A Handbook
for Cooperating Teachers
of Teacher Candidates
for K-12 and 5-12 Licensure

St. Cloud State University

School of Education

Department of Teacher Development, Secondary Education,
and Office of Clinical Experiences

Revised for Fall 2013

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ST. CLOUD STATE UNIVERSITY

SCHOOL OF EDUCATION
Teaching Leading Serving

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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 preparation 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 School 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,

Osman Alawiye
Dean

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 a written final evaluation on each teacher candidate.

The cooperating teacher should inform the building principal(s) that they have a teacher candidate.

Continuing Education Units for Cooperating Teachers
(form available to document experience to count toward district CEUs)

Please go to:
http://www.stcloudstate.edu/oce/partners/default.asp

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 participate 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 a good policy to have the teacher candidate assume some responsibilities immediately. These responsibilities will vary from school to school with different grade levels and within different content areas.

Participation is intended to help the teacher candidate gain confidence. Possibilities for participating might include:
- taking attendance
- giving assignments
- 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. **Greater responsibility for teaching should proceed gradually.** Before the experience is successfully completed, he/she should demonstrate ability to assume total responsibility as a beginning teacher. The teacher candidate should assume the teacher role on several consecutive days as well as have time for reflection.

- **Required Teaching Time:** In 5-12 licensure areas, students will teach a minimum of four consecutive weeks although many students teach nearly full term. In K-12 licensure areas, a minimum of two consecutive weeks of teaching is required at each level. This is also true of 5-12 science education majors—a minimum of two consecutive weeks of teaching is required at each level. Students in co-teaching settings will have the lead role in planning, teaching and evaluation during the full teaching responsibility phase.

- **Number of Teaching Preparations:** Full time teaching would translate to four classes in a six-period day, three classes in a five-period day, and two out of four blocks in a block schedule. In a third block, the teacher candidate could observe and assist. It is advisable that teacher candidates have responsibility for no more than two preparations except in atypical circumstances.

- **NEVER** use a teacher candidate as a substitute teacher. He/she is not licensed. The Code of Ethics for Minnesota Teachers prohibits this.

- **Lesson plans** are required and should be reviewed by the cooperating teacher at least 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.

- **Unit development** is expected. *(This will now be part of the Teacher Performance Assessment – TPA)* One week is the required minimum. The unit will be developed in cooperation with the cooperating teacher. Units are to be shared with the university supervisor during observations. The cooperating teacher will indicate his/her approval with a signature; the university supervisor must approve the unit as well. The unit should demonstrate the positive impact of the teacher candidate on his/her students' learning (in other words, assessment and your response to the assessment are key). The unit must include, then, the following:
  - tools used for pre and post assessment of student learning, tabulation of assessment results, and analysis of those results (including reflection and future planning ideas)
  - rationale for unit
  - stated unit objectives
  - at least five detailed lesson plans

- **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. Contact the university supervisor at any time to express concerns or to share reservations.

- **Final evaluation forms are due the last week of the student teaching assignment.** Please share this evaluation with your teacher candidate and provide the teacher candidate with a hard copy.

- Follow the guidelines for completing the Summative Assessment online.

- Thank you for your cooperation and for sharing your professional talents with the teacher candidate.

Professional Dispositions of Teacher Candidates

- 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

- Demonstrates respect for students and their families

- 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, school personnel and community members

EXPECTATIONS OF UNIVERSITY SUPERVISORS

- Inform the cooperating teacher of any university expectations.

- Confer with the cooperating teacher about the teacher candidate placed with them.

- Make contact with the teacher candidate weekly and cooperating teacher(s) generally bi-weekly.

- Write a minimum of 6 formal observation reports, reporting on the strengths and and/or weaknesses of the teacher candidate and facilitate the cooperating teacher's completion of 6 formal observations. Please note that for some licensure areas a content faculty member will also observe the teacher candidate once or twice during the semester. These observations are included in the total of at least six formal observations.

- Review all student teaching assignments (lesson plans, unit, self-assessment, etc.), and provide constructive feedback for the teacher candidate. Assess Unit using rubric (Submit rubric to Secondary Program Coordinator on Professional Development Conference Day at SCSU. At least a 2 rating is required on the unit for a satisfactory grade in student teaching.)

- Complete a Summative Assessment for each student teaching placement and facilitate the cooperating teacher's completion of the Summative Assessment.

- 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.

- Be available to assist individual teacher candidates with personal and professional problems as they relate to student teaching.

- Provide necessary orientation for teacher candidates concerning their responsibilities.

