

## Education Faculty

Full-time Faculty	Extensions
Dr. Linda Aulgur- Professor Director of Certification and Placement WH 248	6227
Dr. Barri Bumgarner- Assistant Professor WH 250	5219
Dr. Jim Concannon- Associate Professor Chair of Education WH 242	5293
Dr. Robert Cowles- Associate Professor Social Sciences Division Chair WH 249	6228
Professor Mary Majerus, Math Education Chair of Mathematical Sciences	5298
Dr. Therese Miller- Professor Coordinator, Physical Education Chair of Health and Exercise Science	5300
Dr. Sue Serota- Associate Professor Director of On-Line Programs WH 245	5210
Half-time Staff	
Ms. Rikka Brown, Administrative Assistant	5398

## **The Mission of Westminster College**

It shall be the mission of Westminster College to educate and inspire all its students through a distinctive liberal arts curriculum and a dynamic developmental experience; to challenge them to be critically aware, life-long learners and leaders of character, committed to the values of integrity, fairness, respect and responsibility; and to prepare them for lives of success, significance and service.

## **Education Program Mission, Goals and Vision Statement**

The Westminster Education Program instills life-long learning by providing education students with depth and breadth of teaching academic knowledge and practical experiences designed to equip them for success within the teaching profession. The faculty is dedicated to exemplary teaching and continual learning by drawing on sound research and practice. Students receive personal attention within a supportive learning community that encourages them to develop critical thinking, creative sensibility, content knowledge and communication skills to share ideas and to understand others as they teach and learn in a global-technological society.

## **Organizations for Education Students**

**Education Association** free and open to all interested in education, meets 3 times a year, sponsors other events.

**Health & Physical Education Club** learns about new developments in health and physical education; and initiates and/or participates in community projects that promote health and physical fitness. Involves students, faculty and staff in health and physical education activities.

### **Missouri State Teachers' Association, Westminster Chapter**

(MSTA) recommended for all who work directly with children, cost: \$13 yearly. The association provides liability insurance up to \$3 million for the member.

**Kappa Delta Pi** (Westminster/William Woods joint chapter) honorary education organization for those with junior standing and an overall GPA of 3.25. Eligible students are notified after they have completed 60 hours, and are invited to join.

**Association of Childhood Educators International (ACEI)** Westminster students' branch of the international organization is dedicated to improving education of children aged birth through middle school. Open to all students.

**Association for Supervision and Curriculum Development (ASCD)** An Association that develops programs, products and services essential to the way educators learn, teach and lead.

## Education Degrees Offered

**Early Childhood Education:** birth through age 8

**Elementary Education:** grades 1-6

**Early Childhood Education add-on:** after completing all Elementary Education requirements, a student can receive additional certification to include birth-age 8 – with specialization in Preschool-Kindergarten.

**Middle School:** grades 5-9

Areas of Concentration (should choose two areas)

Language arts

Mathematics

Science

Social Studies

**\*Secondary Education:** grades 9-12

Areas of Concentration (all include a minor in that discipline)

Social Studies

Chemistry

English

Biology

Mathematics

Physical Sciences

General Science

Business Education

**Physical Education:** grades K-12

Can also obtain a Coaching Minor

**Spanish K-12, French K-12**

\*Some students expect to pursue two majors, obtaining a major in their discipline as well as the major in Secondary Education. There is a special coursework track for dual English Secondary Majors; as well as Social Studies (History) and Mathematics.

## Dual Major; Early Childhood Add-on; and Certification

Students can major in more than one area. For example, a student may wish to major in both secondary and middle level education. However, majoring and certifying are different.

Westminster can only recommend individuals to be certified per DESE requirements when:

- 1) The individual has successfully completed student teaching specific to level and content area;
- 2) Has successfully passed the Pearson Vue content exam specific to level and content area;
- 3) Has successfully completed the coursework specific to level and content area.

If a student wishes to certify in two or more levels or content areas, a 13 student teaching experience must occur for each level and/or content area. The only exception is for individuals pursuing elementary with an early childhood add-on certifications. These individuals must pass the Pearson Vue for both elementary and early childhood and successfully complete one 16 week student teaching experience – 12 weeks at the elementary level and 4 weeks at the early childhood level.

