

Becoming a Reflective Teacher

Elementary Education

A Handbook for Teacher Candidates, Cooperating Teachers and
University Supervisors
St. Cloud State University

College of Education
Department of Teacher Development
Office of Clinical Experiences
Revised for Spring Semester 2011

Table of Contents

Letter from the Dean, Dr. Glen Palm	4
Section I – Foundational Documents	
Elementary Education Program Transition Points	6
Code of Ethics	7
SCSU, College of Education Mission Statement	9
Conceptual Framework	10
INTASC Standards	12
MN Standards of Effective Practice	13
Licensure Testing Requirements	14
Licensure Information	18
Section II – Professional Responsibilities	
Objectives of the Student Teaching Program	20
Student Teaching Policies	20
Dispositions	21
Responsibilities of the Teacher Candidate	22
Teaching Expectations for Teacher Candidates	23
ED 420, 422 Board of Teaching Literacy Standards	24
Block 3 Student Teaching Requirements	25
Block 4 Student Teaching Requirements	26
Recommended Resource Sites	27
Section III – Policies	
Teacher Candidate Placement Policies	30
Withdrawal/Removal from Student Teaching	30
Action Plans	30
Student Teaching Calendar and Attendance	31
MNSCU Agreement Disclaimer	32
Teacher Candidate Files	33
Section IV – Issues to Consider	
Data Privacy	35
Boundary Issues	35
Child Abuse	36
Diversity	36
School Safety	37
Section V – Guiding Materials	
Teacher Candidate Reflections	39
The Lesson Planning Cycle and Key Components of Lesson Plans	40
Checklist for Lesson Planning	41
Video Taping Reflection	42
Self-Managed Credentials	43
Teaching Portfolios	43
Section VI – Forms	

Observation and Evaluation Procedures _____	45
Formative Observations _____	47
Midterm (End of Block 3) Assessment _____	51
Summative Assessment _____	53
Reference Sheet _____	58
Action Plan _____	61
Feedback to University Supervisor _____	62
Student Teaching Self-Evaluation _____	63
Contact Information Form _____	64

Section VII – Cooperating Teacher Documents

Expectations of Cooperating Teachers _____	66
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Section VIII – University Supervisor Documents

Expectations of University Supervisors _____	70
Three-Way Meetings _____	71
University Supervisor Checklist _____	72
Important Pages _____	73



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Dear Teacher Candidate:

I would like to take this opportunity to congratulate you on reaching the final milestone in your teacher preparation program. The final clinical experience (student teaching) is an important capstone experience in your professional career and represents our confidence in you to work as a professional in the public schools. We believe you have developed the knowledge, skills, and professional dispositions to take this important next step to becoming a licensed teacher.

You will not be alone in this endeavor as your clinical experience is a collaborative effort between university faculty and our clinical faculty in the public schools. The Office of Clinical Experiences (OCE) has worked hard to ensure that your placement will be a positive learning environment for you. It is important that you clearly understand your role and responsibilities during this important experience as you are representing the College of Education at St. Cloud State University. If you have any questions regarding your clinical experience, please do not hesitate to contact the Office of Clinical Experiences.

Finally, I would like to emphasize the tremendous impact you will have on student learning. This is an important responsibility for every teacher and we expect that your strong work ethic, commitment, and dedication to teaching will result in a positive impact on learning for every student in your classroom. I wish you the best during this exciting time in your professional career.

Sincerely,

A handwritten signature in black ink that reads 'Glen Palm'.

Glen F. Palm
Interim Dean

Section I

Foundational Documents

- **Elementary Education Program Transition Points**
- **Code of Ethics**
- **SCSU College of Education Mission Statement**
- **Conceptual Framework**
- **INTASC Standards**
- **MN Standards of Effective Practice**
- **Licensure Testing Requirements/Licensure Information**

Elementary Education Program Transition Points

Requirements	Ed. 200	<u>Block One</u>	<u>Block Two</u>	<u>Block Three</u>	<u>Block Four</u>	<u>Exit Program</u>
GPA 2.5						
GPA 2.75						
PPST taken						
Applied to major						
Ed. 200 with a "C" or better						
Writing sample created in Ed. 200						
Met Ed. 200 standards						
Ed. 310 & Ed 315 with "C" or better						
Math 112 or 193 with "C" or better						
Satisfactory Block One Field Experience						
Met standards from Block One						
Ed. 416 & Ed. 305 with "C" or better						
Satisfactory Block Two Field Experience						
Met standards from Block Two						
Ed.407, 408 & 412 with "C" or better						
Satisfactory Block Three Student Teaching experience						
Met standards from Block Three						
Ed.409, 411 & 413 & 414 with "C" or better						
Satisfactory Block Four Student Teaching experience						
Met standards from Block Four						
A "C" or better in all related content courses						
A "C" or better in all education courses						
PPST tutoring, if didn't pass						
Write Place tutoring, if required.						
No expired action plans						
Cooperating Teacher Evaluation						
University Supervisor Evaluation						
PRAXIS One passed						
PRAXIS Two passed						

Code of Ethics of the Education Profession

Adopted by the NEA 1975 Representative Assembly, National Education Association, Washington, DC

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct. The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

Principle I: Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly –
 - Exclude any student from participation in any program
 - Deny benefits to any student
 - Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Principle II: Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgement, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.

4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statement about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Code of Ethics for Minnesota Teachers

Public Information. Minnesota Board of Teaching

8700.7500 Code of Ethics for Minnesota Teachers

Subpart 1. Scope. Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to rules established by the Minnesota board of teaching.

Subpart 2. Standards of Professional Conduct. The standards of professional conduct are as follows

- A teacher shall provide professional educational services in a nondiscriminatory manner.
- A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- A teacher shall not deliberately suppress or distort subject matter.
- A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- A teacher shall not knowingly make false or malicious statements about students or colleagues.
- A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

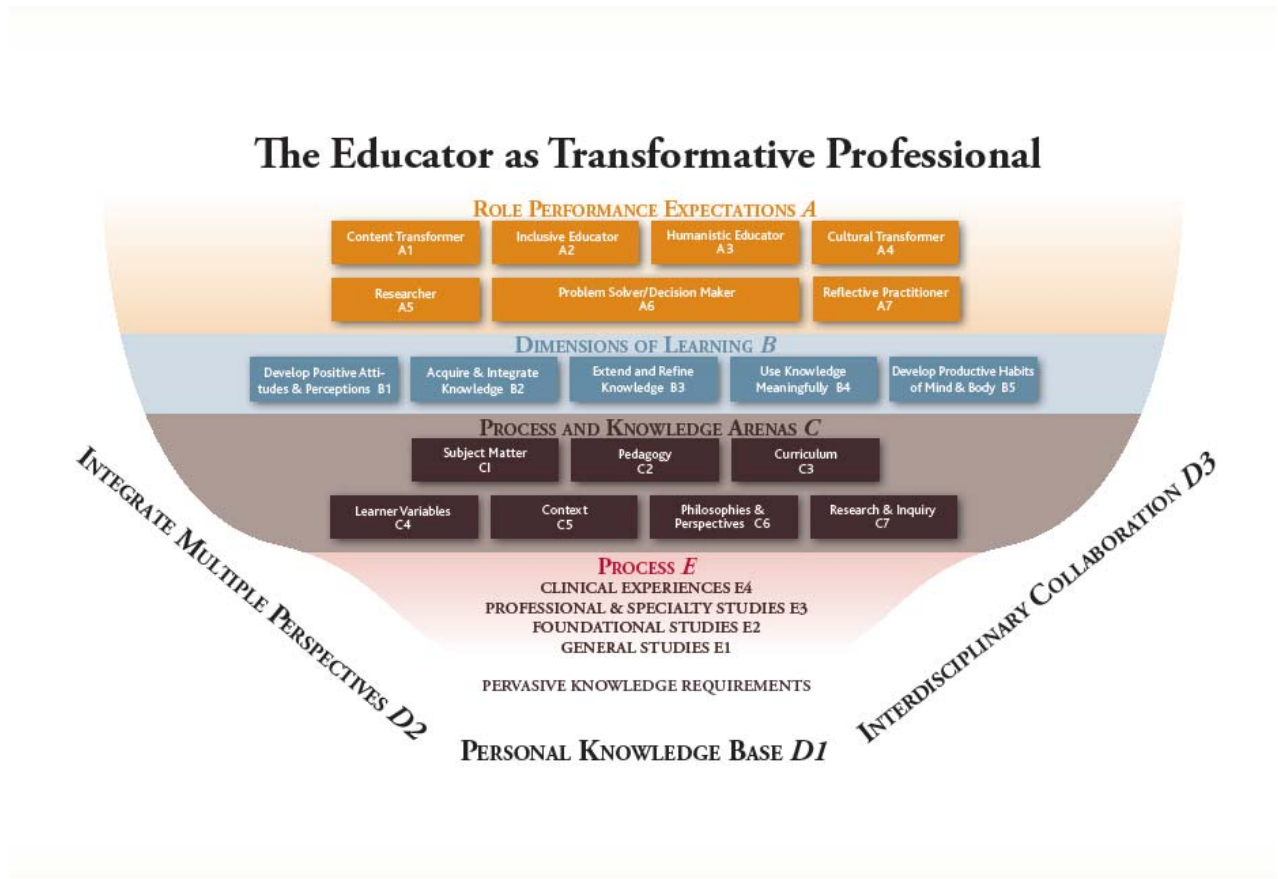
SCSU College of Education Mission Statement

The College of Education prepares transformative professional educators; educators who are prepared to facilitate the transformation of learners into life-long learners, critical and creative thinkers, and effective citizens in democratic society.

The goals of the college are to:

1. Facilitate in each student the development of perspectives, attitudes, learning strategies, sense of self-worth and productive habits of mind essential to higher order thinking, critical thinking, and creative problem solving.
2. Facilitate in each student acquisition of the values, dispositions, and abilities necessary for the lifelong assimilation, integration, transformation and application of knowledge to life's opportunities and challenges, and to evolution of our free democratic society.
3. Prepare students within their respective disciplines and majors to become transformative professionals, able to continually transform themselves through knowledge, and able to facilitate attainment of Goals 1 and 2 above in other learners.

Conceptual Framework St. Cloud State University College of Education



Role Performance Expectations

What Candidates Attain as a result of Their Programmatic Experiences

A1 - Content Transformer: A content transformer engages in ongoing efforts to change for the better, the information and knowledge bases related to their field. Content refers to the “what” a teacher, counselor, or administrator offers to students and other consumers. This includes the scope, sequence, materials, and outcomes that they offer to the individuals that they serve.

A2 - Inclusive Educator: As an inclusive educator, candidates come to demonstrate and act on deep understandings and values related to the worth and value of all children. The inclusive practitioner understands the role of race, gender, religion, culture, socioeconomic level, sexual orientation, and disability awareness. This individual understands certain fundamental inequities in American society and works to transform these through their dealings with students,

A3 - Humanistic Educator: Humanistic educators model and teach reasoned discourse in arguing positions and working toward personal and societal-level transformations. A humanistic approach to the helping professions includes an

understanding of the philosophical and ethical principals that guide societies, but also an understanding that these may vary by culture, place, and time

A4 - Cultural Transformer: In becoming a Cultural Transformer, a candidate critically evaluates and transforms contemporary cultures consistent with legal, ethical, and professional standards. Cultural transformers help students understand that knowledge is personal, cultural, changeable, and perspective driven. It is ultimately the learner, guided by the educator, whom acts on cultural transformations.

A5 - Researcher: We believe that transformation implies the skills related to critical knowledge seeking. We agree with Vukelich and Wrenn (1996) that educators should be intellectuals, “engaged in the pursuit of answers to genuine questions, problems and curiosities.” The educator as researcher and intellectual will be familiar with a variety of ways of knowing and wield appropriate, professional research tools.

A6 - Problem Solver/Decision Maker: The individuals with whom candidates will work will bring complex and seemingly intractable issues to the table, many of which the professional will never have encountered before. Because of this, the transformative professional must effectively employ formal and informal data (quantitative and qualitative) in making decisions about curriculum, learning and behavioral outcomes, and planning methods to be employed with the individuals that he or she serves. In short, transformative professionals will act as problem solvers and decision makers.