- Three way conferences, with CT, TC & US, need to be held within the first week to talk about expectations, handbook items.

- Three way conferences, with CT, TC & US, need to be held at the end of each experience to go over summative assessments.

- Introduce self to building principal and inform them that you have a teacher candidate in their building.

ATTENDANCE/ABSENCES

More than three absences in a given semester will cause your student teaching assignment to be extended to make up lost days or to be cancelled due to lack of professionalism.   All absences must be discussed with your university supervisor and cooperating teacher. Teacher candidates are not given "personal days" and are expected to adhere to the school calendar. Absences are acceptable only under the following conditions:

In case of illness/bereavement   Contact your **building principal**, **cooperating teacher**, and **university supervisor** as soon as you know you will not be at school.

In case of emergency   Contact your **cooperating teacher, university supervisor**, and the **Office of Clinical Experiences** as soon as possible.

**In case of strike
 in the school district**   Contact your **university supervisor** for instruction. Do not enter the building or participate in strike-related activities.

In case of poor weather conditions   Listen for closing or late-start announcements on radio or television and follow your building's policies.

CALENDAR ISSUES

Follow a full teacher-day and the school's schedule, not St. Cloud State University's schedule, between the beginning and ending dates of the placement.

**In-service and
Parent-Teacher Conferences**   Attend all functions required of your cooperating teacher, including meetings.

Conferences/job fair/interviews   Discuss any absences due to such professional events with your cooperating teacher and university supervisor at least two weeks prior to the event. Attendance at Professional Development Conference Day at SCSU is mandatory.

(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; and
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: and
4. the placement Site does not promise or guarantee any future employment for the student; and
5. 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.

BASIC POLICIES OF THE STUDENT TEACHING PROGRAM

1. Teacher candidates are not assigned to buildings where 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 in a school where they will be coaching.

2. A secondary education major must have student teaching experience in each licensable area. During a school day, the teacher candidate is assigned to the equivalency of four classes in a six period day, three classes in a five period day, or two classes in a four block day with the remaining time left for conferences, planning, and other activities.

3. Teacher candidates majoring in any K-12 teaching area must student teach at both the elementary and secondary levels.

4. Teacher candidates **are required to attend** the Professional Development Conference held at SCSU.

5. Teacher candidates registered for a Career Fair (applies spring semester only) are allowed to be absent for that day; however, this absence must be prearranged and will count as an absence.

6. The student teaching assignment may be **changed or canceled at any time if the building principal, the cooperating teacher, the university supervisor, and/or the Clinical Experiences Director believe the change beneficial to the teacher candidate or cooperating school.**

7. Secondary faculty believe it is important for K-12 and 5-12 teacher candidates to have a variety of field placements to increase the richness of experience in their teacher preparation programs. Becoming too comfortable in a repeated site can limit growth; therefore, we strongly recommend that students are not placed in the same site twice.

8. Teacher candidates continue to be held to the standards set forth in the *St. Cloud State University Code of Conduct*.

9. The teacher candidate **may not accept compensation or be used as a replacement for a qualified teacher**. A teacher candidate may not be used as a substitute teacher. The teacher candidate may teach in the absence of the cooperating teacher with a substitute teacher in the room.

10. The teacher candidate **may not satisfy his/her military obligation** and student teaching requirement during the same university semester.

11. Policy passed by TDEV on September 24, 2007: Teacher Candidates in elementary and secondary (5-12 & PK-12) may not be registered for coaching practicum credits or academic credits during student teaching. No class, practicum, or job may interfere with contractual teaching days, mentoring time or other professional duties that may extend beyond the contractual day. The demands of planning and preparation for teaching should be the first priority of all Teacher Candidates.

12. The teacher candidate must have a **minimum of $25,000** liability insurance before being accepted into any public school for student teaching.

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.

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.**

Action Plans

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 has been successfully completed. . In no event shall the student be offered a new placement during the semester in which the removal took place.

