<table>
<thead>
<tr>
<th>MoStep / Conceptual Framework</th>
<th>Quality Indicators</th>
<th>Performance Indicators</th>
<th>Artifact and Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>MoStep 1.2.1</em> The preservice teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) within the context of a global society, and creates learning experiences that make these aspects of subject matter meaningful for students.</td>
<td>1.2.1.1 The preservice teacher knows the discipline applicable to the certification area(s) (as defined by Missouri State Subject Area Competencies) - rule number to be determined;</td>
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<tr>
<td></td>
<td>1.2.1.2 The preservice teacher presents the subject matter in multiple ways;</td>
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<tr>
<td>Conceptual Framework</td>
<td>1.2.1.3 The preservice teacher uses students’ prior knowledge;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Foundations</td>
<td>1.2.1.4 The preservice teacher engages students in the methods of inquiry used in the subject(s)</td>
<td></td>
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</tr>
<tr>
<td>2. Subject Matter</td>
<td>1.2.1.5 The preservice teacher creates interdisciplinary learning.</td>
<td></td>
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</tr>
<tr>
<td>6. Professional Skills</td>
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<tr>
<td><em>MoStep 1.2.2</em> The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.</td>
<td>1.2.2.1 The preservice teacher knows and identifies child/adolescent development;</td>
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<td></td>
<td>1.2.2.2 The preservice teacher strengthens prior knowledge with new ideas;</td>
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<td></td>
<td>1.2.2.3 The preservice teacher encourages student responsibility;</td>
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<tr>
<td>Conceptual Framework</td>
<td>1.2.2.4 The preservice teacher knows theories of learning.</td>
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<tr>
<td>3. Learning and Development</td>
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<tr>
<td>6. Professional Skills</td>
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<td></td>
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</tr>
<tr>
<td><em>MoStep 1.2.3</em> The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</td>
<td>1.2.3.1 The preservice teacher identifies prior experience, learning styles, strengths, and needs;</td>
<td></td>
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<tr>
<td></td>
<td>1.2.3.2 The preservice teacher designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs;</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>1.2.3.3 The preservice teacher knows when and how to access specialized services to meet students’ needs;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conceptual Framework</td>
<td>1.2.3.4 The preservice teacher connects instruction to students’ prior experiences and family, culture, and community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Learning and Development</td>
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<td></td>
<td></td>
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<tr>
<td>6. Professional Skills</td>
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<tr>
<td>9. Diversity</td>
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* This is a guide. Check with program faculty for required artifacts and changes.

* Updated on 9/26/01
| MoStep 1.2.4 | The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards. |
| MoStep 1.2.4 | The preservice teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., encourages exploration and problem-solving, building new skills from those previously acquired); |
| MoStep 1.2.5 | The preservice teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills. |
| MoStep 1.2.5 | The preservice teacher selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs; |
| MoStep 1.2.6 | The preservice teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. |
| MoStep 1.2.6 | The preservice teacher knows motivation theories and behavior management strategies and techniques; |
| MoStep 1.2.7 | The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. |
| MoStep 1.2.7 | The preservice teacher models effective verbal/non-verbal communication skills; |

### Conceptual Framework

1. Subject Matter
2. Learning and Development
3. Reflective Skills
4. Professional Skills
5. Technology
6. Diversity

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* This is a guide. Check with program faculty for required artifacts and changes.
* Updated on 9/26/01
### MoStep 1.2.8

The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>1.2.8.1 The preservice teacher employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies;</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Reflective Skills</td>
<td>1.2.8.2 The preservice teacher uses assessment strategies to involve learners in self-assessment activities to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning;</td>
</tr>
<tr>
<td>6. Professional Skills</td>
<td>1.2.8.3 The preservice teacher evaluates the effect of class activities on both the individual student and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work;</td>
</tr>
<tr>
<td></td>
<td>1.2.8.4 The preservice teacher maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.</td>
</tr>
</tbody>
</table>

### MoStep 1.2.9

The preservice teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally, and utilizes assessment and professional growth to generate more learning for more students.

