of the student's evaluation, final determination of a course grade is the responsibility of the college supervisor.
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Practicum I Student Information Sheet

NAME__________________________________________________________

CAMPUS ADDRESS______________________________________________ CAMPUS PHONE_____

PERMANENT ADDRESS____________________________________________

YEAR IN SCHOOL____________________________________________________

SPECIALTY AREA/EDUCATION COURSES TAKEN__________________________

____________________________________________________________________

____________________________________________________________________

COLLEGE ACTIVITIES/INTERESTS______________________________________

____________________________________________________________________

____________________________________________________________________

HOBBIES/OFF CAMPUS ACTIVITIES_____________________________________

____________________________________________________________________

____________________________________________________________________

EXPERIENCES RELATED TO TEACHING___________________________________

____________________________________________________________________

____________________________________________________________________

MY REASON FOR GOING INTO EDUCATION________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

TOPICS IN EDUCATION THAT HAVE A SPECIAL INTEREST FOR ME______________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

IF I COULD HAVE THE IDEAL TEACHING JOB IT WOULD BE____________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Practicum I Evaluation

Student Name____________________________________ Semester____________________
Cooperating School_______________________________ Teacher____________________

Please rate the performance of your practicum student in each of these areas using the following scale:

Outstanding 10  Very good 8  Average 6  Below average 4  Poor 2  Not Observed 0

PERSONAL TRAITS

Initiative_____
Common sense_____
Alertness_____
Voice_____
Appearance_____
Self-control_____

Comments/Suggestions

GENERAL PROFESSIONAL TRAITS

Regular, scheduled attendance_____
Follows directions_____
Works well with students_____
Demonstrates fairness_____
Responds positively to criticisms/suggestions_____
Demonstrates awareness of multicultural/exceptional students_____
Establishes and maintains rapport with students/staff_____
Asks questions/seeks clarification_____
Displays a professional attitude_____

Comments/Suggestions
Reading Practicum Evaluation

Student Name ___________________________ Semester ________________
Cooperating School ______________________ Teacher _________________

Please rate the performance of your practicum student in each of these areas using the following scale:

Outstanding 10    Very good 8    Average 6    Below average 4    Poor 2    Not Observed 0

PERSONAL TRAITS
Initiative ______
Common sense ______
Alertness ______
Voice ______
Appearance ______
Self-control ______

Comments/Suggestions

GENERAL PROFESSIONAL TRAITS
Regular, scheduled attendance ______
Follows directions ______
Works well with students ______
Demonstrates fairness ______
Responds positively to criticisms/suggestions ______
Demonstrates awareness of multicultural/exceptional students ______
Establishes and maintains rapport with students/staff ______
Asks questions/seeks clarification ______
Displays a professional attitude ______

Comments/Suggestions
Clinical Experience Student Information Form

A. PERSONAL INFORMATION

Name____________________________________________________________

Last    First    Middle

Home Address____________________________________________________________

Street   City      State           Zip

College Address _____________________________________Phone________________

In Case of emergency notify ____________________________Phone________________

B. SKILLS AND CHARACTERISTICS
Indicate special skills, talents, and personal qualities which will be of value to you in teaching (music, crafts, sports, etc.)

C. EXPERIENCES
Indicate past experience that you think might contribute to your effectiveness as a teacher and aid you in understanding children.

D. ACTIVITIES ENGAGED IN AND HONORS EARNED
High School:

College:

E. ORGANIZATIONAL MEMBERSHIPS
Professional organizations:

Social organizations:

Other:

F. HOBBIES:
G. TEACHING AREA

1. What attracted you to teaching as a profession?

2. Why did you select your particular teaching field?

3. Please write a brief autobiographical sketch in the space below. Indicate why you believe you will be an effective teacher.

