

Becoming a Reflective Teacher

A Handbook for Teacher Candidates
K-12 and 5-12

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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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,

A handwritten signature in black ink that reads 'Osman Alawiye'.

Osman Alawiye
Dean

Section One – Program Information

- **Transition Points for Secondary Education**
- **ED 300**
- **ED 441**
- **ED 466/467**

Transition Points for K-12 and 5-12 Content Majors in Education Secondary Education

K-12 and 5-12 content areas will give students a model of their program transition points (including the secondary education courses). Models for each major content area will be consistent within that major.

Transition Point #1 for Content Majors in Secondary Education:

- a. Admission to Major
- b. ED300 Field Experience
 - a. ED300 Field Experience Evaluation
 - b. ED300 Field Rubric—dispositions assessed
 - c. ED300 Remediation Models

Transition Point #2: Admission to School of Education

1. Must have been admitted to one of the 12 content majors in education
2. Must have completed at least 36 semester hours (**12 semester hours at SCSU**) toward Bachelor's Degree
3. GPA 2.5 or greater
4. Taken Pre-Professional Skills Test (PPST) & reported scores to SCSU
5. Must have achieved a **"C" or higher in ENGL 191 and CMST [SPC] 192** (waived if you have a BA or BS). Transfer students may need to recheck transferability of courses taken to fulfill these general ed requirements. Transfer students must see a Transfer Advisor in AS A118.
6. Completed Teacher Education application (Dean's Office A110)

Transition Point #3 for Secondary Education Majors:

- a. ED431 Curriculum and Instruction
 - a. Interdisciplinary Unit
 - b. Dispositions emphasized and assessed
- b. ED441 Practicum: Final Assessment Form—dispositions assessed

Transition Point #4: Content Area Teaching Majors

- a. Program Content and Area Methods Courses
 - 1) Methods
 - 2) Skills
 - 3) Content area knowledge
 - 4) Dispositions

(Note: Transition Points #3 & #4 can be completed concurrently.)

Transition Point #5: Student Teaching Summative Assessment—dispositions assessed

Transition Point #6: Follow-up of Teacher Education Candidates

The ED 300 field is a transition point in the secondary licensure program; a weak performance in the field, which is indicated on the rating form by the field teacher, may result in a remediation plan (typically this would include additional field work to assure the candidate is progressing satisfactorily and an incomplete is given until this is satisfactorily completed).

Field Experience Evaluation for ED300: Middle Level/High School Education

Student Name _____ **Semester/Year** _____

SCSU Instructor _____ **Course No./Section** _____

Student: Review this information with your teacher on your first classroom visit.

Teacher: Check all that apply and provide additional information as requested.

Review the instructor's letter to clarify the purpose of this field experience.

One-on-One Teaching

- Assisted with coursework
- Assisted with makeup work
- Assisted with computer technology
- In-depth individual tutoring

Teaching Small Groups

- Assisted with coursework
- Assisted with projects
- Assisted with presentations
- In-depth group tutoring

Whole Class Teaching

- Communicated with whole class (attendance, announcements, etc.)
- Planned/delivered a mini-lesson or lesson of 10-30 minutes (see instructor's memo)

List number of times presenting to whole class: _____

Additional Duties

- Assisted with classroom/subject area environment duties
- Set up demonstrations or equipment
- Located resource materials
- Prepared transparencies/media
- Corrected papers
- Attended faculty or inservice meetings
- Helped plan or assisted with a field trip

****Evaluate the student using the rubric on the back of this page.****

Required 20 hours: This SCSU education student was present a total of ** _____ ** hours and visited my classroom/subject area environment on the following dates: _____, _____.

Printed name _____ **Grade level/subject** _____

Signature (in ink) _____ **District/School** _____

Student: Upon completion of the required twenty hours, make a copy of this evaluation for the course instructor, give a copy to Clinical Experiences, and save the original for your portfolio.

ED300 Field Rubric

- **Circle the statement that best describes the student for each descriptor throughout the rubric.**
- **Note: Ratings of 1 or 2 indicate a need for remediation.**
- **If no instruction was possible, please indicate by writing N/A (not applicable) across the rubric.**
- **If even one type of instruction occurred, please rate each descriptor if possible.**

Interaction with Others

| Descriptor | 4 | 3 | 2 | 1 |
|---------------------------|---|--|--|--|
| Oral Communication Skills | Conveys meaning clearly and accurately; able to alter explanations to include all learners | Usually conveys meaning clearly and accurately; usually able to alter explanations to include all learners | Conveys meaning simplistically and sometimes inaccurately | Conveys meaning in a confusing and inaccurate manner |
| Positive Interactions | Has positive interactions with students that promote responsibility and self-discipline | Usually has positive interactions with students that promote responsibility and self-discipline | Sometimes has positive interactions with students that promote responsibility and self-discipline | Has negative interactions with students that do not promote responsibility and self-discipline |
| Listening Skills | Has the ability to listen to student needs and concerns; then positively directs student action | Usually has the ability to listen to student needs and concerns; usually positively directs student action | Sometimes has the ability to listen to student needs and concerns; sometimes positively directs student action | Does not have the ability to listen to student needs and concerns; does not positively direct student action |

Ethics of Caring

| Descriptor | 4 | 3 | 2 | 1 |
|------------------------------|--|--|--|--|
| Respect for Others | Always displays respect for others | Usually displays respect for others | Sometimes displays respect for others | Does not display respect for others |
| Concern for Student Learning | Caring attitude for students, which helps students progress towards learning goals | Usually has a caring attitude for students, which helps students progress towards learning goals | Sometimes has a caring attitude for students, which helps students progress towards learning goals | Does not have a caring attitude for students; does not help students progress towards learning goals |
| Dedication | Always displays dedication to teacher duties | Usually displays dedication to teacher duties | Sometimes displays dedication to teacher duties | Does not display dedication to teacher duties |

Professionalism

| Descriptor | 4 | 3 | 2 | 1 |
|-----------------------------------|---|---|---|---|
| Response to Situations | Responds competently and maturely to situations | Usually responds competently and maturely to situations | Sometimes responds competently and maturely to situations | Does not respond competently and maturely to situations |
| Response to Feedback/ Suggestions | Responds professionally to feedback/suggestions and makes appropriate adjustments | Usually responds professionally to feedback/suggestions and makes appropriate adjustments | Sometimes responds professionally to feedback/suggestions and makes appropriate adjustments | Does not respond professionally to feedback/suggestions and does not make appropriate adjustments |
| Punctuality | Punctual | Usually punctual | Sometimes punctual | Not punctual |
| Grooming | Professionally groomed | Usually professionally groomed | Sometimes professionally groomed | Not professionally groomed |

Instruction: Class/subject area environments, small groups, or individual

| Descriptor | 4 | 3 | 2 | 1 |
|----------------------|---|--|---|--|
| Planning | Evidence of planning demonstrates proficient subject matter knowledge and teaching strategies | Evidence of planning demonstrates competent subject matter knowledge and teaching strategies | Evidence of planning demonstrates adequate subject matter knowledge and teaching strategies | Evidence of planning demonstrates limited subject matter knowledge and teaching strategies |
| Implementation | Consistently demonstrates clear focused delivery | Usually demonstrates clear focused delivery | Sometimes demonstrates clear focused delivery | Unclear, unfocused delivery |
| Analysis/ Adjustment | Detailed and accurate analysis of teaching with appropriate adjustments | Sound and usually accurate analysis of teaching with appropriate adjustments | Superficial analysis and sometimes accurate with weak adjustments | Inaccurate or no analysis with no adjustments |

Cooperating Teacher Signature (in ink): _____

ED 441

The ED Block (ED 421/431/441) has a transition point in the secondary licensure program for the classes and the field. If any part of the block is not completed satisfactorily, remediation will take place. Typically, a remediation plan is developed by the student, the instructor(s) of the block, and the secondary program coordinator.

**ED 441 Integrating Theory & Practice:
Inclusive & Responsive Teaching for All Students**

Course Description: *Merging theory and practice for developing inclusive and responsive curriculum, instruction and assessment in the K-12 setting during an in-depth field experience. Active involvement in classrooms includes working with ESL, special education and/or other historically under-served students.*

Co-requisites: ED 421 and ED 431; **Prerequisites:** Admittance to Teacher Education, ED 300, CEEP 361, IM 422, HURL 497/498, HLTH 301 OR 405; ED/ENG 460 and SPED 425 either co-req or pre-req to this course.