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>1.2.9.1 The preservice teacher applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influences on students’ growth and learning, and the complex interactions between them;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Foundation</td>
<td>1.2.9.2 The preservice teacher uses resources available for professional development.</td>
</tr>
<tr>
<td>4. Reflective Skills</td>
<td>1.2.9.3 The preservice teacher practices professional ethical standards.</td>
</tr>
</tbody>
</table>

### MoStep 1.2.10

The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>1.2.10.1 The preservice teacher participates in collegial activities designed to make the entire school a productive learning environment;</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Professional Skills</td>
<td>1.2.10.2 The preservice teacher talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students’ problems;</td>
</tr>
<tr>
<td>10. Collaboration and Leadership</td>
<td>1.2.10.3 The preservice teacher seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being;</td>
</tr>
<tr>
<td></td>
<td>1.2.10.4 The preservice teacher identifies and uses the appropriate school personnel and community resources to help students reach their full potential.</td>
</tr>
</tbody>
</table>

* This is a guide. Check with program faculty for required artifacts and changes.  
* Updated on 9/26/01
| MoStep 1.2.11 | The preservice teacher understands the theory and application of technology in educational settings and has adequate technological skills to |
| Conceptual Framework | |
| 2. Subject Matter | |
| 3. Learning & Development | |
| 5. Technology | |
| 7. Assessment Skills | |
| **1.2.11.1** | The preservice teacher demonstrates an understanding of technology operations and concepts. |
| **1.2.11.2** | The preservice teacher plans and designs effective learning environments and experiences |
| **1.2.11.3** | The preservice teacher implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning. |
| **1.2.11.4** | The preservice teacher applies technology to facilitate a variety of effective assessment and evaluation strategies. |
| **1.2.11.5** | The preservice teacher uses technology to enhance personal productivity and professional practice. |
| **1.2.11.6** | The preservice teacher demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice. |

* This is a guide. Check with program faculty for required artifacts and changes.
* Updated on 9/26/01
The beginning (pre-service) Middle School (5-9) English/Language Arts teacher will demonstrate knowledge of and/or competency in the following areas of study:

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Competency Details</th>
</tr>
</thead>
</table>
| **1. Fundamentals and Effective Use of English** | 1. the interrelation of reading, writing, speaking, and listening.  
2. effective oral and written language usage.  
3. how the English language works, including its grammars, semantics, syntax, morphology, phonology, lexicon, history, and dialects. |
| **2. Language Development and Literacy** | 2.1 how middle school students continue to develop effective reading, writing, speaking, viewing, and listening skills.  
2.2 diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.  
2.3 how the differences among learners (physical, perceptual, emotional, social, cultural, environmental, and intellectual) influence their learning, language development, and literacy acquisition.  
2.4 the interrelation of language development and literacy acquisition.  
2.5 what preconceptions, error patterns, and misconceptions may be found in students’ understanding of how language functions in communication and ways to help correct these misunderstandings.  
2.6 how to design instructional programs and strategies that build on students’ experiences and existing language skills and result in the students becoming competent, effective users of language. |
| **3. Reading, Literature, and Comprehension** | 3.1 reading processes (pre-, during-, post-).  
3.2 a broad spectrum of narrative and expository reading materials, including works written specifically for middle-school children, encompassing different topics, themes, and genres; as well as a broad historical and contemporary spectrum of United States, British, and world literature, including a range of cultures, male and female authors of various cultures and ethnic origins.  
3.3 strategies to monitor and increase reading comprehension.  
3.4 techniques and strategies for the ongoing development of structured and independent vocabulary acquisition.  
3.5 how to locate and use a variety of print and non-print reference sources.  
3.6 the basic elements of literary types and forms.  
3.7 ways to help students think critically about what they read.  
3.8 various critical approaches to interpreting text.  
3.9 methods for promoting personalized reactions to reading and the value of sharing those responses. |
| **4. Thinking and Communicating Through Writing, Speaking, and Listening** | 4.1 different types of writing and speaking appropriate for different audiences and in different situations, including persuasive strategies.  
4.2 a range of pre-, during-, and post-writing strategies to generate meaning and to clarify understanding.  
4.3 composing processes used to prepare information to share orally, visually, and/or in writing.  
4.4 use of evidence and documentation.  
4.5 ways of creating instruction, activities, and experiences that develop varied writing, speaking and presentation skills to communicate with different audiences for varying purposes.  
4.6 how to respond to film, video, graphic, photographic, audio, and multimedia texts.  
4.7 technology used to enhance learning and reflection on learning.  
4.8 how to help students develop their capacities to listen so they comprehend, analyze, consider, respond to, and discuss spoken material, fiction, non-fiction, dramatic works, and poetry. |
The beginning (preservice) **Middle School Science** teacher will demonstrate knowledge of and/or competency in the following areas of study:

| 1: Unifying Concepts and Processes | 1.1. systems, order, and organization;  
|                                  | 1.2 evidence, models, and explanation;  
|                                  | 1.3 change, constancy, and measurement;  
|                                  | 1.4 evolution and equilibrium; and  
|                                  | 1.5 form and function.  |