4. What do you anticipate learning as a result of your practicum experience?
Summative Clinical Experience Student Assessment Form

Student Name___________________________________ Date of Teaching____________________

School________________________________________ Cooperating Teacher__________________

Please rate the performance of your clinical student in each of these areas using the following scale:
Outstanding 5, Very Good 4, Average 3, Below Average 2, Poor 1, Not Observed 0

**EVALUATIVE CRITERIA:**

**Planning:**
- Selects appropriate objectives 5 4 3 2 1 0
- Selects appropriate instructional materials 5 4 3 2 1 0
- Selects appropriate instructional techniques 5 4 3 2 1 0
- Provides for individual differences 5 4 3 2 1 0
- Plans for evaluation 5 4 3 2 1 0
- Shows evidence of daily/unit planning 5 4 3 2 1 0
- Understands theories and application of teaching 5 4 3 2 1 0

Comments/Suggestions for Improvement:

**Instruction:**
- Implements planning effectively 5 4 3 2 1 0
- Demonstrates instruction flexibility 5 4 3 2 1 0
- Uses appropriate questioning techniques 5 4 3 2 1 0
- Analyzes own teaching 5 4 3 2 1 0
- Manages classroom effectively 5 4 3 2 1 0
- Uses technology to plan and deliver learning opportunities 5 4 3 2 1 0

Comments/Suggestions for Improvement:

**General Professional Traits:**
- Works well with others 5 4 3 2 1 0
- Meets responsibilities promptly 5 4 3 2 1 0
- Demonstrates fairness 5 4 3 2 1 0
- Responds positively to criticisms and suggestions 5 4 3 2 1 0
- Uses Standard English in school and activities 5 4 3 2 1 0
- Demonstrates positive classroom personality 5 4 3 2 1 0
- Possesses general knowledge 5 4 3 2 1 0
- Possesses knowledge of subject 5 4 3 2 1 0
- Establishes and maintains rapport 5 4 3 2 1 0

Comments/Suggestions for Improvement:
### Personal Traits:

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<th>Trait</th>
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<tr>
<td>Regular, scheduled attendance</td>
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<td>Alertness</td>
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<td>Common Sense</td>
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<td>Hygiene</td>
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<td>Appearance</td>
<td>5 4 3 2 1 0</td>
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<td>Self Control</td>
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Comments/Suggestions for Improvement:

________________________________________________________________________
Cooperating Teacher Date

Recommended final grade __________

I have read the above assessment of my teaching performance and understand the contents.

________________________________________________________________________
Student Signature Date
CLINICAL VOUCHER

Directions: This form should be submitted to the Division of Education, Health, and Human Services, Missouri Valley College, at the conclusion of the clinical experience. If you have any questions, please do not hesitate to call.

CLINICAL STUDENT__________________________ DATE____________

SECONDARY SUBJECT________________________________________

OR

MIDDLE SCHOOL SUBJECT____________________________________

OR

ELEMENTARY GRADE LEVEL____________________________________

SCHOOL___________________________________________ CITY_____________________

I have acted in the capacity of a cooperating teacher for the above Missouri Valley College clinical student during the ________________ semester. On the basis of $100 for full-time supervision of the clinical student, I hereby claim this amount due to me.

Cooperating Teacher__________________________ Date____________

Address______________________________________________________________________

******************************************************************************

Approved:

Division Dean__________________________ Date____________

Hand in to the Supervising Professor.
# Early Childhood Clinical Time Sheet

Student Name ______________________________ Semester _______________

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Early Childhood Clinical Experience Student Information Form

A. PERSONAL INFORMATION

Name__________________________________________

Last                        First                        Middle

Home Address____________________________________________________________

Street              City       State       Zip

College Address _____________________________________Phone________________

In Case of emergency notify ____________________________Phone________________

B. SKILLS AND CHARACTERISTICS

Indicate special skills, talents, and personal qualities which will be of value to you in teaching (music, crafts, sports, etc.)

C. EXPERIENCES

Indicate past experience that you think might contribute to your effectiveness as a teacher and aid you in understanding children.

D. ACTIVITIES ENGAGED IN AND HONORS EARNED

High School:

College:

E. ORGANIZATIONAL MEMBERSHIPS

Professional organizations:

Social organizations:

Other:
F. HOBBIES:
G. TEACHING AREA

1. What attracted you to teaching as a profession?

2. Why did you select your particular teaching field?

3. Please write a brief autobiographical sketch in the space below. Indicate why you believe you will be an effective teacher.