A7 - Reflective Practitioner: The transformative professional must think deeply and self-critically about the decisions that he or she make (and act on needed changes). This type of open-mindedness and introspection, is the only process that guarantees that educators will continuously grow, learn, and improve. Reflection is a matter of knowledge, skills, and disposition related to professionalism. We believe that the transformative professional will never consider her- or himself to be a finished product in terms of professionalism.

Definitions or Role Performance Expectations

Expectations A When candidates leave their preparation program, we believe that they have achieved professional-level attainments in seven role-performance areas. These role performances are more than outcomes; they represent seven tools for thinking about issues and for organizing information about the world through the eyes of a professional educator.

Dimensions of Learning B When candidates acquire the knowledge, skills, and dispositions related to their fields, we believe that, in transforming themselves, they adopt student-centered values, acquire and integrate knowledge, demonstrate performances, and develop productive [professional] habits of mind.

Process and Knowledge Arenas C Once candidates come into their preparation program, they are offered many experiences including class work in the major (lectures, discussions, small-group activities, and simulations), field experiences, general education courses, and student teaching. Knowledge, skills, and dispositions are nurtured through interdisciplinary collaboration featuring multiple perspectives.

For more information on the Conceptual Framework go to:

www.stcloudstate.edu/coe/ncate/framework/documents/conceptualframeworknarrative

INTASC Standards

The Interstate New Teacher Assessment and Support Consortium (INTASC) is a consortium of state education agencies, higher education institutions, and national educational organizations dedicated to the reform of the education, licensing, and on-going professional development of teachers. Created in 1987, INTASC's primary constituency is state education agencies responsible for teacher licensing and professional development. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with pedagogical understanding to assure that all students learn and perform at high levels.

INTASC Core Standards

- Principle #1** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- Principle #2** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- Principle #3** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle #4** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Principle #5** The 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.
- Principle #6** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Principle #7** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Principle #8** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Principle #9** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Principle #10** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Excerpted from: www.ccsso.org/intasc

Minnesota Standards of Effective Practice for Teachers

According to state law, any candidate for teacher licensure in Minnesota shall show verification of completing the following standards in a teacher preparation program. These 10 standards and their 120 specific competencies reflect the National INTASC standards, and are adopted permanent rules of the Minnesota Board of Teaching. Students in SCSU teacher education programs are expected to develop a pre-professional portfolio of class work, field work and life experiences demonstrating accomplishment of the standards.

Standard One: Subject Matter A teacher must understand the central concepts, tools of inquiry, and structures of the discipline taught and be able to create learning experiences that make these aspects of subject matter meaningful to.

Standard Two: Student Learning A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development.

Standard Three: Diverse Learners A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

Standard Four: Instructional Strategies A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

Standard Five: Learning Environment A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard Six: Communication A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard Seven: Planning Instruction A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard Eight: Assessment A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the students.

Standard Nine: Reflection and Professional Development A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the community, and who actively seeks out opportunities for professional growth.

Standard Ten: Collaboration, Ethics, and Relationships A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.

The complete standards and competencies are available on the internet at
www.revisor.leg.state.mn.us/arule/8710/2000.html.

MINNESOTA BOARD OF TEACHING

Teacher Testing Requirements

FREQUENTLY ASKED QUESTIONS

On September 1, 2010, the Minnesota Board of Teaching will launch a new generation of licensure tests. The new testing program is named the *MINNESOTA TEACHER LICENSURE EXAMINATIONS (MTLE)*

The Board of Teaching developed this set of questions and answers to help teacher candidates prepare for the change to the MTLE from the Praxis tests. Additional questions can be directed to the Board of Teaching.

What tests are required to get a Minnesota license?

Beginning in September 2010, the Minnesota Teacher Licensure Examinations (MTLE) will be the statewide uniform means of assessing the basic skills, pedagogical, and subject-area knowledge of Minnesota K-12 teacher candidates. All candidates for an initial license are required to pass the basic skills tests (reading, writing, mathematics), as well as pedagogy and content knowledge tests.

When can I register to take the MTLE?

Registration begins July 19, 2010, on the [MTLE Website](http://www.mtle.nesinc.com) (www.mtle.nesinc.com).

Where can I take the MTLE?

MTLE, except for World Language tests, are computer-based tests (CBTs) and are administered at Pearson Professional Centers (PPCs) and Pearson-authorized CBT sites in Minnesota. All CBT test centers are conveniently located near educator preparation institutions. World Language tests are paper based and will be administered in facilities located near language preparation institutions.

What are the test administration dates?

The CBT examinations will be available six days each month. You may schedule an appointment at the testing center of your choice. World Language tests will be offered up to six times per testing year. Test date and site information is provided on the MTLE Website.

What if I took a Praxis test and passed? Will I have to take this new test?

Once the MTLE tests are launched on September 1, 2010, candidates **cannot take** the Praxis for Minnesota licensure. However, if you have a passing score from a **test taken prior to September 1, 2010**, the BOT will accept the scores for the time periods listed below:

If you **completed a licensure program and took the test before September 1, 2010**, the Board of Teaching will accept passing scores on the following tests:

- Praxis basic skills tests (reading, writing, mathematics) until December 31, 2015. Beginning January 1, 2016, only MTLE basic skills passing scores will be accepted.
- Praxis pedagogy and content knowledge tests will be accepted until August 31, 2012. Beginning September 1, 2012, only MTLE pedagogy and content knowledge passing scores will be accepted.

If you **complete a licensure program between September 1, 2010, and August 31, 2012, AND took the test prior to September 1, 2010**, the Board of Teaching will accept passing scores on the following tests:

- Praxis basic skills tests (reading, writing, mathematics) until December 31, 2015. Beginning January 1, 2016, only MTLE basic skills passing scores will be accepted.
- Praxis pedagogy and content knowledge tests will be accepted until December 31, 2015. Beginning January 1, 2016, only MTLE pedagogy and content knowledge passing scores will be accepted.

What if I have passing scores from both Praxis tests and MTLE tests?

Candidates may use a combination of Praxis and MTLE scores as long as the Praxis scores fall within the timelines defined above.

How do I prepare for the MTLE?

A series of free study guides will be available through the MTLE Website when registration opens on July 19, 2010. These study guides include details about test content and format, as well as sample test questions. You can view these guides online or download them as PDFs for later review or printing.

What is the required passing score for each test?

Passing scores for each licensure test will not be set until October, 2010. Candidates who take a test in September, 2010, will be held to the scores set by the BOT retroactively.

When do I get my test scores?

Scores will be reported 21 days after the close of the computer-based testing window or 21 days from the test administration date for paper-based World Language tests.

Is there any limit to the number of times I can take a test?

No. You may take a test or subtest as many times as needed.

What if I passed one subtest but not another within a test? Do I have to take both subtests?

No. You may register for and take only the subtest that you did not pass. However, you must wait at least 90 days before retaking the same subtest.

What if I have tested several times and cannot pass? Is there some other way that I can get my license?

No. Testing requirements are set forth in Minnesota law and cannot be waived by the BOT.

A limited license may be issued upon the request of a Minnesota school district or charter school which allows a candidate one year to teach while attempting to pass the required tests. For more information regarding limited licenses, contact the Educator Licensing division at the Minnesota Department of Education at mde.educator-licensing@state.mn.us or call 651-582-8691.

What test do I take if I am seeking a World Language license?

Currently, only French, German, and Spanish World Languages have content knowledge tests. A content knowledge test for the Chinese (Mandarin) language will be required beginning September 1, 2010. [View a list of all licensure areas and required tests.](#)

Candidates seeking a license in another World Language are not required to pass a content knowledge test. However, all World Language licensure candidates must pass the basics skills and pedagogy tests.

How do I take an MTLE test if I don't live in Minnesota?

The MTLE will be available at more than 200 Pearson Professional Centers in the United States, including Puerto Rico, the Virgin Islands, and Canada.

Will a similar test taken in another state qualify me for Minnesota licensure?

No, only tests approved by the BOT for use in MN may be used to qualify for a teaching license.

What if I already have a license from another state? Do I have to take the MTLE?

Yes. All teachers must pass the MTLE tests. This includes the Basic Skills tests in reading, writing, and mathematics, a pedagogy test, and the content knowledge test(s) specific to the licensure field. However, a teacher with a license from another state can apply for a one-year license which allows a teacher one year to teach while attempting to pass the MTLE tests. This license can be renewed twice during a period of three years before the teacher must have met all of the Minnesota testing requirements. For more information regarding a one-year license, contact the Educator Licensing division at the Minnesota Department of Education at mde.educator-licensing@state.mn.us or 651-582-8691.

How do I request testing accommodations?

Information about requesting alternative testing arrangements will be provided to you during the registration process. The MTLE Website has detailed information about procedures and requirements for requesting alternative testing arrangements.

How much do the MTLE tests cost? [Check the MTLE website. \(www.mtle.nesinc.com\)](http://www.mtle.nesinc.com)**How do I pay for the test if I have limited financial resources?**

Evaluation Systems and the BOT will develop a system for providing test-fee vouchers. These vouchers will be distributed to qualifying candidates by Minnesota educator preparation programs.

What if I already have a Minnesota license—do I have to take these tests?

These tests are required for new licenses only. If you are new to the profession or new to Minnesota, you must pass the basic skills tests, a pedagogy test that aligns with the scope (grade level) of your licensure field, and a content-specific test in your licensure field. If you are already licensed and are adding another license, you only have to take the content knowledge test in the new licensure field.

What if I am currently teaching on a license that has a specific renewal condition that says I have to take an ETS / Praxis test?

The Board of Teaching will honor a passing score from either an ETS (Praxis) or an MTLE test in these situations.

Can I choose if I want to take a test by computer or with paper and pencil?

MTLE, except for World Language tests, are computer-based tests (CBTs) and are administered at Pearson Professional Centers (PPCs) and Pearson-authorized CBT sites in Minnesota. All CBT test centers are conveniently located near educator preparation institutions. World Language tests are paper based and will be administered in facilities located near language preparation institutions.

If you still have questions, please contact the Board of Teaching at board.teaching@state.mn.us.

Licensure Information

For current information about Minnesota teacher licensure, please go to www.stcloudstate.edu/registrar and click on Teacher Licensure. Information regarding current updates and requirements can be found within this site.

Section II

Professional Responsibilities

- **Objectives of Student Teaching Program**
- **Guidelines for Student Teaching**
- **Dispositions**
- **Responsibilities of the Teacher Candidate**
- **Teaching Expectations for Teacher Candidates**
- **Block 3 Student Teaching Requirements**
- **Block 4 Student Teaching Requirements**
- **Recommended Resource Sites**

Objectives of the Student Teaching Program

1. To provide Teacher Candidates with a gradual induction into the role of a professional teacher and opportunities to teach under guidance
2. To help Teacher Candidates develop an understanding of and demonstrate competence in the role of a professional teacher
3. To provide Teacher Candidates with feedback and evaluation in terms of growth in understanding and abilities needed to assume the responsibilities of a beginning teacher
4. To develop improved programs by encouraging cooperative efforts between public school and university personnel
5. To provide opportunities for student teaching experiences in multicultural and international sites

Student Teaching Policies

You are responsible for the rules, assignments, forms, and other material included in this Handbook.