## Westminster College TEP Conceptual Framework: The Development of Future Teachers

The process of becoming a teacher is a complex journey through distinct interrelated stages. Along the journey, there are four major levels or components to the maturing process: (1) observation; (2) demonstration; (3) evaluation; and (4) reflection. Each component is a part of the preservice teacher (PST) education and provides for each student to fully participate in experiences that allow for active meaning seeking for that area. There are four phases of the Westminster College Teacher Education Program (TEP) that account for experiences in each of these four areas. Phase One concerns the **observation** of teaching by PSTs **and learning to be a reflective observer**. Phase Two provides many opportunities for PSTs to **demonstrate** developing concepts about human learning and experience curriculum designed to elicit **deeply connected understandings**. Phase Three includes PSTs completing an in-depth **action research** project with a formal reflection conclusion, including a record of PST self-evaluation. Phase Three also includes extended opportunities for PSTs to work directly in the classroom, which culminates in the student teaching experience. Phase Four begins with PST presentation of a portfolio, which provides an evaluation of the TEP as the student also **evaluates** himself or herself through the process of **reflection** on the first three phases of the TEP and his or her beginning year as a professional. Follow-up throughout the PST's first year as a classroom teacher provides additional **reflective** experiences as well as support and professional development opportunities.

The conceptual framework for the Teacher Education Program is based on constructivist and sociocultural learning principles, including opportunities to reflect on the learning that has occurred.




WESTMINSTER COLLEGE  
TEACHER EDUCATION PROGRAM

### **Entrance into the Teacher Education Program**

- 1) Register and take the **Missouri Educator Profile (MEP)**; passing score not required; required to take in EDU 101.
- 2) Passing scores all subsets of the **Missouri General Education Assessment (MOGEA)**; required to take in EDU 290; Send results to Rikka Brown
- 3) **Resume**; to be done in EDU 290; send to Rikka Brown
- 4) Written **Teaching Philosophy** Document; to be done in EDU 290; send to Rikka Brown
- 5) Maintain an annual student membership with the Missouri State Teacher Association (MSTA); Practicum 1 (EDU 291); Send document to Rikka Brown
- 6) Register with the **Family Care Safety Registry** at: [health.mo.gov/safety/fcsr](http://health.mo.gov/safety/fcsr) during Practicum 1 (EDU 291); Send results to Rikka Brown.
- 7) Satisfactory **Dispositions** Checklist from Cooperating Teacher and Professor of Practicum I (EDU 291).
- 8) Letter of Recommendation from an Education Faculty Member.
- 9) Letter of Recommendation from an Outside Faculty Member.
- 10) **4 – year Plan** signed by adviser and sent to Rikka Brown.
- 11) **Grade Point Average**: 2.75 Overall; 3.00 Education Coursework; 3.0 Content Coursework at the end of sophomore year; for transfer students, GPA will be calculated after one semester of Westminster coursework.

## **Missouri General Education Assessment (MOGEA)**

	Internet-based test (IBT); multiple-choice questions and written assignment
<b>Format</b>	<ul style="list-style-type: none"><li>• English Language Arts: 40 multiple-choice questions</li><li>• Mathematics: 40 multiple-choice questions</li><li>• Science: 40 multiple-choice questions</li><li>• Social Studies: 40 multiple-choice questions</li><li>• Writing: 1 written assignment</li></ul>
<b>Time</b>	Five hours for all five subtests; One hour for a single subtest
<b>Test Dates</b>	By appointment, year round, available on a first-come, first-served basis. Available test appointments are shown during the registration process.
<b>Test Sites</b>	Available at test centers across Missouri.
<b>Passing Score</b>	Passing scores are set by Missouri educator preparation programs; examinees must pass all five subtests.
<b>Reference Materials Provided for This Test</b>	An on-screen 4-function calculator and a formulas page are provided for the Mathematics subtest.  .
<b>Test Fee</b>	\$49 for all five subtests, or \$25 for a single subtest. Additional fees may apply. <i>Candidates may only register for the five-subtest option one time.</i>
<b>Passing Score per Subset</b>	<b>English 186</b> <b>Mathematics 183</b> <b>Science 183</b> <b>Social Studies 183</b> <b>Writing 193</b>

## **Missouri Educator Profile**

The MEP is an assessment of work style preferences used to support the development of effective educator work habits. There are no right or wrong answers, so it is important to answer the questions honestly. There is no need to study or prepare for this assessment. The MEP does not measure your knowledge, instead it measures work-relevant attitudes and behaviors that contribute to or impede job performance in a school setting.