1. The beginning teacher of science is familiar with, and teaches, the major concepts and principles that unify all scientific effort and that are used in each of the science disciplines  
   (1997 SSC: 1.2; CR GenEd, III.D; NSTA [2001]: Standard 1; NSTA [1998], Standard 1; NSES: UCP-1-5)

2. Science As Inquiry  
   The beginning teacher of science understands and practices the science inquiry process.  
   (1997 SSC: 1.1, 1.4; CR GenEd, III.D; NSTA [2001]: Standard 3, 9; NSTA [1998], Standard 3, 9; NSES: M-A1, A2; S 1, 2, 7-8; ETS 0439: 1)

   2.1 identify questions that can be answered through scientific investigations.  
   2.2 design and conduct a scientific investigation, including general abilities, such as recognition of the principal elements in an experimental design (i.e., the hypothesis, independent and dependent variables, and controls); systematic observation, making accurate measurements, and identifying and controlling variables; clarifying ideas that are influencing and guiding the inquiry; and comparing ideas with current scientific knowledge  
   2.3 use appropriate tools (e.g., hand tools, measuring instruments, calculators, and computers for the collection, summary, and display of evidence), techniques, and mathematics to gather, analyze, and interpret data, including selecting the scientific apparatus or instrument appropriate to a specified laboratory or field task and identifying proper operation of such equipment; using the metric system of measurement, recognizing equivalents within that system and selecting units appropriate to a given laboratory or field task; converting between scientific notation and conventional numerals and using scientific notation to perform calculations.  
   2.4 develop descriptions, explanations, predictions, and models using evidence based on observation and the abilities to differentiate explanation from description, to provide causes for effects, and to establish relationships based on evidence and logical argument and connections between the content of science and the contexts within which new knowledge is developing.  
   2.5 think critically and logically about relationships between evidence and explanations, including the ability to interpret and express the results of observation and experimentation.  
   2.6 recognize, construct, and analyze alternative explanations, including the abilities to identify accurate verbal, graphic, and tabular expressions of data derived from observation and experimentation; draw conclusions and make inferences from observations or experimental results presented in verbal, graphic, or tabular form; and describe a scientific relationship in symbolic mathematical terms.

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1 S = Show Me Science Content Standard
2.7 communicate scientific arguments and explanations.
2.8 use mathematics in all aspects of scientific inquiry to ask questions; to gather, organize, and present data; and to structure convincing explanations.
2.9 handle, label, store, and dispose of chemicals, electrical equipment, and scientific apparatuses and take actions to prevent or report an emergencies, including, but not limited to, general first aid as it relates to incidents in the science classroom or laboratory. (NSTA 9.b)
2.10 understand liability and negligence, especially as applied to science teaching and take action to prevent potential problems. (NSTA 9.c)

<table>
<thead>
<tr>
<th>3: Physical Science</th>
<th>4: Life Science</th>
<th>5: Earth and Space Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3 Motion and Forces (1997 SSC 3.1-.7; NSES: M-B2; ETS 0439: III)</td>
<td>4.3 Molecular Basis of Heredity (1997 SSC 4.2; ETS 0439: IV)</td>
<td>5.3 Earth in the Solar System (1997 SSC: 7.1, 7.2; NSES: M-D3; ETS 0439: V)</td>
</tr>
<tr>
<td>3.4 Transfer of Energy (1997 SSC: 2.5-.7; NSES: M-B3; ETS 0439: III)</td>
<td>4.4 Reproduction and Heredity (1997 SSC 4.2-.3; NSES: M-C2; ETS 0439: IV)</td>
<td>5.4 Earth's History (1997 SSC: 6.2; NSES: M-D2; ETS 0439: V)</td>
</tr>
<tr>
<td>3.5 General Chemistry and Chemical Reactions in Physical and Life Science (1997 SSC: 2.2-.5; ETS 0439: III)</td>
<td>4.5 Populations and Ecosystems (1997 SSC 4.1, 5.1-.6; NSES: M-C4; ETS 0439: IV)</td>
<td>5.5 Origin and Evolution of the Universe (1997 SSC: 7.3-.5; ETS 0439: V)</td>
</tr>
<tr>
<td>3.6 Conservation of Energy and Increase in Disorder (1997 SSC: 2.7; ETS 0439: III)</td>
<td>4.6 Diversity and Adaptations of Organisms (1997 SSC 5.1-.6; NSES: M-C5; ETS 0439: IV)</td>
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</table>

3: Physical Science: The beginning teacher of science understands the central concepts, tools of inquiry, and structures of the physical sciences and makes these aspects of subject matter meaningful for students.

