

Student Teacher Artifacts

As teachers, we are regularly expected to provide and use data and other forms of evidence in our decision making. As part of your student teaching semester, you will be asked to provide evidence that you have met the nine Missouri Teacher Standards (MTS). For some of the standards, this evidence will be gathered through observations by and conversations with your university supervisor and cooperating teacher.

Four of the MTS are less easily observed in a classroom setting. For those four standards (shaded in the table below and noted as “Required”), you will be asked to submit an artifact(s) providing evidence you have met the standard. The table below provides some examples of possible artifacts but the list is not exhaustive. **Your university supervisor may ask you to submit artifacts for some or all of the “Optional” MTS.**

In addition to the artifact itself, for each artifact you will submit a reflection that addresses the following:

- Describe the artifact you selected and how it was used in your classroom.
- Provide a rationale for the selection of this artifact indicating how the artifact addresses the standard.
- Provide a summary of what you learned from the creation of the artifact and how this will impact future instruction.

Your university supervisor will determine if the artifact you submit is sufficient.

Please work with your university supervisor and cooperating teacher to determine a schedule for completion of the artifacts and reflections.

		Standard	Possible Artifacts
Optional	1	<i>Content knowledge aligned with appropriate instruction-</i> <i>The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.</i>	• Lesson plan • Instructional strategies collection • Journal • Interest inventory and plan for use • Plan for modifications and accommodations • Strategies for introducing vocabulary and terminology • Documentation of student participation
Optional	2	<i>Student Learning, Growth and Development -</i> <i>The teacher candidate understands how students learn, develop, and differ in their approach to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.</i>	• Notes from cooperating teacher or university supervisor on observation of lesson • Lesson plan showing differentiation • Adapted assignments/assessments • Flexible grouping plan • Student assessment data illustrating differentiation

Required	3	Curriculum Implementation- <i>The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district, and state standards.</i>	• Unit plan • Curriculum map created by the student teacher • Series of lesson plans showing progression of learning • Reflection on relationship between unit summative data and curriculum • Evidence of connecting real-world references to learning objectives
Optional	4	Critical Thinking- <i>The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.</i>	• Lesson plans highlighting use of strategies • List of instructional resources (including technology) • Examples of student work with summaries • For a lesson, submit pre-planned questions and anticipated student responses • Notes from cooperating teacher or university supervisor's observations of instruction
Optional	5	Positive Classroom Environment- <i>The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.</i>	• Classroom rules and routines • Behavior matrix • Student behavior data • Feedback from students and reflection • Notes from cooperating teacher and/or university supervisor on feedback vs. redirects • Reflection - Describe your most challenging behavior situation and strategies you would use • Reflection - Developing relationships and connection to engagement and environment
Optional	6	Effective Communication- <i>The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues, and families to foster active inquiry, collaboration, and supportive interaction in the classroom.</i>	• Examples of written communication • Notes from cooperating teacher and/or university supervisor • Examples of communication with families • Communication log

Required	7	<i>Student Assessment and Data Analysis-</i> <i>The teacher candidate understands and uses formative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction.</i>	• Use of student self-reflection to guide teacher candidate planning • Discipline specific assessments • Unit assessment plan • Progress monitoring data • Pre/post data and analysis
Required	8	<i>Professionalism-</i> <i>The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students. .</i>	• Weekly reflections - what went well, what did not go well, what would you do differently • Reflection on response to feedback given by cooperating teacher and/or university supervisor • Evidence of participation in professional development • Log of professional development activities
Required	9	<i>Professional Collaboration-</i> <i>The teacher candidate has effective working relationships with students, families, school colleagues, and community members.</i>	• Parent contact log • Professional development log • Grade level meeting minutes • Data team minutes • Welcome letter or other examples of communication with families