### **There are 6 "Drivers of Performance" measured in the MEP**

Achievement

Social Influence

Interpersonal

Self-adjustment

Conscientiousness

Practical Intelligence

Your results are presented in a Development Report so that you can better understand how your current work habits compare to those of effective educators and what you can do to develop your work habits further. You are encouraged to review the results with your academic advisor and to create a plan for your professional development.

### **How do I register for the MEP?**

To register for the MEP, please go to the [MEP Registration Website](#)

### **Where do I go to complete this assessment?**

The MEP can be taken from anywhere with a computer and internet connection. Because there is no "passing" score, you can take it anywhere, and at any time of day or night. Some refer to the MEP as a "pajama test" because you can take it at home in your pajamas!

### **What do I do with my results?**

Send your results to Rikka Brown







## **Family Care Safety Registry**

The Family Care Safety Registry (FCSR) helps protect seniors, children, and the disabled by conducting background screenings on long term care workers, child care workers, and personal care workers. If you are an employee or a job applicant in one of these fields, you must register with the FCSR before background screenings can be requested. Registering with the FCSR means you will provide personal information and agree to background screenings for employment purposes as defined in state law. There is a one-time registration fee of \$11.00.

Submitting your registration online is faster than the mail. Instead of the cost of a stamp, there will be a \$1.00 processing charge added to your fee. To register online you will need: Internet access, your Social Security number, and a credit card or debit card.

<https://webapp02.dhss.mo.gov/bsees/Main.aspx?sk=SK1985093432>

For student background checks, the Education Department uses the Family Care Safety Registry (FCSR). To receive a background clearance you must register with the FCSR.

Follow the instructions below to register online with the FCSR. This will be a one-time registration which will need to be paid by a debit or credit card. To receive future background clearances at no cost call 866-422-6872. This is how to make address or telephone number changes as well.

### **Instructions:**

Go to the website: **Family Care Safety Registry**

Click **Register On Line**

Click **Register**

Click **Register**

Click **Is A Person Registered**

Enter **SS#**

Enter **Security Text**

Click **Search**

Click **Continue** (Proceed with Registration)

**DO NOT ENTER ANYTHING IN THE EMPLOYER NAME BOX** (Leave Blank)

Select **If No Employer** (it's a drop down)

Select **Student**

Click **Continue**

Under Selection Criteria Click **Voluntary**

Personal Information Enter **Last, First, Middle Name**

Enter **DOB**

Enter **Gender**

Contact Information Enter **Address/Phone #/email**

Click **Continue**

**Click Box of Address**

Click **Save**

Check Information and Click **Continue**

Registration Agreement Click **Agree**

Make Payment (debit or credit card) Click **Continue**

Click **Continue** (Transaction Successful)

It is your responsibility to bring a copy to Rikka Brown located in WH 42, scan a copy to her email [Rikka.Brown@westminster-mo.edu](mailto:Rikka.Brown@westminster-mo.edu) or fax a copy to her at 573-592-5995.

**Student MSTA** <http://www.msta.org/s-msta/>

**The Missouri State Teachers Association nurtures the next generation of teachers by sponsoring a student group at the college level.**

Student-MSTA is the pre-professional organization for education majors on Missouri college and university campuses. Members have opportunities for:

- Personal and professional growth
- Development of leadership skills
- Participation in professional development at local and state levels
- Annual fall meeting during MSTAs state convention

Student-MSTA offers affordable services:

- Liability insurance for student teachers included in dues
- Legal assistance
- *Teacher U*, the S-MSTA newsletter
- *School & Community* magazine

## TEP Checklist

\_\_\_\_\_ GPA CHECK (2.75 Overall; 3.0 Education; 3.0 Content)