(1997 SSC: 2.1-2.8, 3.1-3.7; CR GenEd, III.D; NSTA [2001]: Rationale; Standard 1; NSTA [1998], Standard 1; NSES: M-B1, B2, B3; S 1, 2, 7-8; ETS 0439: III)

4: Life Science: The beginning teacher of science understands the central concepts, tools of inquiry, and structures of the life sciences and makes these aspects of subject matter meaningful for students.

(1997 SSC 4.1-.7, 5.1-.6; CR GenEd, III.D; NSTA [2001]: Rationale; Standard 1; NSTA [1998], Standard 1; NSES: M-C1, C2, C3, C4, C5; S 3, 4, 7-8; ETS 0439: IV)

5: Earth and Space Science: The beginning teacher of science understands the central concepts, tools of inquiry, and structures of the earth and space sciences and makes these aspects of subject matter meaningful for students.

(1997 SSC 6.1-.7, 7.1-.5; CR GenEd, III.D; NSTA [2001]: Rationale; Standard 1; NSTA [1998], Standard 1; NSES: M-D1, D2, D3; S 5-8; ETS 0439: V)
### 6: Science and Technology

- **6.1** compare/contrast scientific inquiry and technological design (NSES: M-E2; ETS 0439: I, VI)
- **6.2** explain the reciprocal relationship between science and technology (NSES: M-E2; ETS 0439: I, VI)
- **6.3** explain the intended and unintended consequences of technological designs. (NSES: M-E2; ETS 0439: I, VI)
- **6.4** identify appropriate problems for technological design (NSES: M-E2; ETS 0439: VI)
- **6.5** design a solution or product and use a variety of technologies to model phenomena (NSES: M-E2; ETS 0439: I, VI)
- **6.6** identify and organize materials and other resources, choose suitable tools and techniques, and work with appropriate measurement methods to ensure adequate accuracy in the implementation of a proposed design. (NSES: M-E1; ETS 0439: I, VI)
- **6.7** analyze and interpret data obtained from an experiment or investigation, including graphical data, and identify and demonstrate an understanding of sources of error in data that is presented (NSES: M-E1; ETS 0439: I, VI)
- **6.8** demonstrate understanding of scientific measurement and notation systems (NSES: M-E1; ETS 0439: I, VI)
- **6.9** collaborate as a team-member in the identification, communication, and resolution of scientific and technological problems. (NSES: M-E2; ETS 0439: I, VI)
- **6.10** use words, drawings, and simple models to communicate the process and products of technological design and scientific investigation (NSES: M-E1; ETS 0439: I, VI)
- **6.11** use criteria relevant to the original purpose or need to evaluate completed technological designs or products (NSES: M-E1; ETS 0439: I, VI)