- The Teacher Candidate must have a **minimum of \$25,000 liability insurance** before being accepted into any public school for student teaching.
- Teacher Candidates are held to the standards set forth in the *St Cloud State University Code of Conduct*.
- Each Teacher Candidate is required to attend the Student Teaching Orientation at the beginning of Block 3.
- Each Teacher Candidate is required to attend the “On Campus” Professional Development Day during Block Four.
- A Teacher Candidate may not be used as a substitute teacher and may not receive compensation for teaching responsibilities. The Teacher Candidate may teach in the absence of the Cooperating Teacher with a substitute teacher in the room.
- The Teacher Candidate may not satisfy his/her military obligation and student teaching requirements during the same university semester.
- The demands of planning and preparation for teaching should be the first priority of all Teacher Candidates. Teacher Candidates in Elementary and Secondary (5-12/K-12) may not be registered for coaching practicum credits or academic credits during student teaching. No class, practicum, job or any other activity may interfere with contractual teaching days. Any extenuating circumstances must be negotiated between Teacher Candidate, University Supervisor, Cooperating Teacher, and the appropriate Program Coordinator. The Program Coordinator will notify OCE of any arrangements that are made. (Adopted TDEV October 13, 2008).

Dispositions

The characteristics listed below, based on the INTASC Standards, the MN Standards of Effective Practice for Teachers, and other resources on effective teaching, reflect the dispositions expected of graduates of the College of Education at St Cloud State University.

- Dresses professionally.
- Develops an awareness of and valuing culture.
- Shows willingness to understand different learning patterns.
- Demonstrates willingness to question existing educational systems.
- Demonstrates willingness to question how children learn racism.
- Values the connection between family and school.
- Uses effective written and oral communication.
- Values children's literature, authors, and personal response to literature.
- Reads widely.
- Shows initiative.
- Demonstrates ability and willingness to team with others.
- Takes on different roles when working on a team.
- Is reflective, capable of meta-analysis.
- Is reflective of racial identity of self.
- Demonstrates positive and enthusiastic attitude toward learning new things.
- Is always professional in communication.
- Is responsible with attendance.
- Arrives to class and student teaching on time and well prepared.
- Views learning as a joyous experience rather than a set of odious tasks to be completed.
- Values a wide diversity of backgrounds, ethnicities, experiences and abilities within the classroom.
- Values and cultivates professional relationships with others in the school building.

Responsibilities of the Teacher Candidate

The Teacher Candidate will:

- bring to the teaching experience, adequate knowledge in the area of basic subject matter, human growth and development, and teaching strategies and procedures.
- display a highly professional attitude with respect to confidential information about children and youth, and with respect to relationships and practices with colleagues and the respective educational systems.
- develop an understanding of the role of administrators, teacher, lay people, support staff, and the Board of Teaching in determining school policies and in decision making.
- adhere to the Code of Ethics of the Education Profession.
- display enthusiasm and interest in all phases of the teaching experience.
- abide by patterns of conduct expected of professional personnel.
- be punctual; reporting on time for all school appointments including school meetings and functions required of other teachers and staff.
- read the school handbook to become familiar with essential information in order to comply with all school system and building regulations.
- strive to exemplify the attitudes and actions of a teacher rather than those of a student.
- demonstrate responsibility in accepting and completing assigned tasks.
- dress appropriately for a professional person.
- interact with non-teaching personnel (custodians, secretaries, nurses, cooks, etc.) and discover how all must relate effectively within the school setting.
- plan all work and submit lesson plans 2 days in advance to the Cooperating Teacher and the University Supervisor prior to teaching a lesson. Include, when necessary, safety rules for the pupils to follow.
- attempt a variety of teaching techniques in an effort to discover and develop a personal style of teaching. If necessary set short term goals for improvement (voice quality and projection, non-verbal skills, use of media, opening motivators and closure, etc.).
- accept constructive feedback and engage in regular self-appraisal
- experience the use of varied media in the instructional process.
- observe a variety of classes (unique programs, exemplary teachers, varied levels, etc.). Check with your Cooperating Teacher and/or the building principal as to who might be the best teachers to observe.
- contact the Cooperating Teacher and University Supervisor when ill.
- maintain a written reflective journal.

Some information in this section was gathered by researching other university Teacher Candidate/field experience handbooks including, the University of Northern Iowa and Southern Illinois University at Carbondale.

Teaching Expectations for Teacher Candidates

- Students will plan lessons based on the curriculum, the textbook and other outside resources. Unless it is otherwise precluded we expect student teachers to do far more than simply teach out of the textbook.
- We know that all of our students are familiar with “Round Robin” and “Popcorn” reading. As such we want them to become equally familiar with a variety of other strategies that help build student comprehension. The texts students bought for our classes (*Good Bye Round Robin* and *Literacy for the 21st Century*) contain over 60 strategies for text response and comprehension building that could be used in place of “Round Robin” or “Popcorn.” It is our expectation that students will use the strategies from the texts on a consistent basis.
- All oral reading of texts should be followed by some sort of discussion beyond the recall level (even if the discussion only lasts 1-2 minutes).
- Literacy teaching should include as many authentic experiences with real texts as possible. Even when reading basal texts we expect our students to provide high quality engagements to teach skills and build comprehension. Again, our *Literacy for the 21st Century* text contains many activities that could be substituted for the basal/worksheet-based activities when appropriate. Refer to page 24 to view the requirements of the Minnesota Board of Teaching Literacy Standards for ED 420 and ED 422.
- In Math instruction the use of manipulatives, real world problem solving, discussion of alternate problem solving strategies or algorithms, and the use of Children’s Literature as a platform for teaching or practicing mathematics shall be a part of math lessons as often as possible.
- The Social Studies text should be used as a resource rather than the sole vehicle for teaching. If reading of the text is required we expect it to be followed by high quality response activities from *Literacy for the 21st Century*, *Social Studies in Elementary Education* (our SS text) or other appropriate sources. In general social studies instruction should make use of multiple perspectives, maps, current events and appropriate children’s literature as often as possible. Our students have been exposed to a great many different approaches for social studies teaching and we expect them to be used.
- Science instruction should make consistent use of hands on materials. In particular, with use of materials such as FOSS kits, students should be asked to hypothesize and ask their own questions in addition to seeking the answers sought by the program.
- We expect our students to bring a minimum of 2 new ideas to the classroom in each semester. These ideas might be books, resources or teaching strategies that the cooperating teacher has not previously used. These materials could come from student research, peers, and websites or even from textbooks for SCSU courses
- The student understands that he/she is responsible for providing his or her own health insurance and for any and all medical expenses incurred by him/her related to any injury, loss or illness sustained by him/her while participating in the training experience at the placement Site.

ED 420 and 422 MN Board of Teaching Literacy Standards

D. A teacher of children in K-6 grade must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:

(D4) selection and appropriate explicit instruction and guided practice to teach written-language structures using a range of approaches and activities to develop students' facility in comprehending and using academic language;

(D6) the ability to design purposeful lessons/tasks based on the qualities, structures, and difficulty of texts and the reading needs of individual students including the selection and use of supplementary materials to support the reading development of struggling and gifted readers.

E. A teacher of children in K-6 grade must have knowledge of and ability to use a variety of assessment tools, and practices to plan and evaluate effective reading instruction, including:

(E3) the ability to work with reading specialists, gifted and talented specialists, and other staff on advanced intervention and enrichment programs;

F. A teacher of children in K-6 grade must have the ability to create a literate and motivation environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments, including:

(F2) The ability to support students and colleagues in the selection or design of materials that match students' reading levels, interests, cultural and linguistic backgrounds;

(F4) The ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promotes ongoing student engagement and literacy for all students;

G. A teacher of children in K-6 grade must view professional development as a career-long effort and responsibility, including:

(1) Exhibiting a particular stance towards professional development. Beginning teachers view learning about reading processes and students' reading development, and becoming more proficient as a teacher of reading, as a career-long effort and responsibility;

(2) Displaying positive dispositions toward the act of reading and the teaching of reading, including a belief that all students can learn to read regardless of their cognitive, cultural or linguistic backgrounds;

(3) Providing support for students' reading development by communicating regularly with parents/caregivers and eliciting their support in a student's reading development;

(4) Understanding how to provide instructions for paraprofessionals and volunteers working in the classroom to ensure that these individuals provide effective supplementary reading instruction;

(5) Engaging in personal learning as a daily and long-term goal to inform instructional practices, including reflection on practices, to improve daily instructional decisions and interactions with students; and

6) Collaborate with other professionals on literacy learning initiatives.

Elementary Student Teaching Experience: Block 3 Requirements

Student teaching in Block 3 is the first of two 8-week student teaching experiences. Teacher Candidates have completed teacher preparation course work and field experiences in curriculum and instruction, children's literature, kindergarten/primary education, reading/language arts I, social studies methods, mathematics methods, organization and management in middle grades, and art, music and PE for elementary teachers. Reading/language arts II, science methods, foundations of education and classroom management are the courses Teacher Candidates will take when they return to campus for Block 4 coursework. Note that, while a formal course in classroom management is part of Block 4 classes, classroom management strategies are addressed in each of the methods classes and field experiences throughout the program. It is generally recommended that Teacher Candidates gradually assume responsibility in the room by observing, assisting, team teaching and eventually teaching on their own. The guidelines below are to help the participants plan the experience.

Before Block 3 Student Teaching:

- Attend Student Teaching Orientation
- Attend specific orientations and seminars as directed
- Contact Cooperating Teacher at least one week before starting date
- Meet all program requirements (see Transition Points)

Early in the Block 3 Student Teaching Experience

- Observe, collaborate, assist, and teach small/large groups as directed by Cooperating Teacher & University Supervisor
- Acquaint yourself with school policies, procedures and culture
- Complete contact sheet found in Section VI.
- Study the mathematics, social studies, reading/language arts curriculum and be prepared to teach as directed
- Create an overall schedule/calendar for your student teaching experience in conjunction with your Cooperating Teacher

During the Block 3 Student Teaching Experience:

- Prepare and write lesson plans in a format that is acceptable to both the Cooperating Teacher and the University Supervisor. See key components of lesson plans in Section V.
- Submit lesson plans to Cooperating Teacher two days prior to teaching a lesson. All lesson plans must be readily available for the University Supervisor.
- Observe in other classrooms, including special education, ELL music, art, PE and other specialized classes that are available at your school, at the discretion of the Cooperating Teacher and University Supervisor
- Participate in parent/teacher conferences, professional development opportunities, school board meetings and extra-curricular activities and other school activities
- Submit weekly teaching schedules to your University Supervisor as requested
- Submit weekly reflections to University Supervisor as requested
- Videotape and critique at least one lesson for self-evaluation, as recommended
- Review and sign all formative observation forms

Near the end of the Block 3 Student Teaching Experience:

- Assume full planning, teaching, and assessing responsibilities for units of study in two or more content areas (math, social studies, and reading/language arts) for a minimum of 5 consecutive days
- Complete student teaching self-evaluation as directed by University Supervisor found in Section VI.
- Complete Feedback to University Supervisor form found in Section VI.
- Participate in a 3-way Midterm (End of Block 3) Student Teaching Assessment conference with Cooperating Teacher and University Supervisor and sign Midterm (End of Block 3) Student Teaching Assessment form

Elementary Student Teaching Experience: Block 4 Requirements

This is the second 8-week student teaching experience. Teacher Candidates have completed **all teacher preparation course work** and field experiences including curriculum and instruction, children's literature, kindergarten/primary education, reading/language arts I & II, social studies methods, mathematics methods, organization and management in middle grades, art, music and PE for elementary teachers, science methods, foundations of education, and classroom management. It is generally recommended that Teacher Candidates gradually assume full responsibility for the class by observing, assisting, team teaching and eventually teaching on their own. The guidelines below are to help the Teacher Candidates plan the experience

Early in the Block 4 Student Teaching Experience

- Observe, assist, team and teach small/large groups as directed by Cooperating Teacher and University Supervisor
- Study the entire curriculum and be prepared to teach as directed
- During your first week in Block 4, create an overall schedule for your student teaching experience in conjunction with the Cooperating Teacher

During the Block 4 Student Teaching Experience

- Teach in all subject areas of the curriculum including mathematics, science, social studies, reading/language arts
- Prepare and write lesson plans in a format that is acceptable to both the Cooperating Teacher and the University Supervisor. See key components of lesson plans in Section V.
- Submit lesson plans to Cooperating Teacher two days prior to teaching a lesson
- Participate in parent/teacher conferences, professional development opportunities, school board meetings and extra-curricular activities and other school activities
- Submit weekly teaching schedules to University Supervisor as required
- Submit weekly reflections to University Supervisor as requested
- Videotape and critique at least one lesson for self-evaluation, as directed
- Review and sign all formative observation forms
- Attend required On Campus Professional Development Conference

Near the end of the Block 4 Student Teaching Experience

- Assume full teaching responsibilities for a minimum of ten consecutive days
- Complete student teaching self-evaluation as directed by University Supervisor found in Section VI.
- Complete Feedback to University Supervisor form found in Section VI.
- Participate in a 3-way final summative assessment conference with Cooperating Teacher and University Supervisor and sign summative assessment form
- Express appreciation to classroom students and Cooperating Teacher

Recommended Resource Sites

In order to help our students with planning and finding high quality lesson ideas we recommend the web sites listed below. If you have other similar sites you would recommend we would be anxious to see those as well!