\_\_\_\_\_ MOGEA Passed

\_\_\_\_\_ MEP Taken

\_\_\_\_\_ Resume

\_\_\_\_\_ Teaching Philosophy

\_\_\_\_\_ Letter of Recommendation from EDU Faculty Member

\_\_\_\_\_ Letter of Recommendation from Outside Faculty Member

\_\_\_\_\_ Family Care Safety Registry Background Check

\_\_\_\_\_ 4- Year Plan

\_\_\_\_\_ Active MSTA Membership

**Application for Admission**

**Teacher Education Program**

*Name:* \_\_\_\_\_ *Date* \_\_\_\_\_

Westminster Address: \_\_\_\_\_

Westminster Phone: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Class Standing: \_\_\_\_\_

Major: \_\_\_\_\_

Concentration Area(s): \_\_\_\_\_

I understand that admission to the Teacher Education Program does not assure continuance in it.

I meet the following criteria:

1. Cumulative GPA of 2.75 or better on a 4.0 scale; Education GPA of 3.0 or higher; Content GPA of 3.0 or higher.
2. Passing score on all sections of MoGEA (Missouri General Education Assessment)
3. Submission of a current vita
4. Submission of Teaching Philosophy
5. Recommendation letter from Education faculty
6. Recommendation letter from faculty or staff other than Education
7. Acceptable background check for felony convictions and/or child abuse as specified by the State of Missouri
8. Copy of four-year plan, showing anticipated coursework, signed by advisor
9. Active MSTTA policy
10. MEP taken
11. Declared a Major in Education



WESTMINSTER COLLEGE  
TEACHER EDUCATION PROGRAM

**Student Teaching Requirements**

Prior to student teaching, the pre-service teacher must:

Previously been admitted into the Teacher Education Program (TEP).

Pass the content exam within the first two attempts.

Hold a valid Missouri substitute teaching certificate.

Maintain a 3.0 education GPA, 3.0 Content GPA, and an overall 2.75 GPA.

Maintain a student membership in the Missouri State Teacher's Association (MSTA).

Provide a formal request to student teach at least one semester prior to the intended student teaching experience sent to Rikka Brown. The request must be received one full semester prior to the intended student teaching experience. The request should indicate a school or a teacher if applicable.

NOTE: Student teaching is required for certification.

## Missouri Educator Gateway Assessments

### Missouri Content Assessments

#### By Individual Certification Areas, Test Codes, Titles, and Fees

#### Early Childhood – Birth to Grade 3 & Elementary – Grades 1 to 6

Certification Areas	Test Codes & Titles	Fees
Early Childhood Education	#064 Early Childhood Education	\$77
Elementary Education <i>Must pass all four (4) subtests to be eligible for certification in Elementary Education</i>	Elementary Education Multi-Content** – All Four (4) Subtests	\$110
#007 English/Language Arts Subtest	\$39	
#008 Mathematics Subtest	\$39	
#009 Science Subtest	\$39	
#010 Social Studies Subtest	\$39	

#### Middle School Education – Grades 5 to 9

Language Arts	#011 Middle School Education: Language Arts	\$77
Mathematics	#012 Middle School Education: Mathematics	\$77
School Science	#013 Middle School Education: Science	\$77
Social Science	#014 Middle School Education: Social Science	\$77

## Secondary Education – Grades 9 to 12

Agriculture	#015 Agriculture	\$77
Biology	#016 Biology	\$77
Business	#017 Business	\$77
Chemistry	#018 Chemistry	\$77
Earth Science	#019 Earth Science	\$77
English	#020 English	\$77
General Science	#021 General Science	\$77
Marketing	#022 Marketing	\$77
Mathematics	#023 Mathematics	\$77
Physics	#024 Physics	\$77
Social Science	Social Science Multi-Content** – All Six (6) Subtests	\$165
<i>Must pass all six (6) subtests to be eligible for certification in Social Science</i>		
#025 Social Science: United States History Subtest		\$39
#026 Social Science: World History Subtest		\$39
#027 Social Science: Economics Subtest		\$39
#028 Social Science: Geography Subtest		\$39
#029 Social Science: Political Science Subtest		\$39
#030 Social Science: Behavioral Science		\$39