**** 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 judgment, 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 noneducator 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 School 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
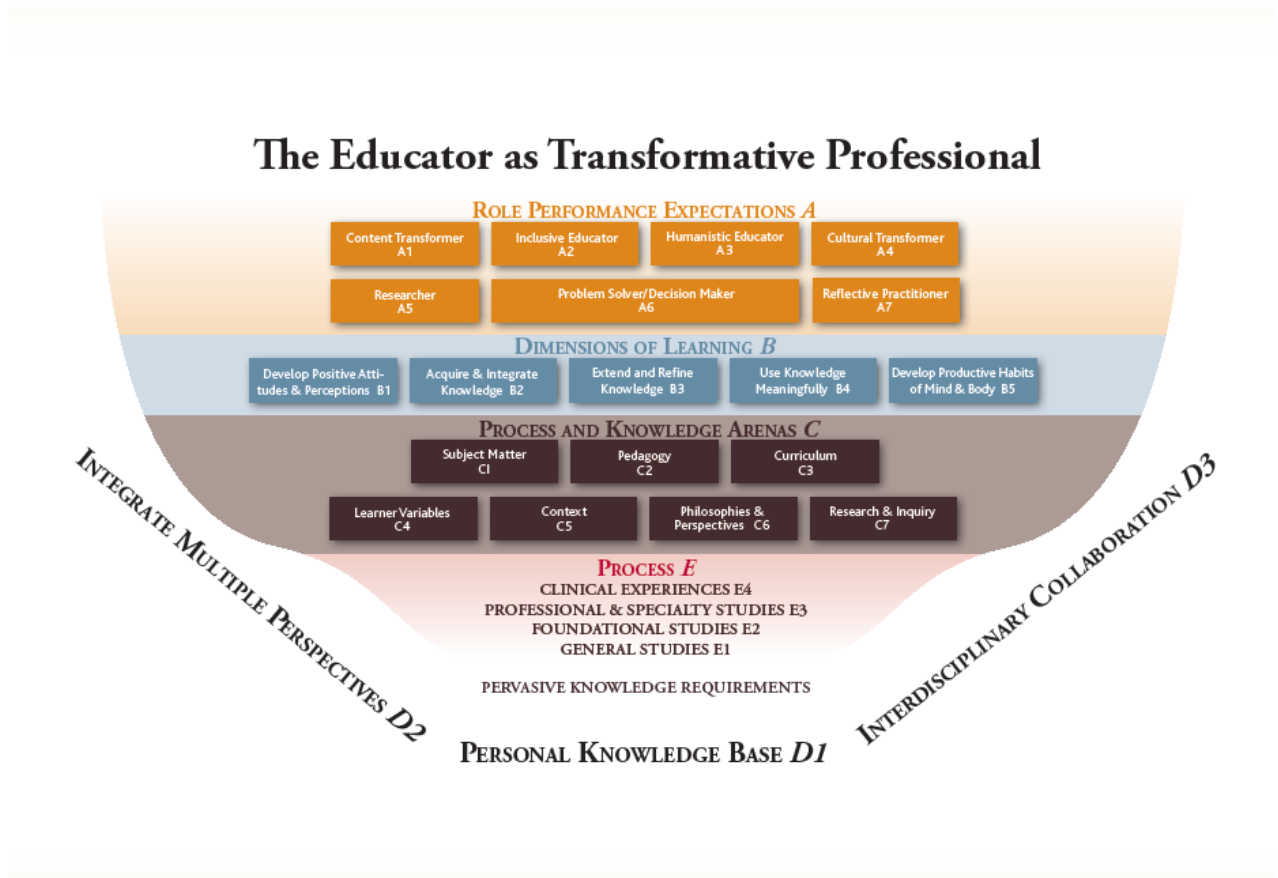*democratic society.*

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.

OBJECTIVES OF THE STUDENT TEACHING PROGRAM

1. To provide teacher candidates with: (a) a gradual induction into the role of a professional teacher and (b) 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 multi-cultural and international sites.

Conceptual Framework
St. Cloud State University School of Education

The Educator as Transformative Professional

ROLE PERFORMANCE EXPECTATIONS A

| Content Transformer A1 | Inclusive Educator A2 | Humanistic Educator A3 | Cultural Transformer A4 |

| Researcher A5 | Problem Solver/Decision Maker A6 | Reflective Practitioner A7 |

DIMENSIONS OF LEARNING B

| Develop Positive Attitudes & Perceptions B1 | Acquire & Integrate Knowledge B2 | Extend and Refine Knowledge B3 | Use Knowledge Meaningfully B4 | Develop Productive Habits of Mind & Body B5 |

PROCESS AND KNOWLEDGE ARENAS C

| Subject Matter C1 | Pedagogy C2 | Curriculum C3 |

| Learner Variables C4 | Context C5 | Philosophies & Perspectives C6 | Research & Inquiry C7 |

PROCESS E
CLINICAL EXPERIENCES E4
PROFESSIONAL & SPECIALTY STUDIES E3
FOUNDATIONAL STUDIES E2
GENERAL STUDIES E1

PERVASIVE KNOWLEDGE REQUIREMENTS

INTEGRATE MULTIPLE PERSPECTIVES D2

INTERDISCIPLINARY COLLABORATION D3

PERSONAL KNOWLEDGE BASE D1

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

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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:

http://www.stcloudstate.edu/soe/accreditation/ncate/accreport/conframework.asp

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: http://www.ccsso.org/content/pdfs/corestrd.pdf

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. The complete standards and competencies are available on the internet at **http://www.mnstate.edu/howell/310/310res/STEP.pdf**

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.