Reading/Language Arts (from the Int. Reading Assoc & The Nat'l Council of Teachers of English)

www.readwritethink.org

Writing

www.realebooks.com - a free downloadable book making program

Math: (from the Nat'l Council of Teachers of Mathematics)

<http://illuminations.nctm.org/>

<http://nlvm.usu.edu/> -free on-line virtual manipulatives

Science (from the Nat'l Science Teachers Assoc.)

<http://www.nsta.org/publications/grabbag.aspx>

<http://www.nsta.org/publications/interactive/>

<http://learningcenter.nsta.org/products/sciguides.aspx?action=r>

Social Studies (from the Nat'l Council for the Social Studies)

<http://www.ncss.org/lessons/>

<http://www.ncss.org/resources/>

Library of Congress (More than 10 million primary sources online!)

<http://www.loc.gov/teachers/>

<http://www.americaslibrary.gov>

Smithsonian

<http://www.smithsonianeducation.org/educators/> lesson plans etc

<http://www.folkways.si.edu/index.html> – downloadable recordings from around the world

National Geographic

<http://www.nationalgeographic.com/xpeditions/> - lesson plans

<http://worldmusic.nationalgeographic.com/worldmusic/view/page.basic/home> -downloadable world music

History Sites

<http://historymatters.gmu.edu/all.html>

<http://historymatters.gmu.edu/>

<http://www.nps.gov/history/nr/twhp/>

Maps

<http://www.accuweather.com/maps-satellite.asp> – Weather Maps

<http://plasma.nationalgeographic.com/mapmachine/> - A map maker program

<http://www.lib.utexas.edu/maps/> - Univ. Of Texas on-line map library

Section III

Policies

- **Teacher Candidate Placement Policies**
- **Withdrawal/Removal from Student Teaching**
- **Action Plans**
- **Student Teaching Calendar and Attendance**
- **Teacher Candidate Files**

Teacher Candidate Placement Policies

Assignment of Teacher Candidates

Teacher Candidates are not assigned to buildings in which they have been a student, are well-known by school personnel, have children in attendance, or have other relatives employed. Teacher Candidates are not assigned to a school where they would be coaching.

The student teaching placement may be changed or canceled at any time if the Building Principal, the Cooperating Teacher, the University Supervisor, and/or the Director of the Office of Clinical Experiences believe the change is beneficial to the student and/or the cooperating school. (adopted Fall 2007)

Withdrawal and Removal from Student Teaching

- 1) In cases where a student is removed from a student teaching placement for reasons unrelated to the student's dispositions or performance, all efforts will be made to secure a new placement as quickly as possible.
- 2) Students removed from student teaching for dispositional or performance reasons will be required to meet with their University Supervisor, a representative of the program (currently the liaison or program coordinator), the Director of OCE, and if appropriate, their Cooperating Teacher to design and agree upon an action plan to remediate the concerns raised during the student teaching placement. The requirements of the plan shall be successfully completed prior to the student being offered a new placement. In no event will a student removed from a placement for performance or dispositional reasons be offered a new placement during the semester in which they were removed.
- 3) A student who withdraws from a student teaching placement after the placement has begun without the consent of his/her University Supervisor will be required to meet with their University Supervisor, a representative of the program (currently the liaison or program coordinator), the Director of OCE, and if appropriate, their Cooperating Teacher, to design and agree upon an appropriate action plan. The requirements of the plan shall be successfully completed prior to the student being offered a new placement. In no event shall the student be offered a new placement during the semester in which they withdrew.
(adopted Fall 2007)

Action Plans

At times, concerns arise regarding the Teacher Candidate's development of specific professional skills. The Action Plan format can then be used during a three-way conference with the Teacher Candidate, Cooperating Teacher, and University Supervisor. Completing an Action Plan does not necessarily indicate unsatisfactory progress overall.

If a student teacher refuses to sign an action plan proposed by his/her University Supervisor, the student will be granted a maximum of ten (10) school days to resolve the concern through the department mediator prior to being removed from the placement.

If no resolution is achieved, the student will be removed from her/his placement following the 10th school day (inclusive of the day the plan is first discussed) after the initiation of the action by the University Supervisor. The Cooperating Teacher and the Director of OCE shall be notified of the potential for removal within 24 hours of the meeting with the student at which the action plan is discussed.

A student removed from a placement for failure to comply with an action plan will be given a new placement only when the action plan has been successfully completed. In no event shall the student be offered a new placement during the semester in which the removal took place. (Adopted Fall 2007)

Student Teaching Calendar

Teacher Candidates are expected to adhere to the school calendar of their cooperating school, fulfilling all attendance expectations of the Cooperating Teacher.

Student Teaching Contract Days

Follow the calendar of your cooperating school, *not* the calendar of St Cloud State University.

You must be present for the full contractual teaching day.

Inservice/meetings

Attend all functions that your Cooperating Teacher is required to attend, including meetings, inservice days, and/or conferences.

Attendance Expectations

In preparation for your career as a teacher, regular attendance at your student teaching assignment is a professional expectation. Be prompt at all times. You expect your students to be on time; therefore, you should be on time. A personal activities calendar might be helpful as an aid in meeting your various appointments, classes, meetings, conferences, etc. This includes turning in all necessary lesson plans, schedules, and journals promptly.

All absences (including partial day absences) must be discussed with your University Supervisor as well as your Cooperating Teacher. More than *two absences in a given semester* will cause your student teaching assignment to be extended or canceled. Absences are acceptable only under the following conditions:

In case of illness

Contact* your Cooperating Teacher and your University Supervisor. On the advice of your Cooperating Teacher, contact your Building Principal.

Doctor's appointments

These should be scheduled outside required school hours. Contact* your Cooperating Teacher about any appointments that are scheduled during your regular teaching day.

In case of emergency/bereavement

Contact* your Cooperating Teacher and University Supervisor as soon as possible.

In case of strike	Contact* your University Supervisor or Elementary Program Coordinator as soon as possible. During the strike the university will provide alternative courses of action to meet the educational needs of the Teacher Candidate.
In case of poor weather conditions	Follow your cooperating school's policies.
Attendance at Career Fair	Students registered for a Career Fair (applies to spring semester only) are allowed to be absent for that day; however, this absence must be prearranged and will count as an absence.

NOTE: Students are required to attend the On Campus Professional Development Conference during their Block Four student teaching.

*Contact-Communication is complete when response is received.

(Taken from MnSCU agreement)

The Student understands and agrees that:

1. placement and participation in this training experience is not employment with the University or placement site
2. the student is not covered by the University worker's compensation coverage
3. the student will not receive any money or compensation or benefits of any kind from the University in exchange for his/her participation in the training experience
4. the placement Site does not promise or guarantee any future employment for the student

Teacher Candidate Files

Teacher Candidate files are housed in the Office of Clinical Experiences. A file is created for each student when he or she applies for the Introduction to Education (Ed 200) field experience. Teacher Candidate OCE files may be destroyed seven years after the completion of student teaching.

Items typically found in a Teacher Candidate file

1. Pre-student teaching placement applications, agreements, and evaluations.
2. Student teaching application, including resume, position paper, and eligibility forms.
3. Student teaching contracts.
4. University Supervisor and Cooperating Teacher observation forms (copy to student).
5. Copies of University Supervisor and Cooperating Teacher final evaluations (students are required to maintain their own placement file, so keep the copy of your final evaluation for your records).
6. Student Teaching Self-Evaluation forms.
7. Action Plan for Professional Growth, if applicable.
8. Withdrawal information and remediation plan, if applicable.

The following individuals are allowed access to student teaching files:

1. All Office of Clinical Experiences personnel.
2. Dean and Associate Dean of the College of Education.
3. Chair of the Department of Teacher Development.
4. University Supervisor (supervisee files only).
5. Other education officials within the university institution with legitimate educational interests. (The Director of the Office of Clinical Experiences determines the legitimacy of said interests).
6. Parties with rights under the Family Educational Rights and Privacy Act.
7. Each Teacher Candidate may have access to his or her personal file and may grant access to others through written consent. However, files may not be taken from the office.

Section IV

Issues to Consider

- **Data Privacy**
- **Boundary Issues**
- **Child Abuse**
- **Diversity**
- **School Safety**

Data Privacy--“Keep student information private”

(Education Minnesota, Classroom Essentials 2007-08)

Much of the information you will deal with is private educational data on students and is protected by both state and federal privacy laws. Sharing information when there is no valid educational reason for doing so may subject you to discipline by the district and to civil liability. When discussing students with colleagues, ask yourself whether the discussion is really necessary to provide educational services to the student. **Do not discuss individual students outside the school setting.** Be sure volunteers in your classroom know they must keep information on students private.

- Most student data is private and should not be released to anyone but the student, his or her parents, or staff with a legitimate educational interest.
- The statute covers all forms of data. **If you can't release something in written form, you can't release it orally.**
- Review your classroom practice to make sure you aren't unnecessarily sharing information about students in class. Do not list the names of top scorers or students who need to turn in work. Be cautious about students grading each other's work.
- Do not post students' work on your class Web site unless you have their parents' permission.
- Ask if your district allows you to display photos of students or send home videos of students. These items may be considered “directory information” that can be released unless parents request it be withheld, but check to be sure.
- If in doubt, when asked for information, withhold the requested information until you check with your principal to determine whether it can be released.
- If anyone questions you about a student, whether it be the media or a parent of another student, respond simply that the information is private student data and that you cannot discuss it.

Boundary Issues --“Don't let allegations of inappropriate touch ruin your career”

(Education Minnesota, Classroom Essentials 2007-08)

Touch is one of the most basic of human needs, but if you deliberately come into physical contact with your students – even in the most innocent of contexts--you put yourself, and your career, at risk. It's sad but true. Every year a dozen or more Minnesota teachers on average are accused of inappropriate touch. Even when the charges are proven false, the impact on you personally, your career and your colleagues can be devastating. Be aware of, and sensitive to, physical and emotional boundaries. Remember, you are not your students' friend—you are their teacher. Let professional counselors and psychologists assist them with emotional issues.

Here are some ways to reduce the risk of being accused:

- Avoid physical horseplay with students. Don't let students sit on your lap.
- Do not meet with students alone in a closed setting. Music and physical education teachers, along with counselors, are especially vulnerable. If you're giving an instrumental lesson, make sure you are within sight of the window. If your door does not have a window, leave the door open.
- If you are male, be especially careful. Regardless of gender, if you teach fifth grade or above, avoid touching any students unless absolutely necessary.
- Avoid personal notes to students unless they deal solely with educational matters. Be especially careful with e-mail, and instant Internet and text messages.
- Use extreme caution when meeting with students in non-school settings, especially when other adults are not present. You should always have parent and district approval.
- Never use physical force to punish a student. Although in some circumstances you may use reasonable force to restrain a student, use extreme caution in doing so.

Child Abuse--“Teachers must report suspected abuse”

Teacher Candidates: Familiarize yourself with the district’s procedures/policies for reporting suspected abuse/neglect. Inform cooperating teacher and building administration. If you have concerns, contact your University Supervisor as soon as possible.

