Objectives of Student Teaching

Standards and Quality Indicators Webmap (found in your folder)
The Missouri Educator Evaluation System contains thirty-six Quality Indicators across nine standards. In the Clinical Experience, sixteen of them thirty–six Quality Indicators have been selected for assessing the performance of the teacher candidate. These were determined by consulting research regarding the effect size of teacher strategies and actions on student achievement and in working with districts across the state to identify indicators that are of particular importance specifically in the first and second years of teaching.

Course Expectations
Every teacher candidate must demonstrate what he/she knows and can do. The following expectations are built on good educational practice and state standards for teacher licensure. Demonstration of every component is required and will be documented on the **formative and summative student teaching evaluation forms** and The **Rubric for BTC teacher during the Practicum Experience**.
https://dese.mo.gov/sites/default/files/Protocol_July2015_0.pdf

Standard 1: Content knowledge aligned with appropriate instruction
1.1 Content knowledge and academic language
    1E1) The emerging teacher candidate knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.
1.2 Student engagement in subject matter
    1E2) The emerging teacher candidate chooses from multiple sources to engage student interest and activity in the content.

Standard 2: Student Learning, Growth, and Development
2.4 Differentiated lesson design
    2E4) The emerging teacher candidate designs and implements instruction that considers the needs of students.
    SLU-D)* Persist in seeking approaches for students who need accommodations and/or modifications.

Standard 3: Curriculum Implementation
3.1 Implementation of curriculum standards
    3E1) The emerging teacher candidate makes informed decisions about instructional objectives aligned to district mapping and pacing guides.
3.2 Lessons for diverse learners
    3E2) The emerging teacher candidate implements lessons and activities aligned to the curriculum that recognizes the individual needs of diverse learners
    SLU-D)* Selects appropriate instructional goals suitable for students from diverse backgrounds.

Standard 4: Critical Thinking
4.1 Student engagement in critical thinking
    4E1) The emerging teacher candidate selects various types of instructional strategies and appropriate resources to achieve instructional goals and teach students critical thinking skills.

Standard 5: Positive Classroom Environment

5.1 Classroom management techniques

    5E1) The emerging teacher candidate demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.

5.2 Management of time, space, transitions, and activities

    5E2) The emerging teacher candidate manages time, space, transitions, and activities in their classroom.

5.3 Classroom, school, and community culture

    5E3) The emerging teacher candidate builds awareness of the culture of the school and community in order to influence student relationships and build an effective classroom learning environment.

    SLU-D)* Creates an environment in which the teacher's interactions with students, demonstrates care and respect of others.

Standard 6: Effective Communication

6.1 Verbal, non-verbal communication

    6E1) The emerging teacher candidate uses correct, effective verbal and nonverbal communication skills.

Standard 7: Student Assessment and Data Analysis

7.1 Effective use of assessments

    7C1) The practicum teacher has knowledge of the development, use, and analysis of formal and informal assessments.

7.2 Assessment data to improve learning

    7E2) The emerging teacher candidate demonstrates basic strategies for accessing, analyzing and appropriately using information and assessment results to improve learning activities

    SLU-D)* Reflects in a thoughtful and accurate manner on lesson effectiveness.

7.5 Communication of student progress and maintaining records

    7E5) The emerging teacher candidate communicates general information about student progress knowledgeably, responsibly, and ethically based on appropriate indicators, to students, families, and/or colleagues.

    SLU-D)* Demonstrates ethical behavior.

Standard 8: Professionalism

8.1 Self-assessment and improvement

    8E1) The emerging teacher candidate generally uses self-assessment and problem-solving strategies to reflect on practice in order to influence students' growth and learning.

    SLU-D)* Develops positive expectations for learning and achievement.

    SLU-D)* Seeks opportunities to enhance knowledge and pedagogical skills.

    SLU-D)* Demonstrates the ability to use reflection to shape future teaching.

    SLU-D)* Demonstrates ethical behavior.

Standard 9: Professional Collaboration

9.1 Induction and collegial activities

    9E1) The emerging teacher candidate engages in supporting the school's vision, mission, values and goals, participates in curriculum and staff development, and works with their

cooperating teacher and clinical supervisor to improve and refine their practice and strengthen relationships in the school and community.
SLU-D)* Seeks opportunity to build supportive and cooperative relationship with colleagues.
SLU-D)* Participates in team/school decision making.
9.3 Cooperative partnerships in support of student learning
9E3) The emerging teacher candidate develops relationships with colleagues and cooperative partnerships with students and families to support students' learning and well-being.
SLU-D)* Proactively participate in service to students.
SLU-D)* Demonstrates advocacy skills (particularly for those traditionally underserved)

*SLU-D = Additional Saint Louis University standards pertaining to the dispositions of professional teaching.

Saint Louis University Academic Integrity Policy

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The governing University-level Academic Integrity Policy was adopted in spring 2015, and can be accessed on the Provost's Office website at:
http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf.

Additionally, The School of Education has adopted its own academic integrity policies, available on our websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to the **Ann Rule, Ph.D.**
Interim Dean, School of Education.

School of Education Honesty Policy

Students are expected to be honest in their academic work. The University reserves the right to penalize any student whose academic conduct at any time is, in its judgment, detrimental to the University. Such conduct shall include cases of plagiarism, collusion, cheating, giving or receiving or offering or soliciting information in examinations, or the use of previously prepared material in examination or quizzes. Violations should be reported to your course instructor, who will investigate and adjudicate them according to the *Policy on Academic Honesty* of the School of Education. If the charges are found to be true, the student may be liable for academic or disciplinary probation, suspension, or expulsion by the University. Students are also expected to adhere fully to the Saint Louis University School of Education Code of Ethics (see below)