**Time Line** Note: Each candidate must maintain a 3.0 GPA throughout the timeline

- |   |   |
|---|---|
| 1 <sup>st</sup> year – 1 <sup>st</sup> semester | <input type="checkbox"/> Join Education Association   |
|   | <input type="checkbox"/> Take Education 101, Intro to Teaching  |
|   | <input type="checkbox"/> Missouri Educator Profile (EDU 101)  |
| 1 <sup>st</sup> year – 2 <sup>nd</sup> semester | <input type="checkbox"/> Declare Education as a Major   |
|   | <input type="checkbox"/> Take EDU 290, Foundations of Teaching  |
|   | <input type="checkbox"/> Take EDU 291, Practicum I  |
|   | <input type="checkbox"/> Register to take MoGEA   |
|   | <input type="checkbox"/> Start other documents for TEP admission  |
|   | <input type="checkbox"/> Pass MoGEA Test  |
|   | <input type="checkbox"/> Resume   |
|   | <input type="checkbox"/> Recommendation form Education Faculty  |
|   | <input type="checkbox"/> Recommendation for non Education Faculty   |
| 2 <sup>nd</sup> year – 1 <sup>st</sup> semester | <input type="checkbox"/> Complete requirements to be admitted to TEP                                      |
|   | <input type="checkbox"/> Meet with Education Faculty Advisor to complete a four-year plan of course work. |
|   | <input type="checkbox"/> Take 200 level Tier II coursework  |
| 2 <sup>nd</sup> year – 2 <sup>nd</sup> semester | <input type="checkbox"/> Take 200 level EDU coursework  |
| 3 <sup>rd</sup> year – 1 <sup>st</sup> semester | <input type="checkbox"/> Take 300 level coursework  |
|   | <input type="checkbox"/> Join Missouri State Association (MSTA)   |
|   | <input type="checkbox"/> Apply for substitute teaching certificate  |
| 3 <sup>rd</sup> year – 2 <sup>nd</sup> semester | <input type="checkbox"/> Take EDU 393, Practicum II and   |
|   | <input type="checkbox"/> EDU 392, Reading in the Content Area   |
|   | <input type="checkbox"/> Decide on possible student teaching location                                     |
| 4 <sup>th</sup> year – 1 <sup>st</sup> semester | <input type="checkbox"/> Renew MSTA Membership  |
|   | <input type="checkbox"/> Pass Content/Certification Specific Exam/Pearson Vue                             |
|   | <input type="checkbox"/> Apply to Student Teach   |
|   | <input type="checkbox"/> Meet with Education Chair to be approved for Student Teaching                    |
|   | <input type="checkbox"/> Take EDU 453, Organization and Management  |
| 4 <sup>th</sup> year – 2 <sup>nd</sup> semester | <input type="checkbox"/> Student Teach  |
|   | <input type="checkbox"/> Take EDU 490, Education Seminar  |
|   | <input type="checkbox"/> MOSPE Exam/Start the Professional Competency Profile                             |
|   | <input type="checkbox"/> Obtain applications for district of your choice for teaching positions           |
|   | <input type="checkbox"/> Schedule exit interview with your advisor  |
|   | <input type="checkbox"/> Send all transcripts to the department assistant                                 |
|   | <input type="checkbox"/> Send Missouri Educator Evaluation Systems Scores to department assistant.        |

**Westminster Education Department**  
**School Districts Available for Student Teaching**

**Fulton:**

Fulton High School                      Fulton Middle School                      Bartley Elementary  
McIntire Elementary                      Bush Elementary                      St. Peter's Catholic School, Grades 1-8

**Mexico**

Mexico Elementary, Middle & High Schools

**Montgomery City**

Montgomery City Elementary, Middle & High Schools

**New Bloomfield**

New Bloomfield Elementary, Middle & High Schools

**North Callaway**

North Callaway High School—Kingdom City                      Auxvasse Elementary-Auxvasse  
Hatton McCredie-Kingdom City                      Williamsburg Elementary-Williamsburg

**South Callaway**

South Callaway Elementary, Middle & High Schools—Mokane  
South Callaway Early Childhood Center-Mokane

**Jefferson City**

Jefferson City High School  
Lewis and Clark Middle School  
Helias High School (parochial)  
All Public Elementary Schools  
St. Joseph's Elementary School (parochial)

**Columbia**

Hickman High School                      Smithton Middle School  
Rockbridge High School                      Lange Middle School  
West Junior High                      Columbia Independent School, K-12  
Jefferson Junior High                      Two Mile Prairie Elementary  
Oakland Junior High                      Benton Elementary  
Gentry Middle School

## **Westminster Education Department Student Teaching Policy**

The Westminster Education Department places students in schools in the Fulton area, or within a thirty-mile radius of Fulton. This includes Jefferson City and Columbia.