(Education Minnesota, Classroom Essentials 2007-08)

If you know or have reason to believe that one of your students has been the victim of child abuse or neglect, Minnesota law requires that you report it to the local social service agency, police or sheriff’s department, or the Minnesota Department of Education (if the suspected abuse occurred at school). **It is not sufficient to simply report it to the administration.** For the child’s protection – and yours – report any suspicion you have right away, even if you are unsure. The law requires a report be made within 24 hours of the time you have reason to believe there is abuse or neglect. The law also provides you with immunity for reports made in good faith. Do not take it upon yourself to investigate whether abuse occurred. If you are unsure, you should err on the side of reporting and leave the investigation to the proper authorities.

One sign or symptom may not necessarily indicate child abuse or neglect, but some clues might lead you to suspect it:

- A child who has a pattern of unexplained injuries or an inordinate number of “explained” ones.
- A child who comes to school inappropriately dressed for the season.
- A child who’s habitually late or often absent from school
- A child who arrives early and leaves late because he or she is reluctant to go home.
- A child who’s unusually fearful of adults or other children.
- A child who goes to the bathroom with difficulty or has trouble sitting.
- A child who is constantly tired or shows evidence of malnutrition.

Diversity--“Bring balance to your classroom”

(Education Minnesota, Classroom Essentials 2007-08)

Our students will live and work in an increasingly diverse society. Minority populations are increasing; immigration is bringing new languages and cultures; family structures are changing; and men and women continue to take on new roles in society. The challenge for educators is to meet students’ diverse educational needs while preparing all students to understand and appreciate differences in culture, learning style, interests and values.

Here are some suggestions:

- **Affirm and validate students’ ethnic experiences.** Include experiences of different cultural groups in the classroom through bulletin board displays, projects and presentations.
- **Recognize and understand cultural differences.** Be aware of such cultural elements as clothing, time, space, gestures, ethics, values, religion, holidays, sex roles, rights and duties. Make an effort to learn more about your students’ cultures by reading, taking classes and talking to people from the groups represented in your classroom.
- **Look beyond group stereotypes** and treat students as individuals. It’s important to assess the needs of students individually so each can develop his or her potential.
- **Make sure your expectations are the same** for boys and girls. Both genders can succeed in math and reading. Challenge all your students, and make sure you interact equally with boys and girls.
- **Vary your teaching style.** Students bring different experiences and learning styles to your classroom, so use a variety of approaches to be sure everyone is successful.

- **Build on diversity in your everyday teaching.** Students’ multicultural experiences are assets that can be used to help all students develop literary and critical thinking skills. Make connections through instructional themes relevant to many cultures.
- **Familiarize yourself with your district’s harassment policies.** Every district is required to have policies on racial and sexual harassment.

School Safety--“Help provide a safe learning environment”

(Education Minnesota, Classroom Essentials 2007-08)

Statistically, public schools are one of the safest places for children. But it is still essential to be prepared for the possibility of violence or other life-threatening emergencies. Where do you start?

- **Familiarize yourself** with your district’s crisis management policy. Minnesota law requires all school districts to develop such a policy—in cooperation with staff, parents, law enforcement and others—to deal with a broad range of crises. The law spells out the minimum number of lock-down, fire and tornado drills to be included in the policy.
- **Make sure you receive training in crisis procedures**, including opportunities to practice the procedures with students present. Contact your union’s building representative or local president if your district does not offer this.
- **Know your school building.** Make sure you get a map and a complete tour of your school. Know where designated safe areas are and how to get there. Familiarize yourself with evacuation routes and alternate routes if the main route is blocked.
- **Know the staff and other adults** authorized to be in your school. If you see someone you don’t recognize, follow your school’s policy for reporting an unauthorized visitor.
- **Pay attention to warning signs** that a student could become violent. These include preoccupation with weapons and death, cruelty to animals and expressions of anger or violence in writings or drawings. Ask others at your school how to access resources for troubled youth.
- **Help foster a safe and respectful environment** in your classroom and school. Don’t tolerate bullying, harassment or physical violence. Teach students how to resolve conflicts and manage anger, and help them practice these skills in everyday life. Work with others at your school to implement school-wide anti-bullying and school safety programs.
- **For additional assistance**, you can access Education Minnesota’s Crisis Response Team through your building representative or local president. The team offers not only crisis assistance, but resources, training and preventative services.

Section V

Guiding Materials

- **Teacher Candidate Reflections**
- **Key Components of Lesson Plans**
- **Checklist for Lesson Planning**
- **Self-Managed Credentials**
- **Teaching Portfolios**

Teacher Candidate Reflections

What is reflection? Why is it so important? Do I really need to do this?

Although using reflection is a relative new concept, scholars have discussed it for generations. Philosopher and educator John Dewey (1910) wrote that; “reflection is aimed at the discovery of facts that will serve a purpose.” According to Dewey, the guiding factor in the process of reflection is the “demand for the solution of a perplexity” (Dewey 1910, 1921). Educational theorist Jerome Bruner went further when he stated, “Reflection is central to all learning” (Bruner, 1960, 13). Many books that document the attributes of successful people stress a reflective process.

Reflective individuals think about what they have seen and done. They gather information and analyze it. Most often, writing down what they have observed, or participated in – as a way of processing their thoughts. “Reflection is at first introspective, but later it becomes active and interactive. Of course, true reflective people continue the introspective process while they are actively pursuing information and clarification” (Reed & Bergeman, 2001). Reflection is not difficult – it merely requires answering simple questions: What did I do? How do I feel? Why do I feel that way? What was the best thing that happened? Were there any things I could have done better? What would I do differently if I could do it again?

As you embark on your student teaching experience, you are encouraged to reflect on what happens throughout your experience. Of course it will take time, practice and an environment supportive of the process. Other questions or topics you may reflect on include:

- In general, how successful was the lesson? Did students learn what you intended them to learn?
- Were the lesson’s goals and objectives appropriate for the students?
- Were your assessment strategies effective? Would you make changes?
- Classroom procedures – physical space, student conduct.
- What modifications or adjustments were necessary (if any)?
- Was your feedback accurate, substantive, constructive, specific, and/or timely? How might you respond differently?
- Discuss strategies, grouping, activities, materials & resources used.

Bruner, J.S. (1960). *The Process of Education*. New York: Vintage

Dewey, J. (1921). *How We Think*. Boston: D.C. Heath

Reed, Arthea J. S. & Bergemann, V.E. (2001). *Guide to Observation, Participation, and Reflection in the Classroom*. Boston: McGraw Hill, 4th Ed.

The Lesson Planning Cycle

Teaching involves a cycle of reflection on previous lessons taught, through careful examination of student work and the impact of the teacher's instruction and classroom management followed by planning and implementation of new learning experiences. Lesson plans may be written in various formats but must contain the following key components:

Key Components of a Lesson Plan

- Identifying items
 - Name, date taught, grade level, time needed
 - Subject area, topic
- Standard Addressed
- Objective/purpose
- Materials needed
- Introduction/connecting to the students
- Teaching/learning procedures
- Closure
- Assessment
- Management strategies for lesson/Transition strategies
- Inclusion, cultural, diversity, and social justice considerations
- Two adaptation to meet needs of all students (gifted/strugglers)

A Checklist for Lesson Planning

NOTE: *Lesson plans must be approved by the Cooperating Teacher **two days** before the lesson is taught.*

1. Are the objectives stated clearly? What is the purpose of this lesson?
2. Is the lesson at the student's correct level of difficulty?
3. Are the instructions specific and meaningful?
4. Is this the best way of obtaining this particular understanding, attitude or skill? Have alternative methods been considered?
5. Are the plans flexible?
6. Are a variety of activities being provided?
7. Is the homework assignment necessary, realistic, and consistent with the lesson taught?
8. What is the justification for viewing this film, discussing this news article, or assigning this reading?
9. Do the projected plans relate to the interests and experiences of the students in this classroom?
10. Has the Cooperating Teacher(s) been consulted on the various methods or techniques of teaching?
11. Are all of the materials readily available?
12. Are these lesson plans consistent with the philosophy of the Cooperating Teacher, the school, and the program?
13. Was enough time allowed to complete the assignments?
14. Does the lesson match the objective/s?
15. Does the assessment match the objective/s?
16. Have multiple (racial, gender, class, etc.) perspectives on the content of the lesson been considered and included where appropriate?

Video Taping Reflection– Watch your videotaped lesson, reflect on the following points and respond BY EMAIL to your University Supervisor:

1. **Context of Lesson** – when, where, how many children, title of activity, etc. and any other pertinent information you think necessary to explain the context of the lesson.
2. **Body Language:** What did you notice about how your body language affected the lesson/activity. What was the body language of the children informing you of your practice? Be sure to reflect on your strengths and ways you could improve.
3. **Fairness in Including All Children:** Gender, ethnicity, quiet children, demanding children, children with other special needs, etc. How fair were you in including all children? What evidence shows this?
4. **Your Voice quality, articulation and proper use of the English Language:** Could you be heard and understood by all? Fluent, hesitant, use of weak speech (tags at end of sentences: OK?) etc.
5. **Encouraging Strategies:** Acknowledgements, reflective speech (of actions and feelings), encouraging words. Tone of voice, etc.
6. **Questioning Techniques:** Types of questions asked (give examples) Higher order thinking, comprehension, rote, etc. How much wait time did you give?
7. **Classroom Management Techniques:** What strategies did you try? Were they effective? Did you set expectations for transitions?
8. **Other:** How will you use this feedback to increase the quality of your instruction?

Self-Managed Credentials for Teacher Candidates

Self-managed credentials are the Teacher Candidate's job application materials. Teacher Candidates will coordinate the materials they will use in applying for teacher positions. Teacher Candidates will need to maintain original copies of their materials and send copies to the school districts for positions for which they are making formal application.

SCSU Teacher Candidates should begin preparing their job search application materials the semester before their student teaching. During the student teaching semester, students should complete their resume and reference list and register with Career Services through www.scsucareers.com. This electronic resume posting system makes resumes available to school districts. Candidates should also visit *EdPost*, to review current education listings. This is also an important resource for candidates to use before they begin their job search process. You can review school district listings for job requirements as well as individual district application requirements.

Credentials often include:

- Letter of intent/application
- Resume
- List of references
- Three to five letters of recommendation (people who can comment on your ability to be an excellent employee, teacher, colleague; e.g., college professor, employer, colleague/teacher, organizational adviser, or principal)
- Teaching license
- Transcripts

Teaching Portfolios

Teaching candidates should prepare a portfolio to have available to share with an interviewing team. The portfolio should be of professional quality and presentation. A portfolio might include:

1. Table of contents
2. Profiles of your work
 - a. teaching philosophy
 - b. teaching responsibilities and objectives
 - c. strategies used in teaching (exams, computers)
 - d. syllabi and course descriptions
 - e. examples of special programs presented or projects for students
3. Efforts of achieving quality teaching
 - a. peer and student evaluations
 - b. letter from parent of student taught (unsolicited is great)
 - c. teaching workshop participation
 - d. awards received
 - e. achievements acknowledged
4. Goals
 - a. strategies to try next
 - b. studies outlined
5. Other
 - a. student outcomes (exams, tests and survey scores)
 - b. additional materials (letters from alumni, colleague observations)
 - c. photos of bulletin boards, classroom projects or experiences or special programs
 - d. video tapes of classroom instruction or programs

Section VI

Forms

- **Observation and Evaluation Procedures**
- **Formative Observations**
- **Midterm (End of Block 3) Assessment**
- **Summative Assessment**
- **Action Plan**
- **Feedback to University Supervisor**
- **Student Teaching Self-Evaluation**
- **Contact Information Form**

Observation and Evaluation Procedures

Evaluation of a Teacher Candidate has two major purposes:

1. Measure and encourage the Teacher Candidate's progress
2. Record for the university the level of competence attained by the Teacher Candidate during the student teaching experience

Formative Observation Assessment

Six observation forms must be completed during the student teaching experience by both the Cooperating Teacher and the University Supervisor (**three are required for each eight-week experience**). Two options for the Observation and Conference Guide Forms are available. The forms are signed by both the Teacher Candidate and observer. Evaluation of teaching effectiveness is a daily process. The Cooperating Teacher is encouraged to discuss written observations on a continuous basis with the Teacher Candidate.