Standards of Effective Practice: <http://www.revisor.mn.gov/rules/?id=8710.2000>

INTASC Principles: <http://www.ccsso.org/intasc>

| | |
|---|--|
| Standard 1: Subject Matter Standard 2: Student Learning Standard 3: Diverse Learners Standard 4: Instructional Strategies Standard 5: Learning Environment | Standard 6: Communication Standard 7: Planning Instruction Standard 8: Assessment Standard 9: Reflection and Professional Development Standard 10: Collaboration, Ethics, and Relationships |
|---|--|

Conceptual Framework: “Educator as Transformative Professional”:

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

| <u>Knowledge Areas:</u> (What you will learn at SCSU) | <u>Learning Dimensions:</u> (How you will learn to transform) | <u>Role Performance Expectations:</u> (What you will be prepared to demonstrate) |
|--|---|---|
| C1 – Subject Matter C2 – Pedagogy C3 – Curriculum C4 – Learner Variables C5 – Context C6 – Philosophies and Perspectives C7 – Research and Inquiry | B1 – Develop positive attitudes and perceptions B2 – Acquire and integrate knowledge B3 – Extend and refine knowledge B4 – Use knowledge meaningfully B5 – Develop productive habits of mind and body | A1 – Content Transformer A2 – Inclusive Educator A3 – Humanistic Educator A4 – Cultural Transmitter/Transformer A5 – Researcher A6 – Problem-solver / Decision Maker A7 – Reflective Practitioner |

Teacher Development Policy:

It is the policy of the elementary/K-8 program, the secondary licensure program, and the Office of Clinical Experiences that teacher candidates are to be in attendance at their field experience placements during the specifically assigned hours. Changes can only be made with the approval of the cooperating teacher, the university supervisor, AND the Office of Clinical Experiences.

| Course Outcomes | Standards Of Effective Practice | INTASC Standards | Conceptual Framework | Assessment |
|---|--|---|--------------------------------|--|
| Merge theory and practice as an astute observer and analyzer of the culture of the school and classroom in which they are participating | 8J 10A | 8.3.4 10.1.1 | A7 B2 | Regular communications from the field |
| Apply their understanding of knowledge, skills and dispositions needed to create safe, respectful, democratic cultures and learning communities in the classroom* | 3Q 5E,G, H, L 6G | 3.2.1-3.2.5, 3.3.6, 3.3.7 5.1.4, 5.2.1, 5.3.1 6.1.2, 6.2.1- 6.2.4 | A2, A3, A4 B1 C4 | Practicum Assessment: 5 |
| Apply their emerging understanding of communication and relationship-building strategies with students, peers, school employees and parents/community members to an actual field experience* | 3O 5H, I 6G, H 8M 10I, J, K | 3.3.5 5.1.2,5.2.1, 5.2.3 6.1.2, 6.2.1- 6.2.4, 6.3.1, 6.3.4 8.3.6 10.2.3-10.2.5 10.3.2-10.3.4 | A2, A3, A6 B1 C4, C6 | Practicum Assessment: 6, 10 |
| Demonstrate the ability to implement beginning levels of inclusive and equitable curriculum, assessment and instruction based on diverse learner needs, especially ESL students, students with special needs, and other historically under-served students* | 2A,B, E, F, G 3A, K, L, M 4D, H, J 5K, M, N, O, P 6J 7F, G 8G 10B | 2.1.2, 2.3.1, 2.3.2, 2.3.3 3.1.1, 3.3.1, 3.3.2, 3.3.3 4.1.3, 4.3.2, 4.3.4 5.2.5, 5.3.2- 5.3.5 6.3.3 7.3.1,7.3.3 8.3.1 10.1.2 | A2, A6, A7 B4 C2, C3, C4 | Teaching as much as possible—feedback from cooperating teacher for at least three lessons Practicum Assessment: 2, 3, 4, 7, 8 |
| Apply language development, literacy knowledge and skills in their content area | 3K 4F, J 7G | 3.1.1, 3.3.1 4.2.2, 4.3.4 7.3.1 | A1 B4 C1, C2, C3, C5 | Teaching as much as possible—feedback from cooperating teacher for at least three lessons Practicum Assessment: 1 |
| Apply their understanding of interdisciplinary curriculum development and team teaching where possible in the field experience | 5K, L, M, N, O, P 7B, F, G 10G, H | 5.1.3, 5.2.5, 5.3.1, 5.3.2- 5.3.5 7.1.2, 7.2.3, 7.3.1, 7.3.3 10.2.3, 10.2.5, 10.3.1 | A6 B2, B4 C2, C3 | Regular communications from the field |
| Apply their conception of teacher as learner by actively seeking to fill in their own conceptual and perceptual gaps | 9H, I, J | 9.1.1, 9.2.1- 9.2.5, 9.3.1- 9.3.3 | A5, A7 B3 | Practicum Assessment: 9 |

*Indicates Diversity Emphasis

Instructional Strategies: Teacher candidates work with cooperating teachers who will serve as models of instruction.

Course Requirements:

Teacher candidates are expected to be in their field assignments, Monday through Friday, during the scheduled weeks. More than 3 absences for any reason will warrant an UNSATISFACTORY grade for the field experience. The teacher candidates should be working with their cooperating teacher for three periods or two blocks each day. They are **expected to teach as much as possible** (preferably for three weeks if this is compatible with the cooperating teacher's curriculum schedule) with a **minimum of two lessons formally observed by the cooperating teacher and one formally self-assessed by the teacher candidate**. Teacher candidates are expected to maintain regular communication with their university instructors while in the field (specifics regarding this communication will be given by the instructors).

Copying Evaluations: Teacher candidates are required to share a copy of the ED300 Field Evaluation Form with the cooperating teacher AND university supervisor for ED441. In addition, if students want copies of any of the materials below for their portfolio, they must make them prior to turning in the forms. Copies of the ED300 Field Evaluation Form and the ED 441 Practicum Final Assessment Form must be shared with the cooperating teacher AND university supervisor for ED466/467 (Student Teaching).

| |
|---|
| Practicum: Final Assessment Form...DUE |
|---|

- This will be discussed and distributed prior to the field experience. An S or U rating is based on whether or not the teacher candidate has met the field expectations and the evaluation provided by the cooperating teacher in the field experience. Teacher candidates are expected to strive for ratings of 3 or 2 in each area if they are to receive an S. Ratings of 1 or 0 on the Practicum Assessment Form are viewed as areas of concern, and the teacher candidate will be expected to meet with the faculty member assigned as instructor of record to develop an Action Plan with remediation tasks and/or may be required to successfully complete another field experience before he/she is allowed to student teach. If a teacher candidate misses more than three days of the field experience, he/she will automatically receive a U and will have to repeat the field experience in a subsequent semester.

Regular communications from the field...DUE-Check requirements for ED 421/521 & ED431/531

- The regular communications from the field received by the university instructors will also be used in final evaluation of the student. The teacher candidate should be attentive to the course outcomes associated with these communications and strive to insure that the communications demonstrate competency in those areas.

Lessons...DUE

- **Plan and teach as much as possible (preferably for at least three weeks). A minimum of 2 lessons (lesson plans are to be shared with the cooperating teacher at least 2 days before the day they are taught) are to be formally observed by the cooperating teacher. At least one additional lesson is to be formally self-assessed by the teacher candidate.** Turn in the lesson plans for these as well as the corresponding observation forms completed by the cooperating teacher.

Context for Learning...DUE**Video tape a lesson and evaluate...DUE**

Academic Dishonesty:

Academic dishonesty includes, but is not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials (SCSU Code of Conduct).

Special Accommodations:

It is St. Cloud State University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. If a teacher candidate has a documented disability that requires an accommodation, please notify your instructor within the first week of the semeste

Bibliography / Expanded Readings:

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Responsibilities for the ED 441 Practicum Field Experience

1. **Contact cooperating teacher before your first day.** Introduce yourself and remind them you'll be in the classroom beginning _____. This can be done over the phone, in person, and/or via email.
2. The expectation is that you should be involved in 2 traditional classes (50-55 min.) with one prep **or** 1 block (70-85 min.) with one prep, Monday through Friday from approximately 7:30-12:00 for the AM sections and 11:30-4:00 for the PM sections. This includes travel time.
3. **Share a copy of your ED300 Field Evaluation Form with your cooperating teacher and your university professor.**
4. Find out who the other ED 441 students are in your cooperating school. Carpool, if possible. Agree on a time to meet at the school the first day. Be early. There are procedures (sign in, parking, etc.) that the receptionists or secretary will need to go over. Don't inconvenience that person by making them do it for each of you individually.
5. **Wear your SCSU student ID badge daily** (obtained at Atwood Center).
6. **NOTE:** Send a (1) **full day class schedule**, (2) **CT email address**, (3) **CT direct phone number**, and (4) **your arrival and departure times at the site via email to the university professor** by _____.
7. Be as actively involved with students and as helpful to the cooperating teacher as they permit.
8.

| |
|--|
| Strive to exemplify the attitudes and actions of the teacher you are becoming. |
|--|
9. **Be on time** for all classes, meetings and appointments.
10. **Dress & act professionally**...Take your cue from the teachers in your building.
11. Accept constructive feedback and engage in regular reflection and self-evaluation.
12. **Share each lesson plan** with your cooperating teacher **at least two days in advance** of teaching the lesson to allow for discussion/feedback.
13. **Notify the cooperating teacher and assigned university professor if you will be absent.** More than three absences from the field experience are unacceptable and will result in an unsatisfactory grade for ED 441. If there is a late start due to weather, students need to communicate with the CTs and then make a safe decision. If students do not attend, this will count as an absence.
14. Be aware of the Code of Ethics for Minnesota Teachers and conduct yourself accordingly.
15. If you have questions or concerns, contact your assigned university professor:
Monica Peterson at mmpeterson@stcloudstate.edu or Dr. Augusto Rojas at ajrojas@stcloudstate.edu

This is the suggested lesson plan format for practicum student’s daily teaching. When the student is writing lessons for the TPA, the format to be used is the “Lesson Design Frame” found in the TPA handbook.