ISTE National Educational Technology Standards (NETS)

I. Technology Operations and Concepts

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

A. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students).

B. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. Planning and Designing Learning Environments and Experiences

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.

B. Apply current research on teaching and learning with technology when planning learning environments and experiences.

C. Identify and locate technology resources and evaluate them for accuracy and suitability.

D. Plan for the management of technology resources within the context of learning activities.

E. Plan strategies to manage student learning in a technology-enhanced environment.

III. Teaching, Learning, and the Curriculum

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

A. Facilitate technology-enhanced experiences that address content standards and student technology standards.

B. Use technology to support learner-centered strategies that address the diverse needs of students.

C. Apply technology to develop students' higher order skills and creativity.

D. Manage student learning activities in technology-enhanced environment.

IV. Assessment and Evaluation

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

A. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.

B. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

C. Apply multiple methods of evaluation to determine student' appropriate use of technology resources for learning, communication, and productivity.

V. Productivity and Professional Practice

Teachers use technology to enhance their productivity and professional practice. Teachers**:**

A. Use technology resources to engage in ongoing professional development and lifelong learning.

B. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.

C. Apply technology to increase productivity.

D. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

VI. Social, Ethical, Legal, and Human Issues

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

A. Model and teach legal and ethical practice related to technology use.

B. Apply technology resources to enable and empower learners with diverse background, characteristics, and abilities.

C. Identify and use technology resources that affirm diversity

D. Promote safe and healthy use of technology resources

E. Facilitate equitable access to technology resources for all students.

National Educational Technology Standards (NETS) for Students

The technology foundation standards for student are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

Technology Foundation Standards for Students

1. Basic operations and concepts

   - Students demonstrate a sound understanding of the nature and operation of technology systems.
   - Students are proficient in the use of technology.

2. Social, ethical, and human issues

   - Students understand the ethical, cultural, and societal issues related to technology.
   - Students practice responsible use of technology systems, information, and software.
   - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. Technology productivity tools

   9. Students use technology tools to enhance learning, increase productivity, and promote creativity.
   10. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

4. Technology communications tools

   - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
   - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5. Technology research tools

   - Students use technology to locate, evaluate, and collect information from a variety of sources.
   - Students use technology tools to process data and report results.
   - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

6. Technology problem-solving and decision-making tools

   - Students use technology resources for solving problems and making informed decisions.
   - Students employ technology in the development of strategies for solving problems in the real world.

STUDENT TEACHING/INTERNSHIP PERFORMANCE PROFILE

Students have completed or are finalizing their professional education coursework and are out in the classroom completing their final student teaching or intern teaching experience with extensive time spent with students. These individuals will obtain their initial licensure or credential required for a teaching job at the completion of this phase of their education. They are being supervised by a mentor or master teacher on a consistent basis. Upon completion of the culminating student teaching or internship experience, and at the point of initial licensure, teachers should meet the competencies described in this profile.

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

- I. Technology operations and concepts
- II. Planning and Designing Learning Environments and Experiences
- III. Teaching, Learning, and the curriculum
- IV. Assessment and Evaluation
- V. Productivity and Professional Practice Social, Ethical, Legal, and Human Issues
- VI. Social, Ethical, Legal, and Human Issues

Upon completion of the culminating student teaching or internship experience, and at the point of initial licensure, teachers:

1. apply troubleshooting strategies for solving routine hardware and software problems that occur in the classroom. (I)
2. identify, evaluate, and select specific technology resources available at the school site and district level to support a coherent lesson sequence. (II, III)
3. design, manage, and facilitate learning experiences using technology that affirm diversity and provide equitable access to resources. (II, VI)
4. create and implement a well-organized plan to manage available technology resources, provide equitable access for all students, and enhance learning outcomes. (II, III)
5. design and facilitate learning experiences that use assistive technologies to meet the special physical needs of students. (II, III)
6. design and teach a coherent sequence of learning activities that integrates appropriate use of technology resources to enhance student academic achievement and technology proficiency by connecting district, state, and national curriculum standards with student technology standards (as defined in the ISTE National Educational Technology Standards for Students). (II, III)
7. design, implement, and assess learner-centered lessons that are based on the current best practices on teaching and learning with technology and that engage, motivate, and encourage self-directed student learning. (II, III, IV, V)
8. guide collaborative learning activities in which students use technology resources to solve authentic problems in the subject area(s). (III)
9. develop and use criteria for ongoing assessment of technology-based student products and the processes used to create those products. (IV)
10. design an evaluation plan that applies multiple measures and flexible assessment strategies to determine students' technology proficiency and content area learning. (IV)
11. use multiple measures to analyze instructional practices that employ technology to improve planning, instruction, and management. (II, III, IV)
12. apply technology productivity tools and resources to collect, analyze, and interpret data and to report results to parents and students. (III, IV)
13. select and apply suitable productivity tools to complete educational and professional tasks. (II, III, V)
14. model safe and responsible use of technology and develop classroom procedures to implement school and district technology acceptable use policies and data security plans. (V, VI)
15. participate in online professional collaboration with peers and experts as part of a personally designed plan, based on self-assessment, for professional growth in technology. (V)

Note: Refer to www.iste.org **and go to NETS for Students and/or NETS for Teachers, to view lesson plans that correlate to ISTE National Educational Technology Standards (NETS) And Performance Indicators.**

OBSERVATON & EVALUATION FORMS

Evaluation of a teacher candidate has two major purposes:

1. To measure and encourage the teacher candidate's progress
2. To record for the university the level of competence attained by the teacher candidate during the student teaching experience

Assessment of Unit

The teacher candidate is required to develop and teach a unit of at least one week in length. The cooperating teacher must approve the unit and the university supervisor indicates his/her approval by signing the form used for assessment. **Note that this will be part of the required Teacher Performance Assessment that the teacher candidate will be doing during their student teaching experience. More information to come.**

Student Teaching Self-Assessment

The teacher candidate is expected to gain competence in reflective teaching. To this end, the teacher candidate is required to complete a self-assessment form at the midpoint and again at the end of the semester. The expectation is that the teacher candidate will share this self-assessment with both the cooperating teacher and the university supervisor.

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, university supervisor and Teacher Development staff when warranted. **Completing an Action Plan does not necessarily indicate unsatisfactory progress overall**.

There are two levels of action plans:

Level One Action Plans focus on professional skills that should be addressed by the Cooperating Teacher, University Supervisor and Teacher Candidate. Items being addressed at the point in time of the Level One Action Plan are not generally items that could result in a Teacher Candidate's removal from student teaching, **providing corrective action by the Teacher Candidate becomes evident and the Level One Action Plan is satisfactorily completed in a timely manner.** Examples might include Teacher Candidates not showing up for work on time, lesson plans not being turned in on time, etc. At this level, the Teacher Development liaison can be notified at the discretion of the University Supervisor.

Level Two Action Plans focus on professional skills that need to be addressed due to significant deficits **that could potentially result in removal from student teaching if the items on the Action Plan are not satisfactorily addressed by the Teacher Candidate.** Examples include significant issues in any of the ten standards and/or professional dispositions. A Level Two Action Plan must be drafted in coordination with the Teacher Development Liaison.

Formative Observation Assessment

The Formative Assessment is to be used in a program of continuous communication with the teacher candidate in order to measure progress toward the level of competence needed by beginning teachers. **Six observation forms** must be completed during the student teaching experience (three are required for each eight-week experience). Assessment of teaching effectiveness is a daily process. The cooperating teacher is encouraged to discuss written observations on a <u>weekly</u> basis with the teacher candidate.

Summative Assessment of Student Teaching

The Summative Assessment of Student Teaching is used by the cooperating teachers and university supervisors for evaluating the teacher candidate at the completion of the assignment. <u>These final evaluations are sufficient documentation of the student teaching experience; therefore, letters of recommendation from cooperating teachers and university supervisors are not required or expected.</u> These forms become a part of the teacher candidate's placement file. **Follow the guidelines shared by the Office of Clinical Experiences to submit this assessment online.**

These materials are available from the university supervisor or contact the Office of Clinical Experiences, (320) 308-4783.

Unit Rubric Grading Direction Sheet
Secondary Faculty, Fall Semester 2011

1. The University Supervisor must submit unit rubric assessments on Professional Development Conference Day. The University Supervisor should put them in the Secondary Coordinator's mailbox in the Teacher Development Office, A132.