Midterm (End of Block 3) Assessment of Student Teaching

The Midterm (End of Block 3) Assessment and Narrative of Student Teaching Forms are used by Cooperating Teachers and University Supervisors for evaluating the Teacher Candidate at the completion of Block 3 Student Teaching. These forms become a part of the Teacher Candidate's placement file. **They must be typed and signed by the University Supervisor, the Cooperating Teacher, and the Teacher Candidate.**

Summative Final Evaluation of Student Teaching

The Summative Assessment and Narrative of Student Teaching are used by Cooperating Teachers and University Supervisors for evaluating the Teacher Candidate at the completion of Block 4 Student Teaching. These final evaluations and narratives are sufficient documentation of the student teaching experience; therefore, additional letters of recommendation from Cooperating Teachers and University Supervisors are not required or expected. These forms become a part of the Teacher Candidate's placement file. **They must be typed and signed by the University Supervisor, the Cooperating Teacher, and the Teacher Candidate.**

Action Plan for Professional Growth

At times concerns arise regarding the Teacher Candidate's development of specific professional skills. The Action Plan format can then be used during a three-way conference with the Teacher Candidate, Cooperating Teacher, and University Supervisor. **Completing an Action Plan does not necessarily indicate unsatisfactory progress overall.**

Feedback to University Supervisor

The Department of Teacher Development is constantly seeking input that will improve the educational experience of our students. Teacher Candidates are requested to submit anonymous feedback to their University Supervisor via regular mail at the completion of their Block 3 and Block 4 student teaching. A feedback form is included in this section of the handbook.

Teacher Candidate Self-Evaluation

The Teacher Candidate is expected to gain competence in reflective teaching. To this end, the Teacher Candidate is required to complete a self-evaluation form at the end of first student teaching experience and again **at the end** of the final student teaching experience. The Teacher Candidate will share these self-evaluations with the Cooperating Teacher for comment and signature and will submit the completed form to the University Supervisor.

Notes on classroom (e.g., facility, number of students, special needs, special events):

STANDARD & INDICATORS: List the indicator for which evidence is provided. E = Effectively Used; NI = Needs Improvement	EVIDENCE: <i>Specific evidence must be provided for each indicator observed.</i> List <i>specific examples</i> of what the candidate did to meet the standard – do not just repeat the indicator.	SUGGESTIONS FOR GROWTH and/or action needed: Check the box <input checked="" type="checkbox"/> if an action plan or additional comments are attached.
1) <u>SUBJECT MATTER</u> <input type="checkbox"/> E: NI:		
2) <u>STUDENT LEARNING</u> <input type="checkbox"/> E: NI:		
3) <u>DIVERSE LEARNERS</u> <input type="checkbox"/> E: NI:		
4) <u>INSTRUCTIONAL STRATEGIES</u> <input type="checkbox"/> E: NI:		
5) <u>LEARNING ENVIRN/CLSRM MGMT</u> <input type="checkbox"/> E: NI:	Observer: _____ Date: _____ White copy – OCE/Observer Canary copy - Student	Teacher Candidate: _____ Date: _____

REV. JUNE 2005 STANDARD & INDICATORS: E = Effectively Used; NI = Needs Improvement	<u>ST CLOUD STATE UNIVERSITY – FORMATIVE ASSESSMENT OF BEGINNING TEACHER</u> <u>COMPETENCIES</u> EVIDENCE: <i>Specific evidence must be provided for each indicator observed.</i>	PAGE 2 OF 2 SUGGESTIONS FOR GROWTH and/or action needed:
6) COMMUNICATION <input type="checkbox"/> E: NI:		
7) PLANNING INSTRUCTION <input type="checkbox"/> E: NI:		
8) ASSESSMENT <input type="checkbox"/> E: NI:		
9) REFLECT AND PROF. DEVELOP <input type="checkbox"/> E: NI:		
10) PARTNERSHIPS <input type="checkbox"/> E: NI:		
11) PROF. DISPOSITIONS <input type="checkbox"/> E: NI:		

Additional standards specific to the discipline may also be required.

Teacher Candidate: _____ Date of Observation: _____

Grade Level: _____ Course/Subject: _____ School: _____

Week in this placement: _____ of _____ Lesson Topic (s): _____ Cooperating Teacher: _____

Observer: _____ Date: _____ Teacher Candidate: _____ Date: _____
 Signature Signature

White copy – OCE/Observer Canary Copy – Student

**ST. CLOUD STATE UNIVERSITY
Formative Observation Assessment**

ADDITIONAL COMMENTS

Teacher Candidate _____ Subject / Grade _____

Observer _____ Date _____

The comments below are related to Standard # _____

This page must be filled out to accompany the Formative Observation Assessment if any boxes on that form are marked indicating additional information is attached.

Rev. June 2005

White Copy – OCE/Observer

Canary Copy – Student

Page _____

St Cloud State University Observation and Conference Guide

Teacher Candidate _____ Cooperating Teacher _____
 Grade _____ Lesson _____ School/City _____

In this lesson, indicators of effective practice were observed

Subsequent lessons must show evidence of:

Observation Notes:

YES NO

- | | | | |
|--------------------------|--------------------------|---------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Subject Matter | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | Student Learning | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | Diverse Learners | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | Instructional Strategies | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | Lrng.Env./ Class Mgmt. | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | Communication | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | Planning / Instruction | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | Assessment | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | Reflection and Prof. Dev. | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | Partnerships | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | Professional Dispositions | <input type="checkbox"/> |

Strengths:

Suggestions for Development:

Observer _____ Teacher Candidate _____

Date _____

Reference Sheet of Indicators of Effective Teaching can be found in the Student Teaching Handbook

Revised 5/07

St. Cloud State University
Elementary Education Program
Midterm (End of Block 3) Assessment of Student Teaching

Department of Teacher Development
A132 Education Building
720 Fourth Avenue South
St. Cloud, MN 56301-4498
Phone (320) 308-3007

Office of Clinical Experiences
Ed. Building, B120
Phone (320) 308-4783
Fax (320) 308-6442
TTY: 800-627-3529

Student _____ Subjects or Grade Levels Taught _____
Sem. / Year _____ School _____ District _____

The evaluation is an assessment of this beginning teacher's competencies demonstrated at the end of the first semester (Block 3) of student teaching.

Standard 1: Subject Matter	Projects a strong conceptual background, builds connections, finds information, integrates multiple perspectives.	Projects an adequate background and understanding.	Displays a weak background and/or a disinterested attitude.
Standard 2: Student Learning	Provides opportunities for students to think, apply information and skills, make connections and create meaning.	Transfers information adequately /provides few opportunities for students to think, apply information and skills, make connections and create meaning.	Transfers information inadequately / provides few opportunities for students to think, apply information and skills, make connections and create meaning.
Standard 3: Diverse Learners	Consistently strives to create instructional opportunities that accommodate learners with diverse cultural backgrounds, varied learning styles, and exceptionality in learning.	Occasionally creates instructional opportunities that accommodate learners with diverse cultural backgrounds, varied learning styles, and exceptionality in learning.	Makes little effort to accommodate diversity in learners.
Standard 4: Instructional Strategies	Understands and strives to consistently use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	Understands and occasionally uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	Uses a limited variety of instructional strategies.
Standard 5: Learning Environment	Consistently creates a learning environment that encourages self-discipline, self-motivation, positive social interaction, and active engagement in learning.	Creates a learning environment that occasionally promotes self-discipline, self-motivation, positive social interaction and active engagement in learning.	Fails to create a learning environment that promotes self-discipline, self-motivation, positive social interaction and active engagement in learning.

Name: _____ Signed: _____ Date: _____
Cooperating Teacher or University Supervisor

Rev. October 2008 University Supervisor/Cooperating Teacher SCSU is an affirmative action/equal opportunity educator and employer. Upon request this document will be made available in large print or audio tape.

Standard 6: Communication	Demonstrates effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	Conveys ideas reasonably well, provides some opportunities for student interaction.	Communicates in a confusing simplistic, or inarticulate manner, provides minimal social interaction.
Standard 7: Planning Instruction	Consistently plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	Occasionally plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	Minimally plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
Standard 8: Assessment	Consistently uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.	Occasionally uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and development of the student.	Minimally uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.
Standard 9: Reflection & Professional Development	Consistently demonstrates reflective practice to evaluate the effects of his/her choices and actions on others.	Occasionally demonstrates reflective practice to evaluate the effects of his/her choices and actions on others.	Fails to demonstrate reflective practice to evaluate the effects of his/her choices and actions on others.
Standard 10: Partnerships	Consistently fosters relationships with school colleagues, parents/guardians, and larger community to support students' learning and well-being.	Cooperates with school colleagues and fulfills requirements.	Demonstrates minimal concern for cooperation, inadequately fulfills requirements.

Professional Teacher candidate models professional behaviors and attitudes consistent with that of a high quality teacher

Dispositions: including: Demonstrates enthusiasm, reliability, flexibility, Accepts responsibilities assigned, Carries out assignments independently, Demonstrates initiative, Focuses attention on students and instruction, Is sensitive and responsive to the needs of students and staff, Dresses appropriately, Demonstrates mature, respectful and appropriately friendly behaviors and mannerisms, Works collaboratively, Exercises sound professional judgment

High Performance

Low Performance

Narrative Comments: In the space below please provided a narrative description of the teacher candidate's strengths and weaknesses as observed in the first half of this professional year.

Name: _____ Signed: _____ Date: _____
Cooperating Teacher or University Supervisor

Rev. October 2009 University Supervisor/Cooperating Teacher SCSU is an affirmative action/equal opportunity educator and employer. Upon request this document will be made available in large print or audio tape.

Rev. Spring 2009
 Office of Clinical Experiences
 Phone (320) 308-4783

ST. CLOUD STATE UNIVERSITY
Summative Assessment of Student Teaching
 720 Fourth Avenue South , EB – B120
 Fax (320) 308-6442

St. Cloud, MN 56301-4498
 TTY: 1-800-627-3529

Teacher Candidate _____ Subjects / Grade Level(s) Taught _____ Sem. / Year _____

Site(s) _____ City, State _____

The following summative assessment, based on the INTASC and Minnesota Board of Teaching Standards, describes this beginning teacher's competencies at the end of student teaching. For information on accessing this document, contact the University Supervisor or Office of Clinical Experiences at (320) 308-4783.

4– At this level of performance the teacher candidate demonstrates a well developed understanding of the specific standard and its underlying indicators, ***at the level of an experienced teacher***. The teacher candidate consistently performs at a high level, already showing attributes of effective practice.

3 - At this level of performance the teacher candidate demonstrates a sound understanding of the specific standard and its underlying indicators. The teacher candidate performs competently ***at a level expected for a beginning teacher***.

2 - At this level of performance the teacher candidate demonstrates understanding of the specific standard and its underlying indicators. The teacher candidate generally performs adequately ***at the level of a beginning teacher. Further experience could result in greater understanding and success.***

1 - At this level of performance the teacher candidate does not demonstrate an understanding of the specific standard and its underlying indicators. The teacher candidate's performance does not meet Minnesota Standards of Effective Practice (Minn. Statute 8710.2000).

A performance level of "1" on any standard indicates an unsatisfactory student teaching experience.

Check the box that best reflects the candidates' competency at the end of student teaching.