Subject:

Grade Level:

Lesson topic: **TITLE**

Lesson purpose: **WHY IS THE LESSON BEING TAUGHT? Start the purpose with the word: TO...**

Students’ performance/learning objective(s): **THE STUDENTS WILL (use a VERB)...**

- ✓ **LIST & LABEL COGNITIVE, PSYCHOMOTOR, & AFFECTIVE OBJECTIVES.**

Literacy/language objective(s): **THE STUDENTS WILL (use a VERB)...**

- ✓ **RECORD REQUIRED READING, WRITING, LISTENING, SPEAKING, THINKING SKILLS**
- ✓ **CONSIDER VOCABULARY KNOWLEDGE, COMPREHENSION SKILLS, & STUDY SKILLS THAT ARE NEEDED**

Resources [i.e., materials, people, special room arrangements, etc.]:

- **MATERIALS NEEDED/EQUIPMENT MAY BE INCLUDED**
- **WHEN CHOOSING MATERIALS, BE AWARE OF GENDER FAIRNESS, CULTURAL DIVERSITY, AND DISABILITIES MANIFESTED IN YOUR STUDENTS.**

Methods/Procedures:

A. Getting started (# of minutes needed)...

- e. g. **PRE-TESTS, PRIOR KNOWLEDGE STRATEGIES, STORYTELLING, READ ALOUDS, BRAINSTORMING, ETC.**

B. The learning (# of minutes needed)...

- **USE BULLETS. IN SEQUENCE, LIST WHAT THE TEACHER IS DOING (action/reaction) AND THE STUDENTS ARE DOING (reaction/action) AS IF THERE IS A VIDEO CAMERA RECORDING ALL THE ACTIVITIES OF THE LESSON.**
- **ACTIVITIES SHOULD BE SPECIFIC, MEANINGFUL, FLEXIBLE, VARIED, APPLY TO REAL-LIFE, HAVE ALTERNATIVES, ETC.**

C. Wrapping it up (# of minutes needed)...

- **CONCLUDE THE LESSON WITH A COMMENT(S) THAT INDICATE CLOSURE OR A SUMMARY OF WHAT WAS COVERED IN THE LESSON.**

D. Evaluating/Assessing students' achievement regarding the learning objective(s) (# of minutes needed)...

- **HOW WILL STUDENTS DEMONSTRATE WHAT THEY HAVE LEARNED?**
- **CONNECT TO YOUR PERFORMANCE OBJECTIVES AND THE LITERACY/LANGUAGE OBJECTIVES.**
- **CAN BE FORMAL OR INFORMAL.**

NOTE: You should be able to draw an arrow from any Performance/Learning objective and Literacy/Language objective to where it is worked on under Methods & Procedures (parts A, B, or C) and to where it is assessed under Evaluation/Assessing (part D under Methods & Procedures).

E. Students' assignment (# of minutes needed to explain assignment)...

- ❖ **IS IT NECESSARY?**
- ❖ ***IS IT REALISTIC?***
- ❖ **IS IT CONSISTENT WITH OBJECTIVES?**
- ❖ **HAS IT BEEN "SET UP" WITH LITERACY STRATEGIES (esp. if it is a reading or writing assignment)**

Modifications/Provisions made for students' individual differences: **HOW IS THE LESSON MEETING THE NEEDS OF YOUR DIVERSE LEARNERS?**

.....
This is one of the most important areas to document. This is where your reflective thinking on your planning and performance, as well as the performance / receptivity of your students, needs to be recorded. If you haven't thought about your lesson and its effectiveness, you haven't completed your responsibilities as a teacher.

Elements that were particularly good include...

Potential changes to consider include...

St. Cloud State University Field experience observation & conference guide

Practicum Student: _____ Grade level: _____ Lesson: _____

Cooperating Teacher: _____ School & Town: _____

| Progressing | Needs more attention | | Progressing | Needs more attention | |
|-------------|----------------------|------------------------------------|-------------|----------------------|---|
| _____ | _____ | 1. <i>Subject Matter</i> | _____ | _____ | 6. <i>Communication</i> |
| _____ | _____ | 2. <i>Student Learning</i> | _____ | _____ | 7. <i>Planning Instruction</i> |
| _____ | _____ | 3. <i>Diverse Learners</i> | _____ | _____ | 8. <i>Assessment</i> |
| _____ | _____ | 4. <i>Instructional Strategies</i> | _____ | _____ | 9. <i>Reflection & Professional Development</i> |
| _____ | _____ | 5. <i>Learning Environment</i> | _____ | _____ | |

Observation notes:

| | |
|------------|---------------------------------------|
| Strengths: | Specific suggestions for improvement: |
|------------|---------------------------------------|

Sign-off below after discussing the feedback on this conference guide:

Cooperating Teacher: _____ Date _____

Practicum Student: _____ Date _____

Practicum: Final Assessment Form
St. Cloud State University
 ED 441 Integrating Theory & Practice: Inclusive & Responsive Teaching for All Students

Practicum Student _____ Date _____
 Grade level _____ Course/Subject _____ School _____

Cooperating Teacher _____

3= Performance **exceeded expectations** for pre-student teaching experience in this subject area
2= Demonstrated **expected level** of performance for pre-student teaching experience in this subject area

1= Demonstrated **minimal level** of performance for pre-student teaching experience; **suggests more practicum experiences** before student teaching in this subject area

0= Performance **NOT demonstrated.** **Suggests more practicum experiences** before student teaching in this subject area

(*****Important:** Give specific reasons why this was not demonstrated (e.g., lack of opportunity, lack of skill, etc.)

*** Note: The standards referred to below are representative and aligned with the Standards for Effective Practice that all persons must meet if they seek a license to teach in Minnesota starting 9/1/01.**

3 2 1 0 Evidence

| Standard 1: SUBJECT MATTER | | | | | | |
|---|--|--|--|--|--|--|
| The teacher candidate demonstrated clear understanding of the subject being taught. | | | | | | |
| She/he helped make the subject meaningful for students. | | | | | | |
| Standard 2: STUDENT LEARNING | | | | | | |
| The teacher candidate developed learning opportunities, supporting students' intellectual, social and personal development. | | | | | | |
| Standard 3: DIVERSE LEARNERS | | | | | | |
| The teacher candidate recognized diversity among students. | | | | | | |
| She/he adapted teaching to the diverse backgrounds and exceptionalities of students. | | | | | | |
| Standard 4: INSTRUCTIONAL STRATEGIES | | | | | | |
| The teacher candidate used a variety of instructional strategies to engage students in critical thinking, problem solving and collaborative learning. | | | | | | |

3 2 1 0

Evidence

| | | | | | |
|--|--|--|--|--|--|
| Standard 5: LEARNING ENVIRONMENT | | | | | |
| The teacher candidate helped to support a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. | | | | | |
| Standard 6: COMMUNICATION | | | | | |
| The teacher candidate used effective verbal, nonverbal, and media communication techniques. | | | | | |
| Standard 7: PLANNING INSTRUCTION | | | | | |
| The teacher candidate planned and managed instruction based upon knowledge of subject matter, students, the community and curriculum goals. | | | | | |
| Standard 8: ASSESSMENT | | | | | |
| The teacher candidate understood and used various assessment strategies to evaluate student learning. | | | | | |
| Standard 9: REFLECTION & PROFESSIONAL DEVELOPMENT | | | | | |
| The teacher candidate was dependable and understood professional responsibilities. | | | | | |
| The teacher candidate demonstrated critical reflection about teaching and learning and a willingness to learn as a professional. | | | | | |
| Standard 10: COLLABORATION, ETHICS, AND RELATIONSHIPS | | | | | |
| The teacher candidate actively built positive and ethical relationships with students, peers, faculty, administration, and staff to learn more about the context in which instruction is embedded. | | | | | |

PLEASE BE SURE TO INCLUDE DETAILED EVIDENCE FOR EACH AREA ABOVE. YOUR RATINGS SHOULD REFLECT THE STRENGTHS AND WEAKNESSES OF THIS STUDENT AS A BEGINNING TEACHER CANDIDATE. AREAS MARKED AS 1 OR 0 WILL BE VIEWED AS AREAS THAT NEED REMEDIATION PRIOR TO OR DURING STUDENT TEACHING.

Practicum Student Signature _____ Date _____

Cooperating Teacher Signature _____ Date _____

ED 466. Student Teaching for 5-12 Licensure: Supervised teaching for students with majors in Communication Arts & Literature, Mathematics, Sciences, Social Studies and Technology leading to 5-12 licensure. 3-12 Cr. F, S.

ED 467. Student Teaching for K-12 Licensure: Supervised teaching for students with majors in Art, Languages, Music, Physical Education, and TESL leading to K-12 licensure. 3-12 Cr. F, S.

Standards of Effective Practice: <http://www.revisor.mn.gov/rules/?id=8710.2000>

INTASC Principles: <http://www.ccsso.org/intasc>

| | |
|---|--|
| Standard 1: Subject Matter Standard 2: Student Learning Standard 3: Diverse Learners Standard 4: Instructional Strategies Standard 5: Learning Environment | Standard 6: Communication Standard 7: Planning Instruction Standard 8: Assessment Standard 9: Reflection and Professional Development Standard 10: Collaboration, Ethics, and Relationships |
|---|--|

Conceptual Framework: “Educator as Transformative Professional”:

<http://www.stcloudstate.edu/soe/about/framework.asp>

| <u>Knowledge Areas:</u> (What you will learn at SCSU) | <u>Learning Dimensions:</u> (How you will learn to transform) | <u>Role Performance Expectations:</u> (What you will be prepared to demonstrate) |
|--|---|--|
| C1 – Subject Matter C2 – Pedagogy C3 – Curriculum C4 – Learner Variables C5 – Context C6 – Philosophies and Perspectives C7 – Research and Inquiry | B1 – Develop positive attitudes and perceptions B2 – Acquire and integrate knowledge B3 – Extend and refine knowledge B4 – Use knowledge meaningfully B5 – Develop productive habits of mind and body | A1 – content transformer A2 –Inclusive educator A3 – Humanistic educator A4 – Cultural transmitter / transformer A5 – Researcher A6 – Problem-solver / decision maker A7 – Reflective Practitioner |

Course Overview: ED466-67 was created to address the needs of K-12 and 5-12 teacher candidates to develop their teaching skills in a public school setting for a 16-week, full-time experience in real classrooms or subject area environments.