2. **NOTE:** If you have one area on the rubric marked unsatisfactory, the grade for student teaching is unsatisfactory--until the unit is satisfactorily completed. **On the final submission, each component must receive a rating of 3 or 2 to be considered satisfactory.**

3. **Policy of Secondary Faculty:** TCs will not receive a satisfactory in student teaching if their unit assessment is not satisfactory.

4. **Recommendation:** When a teacher candidate has two placements, it is suggested that they complete their unit assignment during their first placement. In a 16-week assignment, the unit should be completed by approximately week 10.

5. Use only the **current** form (attached).

6. There can be "up to" three submissions.

7. A new assessment rubric should be used for each submission. Indicate which submission it is by checking the appropriate place at the bottom of the form. Turn in only the final submission form to the Secondary Coordinator.

8. University Supervisors should review the unit rubric assessment form with TCs and CTs on the first visit.

9. Signatures from TCs, CTs, and USs need to be on the unit rubric form at the bottom.

10. The CT is required to sign the form to indicate that the unit was taught and that they have given verbal or written feedback to the TC during the creation and implementation of the unit. CTs are not required to provide written feedback to the US.

11. Make sure that the rubric assessment has complete information: Candidate name, date, signatures (3), and your **brief summary comments** for each component.

Unit Rubric Assessment   Teacher Candidate Name _____   Date_____

Component **** _Please return this form to Teacher Development_ ****	3 = **Proficient** unit provides well developed evidence of understanding	2 = **Competent** unit provides sound understanding and basic evidence	1 = **Developing** unit is less than complete or evidence is unclear	0 = **Unsatisfactory** component is missing from the unit or is not at all appropriate
Unit Rationale (1/2-1 page reflective narrative) • Clarity of reasoning • Age appropriate • Clarity of overall purpose and what is to be accomplished • Content appropriate • Consideration of all learners				
Unit Objectives • Congruency with content standards • Addressing of all learning domains (i.e., cognitive, affective and psychomotor) • Clear literacy objective(s) • Detailed content outline of sequenced topics				
Assessment • Pre and post test tools match objectives • Evidence of tabulation of assessment results • Changes in planning and instruction based on pretest results • Careful analysis of results • Reflection on results • Inclusion of future planning • Consideration of all learners (appropriate adaptations and/or accommodations)				
Lesson Plans • At least five lesson plans • Variety of instructional strategies and learning activities • Consideration of all learners' prior experience and learning styles • Congruency between and across objectives, strategies, learning activities, and assessment • Inclusion of at least two lesson plans addressing language/literacy needs of all students				
Resources and References				
Unit Assessment – reflective narrative including positive and negative aspects of each of the above unit components (rationale, objectives, assessment, lesson plans, resources & references)				

Overall Rating of the Unit = _____   **Rater's Comments: Please attach detailed comments regarding each component of the unit.**

1st Submission ___   2nd Submission ___   3rd Submission ___   NOTE: If any 1s or 0s are indicated, the unit must be resubmitted with corrections (maximum resubmissions = 2)
Signatures: Cooperating Teacher _____ Teacher Candidate _____ University Supervisor _____

ST. CLOUD STATE UNIVERSITY
Student Teaching Self-Assessment

_____ **Midterm Assessment**   _____ **Final Assessment**

**Teacher Candidate**: Complete sections above double line. Review this form with your cooperating teacher.

Subject Matter   **Areas of strength:**
proficient   competent   developing   unsatisfactory

Student Learning
proficient   competent   developing   unsatisfactory

Diverse Learners
proficient   competent   developing   unsatisfactory

Instructional Strategies
proficient   competent   developing   unsatisfactory

Learning Environment
proficient   competent   developing   unsatisfactory

Communication   **Areas to develop further:**
proficient   competent   developing   unsatisfactory

Planning Instruction
proficient   competent   developing   unsatisfactory

Assessment
proficient   competent   developing   unsatisfactory

Reflection and Personal Development
proficient   competent   developing   unsatisfactory

Partnerships
proficient   competent   developing   unsatisfactory

Professional Dispositions
proficient   competent   developing   unsatisfactory

**Cooperating Teacher:** Please provide written comments comparing the student's self-assessment to your assessment.

Cooperating Teacher_____   Teacher Candidate _____
                              (signature & date)   (signature & date)

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 candidates, cooperating teacher, and university supervisor. Completing an Action Plan does not necessarily indicate unsatisfactory progress overall.