### Science in Personal and Social Perspectives

- **7.1** Personal Health (1997 SSC: 4.3, 4.6; NSES: M-F1; ETS 0439: VI)
- **7.2** Populations, Resources, and Environments (1997 SSC: 5.1, 5.4-6; NSES: M-F2; ETS 0439: VI)
- **7.3** Types of Resources (1997 SSC: 6.1; NSES: M-F2; ETS 0439: VI)
- **7.4** Changes in Environments (1997 SSC: 5.1, 5.6; NSES: M-F2; ETS 0439: VI)
- **7.5** Natural Hazards (1997 SSC: 1.3; NSES: M-F3; ETS 0439: VI)
- **7.6** Risks and Benefits (1997 SSC: 1.3; NSES: M-F4; ETS 0439: VI)
- **7.7** Science and Technology in Society (1997 SSC: 1.3; NSES: M-F5; ETS 0439: VI)
| **8: History and Nature of Science** | **8.1 Science as a Human Endeavor**  
(1997 SSC: 1.2, 1.5, 1.6; NSES: M-G1; ETS 0439: I)  
8.2 Nature of Science  
(1997 SSC: 1.2, 1.5, 1.6; NSES: M-G2; ETS 0439: I)  
8.3 History of Science  
(1997 SSC: 1.2, 1.5, 1.6; NSES: M-G3; ETS 0439: I) |
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<tr>
<td>learning of all students.</td>
<td>(1997 SSC: 1.3, 4.3, 4.6, 5.1, 5.4-6, 6.1; NSTA [2001]: Standards 4, 7; NSTA [1998], Standards 4, 7; NSES: M-F1, F2, F3, F4, F5; S 1, 3-5; ETS 0439: VI)</td>
</tr>
<tr>
<td>8: History and Nature of Science: The beginning teacher of science understands the history and nature of science as a human endeavor and uses this knowledge to make subject matter meaningful for students. (1997 SSC: 1.3, 4.3, 4.6, 5.1, 5.4-6, 6.1; NSTA [2001]: Standard 2.a &amp; 2.b, 4; Standard 7; NSTA [1998], Standard 2.d, 4.b; NSES: E-G1, G2, G3; S 1-8; ETS 0439: I)</td>
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</table>
The Professional Preparation Portfolio

Successful completion of a Professional Preparation Portfolio is required of all teacher education candidates at SMSU in order to be recommended for initial certification to teach. This portfolio is a graphic anthology of a student’s progress and performance in all coursework, practicum placements and student teaching experiences. The Professional Preparation Portfolio is also a medium by which the academic programs are evaluated for accreditation by the Missouri Department of Elementary and Secondary Education and the National Council for the Accreditation of Teacher Education.

Teacher education students will receive guidance throughout their program from the instructors of their courses to help answer questions and maintain quality of the portfolio. There are three checkpoints scheduled throughout the sequence of courses taken in the teacher education program. The checkpoints are individual conferences held between students and instructors to assure that everything is in order and progressing satisfactorily toward meeting the Missouri Standards for Teacher Education Program (MoSTEP) quality indicators and subject area competencies.

The first checkpoint occurs in SEC 302, PED 200, or MUS 200. The second will occur during the special methods courses or designated point in the degree program. The third and final checkpoint occurs during the student teaching semester. At that time the portfolio will be reviewed to determine if there is sufficient evidence to meet MoSTEP quality indicators and subject area competencies.

Portfolio Checkpoint 1: ELE302/SEC 302/PED 200/MUS 200*
These artifacts are required and must be included within the portfolio at checkpoint 1:
- Professional Resume
- Clinical Placements Log
- Artifacts with cover sheets as assigned – minimum of lesson plan and appropriate artifact cover sheet
- Evaluation of uploaded materials by faculty

Portfolio Checkpoint 2: Special Methods Courses or Designated Point in Program
A summary of general expectations for Portfolio Checkpoint 2 follows:
- Artifacts and artifact cover sheets required by the specialty area that reflect knowledge, skills and professional dispositions aligned with standards
- Professional Resume further developed
- Clinical Placement form completed to reflect additional experiences and outcomes
- Educational Philosophy

Portfolio Checkpoint 3: Supervised Student Teaching
Artifacts may be required and reviewed by the specialty area faculty, University Student Teaching Supervisor and cooperating teacher. A summary of expected content follows:
- Additional artifacts and artifact cover sheets as required in order to meet MoSTEP quality indicators and subject area competencies
- Professional resume completed
- Clinical placement form completed to reflect culminating experiences and outcomes
- Complete section IV of your portfolio (Student Teaching Evaluations)

For additional help log on to the SMSU PEU Website at http://education.smsu.edu/peu

*Students must consult with their departmental advisors concerning special requirements for artifact cover sheets. Limited examples follow.
Contents of portfolio at Checkpoint 2:
1. Completion of 4 of the Science specialty area quality indicators.
2. Completion of 5 of the 11 MoSTEP quality indicators.
   Note: Evidence for meeting the following MoSTEP quality indicators must include science artifacts: 1.2.1, 1.2.4, 1.2.5, 1.2.7, 1.2.8, 1.2.11
3. A Philosophy of Science Teaching and Learning (and/or #4)
4. Revision of the Philosophy of Education (This can include a separate, clearly marked section labeled: Philosophy of Science Teaching and Learning)
5. A sequence of consecutive lessons plans as an artifact from SCI 414 (your unit plan). You can use this unit plan to meet a Science specialty area indicator and/or one or two MoSTEP indicators.