| Course Outcomes | Standards of Effective Practice | INTASC Standards | Conceptual Framework | Assessment |
|---|--|--|-----------------------------|---|
| Observation of teachers in their various roles as they work with children, meet with parents, confer with support staff & administrators, & collaborate with colleagues | 9 I-J 10 G-K | 9.2.3, 2.5; 9.3.1-3 10.2.3, 2.5; 10.3.1-6 | D2, C5, C6 | Observation with a purpose Journal |
| Practice in data collection and analysis regarding teaching through guided observation, audio or video taping, interviews, etc. | 10 G-K | 10.2.2-5; 10.3.1-6 | A5, A7 | Observation with a purpose Video Tape & Critique Journal |
| Practice various teaching methods in all curricular areas | 2 D-G 4 A, D-L 6 F-K 7 A-H 8 A, E-M 9 H-J 10 G-K | 2.2.1-2; 2.3.2-3 4.1.3, 4.2.1-2, 4.4.1-5 6.1.4; 6.2.2-4; 6.3.1-5 7.1.1-3; 7.2.1-3; 7.3.1-5 8.1.2; 8.2.1-2; 8.3.1-6 9.2.3-5; 9.3.1-3 10.2.2-5; 10.3.1-6 | C2 | Lesson Plans Unit Coop Teacher Obs Supervisor Obs Self Evaluations Final Evaluations. Journal |

| | | | | |
|---|--|--|------------|--|
| Development and implementation of appropriate lesson plans in all curricular areas for optimal teaching and learning | 2 D-G 4 A, D-L 5M 6 F-K 7 A-H 8 A, E-M 9 H-J 10 G-K | 2.2.1-2; 2.3.2-3 4.1.3, 4.2.1-2, 4.4.1-5 5.3.2 6.1.4; 6.2.2-4; 6.3.1-5 7.1.1-3; 7.2.1-3; 7.3.1-5 8.1.2; 8.2.1-2; 8.3.1-6 9.2.3-5; 9.3.1-3 10.2.2-5; 10.3.1-6 | C1, C2, C3 | Lesson Plans Unit Coop Teacher Obs Supervisor Obs Self Evaluations Final Evaluations Journal |
| Development and implementation of a quality unit | 2 D-G 4 A, D-L 5M 6 F-K 7 A-H 8 A, E-M 9 H-J 10 G-K | 2.2.1-2; 2.3.2-3 4.1.3, 4.2.1-2, 4.4.1-5 5.3.2 6.1.4; 6.2.2-4; 6.3.1-5 7.1.1-3; 7.2.1-3; 7.3.1-5 8.1.2; 8.2.1-2; 8.3.1-6 9.2.3-5; 9.3.1-3 10.2.2-5; 10.3.1-6 | C3 | Unit Coop Teacher Obs Supervisor Obs Self Evaluations Final Evaluations |
| Development and awareness of one's preferred teaching style | 9 H-J | 9.2.1-5 | A7 | Self Evaluations Journal |
| Practice with various assessment and evaluation tools | 8 A, E-M | 8.1.2; 8.2.1-2; 8.3.1-6 | C4, A6 | Lesson Plans; Unit Coop Teacher Obs Supervisor Obs Self Evaluations Final Evaluations Journal |
| Demonstration of classroom management principles that promote responsibility & self-discipline* | 5 E, H-R | 5.1.1, 5.1.4; 5.2.1-5; 5.3.1-7 | A3, A6 | Video Tape; Journal Coop Teacher Obs Supervisor Obs Self Evaluations Final Evaluations |
| Understanding of individual and group needs, especially in terms of inclusive education (multicultural, gender-fair, disability aware)* | 3 K-Q | 3.2.1-5; 3.3.1-7 | A2, A3 | Lesson Plans Unit Coop Teacher Obs Supervisor Obs Self Evaluations Final Evaluations Journal |
| Demonstration of professional characteristics, including punctuality, confidentiality, flexibility, cooperation, enthusiasm, and responsibility | 9 H-J 10 G-K | 9.2.3-5; 9.3.1-3 10.2.2-5; 10.3.1-6 | B1 | Coop Teacher Obs Supervisor Obs Self Evaluations Final Evaluations Journal |
| Demonstration of written and oral | 6 F-K | 6.1.4; 6.2.2- | B5 | Video Tape & Critique |

| | | | | |
|---|-----|------------|--|--|
| communication skills at a level at which ideas are conveyed clearly and effectively | | 4; 6.3.1-5 | | Lesson Plans Unit Coop Teacher Obs Supervisor Obs Self Evaluations Final Evaluations |
| <u>Completion of Required Teaching Time</u> (see course requirements below): In 5-12 licensure areas, students will teach a minimum of four consecutive weeks although many students teach nearly full term. In PK-12 licensure areas, a minimum of two consecutive weeks of teaching is required at each level although many students teach nearly full term. 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. | All | All | | Lesson Plans Unit Coop Teacher Obs Supervisor Obs Self Evaluations Final Evaluations Journal |

*Indicates Diversity Emphasis

Diversity:

It is expected that student teachers will develop lessons and units inclusive of a wide variety of abilities and learning styles and responsive to the cultural, ethnic, religious, family, and socio-economic backgrounds of their students.

Course Requirements:

- **Know the materials contained in the handbook for teacher candidates, K-12 and 5-12: Becoming a Reflective Teacher.** You are responsible for the rules, assignments, forms, etc.
- Teacher candidates are expected to **share their field experience evaluations** (ED 300 and ED 441) and any ED Block Self-Evaluations with their cooperating teachers and university supervisor.
- Do You Know (Observation with a Purpose)? Respond to the questions in this section as directed by the university supervisor (some university supervisors require this to be one of the first weekly responses).
- **Unit development** is expected. One week is the required minimum. The unit understandably 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
- Some university supervisors may require a shadowing activity for teacher candidates although this is considered an individual requirement as is the assignment to develop a classroom management plan.
- All teacher candidates are required to do **one videotaping** of their teaching. Naturally, permission of the school district must be obtained. If the school district does not allow videotaping of classes, the teacher candidate will be excused from this assignment.
- **Make detailed lesson plans.** Lesson plans must be developed for **every** lesson that you teach. Your cooperating teacher must receive your lesson plans for review and approval **at least two days prior** to the teaching of the lesson. Adjust your lesson plans as necessary, with the guidance of your cooperating teacher. Having the lessons well prepared in advance will help to reduce your anxiety as well as that of the students and cooperating teacher.
- **All lesson plans must be readily available for the university supervisor when he/she observes.**

- **Submit a weekly schedule** to your university supervisor (*using the format that they request*) making certain that it is correct and properly completed. Changes that affect your daily schedule must be reported to the university supervisor.
- **Submit weekly response to your university supervisor.**
- **Schedule regular conference times with your cooperating teacher.**
- **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: Students typically have two different preparations during full time teaching. This 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.

- Complete midpoint self-evaluation and final self-evaluation (form provided)
- Attend all seminars scheduled by the university supervisor, including Professional Development Day on Campus
- Teacher candidates are asked to complete the Secondary Program Evaluation on Professional Development Day and submit it to the designated secondary faculty member. This information/feedback is essential to our program development.
- Participation in the following is encouraged: parent-teacher conferences, school board meetings, and extracurricular events

Academic Dishonesty:

Academic dishonesty includes, but is not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials (SCSU Code of Conduct).

Evaluation of Teacher Candidates:

Unit plan and daily lesson plans
Mid-term and Final Self-Evaluations
6 Formal Observations by the cooperating teacher
6 Formal Observations by the university supervisor
Summative Assessment by the cooperating teacher
Summative Assessment by the university supervisor

Special Accommodations:

It is St. Cloud State University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. If you have a documented disability that requires an accommodation, notify me within the first week of the semester.

Class Schedule:

Student teachers are required to follow the calendar of the school in which they are placed and to be in attendance at the school for a full teacher-day.

NOTE!!!

Requirements will be changed because of transitioning to the Teacher Performance Assessment (TPA). Many of the current requirements will be part of TPA. More specific information will be given regarding requirements at orientation day.

Class Schedule: The following schedule is an **EXAMPLE** for 16 weeks secondary student teaching (**based on a 6 period day**). This schedule is expected to vary according to the teacher candidate's abilities and the classroom needs.

| | |
|----------------|--|
| Week 1 | Observe, participate, and teach small groups as directed by the teacher Observation with a purpose; journals |
| Week 2 | Observe, participate, and teach small groups as directed by the teacher Observe in other classrooms Lesson planning with teacher Journals |
| Week 3 | Observe, participate, and teach small groups as directed by the teacher Start to teach at least one class Formal management plan (portfolio); journals |
| Week 4 | Observe, participate, and teach small groups as directed by the teacher Teach at least one class Journals |
| Week 5 | Start to teach at least two classes Begin unit planning and lesson planning for all classes; journals |
| Week 6 | Teach at least two classes Begin unit planning and lesson planning for all classes; journals |
| Week 7 | Start to teach at least three classes Journals |
| Week 8 | Teach at least three classes Mid-term self-assessment; journals |
| Week 9 | Teach at least three classes Journals |
| Week 10 | Start to teach all four classes Journals |
| Week 11 | Teach all four classes Self-critique of video; journals |
| Week 12 | Teach all four classes Journals |
| Week 13 | Teach all four classes Unit plan; journals |
| Week 14 | Teach all four classes |
| Week 15 | Teach all four classes Inclusive educator activities; journals |
| Week 16 | Teach all four classes Complete final self-assessment; student teaching experience data; journals |

Evaluation:

A grade of S or U will be based on successful completion of course requirements.

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 five classes in a seven period day, 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.

Section Two – Ethics, Conceptual Framework, and Standards

****** 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:

- 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.
- Shall not misrepresent his/her professional qualifications.
- Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
- Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

Shall not assist a noneducator in the unauthorized practice of teaching.

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.

Shall not knowingly make false or malicious statement about a colleague.

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.