Name:_____ Date:_____

Level One or Level Two Action Plan (circle one--Level Two Action Plans will default to a different form):

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**   _____   _____ **Date**
                                                  Teacher Candidate

____ **Not Achieved**   _____
                                                  University Supervisor

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          Page 1 or 2
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: *Specific evidence must be provided for each indicator observed.* List *specific examples* 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 ☑ if an action plan or additional comments are attached.*
1) SUBJECT MATTER ☐ E: NI:		
2) STUDENT LEARNING ☐ E: NI:		
3) DIVERSE LEARNERS ☐ E: NI:		
4) INSTRUCTIONAL STRATEGIES ☐ E: NI:		
5) LEARNING ENVIRN/CLSRM MGMT E: NI:		

Exhibit 3.4.e.4: Secondary Education Cooperating Teacher Handbook

REV. JUNE 2005 STANDARD & INDICATORS: E = Effectively Used; NI = Needs Improvement	ST CLOUD STATE UNIVERSITY – FORMATIVE ASSESSMENT OF BEGINNING TEACHER COMPETENCIES EVIDENCE: *Specific evidence must be provided for each indicator observed.*	PAGE 2 OF 2 SUGGESTIONS FOR GROWTH and/or action needed:

6) COMMUNICATION ☐
  E:
  NI:		

7) PLANNING INSTRUCTION ☐
 	
  E:
  NI:		

8) ASSESSMENT ☐
  E:
 	
  NI:		

9) REFLECT AND PROF. DEVELOP ☐
  E:
 	
  NI:		

10) PARTNERSHIPS ☐
  E:
 	
  NI:		

11) PROF. DISPOSITIONS ☐
  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/Oberserver;   Canary Copy – Student;

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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.

White Copy – OCE/Observer   Canary Copy – Student   Page_____

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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

Observation Notes:

YES   NO

☐   ☐   Subject Matter   ☐
☐   ☐   Student Learning   ☐
☐   ☐   Diverse Learners   ☐
☐   ☐   Instructional Strategies   ☐
☐   ☐   Lrng.Env./ Class Mgmt.   ☐
☐   ☐   Communication   ☐
☐   ☐   Planning / Instruction   ☐
☐   ☐   Assessment   ☐
☐   ☐   Reflection and Prof. Dev.   ☐
☐   ☐   Partnerships   ☐
☐   ☐   Professional Dispositions   ☐

Strengths:

Suggestions for Development:

Observer_____ **Teacher Candidate** _____ **Date** _____

Reference Sheet of Indicators of Effective Teaching can be found in the Student Teaching Handbook   **Revised 5/09**

ST. CLOUD STATE UNIVERSITY
Summative Assessment of Student Teaching

Office of Clinical Experiences   720 Fourth Avenue South , EB – B120   St. Cloud, MN 56301-4498
Phone (320) 308-4783   Fax (320) 308-6442   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 *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.*	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	☐ 4 ☐ 3 ☐ 2 ☐ 1
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.*	Addresses physical, social, emotional, moral & cognitive development in instructional decision-making • Demonstrates respect for diverse talents of all learners • Links new ideas to already familiar ideas & experiences • Provides opportunities for active engagement • Encourages students to assume responsibility for learning • Listens thoughtfully and responds appropriately • Uses strengths as a basis for growth & errors as an opportunity for learning • Assesses student learning and designs instruction accordingly • Uses developmentally appropriate instructional strategies • Encourages discussion • Elicits samples of student thinking orally & in writing	☐ 4 ☐ 3 ☐ 2 ☐ 1
Standard 3 – DIVERSE LEARNERS *The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to*	Designs instruction to meet individual needs of students• Brings multiple perspectives to the content • Uses strategies to support ELL students' learning • Persists in helping all children achieve success • Utilizes teaching materials that reflect a diverse society • Knows about areas of exceptionality in learning • Demonstrates knowledge of student interests and heritage • Collaborates with resource teachers in planning and	☐ 4 ☐ 3 ☐ 2 ☐ 1