Standard	Indicators	Level of Performance
Standard 1- SUBJECT MATTER <i>The candidate understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</i>	Demonstrates knowledge of content and pedagogy • Uses multiple representations to capture key ideas • Creates interdisciplinary learning experiences • Engages students in generating knowledge • Makes topics relevant to students' lives • Demonstrates enthusiasm for discipline Name: _____ Signed: _____ Date: _____ Cooperating Teacher or University Supervisor Teacher Candidate Name: _____ SCSU is an affirmative action/equal opportunity employer. Upon request this document will be made available in large print or audio tape.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Page 1

Standard	Indicators	Level of Performance
Standard 7 – PLANNING INSTRUCTION <i>The candidate plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.</i>	Plans effective instruction to meet curriculum goals, linking short and long range term plans to students needs and performance, based on principles of effective instruction • Plans instruction using contextual considerations that bridge curriculum and student experiences • Values planning as a collegial activity	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Standard 8 – ASSESSMENT <i>The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</i>	Knows how to select, construct and use assessment strategies and instruments appropriate to the learning outcomes and Minnesota Standards to enhance knowledge of students, identify strengths, evaluate progress and modify teaching • Recognizes that many different assessment strategies are necessary for monitoring and promoting student learning, and appropriately uses a variety of formal and informal assessment techniques including student self assessment • Involves students in setting learning goals • Monitors teaching in relation to student success and modifies instructional approaches accordingly • Assesses and reflects on individual and group effects of class activities • Establishes and maintains accurate and complete records of student work and performance and communicates student progress based on appropriate indicators • Provides continuous, timely feedback to students in order to assist learning progress	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Standard 9 – REFLECTION AND PROFESSIONAL DEVELOPMENT <i>The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</i>	Demonstrates a willingness to give and receive help • Demonstrates a commitment to reflection, self-assessment and on-going learning • Understands the influences of the teacher’s behavior on student growth and learning • Draws on colleagues as supports for reflection, problem-solving and new ideas	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
<p>SCSU is an affirmative action/equal opportunity employer. Upon request this document will be made available in large print or audio tape.</p> <p>Rev. Spring 2009</p>	Name: _____ Signed: _____ Date: _____ Cooperating Teacher or University Supervisor Teacher Candidate Name: _____	Page 3

Standard	Indicators	Level of Performance
Standard 10 – PARTNERSHIPS <i>The candidate fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.</i>	Understands how factors outside of school influence student learning • Understands & implements laws related to student rights and teacher responsibilities • Respects the privacy of students and confidentiality of information • Understands the influence of use and misuse of tobacco, alcohol, drugs and other chemicals on student life and learning • Collaborates with other professionals to enhance the overall learning environment for students • Develops respectful, cooperative partnerships with families, colleagues and community to foster student learning and well being	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
PROFESSIONAL DISPOSITIONS <i>The candidate models professional behaviors and attitudes consistent with that of a high quality teacher.</i>	Demonstrates enthusiasm (e.g., body language, eye contact, using students' names) • Is reliable – arrives on time and ready to teach • Accepts responsibilities assigned by the cooperating teacher and university supervisor • Carries out assignments independently, when appropriate • Demonstrates flexibility – adapts easily to changing circumstances • Demonstrates initiative – seeks to make a contribution to the classroom and the school • Focuses attention on students and instruction when at school – is not distracted • Is sensitive and responsive to the needs of students and staff • Dresses appropriately for the classroom or professional situation • Demonstrates mature, respectful and appropriately friendly behaviors and mannerisms • Demonstrates ability to work collaboratively • Exercises sound professional judgment when working with colleagues, students, parents and community members	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

CT _____ US _____ CoTeaching? Yes _____ No _____ Undergraduate _____ Graduate _____ Midterm?(End of 1st 8 weeks) _____

Name: _____ Signed: _____ Date: _____
 Cooperating Teacher or University Supervisor

Teacher Candidate Name: _____

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Page 4

Narrative Comments: Cooperating teachers and university supervisors, please attach a narrative description (preferably on school or professional letterhead) of the teacher candidate’s experience. This written evaluation, which is based on evidence collected during the student teaching experience, should address the above standards and professional dispositions. You may wish to highlight special talents and skills as well as areas needing improvement.

Name: _____ Signed: _____ Date: _____

Teacher Candidate Name: _____

Rev. Spring 2009

SCSU is an affirmative action/equal opportunity educator and employer. Upon request this document will be made available in large print or audio tape.

Standard 1- SUBJECT MATTER *The candidate understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.*

- | | |
|---|---|
| a) Demonstrates knowledge of content and pedagogy (P) | d) Engages students in generating knowledge (P) |
| b) Uses multiple representations to capture key ideas (P) | e) Makes topics relevant to students' lives (P) |
| c) Creates interdisciplinary learning experiences (P) | f) Demonstrates enthusiasm for discipline (D) |

Standard 2 – STUDENT LEARNING *The candidate understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.*

- | | |
|--|---|
| a) Addresses physical, social, emotional, moral and cognitive development in instructional decision-making (K) | g) Uses strengths as a basis for growth and errors as an opportunity for learning (D) |
| b) Demonstrates respect for diverse talents of all learners (D) | h) Assesses student learning & designs instruction accordingly (P) |
| c) Links new ideas to already familiar ideas & experiences (P) | i) Uses developmentally appropriate instructional strategies (P) |
| d) Provides opportunities for active student engagement (P) | j) Encourages discussion (P) |
| e) Encourages students to assume responsibility for learning (P) | k) Elicits samples of student thinking orally and in writing (P) |
| f) Listens thoughtfully and responds appropriately (P) | |

Standard 3 – DIVERSE LEARNERS *The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*

- a) Designs instruction to meet individual needs of students (P)
- b) Brings multiple perspectives to the content (P)
- c) Uses strategies to support ELL students' learning (K)
- d) Persists in helping all children achieve success (D)
- e) Utilizes teaching materials that reflect a diverse society (P)
- f) Knows about areas of exceptionality in learning (K)
- g) Demonstrates knowledge of student interests and heritage (K)
- h) Collaborates with resource teachers in planning and instruction, Pre and Post (P)
- i) Recognizes and deals with prejudices and discrimination (P)
- j) Respects students as individuals & helps them learn to value each other (D)

Standard 4 – INSTRUCTIONAL STRATEGIES *The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.*

- | | |
|---|--|
| a) Understands & can implement grade level standards (K) | e) Demonstrates flexibility and develops a variety of clear, accurate presentations based on content and learning goals to engage students in active learning, using materials, resources & technology (P) |
| b) Monitors & adjusts strategies to meet student needs (P) | |
| c) Nurtures the development of critical thinking and independent problem-solving skills in students (D) | |
| d) Reciprocity in teaching (D) | |

Standard 5 – LEARNING ENVIRONMENT *The candidate 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.*

- | | |
|--|---|
| a) Draws from a variety of disciplines to develop strategies for organizing and supporting individual and group work (K) | f) Maximizes the amount of class time spent in learning (P) |
| b) Helps students work productively and cooperatively (K) | g) Develops expectations for student interactions and responsibilities (P) |
| c) Creates an environment of openness, mutual respect, support, inquiry and learning (P) | h) Makes decisions and adjustments to enhance social relationships, student motivation and student engagement (P) |
| d) Expresses and uses democratic values in the classroom (D) | i) Organizes and monitors independent and group work to allow for participation of all students (P) |
| e) Uses different motivational strategies to support continual learning for each student (D) | |

- j) Ensures a physically and emotionally safe environment that promotes effective learning (P)
-

Standard 6 – COMMUNICATION *The candidate uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.*

- | | |
|--|---|
| a) Communicates in ways that demonstrate sensitivity to cultural and gender differences, fostering culturally sensitive communication by and among all students in the class (P) (D) | c) Uses thoughtful and responsive listening (D) |
| b) Models effective verbal, nonverbal and media communication strategies in conveying information, asking questions and leading discussions (K) (P) | d) Supports and expands student expression in speaking, writing and other media (P) |
| | e) Uses a variety of media communications to enrich learning (P) |
-

Standard 7 – PLANNING INSTRUCTION *The candidate plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.*

- | | |
|--|---|
| a) Plans effective instruction to meet curriculum goals, linking short and long range term plans to student needs and performance, based on principles of effective instruction. (K) (P) | b) Plans instruction using contextual considerations that bridge curriculum and student experiences (K) |
| | c) Values planning as a collegial activity (D) |
-

Standard 8 – ASSESSMENT *The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.*

- | | |
|--|--|
| a) Knows how to select, construct and use assessment strategies and instruments appropriate to the learning outcomes and Minnesota Standards to enhance knowledge of students, identify strengths, evaluate progress and modify teaching (K) | d) Monitors teaching in relation to student success and modifies instructional approaches accordingly (P) |
| b) Recognizes that many different assessment strategies are necessary for monitoring and promoting student learning, and appropriately uses a variety of formal and informal assessment techniques including student self assessment (K) (P) | e) Assesses and reflects on individual and group effects of class activities (P) |
| c) Involves students in setting learning goals (P) | f) Establishes and maintains accurate and complete records of student work and performance and communicates student progress based on appropriate indicators (P) |
| | k) Provides continuous, timely feedback to students in order to assist learning progress (P) |
-

Standard 9 – REFLECTION AND PROFESSIONAL DEVELOPMENT *The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.*

- | | |
|---|--|
| a) Demonstrates a willingness to give and receive help (D) | c) Understands the influences of the teacher's behavior on student growth and learning (K) |
| b) Demonstrates a commitment to reflection, self-assessment and on-going learning (D) | d) Draws on colleagues as supports for reflection, problem solving and new ideas (P) |
-

Standard 10 – PARTNERSHIPS *The candidate fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.*

- | | |
|---|--|
| a) Understands how factors outside of school influence student learning (K) | d) Understands the influence of use and misuse of tobacco, alcohol, drugs and other chemicals on student life and learning (K) |
| b) Understands & implements laws related to student rights and teacher responsibilities (K) | e) Collaborates with other professionals to enhance the overall learning environment for students (P) |
| c) Respects the privacy of students and confidentiality of information (D) | f) Develops respectful, cooperative partnerships with families, colleagues and community to foster student learning and well being (P) |

PROFESSIONAL DISPOSITIONS *The candidate models professional behaviors and attitudes consistent with that of a high quality teacher.*

- a) Demonstrates enthusiasm (e.g., body language, eye contact, using students' names)
 - b) Is reliable – arrives on time and ready to teach
 - c) Accepts responsibilities assigned by the cooperating teacher and university supervisor
 - d) Carries out assignments independently, when appropriate
 - e) Demonstrates flexibility – adapts easily to changing circumstances
 - f) Demonstrates initiative – seeks to make a contribution to the classroom and the school
 - g) Focuses attention on students and instruction when at school – is not distracted
 - h) Is sensitive and responsive to the needs of students and staff
 - i) Dresses appropriately for the classroom or professional situation
 - j) Demonstrates mature, respectful and appropriately friendly behaviors and mannerisms
 - k) Demonstrates ability to work collaboratively
 - l) Exercises sound professional judgment when working with colleagues, students, parents and community members
-
-

St. Cloud State University • College of Education • Indicators of Effective Teaching
(Based on the INTASC Principles and Minnesota Standards of Effective Practice for Teachers)

This reference sheet outlines the knowledge (K), disposition (D) and performance (P) indicators which reflect the INTASC and Minnesota Board of Teaching standards. It should be used to guide your observation and/or reflection of student teaching.

ACTION PLAN FOR PROFESSIONAL GROWTH

At times, concerns arise regarding the Teacher Candidate's development of specific professional skills. The Action Plan format can then be used during a three-way conference with the Teacher Candidate, Cooperating Teacher, and University Supervisor. Completing an Action Plan does not necessarily indicate unsatisfactory progress overall.

Name: _____ Date: _____

Skill or trait to work on:

Plan for Action: (be specific)

Time needed: _____ **Date to be accomplished:** _____

Resources needed: (people and materials)

Teacher Candidate

Date

Cooperating Teacher

University Supervisor

Achieved

Teacher Candidate

Date _____

Not Achieved

University Supervisor

Use the back of this sheet or an additional sheet for comments

FEEDBACK TO UNIVERSITY SUPERVISOR

0 = Did Not Occur; NA = Not Applicable	Never		Sometimes		Always		
A. Stated expectations clearly	0	1	2	3	4	5	NA
B. Observed regularly (minimum of three visits per half semester)	0	1	2	3	4	5	NA
C. Shared observation and conference guides	0	1	2	3	4	5	NA
D. Conducted helpful conferences	0	1	2	3	4	5	NA
E. Provided diagnosis, feedback, and guidance	0	1	2	3	4	5	NA
F. Gave tactful criticism and useful suggestions	0	1	2	3	4	5	NA
G. Helped develop self-evaluation skills	0	1	2	3	4	5	NA
H. Permitted you to express your needs and ideas	0	1	2	3	4	5	NA
I. Made you comfortable in relating your feelings/concerns	0	1	2	3	4	5	NA
J. Showed interest in and concern for you as a person	0	1	2	3	4	5	NA

Comments: (Include reasons for your ratings.)