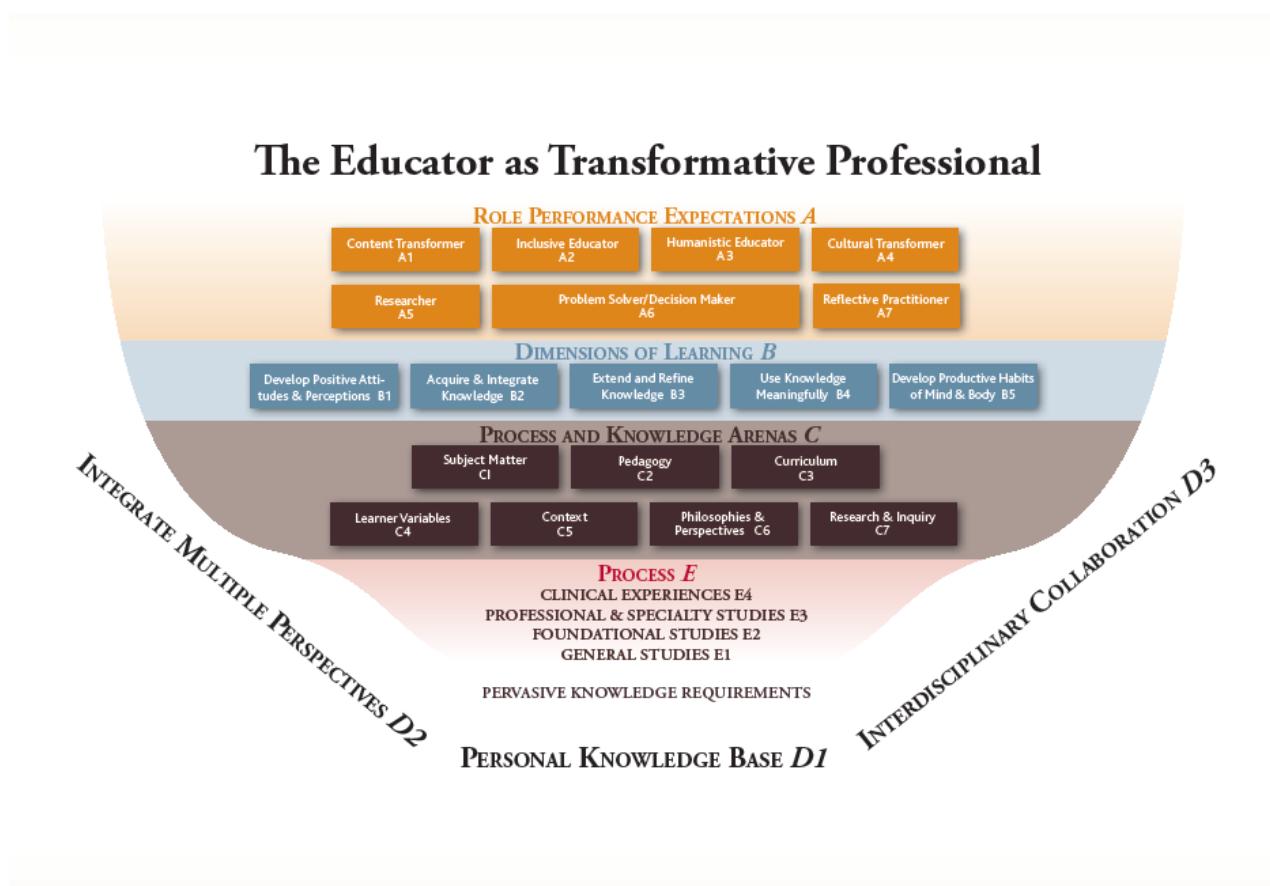
Subpart 1. Scope. Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and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

Conceptual Framework St. Cloud State University School 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/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/intasc>

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.revisor.mn.gov/rules/?id=8710.2000>

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.

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

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- 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.

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.

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:

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

- A. Apply technology resources to enable and empower learners with diverse background, characteristics, and abilities.
- B. Identify and use technology resources that affirm diversity
- C. Promote safe and healthy use of technology resources
- D. Facilitate equitable access to technology resources for all students.

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)

Section Three – Policies

- **Attendance/Absences**
- **Basic Policies of Student Teaching**
- **Policy in the Event of Strikes**
- **Procedures for Withdrawal/Removal and Action Plans**
- **Student Teaching Files**

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 district | Contact your university supervisor for instruction. Do not enter the school building or participate in strike-related activities. (See p. 38) |
| 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. |

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** both the Orientation Day and the Professional Development Conference held at SCSU. An absence will be counted for non-attendance.
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: 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 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.
12. The teacher candidate must have a **minimum of \$25,000** liability insurance before being accepted into any public school for student teaching.
13. Teacher candidates seeking teaching licensure in two content areas, **note the policies on the next page.**
14. For out of state/out of country student teaching, the student is required to have a letter of recommendation from the content advisor attesting to content capability. The Secondary Program will not allow a student to teach out of state or country if there is an incomplete action plan in ED 441. Other existing eligibility requirements for student teaching apply. The only approved site out-of-state is Aldine, TX, where students can fulfill 16 weeks of student teaching. Other than that, we do not have out-of-state student teaching. (Common Market student teaching outside our service area is in MN only. We also have 8 weeks of teaching abroad, with 8 weeks in MN, through the University of Northern Iowa.) Only very occasionally in “extenuating circumstances” does TDEV approve out-of-state student teaching. Students seeking these out-of-state placements must complete a written appeal to TDEV. The appeal requires a narrative of the special circumstances. In order to apply to UNI for “extenuating circumstances” out-of-state student teaching, applications to UNI would be due January 15 for fall and September 15 for spring. Any appeals would have to be granted prior to those dates, so students need approval 2 semesters prior to their student teaching experience.
15. The Student understands and agrees that:
 - placement and participation in this training experience is not employment with the University or placement Site;
 - the student is not covered by the University worker’s compensation coverage; and
 - 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
 - the placement Site does not promise or guarantee any future employment for the student; and
 - 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.

Student Teaching Eligibility

(Students will not be eligible for student teaching if these conditions have not been met.)

Students must be eligible for student teaching by October 15 for spring semester and February 15 for fall semester in the semester prior to student teaching. The following conditions must be met:

- completion of all professional education licensure courses with not less than a grade of C- (if currently enrolled, this condition must be met by the end of the semester)
- completion of **all** incompletes in professional education licensure courses **OR** verification to OCE from professional licensure core faculty that an incomplete is likely to be cleared with an acceptable grade for the semester prior to student teaching.
- completion of **all** incompletes in content courses required for student teaching **OR** verification to OCE from content faculty that an incomplete is likely to be cleared with an acceptable grade for the semester prior to student teaching.
- completion of the appeals process

Initial Teaching Licensure in Two Content Areas Student Teaching for K-12 and 5-12 Education Majors Teacher Development Courses: ED466 and ED467

In order to ensure adequate preparation for teaching, the following policies have been adopted by the secondary faculty in the Department of Teacher Development at St. Cloud State University.

Initial Teaching Licensure in Two Content Areas, Two 5-12 Areas

- For those seeking teaching licensure in **two 5-12 areas**, student teaching will consist of **one semester, a total of 9-12 credits, ED 466.**
- For science majors, the student teaching will consist of 8 weeks at the middle level and 8 weeks at the high school level. The high school placement will include both licensure content areas. Student teaching will consist of **one semester, a total of 9-12 credits, ED466.**

Initial Teaching Licensure in Two Content Areas, Two K-12 Areas

- For those seeking teaching licensure in **two K-12 areas**, student teaching will consist of **one and one-half semesters, a total of 18 credits, 9-12 credits of ED467 in one semester and 6 credits of 467 in another semester.**

Initial Teaching Licensure in Two Content Areas, K-12 and 5-12

- For those seeking teaching licensure in **two content areas, one K-12 and the other 5-12**, student teaching will consist of **one and one-half semesters, a total of 15-18 credits, 9-12 credits of ED467 and 6 credits of ED466.**

Exceptions, K-12 and 5-12:

- A **health/physical education double major** will student teach for **one semester, a total of 9-12 credits, ED 467.**
- Any **foreign language education major, who also has a 5-12 major area**, will student teach for **one semester, a total of 6 credits of ED466 and 6 credits of ED467.** The elementary portion will be completed within the student teaching experience.
- Any **foreign language education double major** will student teach in both languages within **one semester, a total of 9-12 credits of ED467.** The elementary portion will be completed within the student teaching experience.

POLICY IN THE EVENT OF A STRIKE IN PUBLIC SCHOOLS

In an effort to provide as sound an educational program as possible for St. Cloud State University teacher candidates, and to do so in as sensitive a manner as possible with regard to circumstances in school districts, the following policies will be observed in the event that a strike occurs in a school district where SCSU students are placed:

1. Teacher candidates will be withdrawn from the school setting for the duration of the strike.
2. University supervisors or the Director of Clinical Experiences maintain responsibility for the teacher candidates, and the teacher candidates continue to be accountable to their university supervisors.
3. For the duration of the strike, teacher candidates are not to enter school buildings/facilities nor are they to participate in strike-related activities during normal school hours. University supervisors in collaboration with Program Coordinators will provide alternative learning experiences for teacher candidates.
4. During the strike the university will consider alternative courses of action to meet the educational needs of the teacher candidates. In the event that reassignments become necessary, they will not be made for at least five school days.
5. Teacher candidates in all methods and practicum experience courses and in internship field experiences will be withdrawn from field assignments for the duration of a strike. Courses including such field assignments will meet on the SCSU campus under the direction of the course instructors.
6. In all cases, university supervisors, course instructors, and the Director of the Office of Clinical Experiences will be responsible for the learning activities of SCSU teacher candidates.

PROCEDURES for WITHDRAWAL/REMOVAL of TEACHER CANDIDATES

Withdrawal and Removal from Student Teaching (adopted Fall 2007)

- 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 (adopted Fall 2013)

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 **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.

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.

STUDENT TEACHING FILES

Student teaching files are housed in the Office of Clinical Experiences. A file is created for each teacher candidate when he or she applies for the ED 300 field experience. These teacher candidate files in the Office of Clinical Experiences may be destroyed seven years after the completion of student teaching.