Instructions concerning Artifact Coversheets
- You must list the MoSTEP, CF and Science Area quality indicators on the coversheet by number. You do not have to write out the quality indicator on the cover sheet.
- Your reflective narrative needs to be more than a summary of the artifact. You must convince the reviewer that you have mastered the competencies. Use the following format to compose your reflective narratives:
  - **Description** – write a descriptive statement to convey an image of what the artifact entails. What is it? What is its content? How and when did you use it?
  - **Significance** - why does the artifact have meaning or an influence to you? Explain the significant learning experience and why it is important to you as a teacher, to the educational environment and/or to your students.
  - **Justification** – why is this artifact worthy of selection? Explain how it demonstrates the quality indicators. Below are beginning statements that you can use to begin your paragraphs of justification: “This artifact aligns with Mo-STEP Quality Indicator #________ because __________________________.”
    “This artifact aligns with Science Specialty Area Quality Indicator #________ because __________________________.”
Appendix 1: Portfolio Content and Requirements

- Access the portfolio website for further details at: [http://education.smsu.edu/peu/student_portfolios](http://education.smsu.edu/peu/student_portfolios)
- Candidates (students) starting the program in **fall 2001** semester will be expected to develop the portfolio in an **electronic format** (web-based and/or zip disk or CD).
- There are four sections to the portfolio as noted below.
- Candidates that wish to maintain a hard copy of the portfolio, along with a copy in an electronic format, may purchase tabs that correspond to the following section at the University bookstore (Spring, 2002).
- The number and type of artifacts will correspond to the program assessment plan. See program faculty for guidance.
- Candidates should record progress toward meeting professional standards on the *Portfolio Guide* (see downloadable forms).

**Portfolio Sections**

**Section I. Introduction**

Section I contains the professional education candidate’s:
- Educational Philosophy
- Resume'
- Log of Clinical Placements assigned during the program (downloadable form)

**Section II. Professional Practice**

Section II includes artifacts that represent performances aligned to the Conceptual Framework (CF) MoSTEP and specialty area standards.
- Download a copy of the *Portfolio Guide* (replaces the old Table of Contents) specific to your area of study. The *Portfolio Guide* should be kept in Section II of the portfolio with artifacts reflecting the required standards placed after the guide. Candidates are expected to monitor progress toward standards on the *Portfolio Guide* (downloadable form).
- Artifacts that reflect the SMSU (CF) Learner Outcomes, the MoSTEP Standards and the specialty area standards will be placed in Section II of the portfolio. Artifacts must be accompanied by an *Artifact Cover Sheet* that documents the nature of the project as well as performances related to standards. (See downloadable forms to access the *Artifact Cover Sheet* and corresponding Directions for the *Artifact Cover Sheet*).

**Section III. Showcase**

Section III is the student Showcase Section. This is optional for students who elect to include items that will further illustrate their experiences in the professional education program as well as showcase mastery of professional standards and the Conceptual Framework general outcomes.

**Section IV. Field Evaluations**

This section should include practicum and student teaching field evaluations. See your program faculty for guidance regarding practicum materials and evaluations. For student teaching, include the evaluation of the cooperating teacher and the University supervisor of all placements in the student teaching semester.
APPENDIX 2: ABOUT THIS ARTIFACT
DIRECTIONS FOR THE ARTIFACT COVER SHEET

Cover sheets should be attached to artifacts within the Professional Preparation Portfolio as directed by program faculty. The purpose of the cover sheet is to ensure reflection and review regarding performances related to the SMSU Professional Education Unit (PEU) Conceptual Framework (CF), the MoSTEP standards and your Specialty Area standards. Information provided on the cover sheet yields evidence of your progress in meeting professional education standards.

Directions for completing the sections of the cover sheet follow.

1. “Title of artifact”: Typically, an artifact will have a designated title. If it does not, provide a brief description or name.

2. “Date this artifact was collected”: When was the item completed, graded, or made available for inclusion in the portfolio? If necessary, give a more general time, e.g. “Fall Semester 2001.”

3. “Course or experience where the artifact was developed”: Provide both the course code and course title. If the item was not developed for a course, describe the experience corresponding to development.