Admission to student teaching is attained by being accepted into the Teacher Education Program and maintaining a 3.0 GPA in professional education courses and 3.0 GPA in concentration major coursework.

If a student wishes to appeal the policy of student teaching, in order to be placed in a district more than 30 miles from Westminster, they should write a request to the Director of Teacher Certification and Placement Coordinator, Dr. Linda Aulgur, outlining why they should be allowed to student teach in that district. This should be done at least **three** semesters prior to their student teaching. Students should also be aware that if placed in an outlying district, they would be charged the standard class tuition fee of (\$35) for each credit hour of student teaching, as well as additional mileage charges of .50 per mile, per round trip to cover supervisory costs. (Fee is subject to go up in subsequent years.)

The Department will then determine if the student is eligible to be placed in an outlying district. A GPA of at least 3.25 will be considered necessary to be placed so far off-campus. The student should also be aware that they would still be required to attend EDU 490 Student Teaching Seminar, which meets at 4:15 PM on Mondays here on campus, during the student teaching experience. For EDU 490, the student teacher is required to complete the Missouri Pre-service Teacher Assessment (MOPTA).

**Memorandum of Understanding**  
**Missouri Standards for the Preparation of Education**  
**Standard #3 – Field & Clinical Experiences**



WESTMINSTER COLLEGE  
TEACHER EDUCATION PROGRAM

**The Teacher as an Inquiring Professional**  
Westminster College Department of Education

**Statutory Authority and Administrative Rule for Pre-service Teachers and/or Interns**

References to the status of pre-service teachers and/or interns can be found in the following statutes and administrative rules:

- Missouri Statutes
  - RSMo 161.092 – Powers and Duties of State Board
  - RSMo 161.097 – Evaluation of Teacher Education Programs
  - RSMo 168.021 – Issuances of Teachers' Licenses
- Missouri Administrative Rules
  - 5 CSR 20-400.330 – Clinical Experience Requirements for Candidates in Professional Education Programs

**Scope of the Agreement**

This Memorandum of Understanding (MOU) outlines various aspects of field and clinical experiences for initial and advanced certification programs. The roles and responsibilities of the candidate, the educator preparation program, and the PK-12 schools are outlined in the MOU. The MOU should be reviewed annually. The MOU establishes a common set of expectations for all field and clinical experiences. As always, the PK-12 schools and educator preparation programs may establish higher expectations for candidates and themselves.

## **Introduction & Development of MoSPE**

The Missouri Standards for the Preparation of Educators (MoSPE) was approved by the Missouri State Board of Education on November 27, 2012 and replaced the Missouri Standards for Teacher Education Programs (MoSTEP). MoSPE was developed by a stakeholder work group of over 120 educators representing PK-12 schools, educator preparation programs, and professional associations.

MoSPE established the following six standards: 1) Academics, 2) Design & Assessment, 3) Field & Clinical Experiences, 4) Candidates, 5) Faculty, and 6) Operations & Resources. There was a stakeholder work group for each standard. The largest stakeholder work group was Field & Clinical Experiences. This 42 member work group was co-chaired by a representative from the PK-12 schools and a representative from an educator preparation program.

The Field & Clinical Experiences work group identified 8 questions that were vetted in a series of meetings held at the Regional Professional Development Centers. The 8 questions were also included in a survey that garnered responses from 999 PK-12 and educator preparation faculty.

Those statements were:

1. What is the responsibility of the P-12 districts in the preparation of student teachers?
2. What qualifications/characteristics should be required for someone to host a student teacher?
3. What qualifications/characteristics should be required for someone to be a university supervisor?
4. Should student teachers be evaluated using the same tools as practicing teachers?
5. Should there be some consistency among the expectations for student teachers/cooperating teacher for all Missouri colleges/universities?
6. How often should student teachers, cooperating teachers, and university supervisors meet during an assignment of 12 weeks? 16 weeks?
7. What type(s) of compensation should cooperating teachers receive for their services?
8. What should be included in an orientation with student teachers and cooperating teachers?