Items typically found in a student teaching 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 School 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 Four – Expectations of Teacher Candidates

EXPECTATIONS OF ALL TEACHER CANDIDATES

Professionalism

- **Be well groomed at all times.** Determine what is appropriate for your building. It may be advisable to take your model from the more formal faculty examples to help you in the transition from student to teacher roles.
- **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 promptly turning in all necessary lesson plans, schedules, journals, and assignments.
- **Use proper grammar, spelling, and punctuation.** When necessary, consult a dictionary. Avoid trite and slang expressions and gender-biased comments, as some terms may be offensive to some people. Your social group is changing as you join a profession, and you must now adopt the more formal language of a professional.
- **Obtain and know the policies of the school.** Ask if student and faculty handbooks are available for your use. You are responsible for this information.
- **Show initiative!** Consult the cooperating teacher first and, if approved, follow through with the necessary action. Avoid having to be told everything you need to do.
- **Develop good rapport with students, faculty, staff, administration, and the public.**
- **Secure approval** from local school administration for engaging in any activities in the cooperating school or school district that go beyond the teaching assignment.
- **Begin your assignment correctly by obtaining and maintaining effective classroom management.** Be firm, but fair. Think of discipline as a positive force rather than a negative one. Discipline is more than just correcting a situation; it is an opportunity to teach. Students have a right to an environment that is stable and in which they are secure enough to learn. It is the teacher's responsibility to develop such an environment.
- **Make constructive notes during your observation periods and apply them to your teaching.** Be reflective and then ask your cooperating teacher the "whys" and "hows" of handling certain situations. Become familiar with procedures and schedules that you will be expected to follow.

Student Teaching Requirements

- **Additional expenses in the program:** You will need transportation to get to the field sites and student teaching. Although we can't estimate costs for you, the cost of gas for the ED 441 field and student teaching will be for "up to" an hour's drive each way for every visit (5-6 weeks daily for ED 441 & 16 weeks full time for ST). Criminal background checks are required at many field sites, ranging from \$25-\$40. Liability insurance is a mandatory requirement for both the ED 441 field and student teaching (ED466/467). The insurance through Education Minnesota is good for each school year only and costs \$25 per year.
- **Know the materials contained in this handbook.** You are responsible for the rules, assignments, forms, etc., included herein.
- Teacher candidates are expected to **share their field experience evaluations** (ED 300 and ED 441) and any ED Block Self-Evaluations with their cooperating teachers and university supervisor.
- **Teacher Performance Assessment (TPA)** will be expected to be completed. Some of the following requirements will be part of the TPA.
- **Unit development** is expected. One week is the required minimum. The unit understandably 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. **Teacher Candidates will not receive a satisfactory in Student Teaching if the unit assessment rubric is not satisfactory (all 3's and 2's).** 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 (see page 57 for the Unit Rubric Assessment form) 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

- Some university supervisors may require a shadowing activity for teacher candidates although this is considered an individual requirement as is the assignment to develop a classroom management plan.
- Teacher candidates are expected to complete **Do You Know?** (found on pages 49-50).
- All teacher candidates are required to do **one videotaping** of their teaching. Naturally, permission of the school district must be obtained. If the school district does not allow videotaping of classes, the teacher candidate will be excused from this assignment.
- **Make detailed lesson plans.** Lesson plans must be developed for **every** lesson that you teach. Your cooperating teacher must receive your lesson plans for review and approval **at least two days prior** to the teaching of the lesson. Adjust your lesson plans as necessary with the guidance of your cooperating teacher. Having the lessons well prepared in advance will help to reduce your anxiety as well as that of the students and cooperating teacher.
- **All lesson plans must be readily available for the university supervisor when he/she observes.**
- **Submit a weekly schedule** to your university supervisor (*using the format that they request*) making certain that it is correct and properly completed. Changes that affect your daily schedule must be reported to the university supervisor.
- **Be aware that some content area faculty also observe (HPERSS, math, social studies, music, art, ESL, languages, and science).** You should coordinate these visits to accommodate your teaching situation and various schedules. Also, be sure content faculty share their observations with you and your university supervisor. Copies must also be submitted to OCE for your file.
- **Submit a weekly response to your university supervisor and your content advisor.**
- **Schedule regular conference times with your cooperating teacher.**
- **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:** Students typically have two different preparations during full time teaching. This 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.
- Teacher candidates are expected **to sign all** formative observation forms, the self-assessment form, and the summative evaluation form.
- Teacher candidates are asked to complete the Secondary Program Evaluation on Professional Development Day and submit it to the designated secondary faculty member. This information/feedback is essential to our program development.

Professional Dispositions

- Demonstrates enthusiasm (e.g., body language, eye contact, using students' names)
- Arrives on time and ready to teach (is reliable)
- 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
- Exhibits sensitivity and responsiveness 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

Section Five – 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 Six – Guiding Materials

- **Do You Know?**
- **Observation Inventory**
- **Teacher Candidate Reflections**
- **A Checklist for Lesson Planning**
- **Assessment Reminders/Ideas**

Do You Know?

During the first several days of the student teaching assignment, most of the day will be spent observing the classroom. To make these observations meaningful, answer the following guiding questions. Please complete these questions for each placement. Feel free to raise questions about the activities of the day and/or share concerns with the cooperating teacher. Also, start working on the Context for Learning, which is found in the TPA handbook.

1. What are the performance expectations that your cooperating teacher and school have regarding the following:
 - Student behavior
 - Student homework
 - Student attendance
 - Your involvement and performance

2. What are the curricular expectations of the courses you will be involved with?
 - What guidelines and timelines have been established for scope and sequence of content and skills to be taught and learned?
 - What state, district, or national organization standards will you and the students be accountable for addressing?

3. What issues are these students in general dealing with outside of class and school that might affect their performance? What issues are they dealing with in the school and classroom that might affect their performance? What resources are available in the school and community to help students?

4. Based on your observations and involvement, what engages or disengages students (individuals and groups of students) in this classroom and school from learning and why? What have you seen or heard that you can do as a teacher to facilitate learning by each individual and group of students? What are their learning styles? What do students say makes for effective teaching and learning activities?

5. Have you met important people, such as the following:

| | |
|-----------------------|--|
| Principal | Library Media Specialist and Staff |
| Assistant Principal | Custodians |
| Dean of Students | Technology Coordinator |
| Counselors | Food Service Personnel |
| Department Chair | All Departmental Colleagues |
| Principal's Secretary | Other Teacher Candidates |
| Attendance Secretary | New Teachers in the building |
| | Student Activities and Athletic Director |

6. Do you know where important places are, such as the following:

| | |
|--------------------------------|---|
| School library | Special education department |
| Professional library | Nurse's office |
| Community library | A-V Materials you can use |
| Computer lab(s) | Staff mailboxes |
| Teacher's lounge & dining area | Copiers |
| Restrooms for students & staff | A place to do your work when not teaching |

7. Important building policies and procedures (usually found in faculty and student handbooks) regarding things such as the following:

| | |
|--|---|
| Discipline (intervention and reporting/referrals) | Calling in sick/late and leaving plans for substitutes |
| Grading and retention | Home-School communications |
| Attendance and Tardiness | Family-Teacher conferences |
| Food, coats, hats, electronic devices, etc., in school and classrooms. | Guest speakers and visitors |
| Record keeping & lesson plans | Routine procedures/rules when student becomes ill |
| Materials acquisition | Field trips |
| Use of the copier | Student support and reporting for suspected abuse, emotional distress, chemical use, etc. |
| Textbooks and computer use | Emergencies (fire, tornado, lock-downs, intruders, etc.) |
| Special education referrals and reporting | |

Observation of the teaching process

Observe one specific lesson or a series of lessons taught and respond to the following questions:

1. What are the objectives of this lesson?
2. What materials are used to help accomplish these objectives?
3. What teaching methods are used (motivation, introduction, closure)?
4. How are unexpected events handled and what are the results?
5. What were the main features of this teaching lesson?
6. What learning experiences are provided for special needs students?
7. Did the teacher modify the original plans? If modified, why?
8. How does the teacher use eye contact, voice inflection, proximity, etc.?
9. What seems to be the most interesting class activity in the lesson?
10. What skills are being developed during the lesson?
11. What attitudes and understandings are being formed during this lesson?
12. Approximately how long is the average attention span at this grade level?
13. How does the attention span affect the learning process?
14. What elements or aspects of the lesson affect children's attention spans?
15. How does the classroom atmosphere have an impact on the learning process?
16. Other comments:

Observation Inventory for Student Teaching

- ✚ What effect does the classroom's physical arrangement seem to have on the learning environment?
- ✚ Does the furniture seem appropriate for the diversity of student physical development?
- ✚ What organizational methods does the teacher use for tasks such as attendance, lunch count, bathroom use, etc.
- ✚ What evidence do you see of adults as advocates for students, such as sustained relationships between students and at least one adult, interdisciplinary teams, counseling and guidance services, health—physical and mental—services, etc.
- ✚ Do teachers see themselves as reading and writing teachers across the disciplines?
- ✚ Is the curriculum integrative, challenging and exploratory?
- ✚ Does the curriculum prepare students for being active, decisive, and discerning citizens in a democracy?
- ✚ Is the classroom/school a caring community of learners?
- ✚ Does there seem to be an overall mission or vision for the school? If there is one, how is it demonstrated?
- ✚ Are there rewards or punishments? What sort?
- ✚ What techniques does the teacher use to manage students' behaviors?
- ✚ What do you see on the walls of the classroom? Do you see student work? Whose pictures are there? Do the pictures represent the diversity of faces in the world/United States?
- ✚ How many different ways are used to group students?
- ✚ Is there evidence of the school's or teachers' sensitivity to issues of gender, race, class, disability, sexual orientation?
- ✚ Is there evidence of cooperative learning?
- ✚ Is there laughter, humor?
- ✚ Do the students appear happy? What seems to make them happy?
- ✚ What does the teacher do to get students' attention?
- ✚ Do lessons support student interest and curiosity?
- ✚ Notice the voice of teacher and students, tone, volume?
- ✚ Do all students have an equitable opportunity to respond?
- ✚ Wait time? How much time elapses between a question being asked and a student being called on to respond?
- ✚ What is done to promote discipline and self-responsibility?
- ✚ What learning styles do you observe in the students?