Standard	Indicators	Level of Performance
diverse learners.	instruction, Pre and Post • Recognizes and deals with prejudices and discrimination • Respects students as individuals and helps them learn to value each other	
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.*	Understands and can implement grade level standards • Monitors & adjusts strategies to meet student needs • Nurtures the development of critical thinking and independent problem-solving skills in students • Reciprocity in teaching • 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	☐ 4 ☐ 3 ☐ 2 ☐ 1
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.*	Draws from a variety of disciplines to develop strategies for organizing and supporting individual and group work • Helps students work productively and cooperatively • Creates an environment of openness, mutual respect, support, inquiry and learning • Expresses and uses democratic values in the classroom • Uses different motivational strategies to support continual learning for each student • Maximizes the amount of class time spent in learning • Develops expectations for student interactions and responsibilities • Makes decisions and adjustments to enhance social relationships, student motivation and student engagement • Organizes and monitors independent and group work to allow for participation of all students • Ensures a physically and emotionally safe environment that promotes effective learning	☐ 4 ☐ 3 ☐ 2 ☐ 1
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.*	Communicates in ways that demonstrate sensitivity to cultural and gender differences, fostering culturally sensitive communication by and among all students in the class • Models effective verbal, nonverbal and media communication strategies in conveying information, asking questions and leading discussions • Uses thoughtful and responsive listening • Supports and expands student expression in speaking, writing and other media • Uses a variety of media communications to enrich learning	☐ 4 ☐ 3 ☐ 2 ☐ 1
Standard 7 – PLANNING INSTRUCTION *The candidate plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.*	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• Plans instruction using contextual considerations that bridge curriculum and student experiences • Values planning as a collegial activity	☐ 4 ☐ 3 ☐ 2 ☐ 1
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.*	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	☐ 4 ☐ 3 ☐ 2 ☐ 1

Standard	Indicators	Level of Performance
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.*	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	☐ 4 ☐ 3 ☐ 2 ☐ 1
Standard 10 – PARTNERSHIPS *The candidate fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.*	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 leaning and well being	☐ 4 ☐ 3 ☐ 2 ☐ 1
PROFESSIONAL DISPOSITIONS *The candidate models professional behaviors and attitudes consistent with that of a high quality teacher.*	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	☐ 4 ☐ 3 ☐ 2 ☐ 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: _____

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.

St. Cloud State University · School 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.

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 leaning experiences that make these aspects of subject matter meaningful for students.*
a) Demonstrates knowledge of content and pedagogy (P)
b) Uses multiple representations to capture key ideas (P)
c) Creates interdisciplinary learning experiences (P)
d) Engages students in generating knowledge (P)
e) Makes topics relevant to students' lives (P)
f) Demonstrates enthusiasm for discipline (D)
g) Is committed to continuous learning (D)
h) Engages in professional discourse about subject matter (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)
b) Demonstrates respect for diverse talents of all learners (D)
c) Links new ideas to already familiar ideas & experiences (P)
d) Provides opportunities for active student engagement (P)
e) Encourages students to assume responsibility for learning (P)
f) Listens thoughtfully and responds appropriately (P)
g) Uses strengths as a basis for growth and errors as an opportunity for learning (D)
h) Assesses student learning & designs instruction accordingly (P)
i) Uses developmentally appropriate instructional strategies (P)
j) Encourages discussion (P)
k) Elicits samples of student thinking orally and in writing (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)
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)
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)

Standard 5 – LEARNING ENVIRONMENT/CLASSROOM MANAGEMENT *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)
b) Helps students work productively and cooperatively (K)

c) Creates an environment of openness, mutual respect, support, inquiry and learning (P)
d) Expresses and uses democratic values in the classroom (D)
e) Uses different motivational strategies to support continual learning for each student (D)
f) Maximizes the amount of class time spent in learning (P)
g) Develops expectations for student interactions and responsibilities (P)
h) Makes decisions and adjustments to enhance social relationships, student motivation and student engagement (P)
i) Organizes and monitors independent and group work to allow for participation of all students (P)
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)
b) Models effective verbal, nonverbal and media communication strategies in conveying information, asking questions and leading discussions (K) (P)
c) Uses thoughtful and responsive listening (D)
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)
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)
c) Involves students in setting learning goals (P)
d) Monitors teaching in relation to student success and modifies instructional approaches accordingly (P)
e) Assesses and reflects on individual and group effects of class activities (P)
f) Establishes and maintains accurate and complete records of student work and performance and communicates student progress based on appropriate indicators (P)
g) 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)
b) Demonstrates a commitment to reflection, self-assessment and on-going learning (D)
c) Understands the influences of the teacher's behavior on student growth and learning (K)
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)
b) Understands & implements laws related to student rights and teacher responsibilities (K)
c) Respects the privacy of students and confidentiality of information (D)
d) Understands the influence of use and misuse of tobacco, alcohol, drugs and other chemicals on student life and learning (K)
e) Collaborates with other professionals to enhance the overall learning environment for students (P)
f) Develops respectful, cooperative partnerships with families, colleagues and community to foster student leaning 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