

Appendix A

Clinical experiences are essential for the preparation of educators; the length of the experience, the setting and diversity of experiences, and credentials of the PK-12 mentor are elements the EPP should monitor. EPPs and their PK-12 partners prepare, evaluate, support, and retain high-quality clinical educators who meet the following qualifications.

Teacher Preparation Programs

Early Level Clinical Experience Requirements for Teacher Candidates	
Early Level Definition and Purpose	<p>The purpose of this level of clinical experience is for candidates to experience and explore the career of education in one or multiple certification areas.</p> <p>Teacher candidates will observe learners in diverse classroom populations in one or more classroom settings and have structured learning experiences with students upon declaring education as a major. These observations will serve to expose candidates to both diverse learners and diverse classroom contexts.</p> <p>This experience should be documented as a separate one-hour course or embedded within another course(s) identified on the EPP's matrix.</p>
Length	Minimum of one semester hour and 30 total clock hours. Observation may occur in one or more PK-12 school settings.
Cooperating Teacher	<ul style="list-style-type: none"> • Bachelor's degree • State approved certification in the content area and grade range being observed is preferred. • Recommendation of cooperating teacher's building administrator
University Supervisor or Faculty Member	<ul style="list-style-type: none"> • Minimum of three years of experience in PK-12 school and/or educator preparation • Master's degree in Education or related area • Ability to interact, mentor, communicate with students and cooperating teachers

Mid-Level Clinical Experience Requirements for Teacher Candidates	
Mid-Level Definition and Purpose	<p>This experience should be designed to develop the candidates' skills so they are successful during their student teaching semester.</p> <p>Teacher candidates will observe in a classroom setting with diverse populations and have structured learning experiences that include engaging students using research-based instructional strategies.</p> <p>This experience should be documented as a separate one-hour course or embedded within another course(s) identified on the EPP's matrix.</p>
Length	Minimum of one semester hour and 45 total clock hours. Experience must occur in a PK-12 school setting in candidates' intended certification area.
Cooperating Teacher	<ul style="list-style-type: none"> • Minimum of three years of PK-12 teaching experience • Bachelor's degree • State approved certification in the content area and grade range • Recommendation of cooperating teacher's building administrator

University Supervisor or Faculty Member	<ul style="list-style-type: none"> ● Minimum of three years of experience in PK-12 school and/or educator preparation ● Master's degree in Education or related area, plus demonstrated PK-12 knowledge and expertise – students, content, and/or pedagogy ● Ability to interact, mentor, communicate with students, and on-site supervisors
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Culminating Clinical Experience Requirements for Teacher Candidates	
Culminating Definition	Teacher candidates will experience full immersion into a classroom setting utilizing research-based instructional strategies to engage students in quality instruction and adjust instruction based on feedback from the cooperating teacher and/or university supervisor.
Length	Minimum of eight semester hours and 12 weeks duration <ul style="list-style-type: none"> ● Experience must occur in a PK-12 school setting in candidate's intended certification area. ● Time requirements must include full workdays and weeks in accordance with the assigned PK-12 site's normal work schedule.
Cooperating Teacher	<ul style="list-style-type: none"> ● Minimum of three years of PK-12 teaching experience in the certification area ● Bachelor's degree ● State approved certification in the content area and grade range ● Recommendation of cooperating teacher's building administrator ● Successful completion of training on the current performance assessment through a Regional Professional Development Center (RPDC) or Educator Preparation Program (EPP) trainer, either on site or in an electronic format. ● Must complete formative observation and conference with student teacher at least every three weeks in addition to a culminating summative evaluation conference. The summative score for each candidate will be reported annually to DESE by the EPP.
University Supervisor/ Faculty Member	<ul style="list-style-type: none"> ● Minimum of three years of experience in PK-12 schools ● Master's degree in Education or related area, plus demonstrated PK-12 knowledge and expertise – students, content, and/or pedagogy ● Ability to interact, mentor, communicate with students and on-site supervisors ● Successful completion of training on the current performance assessment through a Regional Professional Development Center (RPDC) or Educator Preparation Program (EPP) trainer, either on site or in an electronic format. ● Weekly contact with student teachers and cooperating teachers ● Must complete formative observation and conference with student teacher at least every three weeks in addition to a culminating summative evaluation conference. The summative score for each candidate will be reported annually to DESE by the EPP.

Clinical Educator Workload	EPPs should have written policy regarding the deployment and workload of clinical educators demonstrating the time and effort required to provide meaningful, substantive, and timely feedback to candidates.
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School Counselor Preparation Programs

Clinical Experience Requirements for School Counselor Candidates	
School Counselor Candidate Definition	School counselor candidates will experience full immersion into a school setting delivering research-based school counseling curriculum, individual student planning, responsive services; and providing support to a comprehensive school counseling program based on guidance from the on-site supervisor and/or university supervisor.
Length	Three credit hours and 300 total clock hours
On-Site Supervisor	<ul style="list-style-type: none"> • Minimum of three years of PK-12 experience in supervision area • Master's degree in School Counseling or related area • Must complete formative observation of school counselor candidate and conference at least every three weeks in addition to a culminating summative evaluation conference. The summative score for each candidate will be reported annually by the EPP.
University Supervisor	<ul style="list-style-type: none"> • Minimum of three years of experience in PK-12 schools preferred • Master's degree in School counseling or related area, plus demonstrated PK-12 knowledge and expertise – students, content, and pedagogy • Ability to interact, mentor, communicate with students, and on-site supervisors • Successful completion of training on the current performance assessment through a Regional Professional Development Center (RPDC) or Educator Preparation Program (EPP) trainer, either on site or in an electronic format • Weekly contact with school counselor candidate • Must complete formative observation and conference with student teacher at least every three weeks in addition to a culminating summative evaluation conference. The summative score for each candidate will be reported annually to DESE by the EPP.
Supervisor/Candidate Ratios	EPPs should have written policy regarding the deployment and workload of clinical educators demonstrating the time and effort required to provide meaningful, substantive, and timely feedback to candidates.

School Leader Preparation Programs

Clinical Experience Requirements for School Leader Candidates	
School Leader Candidate Definition	School Leader candidates will experience full immersion into a school setting engaging in leadership activities aligned to Missouri Leadership Development System (MLDS) domains and competencies based on guidance from the on-site supervisor and/or university supervisor.

Length	<p>Three credit hours and 300 total clock hours (200 hours in major area, 50 hours in minor area, and 50 hours at discretion of the program). The 200 hours should be divided as follows:</p> <ul style="list-style-type: none"> ● 10 Visionary ● 50 Instructional ● 70 Managerial ● 50 Relational ● 20 Innovative
On-Site Supervisor	<ul style="list-style-type: none"> ● Minimum of three years of PK-12 experience in supervision area ● Master's degree for supervision of Principal, Special Education Administration, or Career Education Director candidates ● Specialist degree for supervision of Superintendent candidates
University Supervisor	<ul style="list-style-type: none"> ● Minimum of five years of experience in PK-12 Schools preferred ● Minimum of a Specialist degree, plus demonstrated PK-12 knowledge and expertise – students, content, and pedagogy ● Ability to interact, mentor, communicate with students, and on-site supervisors ● Minimum of three contacts per program/coursework ● Ability to interact, mentor, communicate with students, and on-site supervisors ● Successful completion of training on the current performance assessment through a Missouri Professors of Educational Administration (MPEA) or Educator Preparation Program (EPP) trainer, either on site or in an electronic format. ● Must complete culminating summative evaluation conference with candidate. The summative score for each candidate will be reported annually to DESE by the EPP.