- ✚ Can you recognize the high achieving students? The low achieving students? How are they treated differently?
- ✚ How are gifted students challenged?
- ✚ Is creativity encouraged?
- ✚ Is diversity encouraged? Are students encouraged to be unique?
- ✚ What evidence of school-family-community partnerships do you see?
- ✚ How is communication between home and school established and maintained?
- ✚ How are students encouraged to resolve conflicts?
- ✚ What evidence do you have that the school cares about the safety of students?
- ✚ What health programs do you see in the school?
- ✚ Visit the lunch room if you can? What do you notice?
- ✚ How do the students group themselves? What are the “cliques” like? Is there racial, ethnic, or other sorts of segregation?
- ✚ What do you notice about the relationship between the students and other adults—janitors, principal and other administrators, counselors, social workers, cooks?
- ✚ Do you see any service learning?
- ✚ Is there evidence of student activism?
- ✚ What evidence is there that the school is preparing active citizens for a democracy with skills such as: community involvement, good decision making, making good choices, critical media literacy, critical thinking, finding multiple perspectives, supporting conclusions with good evidence, etc.

If you can think of other questions we should be asking in the field experience, please add to and enrich this list with your insights!!

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 education 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, truly 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.

References

Bruner, J.S. (1960). *The process of education*. New York: Vintage

Dewey, J. (1921). *How we think*. Boston: D.C. Heath

Reed, A. & Bergemann, V.E. (2001). *Guide to observation, participation, and reflection in the classroom*. Boston: McGraw Hill

A CHECKLIST FOR LESSON PLANNING

NOTE: *Lesson plans must be approved by the cooperating teacher at least **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 students' 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 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 and the school?
13. Was enough time allowed to complete the assignments?
14. Have multiple perspectives (including race, class and gender) been considered in terms of the content of the lesson?

NOTE: Formats for lesson plans were shared in content methods courses, ED 300, ED 431 and ED 441. The form used for ED 441 can be found on pages 13-15. The university supervisor may also have formats to share.

ASSESSMENT REMINDERS

- Assessment is about collecting evidence related to learning/understanding.
- Assessment allows the teacher to answer the question, “How do I know my students understand?”
- Assessment guides planning—teachers can determine understandings as well as misunderstandings that their students have.
- Assessment can be informal as well as formal, formative as well as summative. Fair evaluation is based on a collection of assessments.
- Pre-unit/lesson assessment provides information as to the baseline of students prior to teaching/learning activities (what do they currently understand and misunderstand). Post-unit/lesson assessment, when compared to the results from pre-unit/lesson assessment, provides information as to whether or not students learned.

Assessment Ideas

- Performance Tasks: presentations, demonstrations, often considered “authentic” measures
- Tests and Quizzes – be sure to consider reliability and validity
- Formal Observations and Interviews (using predetermined questions/criteria)
- Peer and Self Evaluations (using predetermined and modeled criteria/tool)
- Informal Checks for Understanding: “I learned” statements, learning logs or journals, discussions, observations of group work, exit cards, completion of KWLs or graphic organizers
- Possible tools for assessment include the following: Selected-Response, Constructed-Response, Rubrics, Point System, Checklists, Criteria Listing

Section Seven – Forms

- **Unit Assessment**
- **Student Teaching Self-Assessment**
- **Action Plan**
- **Formative Observation Assessment**
- **Summative Assessment of Student Teaching**

OBSERVATION & 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 and Literacy Standards

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. In addition, for teacher candidates in social studies, science, and math, there is a rubric related to the new literacy standards that cooperating teachers are asked to complete and submit to the university supervisor.

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

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 and signed during the student teaching experience (three are required for each eight-week experience). Note that there are two choices for forms to be used for observations.

Assessment of teaching effectiveness is a daily process. The cooperating teacher is encouraged to discuss written observations on a regular 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. 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. However, final evaluations are not to be viewed as recommendations for employment. 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.**

Unit Rubric Assessment

Teacher Candidate Name _____ Date _____

| Component | 3 = Proficient unit provides well developed evidence of understanding | 2 = Competent unit provides sound understanding & 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) <ul style="list-style-type: none"> • Clarity of reasoning • Content and Age appropriate • Clarity of overall purpose and what is to be accomplished • Consideration of all learners | | | | |
| Unit Objectives <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Pre and post assessment tools match objectives • Evidence of tabulation of assessment results • Changes in planning and instruction based on pretest results • Careful analysis of results with reflection on results • Inclusion of future planning • Consideration of all learners (appropriate adaptations and/or accommodations) | | | | |
| Lesson Plans <ul style="list-style-type: none"> • At least five lesson plans • Variety of instructional strategies and learning activities • Consideration of all learners' prior experience and learning styles • Congruency between/across objectives, strategies, learning activities, & assessment • Inclusion of at least two lesson plans addressing language/literacy needs of all students | | | | |
| Resources and References (those used by TC to develop unit) | | | | |
| Unit Assessment – reflective narrative including positive & negative aspects of each of unit components (rationale, objectives, assessment, lesson plans, resources & references) | | | | |

Overall Rating of the Unit = _____

Rater's Comments: Detailed comments regarding each component of the unit MUST be attached.

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 _____

Assessment of Literacy Standards Related to Social Studies Teaching

| Standard: Instruction helped students | Level One | Level Two | Level Three | Level Four |
|--|--|---|--|--|
| recognize fact and opinion and the words that signal opinions and judgments | teacher candidate included materials that involved fact and opinion | teacher candidate planned ways to guide students to recognize fact and opinion | teacher candidate implemented instructional strategies to help insure students recognized fact and opinion | teacher candidate assessed whether or not students could recognize fact and opinion |
| distinguish between primary and secondary sources | teacher candidate included both primary and secondary source materials | teacher candidate planned ways to guide students to distinguish between primary and secondary sources | teacher candidate implemented instructional strategies to help insure students distinguished between primary and secondary sources | teacher candidate assessed whether or not students could distinguish between primary and secondary sources |
| think critically by drawing inferences/ conclusions from facts, analyzing author's purpose and point of view, discerning cause and effect relationships, detecting bias, evaluating evidence | teacher candidate included materials that required thinking critically | teacher candidate planned ways to guide students to think critically | teacher candidate implemented instructional strategies to help insure students would think critically | teacher candidate assessed whether or not students could think critically |
| use and interpret maps, globes, and other nonlinguistic graphic tools | teacher candidate included maps, globes, and other nonlinguistic materials | teacher candidate planned ways to guide students to use and interpret nonlinguistic tools | teacher candidate implemented instructional strategies to help insure students used and interpreted nonlinguistic tools | teacher candidate assessed whether or not students could use and interpret nonlinguistic tools |
| use other text features such as glossaries, indexes, detailed databases, and appendices | teacher candidate included text features such as glossaries, indexes, detailed databases, and appendices | teacher candidate planned ways to guide students to use text features such as glossaries, indexes, detailed databases, and appendices | teacher candidate implemented instructional strategies to help insure students could use text features such as glossaries, indexes, detailed databases, and appendices | teacher candidate assessed whether or not students could use text features such as glossaries, indexes, detailed databases, and appendices |

Assessment of Literacy Standards Related to Science Teaching

| Standard: Instruction helped students | Level One | Level Two | Level Three | Level Three |
|---|---|---|--|--|
| distinguish between facts based on empirical/scientific findings from opinion | teacher candidate included materials that involved facts based on empirical/scientific findings as well as those based on opinion | teacher candidate planned ways to guide students to distinguish between facts based on empirical/scientific findings from opinion | teacher candidate implemented instructional strategies to help insure students could distinguish between facts based on empirical/scientific findings from opinion | teacher candidate assessed whether or not students could distinguish between facts based on empirical/scientific findings from opinion |
| use scientific evidence to detect fallacies in author's evidence and support own claims with evidence | teacher candidate included materials that involved scientific evidence | teacher candidate planned ways to guide students to use scientific evidence to detect fallacies in author's evidence and support own claims with evidence | teacher candidate implemented instructional strategies to help insure students could use scientific evidence to detect fallacies in author's evidence and support own claims with evidence | teacher candidate assessed whether or not students could use scientific evidence to detect fallacies in author's evidence and support own claims with evidence |
| follow instructions to perform laboratory activities step by step in a disciplined fashion; | teacher candidate included laboratory activities | teacher candidate planned ways to guide students to follow instructions to perform laboratory activities step by step in a disciplined fashion | teacher candidate implemented instructional strategies to help insure students could follow instructions to perform laboratory activities step by step in a disciplined fashion | teacher candidate assessed whether or not students could follow instructions to perform laboratory activities step by step in a disciplined fashion |
| explain diagrams and graphs in terms of scientific content/meaning | teacher candidate included diagrams and graphs | teacher candidate planned ways to guide students to explain diagrams and graphs in terms of scientific content/meaning | teacher candidate implemented instructional strategies to help insure students could explain diagrams and graphs in terms of scientific content/meaning | teacher candidate assessed whether or not students could explain diagrams and graphs in terms of scientific content/meaning |
| explain meaning of abbreviations and symbols | teacher candidate included materials that involved abbreviations and symbols | teacher candidate planned ways to guide students to explain meaning of abbreviations and symbols | teacher candidate implemented instructional strategies to help insure students could explain meaning of abbreviations and symbols | teacher candidate assessed whether or not students could explain meaning of abbreviations and symbols |