This form is to be completed by the Teacher Candidate and submitted to the University Supervisor anonymously via mail.

(University Supervisor)
St. Cloud State University – Education Building

Important Contact Information

Fran Umerski (director of OCE) fwumerski@stcloudstate.edu 320-308-4783

Kathy Watson (assistant director of OCE) kjwatson@stcloudstate.edu 320-308-4783

Elementary Program Coordinator _____

Cooperating Teacher(s) _____

University Supervisor _____

Cooperating School Office _____

Others (student teaching cohort) _____

Section VII

Cooperating Teacher Documents

- **Expectations of Cooperating Teachers**

Expectations of Cooperating Teachers

The Cooperating Teacher plays a major role in the education of the Teacher Candidate. Because of the significance attached this supervisory role, it is necessary that the Cooperating Teacher be thoroughly familiar with a number of guidelines. As such, the policies and procedures covered in this handbook should be read and observed carefully. In addition, we invite your suggestions and comments for future revisions of this document. The Teacher Candidate's application will be made available to each Cooperating Teacher.

Throughout the student teaching experience, the Cooperating Teacher and Teacher Candidate should function as a teaching team. This will include cooperative planning, teaching, and evaluating. During the early part of the experience, the major responsibility for planning, teaching, and evaluating pupils should be assumed by the Cooperating Teacher.

The Teacher Candidate should progress through a sequence of orientation, observation, participation, and full teaching responsibility. Suggestions for each of the areas are presented below to serve as a guide for the Cooperating Teacher.

The Cooperating Teacher is responsible for doing a minimum of six (6) formal written observations for a Teacher Candidate. Those Cooperating Teacher's whose Teacher Candidates are spending only eight (8) weeks in their classroom, are required to do a minimum of three (3) formal written observations. Each Cooperating Teacher is responsible for completing written final evaluations—Midterm (End of Block 3) Assessment and Final Summative Assessment—on each Teacher Candidate.

Orientation

A good orientation program is a vital part of the Cooperating Teacher's work with Teacher Candidates in the public schools. Although orientation is generally regarded as very significant during the initial stages of student teaching, it is most effective when it is a continuous process throughout the experience. The following are suggestions to guide the Cooperating Teacher: (1) general orientation, (2) orientation of Teacher Candidate, and (3) orientation of pupils.

The Cooperating Teacher assists with general orientation by:

- introducing the Teacher Candidate to faculty members, administrators, and other school personnel
- helping the Teacher Candidate become acquainted with the facilities such as the nurse's office, pupil records, instructional supplies, and audio-visual materials (include a tour of the building)
- modeling professional behavior
- providing an environment for learning
- discussing teaching philosophy, school policies, rules, and regulations
- informing the Teacher Candidate of instructional, evaluating, and marking practices in the district and building

The Cooperating Teacher orients the Teacher Candidate by:

- talking and getting acquainted
- discussing and planning cooperatively
- giving consideration to ideas and suggestions from the Teacher Candidate
- providing opportunities to become thoroughly familiar with the classroom and all teaching aids and materials that are available
- providing information about the total school experiences that occur throughout the academic year
- suggesting and implementing techniques for becoming acquainted with students

The Cooperating Teacher orients the pupils by:

- informing them before the Teacher Candidate arrives that there will be another teacher in the room
- establishing the Teacher Candidate in the role of another teacher
- introducing the Teacher Candidate to all classes

Observation

Prior to the time when a Teacher Candidate assumes major responsibility for teaching a class, he/she should observe (in yours and other master teachers classrooms) and participant in the classroom. In order to be effective in this role, he/she must have specific items in mind to look for during observations of the regular teacher and the pupils.

The Cooperating Teacher assists in the observation phase by:

- discussing daily lesson plans
- discussing and explaining how broad objectives (such as attitudes, habits, and appreciation) are developed
- emphasizing the necessity for flexibility in planning
- making notes of motivational techniques employed
- having him/her observe various ways lessons are introduced in the different classes
- helping him/her become familiar with teaching materials and their uses in the classroom
- helping him/her become aware of the various techniques possible for closing the lesson
- suggesting variations in teaching procedures used from day to day
- familiarizing him/her with routine classroom duties apart from the actual teaching
- discussing individual differences, special needs and ways of handling these within the classroom
- discussing discipline and classroom management and helping him/her understand specific problems
- helping analyze discipline cases to understand the cause and suggesting ways of handling management within the guidelines of established school policy

Participation

It is important to have the Teacher Candidate assume some responsibilities immediately. These responsibilities will vary from school to school and with different grade levels. Participation is intended to help the Teacher Candidate gain confidence. Possibilities for participating might include:

- taking roll
- giving assignments
- reading a story or poem
- assisting with supervision of students
- administering and checking tests
- providing individual help for pupils
- sharing in lesson planning
- contributing as a member of an instructional team
- sharing special talents or experiences

Because shared planning is considered to be such an important part of the student teaching practice, it should take place throughout the entire experience; however, it is probably most important during the period when the Teacher Candidate is observing, participating, and beginning actual teaching. The Cooperating Teacher should share written, as well as verbal plans with the Teacher Candidate. It is necessary to discuss the daily plan (objectives, procedures, materials, and evaluation procedures) prior to the lesson being taught.

Full Teaching Responsibility

A Teacher Candidate should assume responsibility for teaching a lesson as soon as the Cooperating Teacher believes he/she is ready. It is desirable that this be a cooperative decision between the Teacher Candidate and Cooperating Teacher and guided by the expectation requirements for Block 3 and Block 4 student teaching. Greater responsibility for teaching should proceed gradually. Before the experience is successfully completed, the Teacher Candidate should demonstrate ability to assume total responsibility as a beginning teacher.

- **NEVER use a Teacher Candidate as a substitute teacher. He/she is not licensed and it is illegal.**
- Lesson plans are required and should be reviewed by the Cooperating Teacher two days before the lesson is taught. Each lesson plan should contain objectives, materials needed, procedures, plans for follow-through,

and summarization of evaluation procedures. During the first part of the teaching assignment, the lesson plans should be in much greater detail.

- Conferences with the Teacher Candidate should be regularly scheduled. It is important to share evaluations and observations with specific suggestions (some examples) for: areas that might need improvement; understanding the necessity to remain flexible; hints to help develop their individual style; and assistance to guide the Teacher Candidate toward his/her fullest potential.
- The Cooperating Teacher needs to complete at least six observation forms (three per eight-week experience) to share with the Teacher Candidate and the University Supervisor.
- A successful student teaching experience is based on open, honest communication among all parties involved. Periodic three-way conferences (Teacher Candidate, Cooperating Teacher, and University Supervisor) are suggested. You are encouraged to contact the University Supervisor at any time to express concerns or to share reservations.
- Midterm (End of Block 3) Assessment and Final Summative Assessment forms are to be completed the last week of the student teaching assignment. Please share these assessments with your Teacher Candidate. PLEASE TYPE the Narrative Assessments in both forms, make sure to sign both pages, and submit the forms to the University Supervisor.
- Thank you for your cooperation and for sharing your professional talents with the Teacher Candidate.

Section VIII

University Supervisor Documents

- **Expectations of University Supervisors**
- **Three-Way Meetings**
- **University Supervisor Checklist**

EXPECTATIONS OF UNIVERSITY SUPERVISORS

Supervisor Responsibilities:

- The university supervisor informs the cooperating teacher of any university expectations.
- The university supervisor confers with the cooperating teacher about the teacher candidate.
- The university supervisor has contact with the teacher candidate once a week (this can be by phone or email).
- The university supervisor will make a **MINIMUM** of three formal observations for an eight week/half semester student teaching assignment.
- The university supervisor will write a minimum of three formal observation reports, reporting on the strengths and and/or weaknesses of the teacher candidate. The university supervisor will facilitate the cooperating teacher's completion of three formal observations.
- The university supervisor will review all student teaching assignments (lesson plans, self-evaluation, etc.), and provide constructive feedback for the teacher candidate.
- The university supervisor will complete assessments-Midterm(End of Block 3) or the Summative Assessment(End of Block 4) for each student teaching placement and will facilitate the cooperating teacher's completion of the Midterm and Summative Assessments.
- The university supervisor will be responsible for submitting grades, final evaluations, formal observation forms, and other relevant material to the Office of Clinical Experiences within 5 days after the student teaching assignment is completed. See materials checklist in Section VII.
- The university supervisor will be available to assist individual teacher candidates with personal and professional problems as they relate to student teaching.
- The university supervisor will be available to assist the cooperating teacher with problems or concerns related to their teacher candidate.
- The university supervisor will provide necessary orientation for candidates and cooperating teachers concerning their responsibilities.

Some information in this section was gathered by researching other university teacher candidate/field experience handbooks including, the University of Northern Iowa and Southern Illinois University at Carbondale.

First Three-way Meeting

(Teacher Candidate, Cooperating Teacher, University Supervisor)

(schedule before school, after school, planning time, lunch-20 minute time frame)

First Three-way meeting agenda

- Discussion of expectations of Teacher Candidate and Cooperating Teacher
 - 3 formal observations
 - Create an overall schedule for the entire experience
 - Lesson plans (format, turn around time, notebook)
 - Journaling, daily, weekly summary that addresses standards
 - Unit, five consecutive days, assessment piece
 - Video, reflection, generate questions ahead (CT and TC), design assessment instrument
 - Action plans (when things are mentioned, do it), formal plan
 - Plans for absences
- Exchange contact information

Final Three-way Meeting-Block 3

(Teacher Candidate, Cooperating Teacher, University Supervisor)

(schedule before school, after school, planning time, lunch-time frame 20+ minutes)

- Midterm (End of Block 3) Assessment of Student Teaching
- Set goals for next semester

Final Three-way Meeting-Block 4

(Teacher Candidate, Cooperating Teacher, University Supervisor)

(schedule before school, after school, planning time, lunch-time frame 20-45 minutes)

- Final Summative Assessment

Elementary Education K-6/8 Only

TEACHER Candidate NAME: _____

Student Teaching Checklist – for University Supervisors

This sheet must accompany your Summative and Formative sheets!

Please return these materials to OCE in the following order:

Please make sure all forms are signed by the appropriate individual.

- _____ Summative of Student Teaching Block 4 only - University Supervisor
(Give a copy to teacher candidate), please make 2 copies total for our office.
(BLOCK 3 MIDTERM)
- _____ Summative of Student Teaching Block 4 - Public School Cooperating Teacher
(Give a copy to teacher candidate), please make 2 copies total for our office.
(BLOCK 3 MIDTERM)
- _____ Minimum of 3 formative forms* each semester from university supervisor – 3 per each 8 week student teaching experience.
- _____ Minimum of 3 formative forms* each semester from cooperating teachers – 3 per each 8 week student teaching experience.

- _____ Student Teaching Self-Evaluations

- _____ Action Plan for Professional Growth (if appropriate)

The materials listed above are required for each student teacher you supervise. They should be turned in to the Office of Clinical Experiences at the end of the student teaching experience. This form can be attached to each student's folder and used as a checklist for easy reference.

Please note:

- Summative forms from both cooperating teachers and university supervisors should be professionally typed with no misspellings, words crossed out, etc.
- It is your responsibility to ensure that all student teaching materials are received by the Office of Clinical Experiences within five days after the end of finals after the student teaching experience has ended.

We appreciate your assistance in providing the above information.

Revised July 2011

Important Pages

In case of illness – page 30

Student Teaching Requirements – pages 20 - 26

Forms – pages 43-61