The results of regional meetings and surveys were incorporated into the development of Standard 3 – Field & Clinical Experiences and are also the cornerstone for the development of this Memorandum of Understanding.

## **Placement**

Candidates must be placed in school/classroom settings within the grade range and content area(s) that aligns with the certification program they are exploring and/or certification area. Educator preparation programs must include their alignment to the Entry, Mid-Level, and Culminating Experiences established in Standard 3. There is an expectation that pre-service students in their first field experience are placed with teachers that have a minimum of three years of PK-12 experience. Pre-service teachers at the mid-level experience and culminating student teaching experience should be placed with a cooperating teacher who has a minimum of five years of experience in PK-12 schools. In addition to having five years teaching experience, cooperating teachers at the culminating level should hold a Master's Degree.

### **Assignment**

Research has indicated that one of the most important aspects in educator preparation in the assignment of cooperating teachers and/or on-site internship supervisors. Every student teacher deserves the best cooperating teacher; every cooperating teacher deserves the best student teacher; every student teacher and cooperating teacher deserves the best educator preparation program supervisor. Each school site should also present a nurturing environment. Guidelines for assignment of cooperating teachers, on-site supervisors, and program supervisors are found in Standard 3. The early level and mid-level field experiences require 30 and 45 clock hours of interaction with PK-12 students. Westminster College required a minimum of 13 weeks of student teaching. While student teaching, students are enrolled in an Education Seminar course. The Education Seminar provides the student teachers the opportunity to communicate the progression of their student teaching experience.

### **Background & Security Checks Procedures**

Teachers being placed for their early, mid-level, and culminating experiences are required to pass a background check. The background check for the early and mid-level students is conducted using the Family Care Safety Registry provided by the Missouri Department of Social Services. A background check occurs prior to the first day of their early field experience and again prior to their first day of the pre-service teacher's mid-level experience. For the culminating level, students are required to obtain a State of Missouri substitute certificate. To obtain a substitute certificate, pre-service teachers are required to undergo a thorough FBI background check.

### **Liability Insurance**

All students working in PK-12 settings are required to have liability insurance. The liability insurance is through MSTTA or NEA.

### **Duration, Change of Assignment, and Termination**

The early and mid-level field experiences require pre-service teacher to serve respectively 30 and 45 hours in the PK-12 school. The pre-service teacher should be placed in a classroom respective to the pre-service teacher's certification level and content area. Student teachers are required to serve a minimum of 13 weeks in one placement site. Dual placement sites (example: 6 weeks in two different classrooms) are not allowed. Students can be removed from, or be required to change, assignments in their field and/or clinical experiences by the building superintendent, principal, cooperating teacher, the chair of education, or the field and clinical supervisor.

### **Orientation for Pre-Service Teachers, Cooperating Teachers, Interns, and On-Site Supervisors**

The semester prior to their student teaching experience, a student teacher and his/her field supervisor receive an orientation session. At this informational session, student teachers and their supervisors receive the appropriate chronological expectations in the student teaching experience. Clinical supervisors are required to meet with cooperating teachers and the student teacher prior to the student teaching experience to discuss timelines and expectations.

### **Supervision and Evaluation of Pre-service Teachers and/or Interns**

MoSPE Standard 3 requires the use of the Missouri Educator Evaluation System. Cooperating teachers, on-site supervisors, and educator program supervisors must understand and demonstrate the ability to evaluate the candidates using this performance based system of continuous improvement. The most critical component is providing feedback to the candidate in a manner that promotes growth. The results of the evaluations will become part of the candidate's Professional Competency Profile and will also be included in the aggregate on the Annual Performance Report for Educator Preparation Programs. Field and clinical supervisors will have a minimum of three years of experience in PK-12 schools and/or educator preparation. The field and clinical supervisor will hold a minimum of a Master's Degree. Clinical supervisors will have weekly communication with the cooperating teacher. The cooperating teacher at the mid-level experience evaluates the pre-service teacher's ability to teach effectively, and the pre-service teacher's disposition to teach.