Assessment of Literacy Standards Related to Mathematics Teaching

| Standard: Instruction helped students | Level One | Level Two | Level Three | Level Three |
|--|---|---|--|--|
| recognize the density of ideas | teacher candidate included ideas that were dense | teacher candidate planned ways to guide students to recognize the density of ideas | teacher candidate implemented instructional strategies to help insure students could recognize the density of ideas | teacher candidate assessed whether or not students could recognize the density of ideas |
| build concepts within and across chapters | teacher candidate included materials that built concepts within and across chapters | teacher candidate planned ways to guide students to build concepts within and across chapters | teacher candidate implemented instructional strategies to help insure students could build concepts within and across chapters | teacher candidate assessed whether or not students could build concepts within and across chapters |
| use equations to model life situations, to create or restate in words or sentences the relationship between symbols and the situation being modeled | teacher candidate included equations to model life situations | teacher candidate planned ways to guide students to use equations to model life situations, to create or restate in words or sentences the relationship between symbols and the situation being modeled | teacher candidate implemented instructional strategies to help insure students could use equations to model life situations, to create or restate in words or sentences the relationship between symbols and the situation being modeled | teacher candidate assessed whether or not students could use equations to model life situations, to create or restate in words or sentences the relationship between symbols and the situation being modeled |
| use text with diagrams and graphs | teacher candidate included text with diagrams and graphs | teacher candidate planned ways to guide students to use diagrams and graphs | teacher candidate implemented instructional strategies to help insure students could use diagrams and graphs | teacher candidate assessed whether or not students could use diagrams and graphs |
| use different representations to understand the underlying mathematical concept, matching each representation to the learning styles of different individuals | teacher candidate included materials that used different representations to understand underlying mathematical concepts | teacher candidate planned ways to guide students to use different representations to understand the underlying mathematical concept and matched each representation to the learning styles of different individuals | teacher candidate implemented instructional strategies to help insure students could use different representations to understand the underlying mathematical concept and matched each representation to the learning styles of different individuals | teacher candidate assessed whether or not students could use different representations to understand the underlying mathematical concept |
| be able to represent mathematical ideas in a variety of modes (literal, symbolic, graphic, and digital), which includes restating symbolic representations (numerals, equations, and graphs) in words or sentences | teacher candidate included materials that represent mathematical ideas in a variety of modes, which includes restating symbolic representations in words or sentences | teacher candidate planned ways to guide students to represent mathematical ideas in a variety of modes, which includes restating symbolic representations in words or sentences | teacher candidate implemented instructional strategies to help insure students could represent mathematical ideas in a variety of modes, which includes restating symbolic representations in words or sentences | teacher candidate assessed whether or not students could represent mathematical ideas in a variety of modes, which includes restating symbolic representations in words or sentences |

Unit Rubric Grading Direction Sheet

Secondary Faculty, Fall Semester 2008

(As of Spring Semester 2012, teacher candidates will need to complete the Teacher Performance Assessment (TPA). The unit will now be a part of the TPA. More guidelines are forth coming.)

1. **University Supervisors should review the unit rubric assessment form with TCs and CTs on the first visit.**
2. All unit rubric assessments are **due at Professional Development Conference Day**. Put them in the Secondary Coordinator's mailbox in the Teacher Development office, A132.
3. **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.**
4. **Policy of Secondary Faculty:** TCs will not receive a satisfactory in student teaching if their unit assessment is not satisfactory.
5. **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.
6. Use only the **current** form (attached).
7. There can be "up to" three submissions.
8. 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 **all** unit rubric assessments with the final one on top—please staple. Note: **The Cooperating Teacher is required to sign only the first submission.**
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.

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

proficient competent developing unsatisfactory

|-----|-----|-----|-----|

Areas of strength:

Student Learning

proficient competent developing unsatisfactory

|-----|-----|-----|-----|

Diverse Learners

proficient competent developing unsatisfactory

|-----|-----|-----|-----|

Instructional Strategies

proficient competent developing unsatisfactory

|-----|-----|-----|-----|

Learning Environment

proficient competent developing unsatisfactory

|-----|-----|-----|-----|

Areas to develop further:

Communication

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. Use back of form so that you have adequate space for comments.

Cooperating Teacher _____
(signature & date)

Teacher Candidate _____
(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**

Teacher Candidate

____ **Date**

____ **Not Achieved**

University Supervisor

Rev. June 2005

Page 1 of 2

St. Cloud State University – Formative Assessment of Beginning Teacher Competencies

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> E: NI: | | |

Observer: _____ Date: _____

Teacher Candidate: _____ Date: _____

White copy – OCE/Observer

Canary copy - Student

| | | |
|---|---|---|
| REV. JUNE 2005 STANDARD & INDICATORS: E = Effectively Used; NI = Needs Improvement | <u>ST CLOUD STATE UNIVERSITY – FORMATIVE ASSESSMENT OF BEGINNING TEACHER 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.

White Copy – OCE/Observer

Canary Copy – Student

Page_____

Rev. June 2005

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

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:

Observation Notes:

Observer _____ Teacher Candidate _____ Date _____

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

Revised Spring/09

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

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

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 | <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 |
| Standard 2 – STUDENT LEARNING <i>The candidate understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.</i> | 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 | <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 |
| Name: _____ Cooperating Teacher or Univ. Supervisor Signed: _____ Date: _____ | Teacher Candidate Name: _____ | <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 |

| Standard | Indicators | Level of Performance |
|---|---|--|
| <p>Standard 3 – DIVERSE LEARNERS <i>The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</i></p> | <p>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 instruction, Pre and Post • Recognizes and deals with prejudices and discrimination • Respects students as individuals and helps them learn to value each other</p> | |
| <p>Standard 4 – INSTRUCTIONAL STRATEGIES <i>The candidate understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.</i></p> | <p>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</p> | <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> |
| <p>Standard 5 – LEARNING ENVIRONMENT <i>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.</i></p> | <p>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</p> | <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> |
| <p>Standard 6 – COMMUNICATION <i>The candidate uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.</i></p> | <p>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</p> | <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> |
| <p>Standard 7 – PLANNING INSTRUCTION <i>The candidate plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.</i></p> <p>Name: _____ Cooperating Teacher or Univ. Supervisor</p> <p>Signed: _____</p> <p>Date: _____</p> | <p>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</p> <p>Teacher Candidate Name: _____</p> | <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> |

| Standard | Indicators | Level of Performance |
|--|---|---|
| <p>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></p> | <p>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</p> | <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> |
| <p>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></p> | <p>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</p> | <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> |
| <p>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></p> | <p>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</p> | <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> |
| <p>PROFESSIONAL DISPOSITIONS <i>The candidate models professional behaviors and attitudes consistent with that of a high quality teacher.</i></p> | <p>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</p> | <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> |

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.

Name: _____
Cooperating Teacher or University Supervisor

Signed: _____

Date: _____

Teacher Candidate Name: _____

Reference Sheet – Revised Spring 2009

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) | 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) |
| | 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) | 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 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
-
-

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.

Section Eight – Final Steps

- **Feedback to University Supervisor**
- **Checklist for University Supervisor**
- **Licensure, Credentials, Portfolios**
- **Licensure Testing**
- **Contact Information**

FINAL STEPS

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 formative 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 |
| K. | Shared summative evaluation | 0 | 1 | 2 | 3 | 4 | 5 | NA |
| L. | Kept appointments and was punctual | 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's Name)
St. Cloud State University – Education Building
720 S. 4th Ave.
St. Cloud, MN 56301

STUDENT TEACHER 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 each semester - University Supervisor**
(Give a copy to student teacher), please make 2 copies for our office.

_____ **Summative of Student Teaching each semester - Public School Cooperating Teacher**
(Give a copy to student teacher), please make 2 copies for our office.

_____ **Minimum of 6 formative forms* from university supervisor – 3 per each 8 week student teaching experience.**

_____ **Minimum of 6 formative forms* from cooperating teachers – 3 per each 8 week student teaching experience.**

_____ **Student Teaching Self-Evaluations**

_____ **Action Plan for Professional Growth (if appropriate)**

_____ **Secondary Unit Rubric Assessment – turn in to Teacher Development.**

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:

- G. Summative forms from both cooperating teachers and university supervisors should be professionally typed with no misspellings, words crossed out, etc.
- H. Formative Forms can be used for student teachers; Student Teaching Observation and Conference Guide for Science Teachers forms may be used for science student teachers.
- 16. 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 really appreciate your assistance in providing the above information.

Revised January 2009

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.

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*, the SCSU education job-posting web site, 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. EdPost is at www.stcloudstate.edu/careerservices/jobintern.

Credentials often include:

- Letter of application/letter of intent
- Resume
- List of references
- Three to five letters of recommendation from people who can comment on your ability to be an excellent teacher, colleague, employee, such as the following: college professor, employer, colleague/ teacher, organizational advisor, principal
- Teaching license (or letter from SCSU records office stating you have completed your academic requirements and the license is in process)
- Transcripts
- Student teaching observation and evaluation forms (you will receive these from your university supervisor and cooperating teacher)

TEACHING PORTFOLIOS

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

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 and strategies to try next
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

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 (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)*

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.

Important Contact Information

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| Director of the Office of Clinical Experiences (OCE) Fran Umerski | fwumerski@stcloudstate.edu | 320-3084783 |
| Assistant Director of the Office of Clinical Experiences (OCE) Kathy Watson | kjwatson@stcloudstate.edu | 320-308-4783 |
| Records & Registration/Teacher Licensing Rita Moore | remoores@stcloudstate.edu | 320-308-4037 |
| Career Services Center (CH 215) | careerservices@stcloudstate.edu | 320-3082151 |

MTLE Information:

www.mtle.nesinc.com For information about registration, testing and scoring
www.pearsonvue.com/mtle For information about scheduling computer-based testing appt.
www.stcloudstate.edu/mtle = Web
mtle@stcloudstate.edu = Email

Cooperating Teacher(s)

University Supervisor

Cooperating School Office

Others