4. What do you anticipate learning as a result of your practicum experience?
# Early Childhood Summative Clinical Experience Student Assessment Form

Student Name____________________________ Date of Teaching____________________

School__________________________________ Cooperating Teacher_________________

Please rate the performance of your clinical student in each of these areas using the following scale:
Outstanding 5, Very Good 4, Average 3, Below Average 2, Poor 1, Not Observed 0

## EVALUATIVE CRITERIA:

### Planning:
- Selects appropriate objectives
- Selects appropriate instructional materials
- Selects appropriate instructional techniques
- Provides for individual differences
- Plans for evaluation
- Shows evidence of daily/unit planning
- Understands theories and application of teaching

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<td>Understands theories and application of teaching</td>
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Comments/Suggestions for Improvement:

### Instruction:
- Implements planning effectively
- Demonstrates instruction flexibility
- Uses appropriate questioning techniques
- Analyzes own teaching
- Manages classroom effectively
- Uses technology to plan and deliver learning opportunities

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<td>Uses technology to plan and deliver learning opportunities</td>
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Comments/Suggestions for Improvement:

### General Professional Traits:
- Works well with others
- Meets responsibilities promptly
- Demonstrates fairness
- Responds positively to criticisms and suggestions
- Uses Standard English in school and activities
- Demonstrates positive classroom personality
- Possesses general knowledge

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<td>Uses Standard English in school and activities</td>
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<td>Demonstrates positive classroom personality</td>
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<td>Possesses general knowledge</td>
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<td>Possesses knowledge of subject</td>
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<td>Establishes and maintains rapport</td>
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Comments/Suggestions for Improvement:

**Personal Traits:**
- Regular, scheduled attendance  | 5 | 4 | 3 | 2 | 1 | 0 |
- Alertness                      | 5 | 4 | 3 | 2 | 1 | 0 |
- Initiative                     | 5 | 4 | 3 | 2 | 1 | 0 |
- Common Sense                   | 5 | 4 | 3 | 2 | 1 | 0 |
- Voice                          | 5 | 4 | 3 | 2 | 1 | 0 |
- Hygiene                        | 5 | 4 | 3 | 2 | 1 | 0 |
- Appearance                     | 5 | 4 | 3 | 2 | 1 | 0 |
- Self Control                   | 5 | 4 | 3 | 2 | 1 | 0 |

Comments/Suggestions for Improvement:

_________________________  ___________________
Cooperating Teacher  Date

Recommended final grade __________

I have read the above assessment of my teaching performance and understand the contents.

_________________________  ___________________
Student Signature  Date
Early Childhood CLINICAL VOUCHER

**Directions:** This form should be submitted to the Division of Education, Health, and Human Services, Missouri Valley College, at the conclusion of the clinical experience. If you have any questions, please do not hesitate to call.

CLINICAL STUDENT ________________________________ DATE ______________

SECONDARY SUBJECT ____________________________________________

OR

ELEMENTARY GRADE LEVEL _______________________________________

SCHOOL ________________________________ CITY _______________________

I have acted in the capacity of a cooperating teacher for the above Missouri Valley College clinical student during the ________________ semester. On the basis of $50 for full-time supervision of the clinical student, I hereby claim this amount due to me.

Cooperating Teacher ________________________________ Date ______________

Address __________________________________________________________

*************************************************************************

Approved:

Division Dean ________________________________ Date ______________

Hand in to the Supervising Professor.
PROFESSIONAL OBSERVATION RECORD

Student Name _______________________ Class/Subject _______________ Supervising Professor ____________________

1. Begins instruction promptly, maintains instruction/academic focus. (Room prepared for lesson, clear/concise directions, springboard or motivational opener, expectations explained)

2. Organizes time and materials in an orderly manner.

3. Displays adequate knowledge base for lesson and utilizes correct spelling, grammar, and mathematics.

4. Shows interest and enthusiasm (verbal/nonverbal) in lesson.

5. Emphasizes important points through planned activities, discussion, and/or analysis. (Real life examples provided when applicable.)