### **Compensation**

Cooperating teachers will receive an honorarium of \$200 at the finish of the student teaching experience. Student teachers can be compensated for substitute teaching while doing their student teaching experience. Student teachers can only count a maximum of five days of substituting toward their student teaching experience given that the substituting occurs in the cooperating teacher's classroom. Student teachers cannot count substituting towards student teaching if it occurs in a classroom other than the cooperating teacher's classroom.

### **Missouri Standards for the Preparation of Educators (MoSPE)**

**Program Standard 3 – Field & Clinical Experiences: Field and clinical experiences, offered in collaboration with PK-12 schools, support the development of educators.**

- A. Clinically based educator preparation creates varied and extensive opportunities for candidates to connect what they learn with the challenge of using it, while under the expert tutelage of skilled clinical educators. Candidates blend practitioner knowledge with academic knowledge as they learn by doing. They refine their practice in the light of new knowledge acquired and data gathered about whether their students are learning. A close partnership must exist between educator preparation providers and school districts to better serve prospective educators and the students they teach.
- B. Educator preparation programs shall use the Missouri Educator Evaluator System to measure the effectiveness of their candidates.
- C. Initial field and clinical experiences shall be divided into three developmental levels: Early, Mid-Level and Culminating. The requirements for cooperating teachers and university supervisors shall vary for each developmental level.

<b>Developmental Levels for Initial Field &amp; Clinical Experiences</b>			
	<b>Early Level</b>	<b>Mid-Level</b>	<b>Culminating Level</b>
<b>Levels and Definitions</b>	<b>Observations &amp; Limited Experiences with Students</b>	<b>Observations &amp; Structured Experiences with Students</b>	<b>Student Teaching in Collaboration with Cooperating Teacher</b>
<b>Length</b>	30 Clock Hours	45 Clock Hours	Minimum of 12 Weeks
<b>Cooperating Teachers</b>	Minimum of 3 Years of PK-12 Teaching Experience		
	Minimum Degree Requirement		
	Bachelors Degree		Masters Degree
	Processes & Requirements		
	State Approved Certification in the Content Area & Grade Range		
<b>Field &amp; Clinical Supervisors</b>	Minimum Years of Experience		
	Minimum of 3 Years of Experience in PK-12 Schools and/or Educator Preparation	Minimum of 5 Years of Experience In PK-12 Schools and/or Educator Preparation	
	Minimum Degree Requirement		
	Masters Degree	Masters Degree +	Masters Degree +
	General Practitioner	PK-12 Knowledge & Expertise Students, Content, and/or Pedagogy	
	2-3 Years Experience in PK-12 Schools and/or Educator Preparation		3 to 5 Years of Experience in PK-12 Schools and/or Educator Preparation
	Ability to Interact, Mentor, Communicate with Students and On-Site Supervisors		
	Number of Contacts & Observations		
			Weekly Contact with Student Teachers and Cooperating Teachers
			One Observation Every Two or Three Weeks

- D. Field experiences may be of an exploratory nature with planning and involvement of the PK-12 school partnerships. Clinical experiences shall be accomplished within the grade range(s) and certification area(s) sought by the candidates.
- E. Educator preparation programs and school districts shall provide regularly scheduled Orientation Sessions for student teachers, cooperating teachers, interns, on-site school supervisors, school site administrators, university faculty/supervisors and other members of the school and community.



- F. School sites shall be carefully selected and the appropriate level of participation shall be determined collaboratively.

<b>Site Requirements for Field &amp; Clinical Experiences by Developmental Levels</b>		
<b>Initial Certification</b>		
<b>Early Level</b>	<b>Mid-Level</b>	<b>Culminating Level</b>
Initial Participation	Involvement of the Candidate determined by MOU	
School principal has knowledge of the candidates and the educators who will be hosting the candidates.		District or School Principal Identifies Educators eligible to host student teachers according to the definitions on the department website

- G. Educator preparation programs shall work in collaboration with the department to explore clinical models that increase the level of collaboration between PK-12 schools.
- H. Educator preparation programs must have a written policy to permit alternative clinical practice for candidates in lieu of conventional student teaching in accordance with Mo. Rev. Stat. § 168.400 (2005) and Mo. Code Regs. 5 CSR 20-400.330.