4. “Quality indicators addressed by this artifact”: Identify the quality indicators/learner outcomes that are represented within the artifact. Example:

   CF (add learner outcome and #)
   MoSTEP (add # and description)
   Specialty Area: Science Education (add # and description)

   Since there is commonality between the CF, the MoSTEP, and the Specialty Area Standards, it is typically appropriate to reference all three sets of standards on the cover sheet. See your program faculty for guidance if you have questions.

5. “Reflective Narrative”: This section includes a summary of candidate performances that correspond to the quality indicator and learner outcomes listed. Use the performance indicators corresponding to each quality indicator as a guide. This section requires analysis and synthesis of performances related to standards and should be written as a narrative summary rather than a list. The narrative should document that you have demonstrated performances consistent with the CF Learner Outcomes, the MoSTEP and the Specialty Area standards noted above.

Examples of completed Artifact Cover Sheets follow; however, you must seek guidance from program faculty regarding requirements specific to your area of study. (Attach examples from IMT 365)
Student Name:

Title of the Artifact: Unit Plan on Erosion

Major/Certification Area: Middle School Science Education

Date this artifact was collected: December 8, 2003

Course or experience where artifact was developed: SCI 414, “Teaching of Middle and High School Natural Science”

Quality indicators addressed by this artifact:

Specialty Area Indicator: 6.6

6.6 Earth Processes and Interactions: Erosion

Reflective narrative:

This unit plan is evidence that I have a deep understanding of erosion. For instance, there are four lesson plans, which each detail a different cause of erosion. The four agents of erosion are water, wind, glaciers, and gravity. The first lesson I planned has the students investigating water erosion using stream tables. By the conclusion of this lesson, the students will understand that the running water in rivers and creeks erodes the bottom and sides, which continually makes them deeper and wider. They will apply their new understanding of water erosion to how the Grand Canyon was formed. My next lesson focuses on how the moisture of sediment affects how much erosion the wind can cause. The students will also learn how desert pavement is made and will understand how much devastation wind erosion can cause by learning about how the Dust Bowl affected farmers in Oklahoma’s panhandle. My next lesson focuses on how glaciers are powerful agents of erosion and uses the analogy that compares glaciers to slow moving bulldozers. Students will understand that glaciers form U-shaped valleys instead of V-shaped valleys like rivers do because glaciers scrape and pluck away soil and rocks from the sides just as much as the bottom, while young streams erode much more from the bottom than the sides. The next lesson, which focuses on erosion caused by gravity, teaches children what mass movements are and helps them learn the difference between the following mass movements: slumps, creeps, landslides, and mudslides. The last lesson has students researching various ways to decrease erosion. The fact that I was able to create this unit and its in-depth lessons shows that I understand erosion and can utilize my understanding to create and find creative ways to teach it to students.
Appendix 3: CF General Learning Outcomes

The curricula of professional education programs at Southwest Missouri State University reflect our commitment to these beliefs. Further, they reflect and are aligned with the professional standards specified by state, national and professional accreditation organizations. Our initial and advanced programs are designed to develop candidate knowledge, skills, and dispositions associated with successful professional educational practice.

**SMSU professional education graduates will demonstrate competence in:**

1. **Foundations**: knowledge of the historical development of the profession, and foundational issues and arguments underlying its practices, as well as understanding of the importance of integrated learning across disciplines.
2. **Subject Matter**: knowledge of subject matter discipline content and the ability to integrate content with pedagogy appropriate to the candidate’s field of study.
3. **Learning and Development**: knowledge of human development and motivation, theories of learning, pedagogy and assessment.
4. **Reflective skills**: communication skills, critical and creative thinking abilities and other skills crucial to reflective decision-making.
5. **Technology**: knowledge and skills in the use of technology appropriate to the candidate’s field of study.
6. **Professional Skills**: the practical abilities to implement the skills, techniques, and strategies associated with student learning and development in the educational context in which they practice.
7. **Assessment Skills**: the skills to conduct valid and reliable assessments of their students’ learning, and use that assessment to improve learning and development for their students.
8. **Dispositions**: the intellectual, social, ethical, and other personal attributes and beliefs previously ascribed to reflective decision-makers in a variety of professional settings, including a commitment to their own lifelong learning and professional development.
9. **Diversity**: the ability to skillfully facilitate and promote the learning of all students, including those from diverse cultural, racial and economic backgrounds, and those with disabilities.
10. **Collaboration and Leadership**: the ability and skills to foster and maintain collaborative, empowering relationships with other professionals within schools and the community.