6. Checks for academic comprehension during lesson and provides summative assessment when appropriate.

7. Demonstrates effective classroom management techniques.

8. Uses a variety of instructional strategies to allow diverse learners to participate at appropriate levels of learning.

9. Provides closure for the lesson.
Student signature ______________________________ Supervising Professor signature _________________________

PROFESSIONAL OBSERVATION RECORD
MISSOURI VALLEY COLLEGE

Student: ________________________________  Cooperating Teacher: ______________________________
School Assignment: _______________________  College Supervisor: ______________________________
Unit Topic: _______________________________ Lesson Topic: ________________________________

PLANNING INSTRUCTION: Plans instruction based on knowledge of subject, students, community, and

- Clear objectives for instruction;  Additional Comments:
- Assessment linked to objectives;
- Addresses differentiated learning;
- Appropriate lesson planning;
- Is prepared to teach;
- Shows creativity in lesson design and materials.

INSTRUCTIONAL STRATEGIES: Employs a range of instructional strategies that promote student learning.

- Good anticipatory set;
- Conveys purpose of instruction;  Additional Comments:
- Uses variety of instructional resources;
- Uses variety of teaching strategies;
- Uses media technology effectively;
- Has good transitions;
- Makes directions and expectations clear;
- Follows a logical sequence in instruction;
- Paces lesson well;
- Includes closure.

LEARNING ENVIRONMENT: Structures positive learning environments that promote interaction, engagement & self-motivation.

- Helps students work productively and cooperatively;  Additional Comments:
- Maintains positive classroom environment;
- Uses a variety of motivational strategies;
- Encourages student engagement;
- Organizes and manages time, space & activities;
- Provides clear, appropriate behavioral expectations;
- Employs strategies to encourage or support appropriate behavior;
- Establishes relationships with all students.

DIVERSE LEARNERS: Recognizes student differences in background, experience, ability, & learning style & teaches

- Uses strategies to support students whose first language is not English;
- Allows for different learning styles, abilities, cultures, genders, and experiences;
- Fosters respect for individual difference.

Assessment: Uses formal/informal assessment strategies to evaluate student progress and plan future work.

- Implements self-assessment activities for students;  Additional Comments:
- Uses appropriate assessment tools;
- Assessment verifies student learning.

---

**LESSON PLAN MODEL**

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<th>Lesson Title:</th>
<th>Grade Level:</th>
<th>Subject(s):</th>
<th>Teacher:</th>
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Writing Reflection Statements

- Reflections that accompany your artifacts for each Quality Indicator should:
  1. Describe why you selected this particular artifact and how it addresses the corresponding Quality Indicator,
  2. Connect the artifact to learning theories and teaching practices, and
  3. Describe what you learned as a result of this entry (pertaining to learning, teaching, working with learners, etc.) and/or how you grew professionally.

- Reflection statements can include things like:
  1. Your role as a teacher
  2. Knowledge gained throughout your learning experience
  3. Impact of teaching on student learning
  4. Interactions with students
  5. Learning theories/styles
  6. Interactions with colleagues
  7. Accounts of field experiences related to the Quality Indicator
Notice of Dismissal from Clinical Experience

Due to the sense of community being developed through the intense relationship of the cooperating teacher, student population, and the college personnel, the Clinical Experience student is expected to perform as a professional educator.

A lack of professionalism on the part of the Fall/Spring Clinical Experience student may result in:

1. Removal from the Clinical Site
2. Dropped from the Clinical Experience
3. Dropped from the related Clinical Experience Classes:

Student Signature_____________________________________________
Missouri Valley College

Faculty Phone Numbers

Dr. Karla Bruntzel  
Dean of Education, Health and Human Services  
660-831-4103

Mrs. Laura Thiel  
660-831-4084

Mrs. Carla Fricke  
660-831-4196

Mr. Spencer Fricke  
660-831-4196

Mrs. Linda Gordon  
660-831-4232

Mr. Charles Guthrey  
660-831-4008

Dr. Debra Mills  
660-831-4137

Dr. Pam Riggs  
660-831-4027

Mrs. Peggy Sherman  
660-831-4210

Mr. Russ Whyte  
660-831-4008